

Vamos con la familia- Theme-based course with *Dani y Beto*.

Lesson Plan 7 Note: All activities should take 5-7 minutes.

**Day 7 Target Vocabulary: La Ciudad**

<i>la hermana</i>	sister	<i>el hermano</i>	brother
<i>moreno(a)</i>	dark haired	<i>rubio(a)</i>	blonde
<i>grande</i>	large	<i>pequeño</i>	small
<i>¡Mira!</i>	Look!	<i>el desayuno</i>	breakfast
<i>los huevos (revueltos)</i>	(scrambled) eggs	<i>el pan</i>	bread

**Optional Vocabulary for advanced or older students:**

<i>la ciudad</i>	city	<i>el jugo</i>	juice
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You can review these vocabulary words during the activities and games this week and add them to the review games for the next class.

**Key phrases to repeat during class and encourage Spanish responses:**

<i>Necesito...</i>	I need...	<i>Me gusta...</i>	I like...
<i>Por favor</i>	Please	<i>Gracias</i>	Thank you
<i>¡Qué chévere!</i>	How cool!	<i>Buena idea.</i>	Good idea.

**Preparing for class:** Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class. Use puppets and props when applicable to make the class activities come alive. Have the classroom set up looking like a café. For example: have a table or desks pushed together with paper plates and cups set out for each student to use during the interactive breakfast skit. Bring large paper cups and small Dixie cups and water to serve for the café skit. Have the pre-cut food flashcards or small samples of the food to serve. Print and post the colorful pictures of Arequipa and *La Plaza de las Armas* from the intranet around the room for the walking tour and have props for dramatization.

**Introduction:** As the students enter the room welcome them to Arequipa, Peru by saying "*¡Bienvenidos a Arequipa, Perú! Welcome to Arequipa, Peru!*" Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students and using Spanish encourage them to sit in a half circle facing you. Take attendance and have the students say "*presente*". Remind students of the Classroom Responsibilities, consequence and rewards systems, and the attention getter.

**Puppet time!** Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.



**Dani:** *La Plaza de Armas es muy hermosa. Me encanta esta ciudad.* I love this city. (Point to the different pictures of the Plaza and the city of Arequipa for the students to see where they are. See if the students remember what "hermosa" means. Encourage them to repeat this adjective after you. **Optional:** Teach "la ciudad" to the students by holding up a picture flashcard and encouraging the students to repeat after you.)

**Beto:** *Sí, pero tengo hambre.* Yes. But, I'm hungry. *Vamos a desayunar en un café.* Let's eat breakfast at a café. (Review the phrase "Tengo hambre" by having the students repeat and make gestures. Hold up the picture flashcard for breakfast and encourage the students to repeat "el desayuno" after you.)

**Dani:** *Buena idea.* Good idea.

**\*Interactive Practice:** Have the students follow you to a large table or group of desks that are set up for a breakfast with our class *amigos*. Encourage the students to march using gestures while singing the *Tengo hambre y Tengo sed* song to the tune of "My Darlin' Clementine" from last week. After the song, reinforce the vocabulary from the song by asking the kids questions like, "¿Qué significa una bebida?" or "¿Tienes hambre?" **Optional:** Teach "el jugo" from the song to the students by holding up a picture flashcard or real bottle of juice and encouraging the students to repeat after you. Have a paper plate and plastic cup set up for each student at the table. Once the students are seated continue the puppet conversation.

**Dani:** *¿Primo Arturo, estás listo para la sorpresa?* Primo Arturo, are you ready for the surprise?

**Primo Arturo:** *¡Sí!*

**Beto:** *Bueno... ¡Ven acá!* Ok then... Come here! *Mi hermana, Lupita, está aquí para visitarnos.* My sister, Lupita, is here to visit. (Explain that *hermana* means sister and have the class repeat "la hermana" after you. Also explain that *hermano* means brother and have the class repeat. Show the picture flashcards while repeating for visual reinforcement.)

**Primo Arturo:** *¡Hola! ¡Qué gran sorpresa!* What a great surprise!

**Lupita:** *¡Hola! ¿Cómo estás?* How are you? (Show the puppets kissing on the cheek and hugging to greet. Explain to the students that it is typical for people in Latin America to hug and kiss each other on the cheek when greeting.)

**Primo Arturo:** *Excelente. ¿Y tú?* Excellent. And you?

**Lupita:** *Muy bien, pero tengo hambre.* Very good, but I'm hungry.

**Beto:** *Mmm... Hay muchas comidas deliciosas en este café.* There are a lot of delicious foods at this cafe.

**Dani:** *Me gusta el pan.* I like the bread. (Hold up the picture flashcard and have the students repeat "el pan.")

**Lupita:** *Me gustan los huevos revueltos.* I like the scrambled eggs. (Hold up the picture flashcard and have the students repeat "los huevos revueltos." Note: For the younger students you can simplify this to "los huevos" and explain the difference.)

**Beto:** *Tengo sed también.* I'm thirsty too. (Holding up a large glass or gesturing a big drink.) *Quiero una bebida grande.* I want a large drink. (Have the students mimic this gesture while repeating "grande." Also teach the students that *pequeño* means small. Hold up a small cup and have the students repeat *pequeño* after you.)



**Interactive Activity:** In this activity you will play the role of the server. To make this adventure come alive you can wear an apron or vest and carry a notepad to take their order. Encourage each student to choose whether they would like *"el pan"* o *"los huevos revueltos"*. Have pre-cut images for these food items in a small envelope to "serve" to the students. If possible, bring in small samples of the real food for the students to experience. Ask each student, *"¿Qué comida te gusta? What food do you like?"* Encourage the students to respond in a full sentence, *"Me gusta el pan. Or Me gustan los huevos revueltos."* For the younger students you can have them simply say the food item in Spanish. As the student answers, "serve" them their choice on their paper plate. Remind them to use the phrases, *"por favor y gracias."* Encourage the students to have fun and act out eating breakfast with our class *amigos*. After you have served the food, you can also reinforce the vocabulary words *"agua, bebida, pequeño, y grande"* by serving everyone with water. As you serve the water, encourage the students to say *"Necesito una bebida. Or Necesito el agua."* Then ask *"¿Grande o pequeño?"*

**Notas Culturales:** Explain to the students while they are "eating breakfast" more about typical foods in Peru. Show the students the pictures of these foods from the intranet. Breakfast is usually a lighter meal in Peru. This can include bun bread, scrambled eggs, ham, and cheese. Breakfast is usually served with coffee, milk, or tea. On Sundays it is typical to have *un tamale*, a traditional dish made of corn dough wrapped in a banana leaf with pork and seasonings for the filling, or *el chicharrón*, a sandwich on bun bread with deep fried pork and sweet potatoes with red onions and chili pepper. Typically in Peru, as in many other Spanish speaking countries, lunch is the largest meal of the day. Since this is such an important meal, many shops are closed so that families can all be eating together at home. *Ceviche*, fresh raw fish marinated in lime juice with sliced onions, chili peppers, salt and pepper, is a popular lunch time dish in Peru. *Chifa* is the Peruvian term for Chinese food or a Chinese restaurant. This is a mixing of authentic Chinese and Peruvian food. *Chifa* is very popular in Peru because there were many Chinese immigrants that settled there. They needed to adapt their cuisine to the items available in Peru, so the cuisines were mixed. Dinner would be simpler than lunch. This can be a soup or chicken with rice.

**Juego: El desayuno-** Explain to the class that Dani, Beto, Primo Arturo, and Lupita all ordered breakfast, but at the restaurant the server forgot something every time. So, the class needs to help the restaurant remember the items that were forgotten. Place all of the picture flashcards or objects representing the food and drink vocabulary items from class in the center of the table. For example: *huevos revueltos, agua, bebida, comida, pan, y desayuno*. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try to memorize them. Send one person from each team to turn around or put on blindfolds. You will then remove an item from the table before calling the students back over. The first person from each team to remember the name of the item that is missing when you ask, *"¿Qué necesitas? What do you need?"* and say it correctly in Spanish scores a point for his or her team. You can encourage the students to answer in a full sentence using the connector phrase *"Necesito..."* You can keep playing for 5-7 minutes.



**Cantamos:** As you transition to the snack time, have the students to stand by using gestures and saying, "*¡Levántense!*" Encourage the students to snap their fingers and sing the "theme song" for the class: *La familia* to the tune of the Adam's Family theme song from day 1.

**Merienda & Notas Culturales:** Use the phrase "*¡Ven acá!*" to encourage the students to sit and quietly eat their snack while you share the culture lesson for the day. Use the words "*por favor*" and "*gracias*" while encouraging the students to repeat these after you. Show the pictures from the intranet while explaining to the students that Dani and Beto are visiting the city of Arequipa, Peru. Be sure to use Spanish first and follow it up with the English translations. Show them the map of Peru while pointing out all of the different locations they have been.

Arequipa is the second largest city in Peru. See if the kids remember what the largest city in Peru is (Lima). Arequipa has a very vibrant city life.

Arequipa is also known for its volcanoes. *Volcán Misti* is the largest of a three huge volcanoes and is a popular tourist attraction since people can climb the volcano. It is fairly easy to climb and most can make it all the way to the crater. *El Misti* peaks at about 19 thousand feet, which is equivalent to almost four miles, so most climbers need to adjust to the high altitude. This volcano is currently inactive and snow capped. Arequipa has had volcanic eruptions and earth quakes in the past. Ask the students what they think of when they hear *ciudad*, city? Explain the difference of a colonial city vs a modern city by talking about the buildings and showing pictures. Arequipa has many colonial style buildings made of *sillar*, a white volcanic rock. Because of this, the city has been referred to as "*La Ciudad blanca*", the white city. Review the adjectives *grande y pequeño* when talking about the different cities. Ask the students if they would prefer to live in a *ciudad grande o ciudad pequeña*?

Move to a new space in the room and pick up the puppets again to continue with the skit below.

**Lupita:** *Vamos a caminar a ver la ciudad.* Let's walk to see the city. *Quiero tomar unas fotos.* I want to take some pictures.

(Have the students walk with you around the room for a tour of Arequipa. Have the different pictures of Arequipa and *La Plaza de las Armas* from the intranet posted around the room. Encourage the students to pretend they are tourists taking pictures.)

**Beto:** *Buena idea.* Good idea.

**Dani:** *Hay muchos pájaros en La Plaza de las Armas.* There are a lot of *pájaros* in *La Plaza de las Armas*. (See if the students can tell you what *pájaros* are. Review this vocabulary word by holding up the picture of the pigeons in the plaza and having the students repeat after you.)

**Beto:** *¡Mira!* Look! *Hay una mamá y su bebé.* It is a mom and her baby.

**Lupita:** *Es una familia de pájaros en el árbol.* It is a family of birds in the tree. (Review "*la familia*" with the students by showing a picture of a family and having the students repeat the word after you. See if the students remember what "*el árbol*" means. Review this by holding up a picture and encouraging the students to repeat after you. Teach the phrase "*¡Mira!*" to the students by repeating it and having it written on the board for them to see. Practice the phrase by tossing a ball to students and encouraging them to point to something different in the room and say "*¡Mira!*")

**Dani:** *¡El bebé es muy pequeño!* The baby is very small!



**Beto:** ¡Qué chévere! How cool!

**Interactive Activity:** Show the students different pictures of birds and bird families from the intranet template to review the family vocabulary and adjectives they have learned. Ask the students, "¿Quién es?" to see if they can tell what role in the family the bird has. Ask the students, "¿De qué color es?" to see if they can tell you what color the bird is in Spanish. Ask the students, "¿Cómo es?" to see if they can describe the birds using the Spanish adjectives they have learned like: *grande, pequeño*, etc.

Play a quick game of *Alrededor de La Plaza* with the students. Have two students stand to compete. When you hold up a picture flashcard representing a vocabulary word introduced or reviewed in class today, the students will race to call out the Spanish translation. For example, if you hold up a picture of a tree, the students will call out "el árbol." The student that says the correct answer the fastest gets to compete with the student next to him or her. Continue the game by holding up a new picture flashcard. The student who wins continues to move "around the plaza" to compete.

**\*Interactive Activity:** Explain that now the students have learned different Spanish words to describe people that will help them to recognize their friends in the city. Hold up a family picture and describe the people and their relationships in Spanish to the students, reviewing the adjectives the students have learned like: *grande, pequeño, hermoso(a), caro(a), barato(a), bajo(a), alto(a), y amable*. Ask follow up questions like, "¿Quién es la hermana? ¿Quién es alto?, etc." Teach the students the two new words for blonde and brunette. Hold up the picture image for blonde hair and encourage the students to repeat "rubia" after you. Explain that you would say "rubia" for a girl and "rubio" for a boy. Also show the dark hair picture image and teach the adjective "morena." Again teach the gender difference. Have a bag with a variety of pictures or real objects that portray the adjectives above. Encourage the students one at a time to randomly pull out an object or picture from the bag. They will need to use one of the adjectives in Spanish to correctly describe the item. For example: If you have a magazine picture of a dark haired celebrity they can say "morena." If you have a watch in the bag they can say "caro." If you have a picture of a short family member they can say "bajo." Encourage the entire class to repeat the adjective after each answer is given. Praise the students for their efforts.

**Tip:** To make this more challenging you can use pictures and objects representing vocabulary elements from class and have the students give the entire phrase in Spanish. For example, if you have a picture of a blonde mother, the child would answer "mamá rubia." If you have a picture of a short grandpa, the child would answer "abuelo bajo." Review the gender and agreement rules before starting the activity to help the students.

**Actividad: ¿Adivinas Quién?** - Explain that there are many people in the crowd and Dani, Beto, Lupita, and Primo Arturo keep getting separated from each other. In this activity the students will help the family find each other. Tape note cards with the Spanish words for family members along with matching adjectives on the backs of each of the students without them seeing their own word. Use two of the same relationship with matching adjective. For example: have two *hermanos altos*, and two *hermanas rubias*, etc. Include a picture on the note card for the non-readers in the class. Have each student try to find their match by



asking questions about the word or giving descriptions to each other. Once the students have figured out who they are, ask the class follow up questions such as "*¿Quiénes son las abuelas bajas? Or ¿Dónde están los papás morenos?*"

**Las Dramatizaciones:** Divide your class into small groups of 2-4 students each. Hand each group one of the adventure scenes below. Some skits may be repeated. The group will work together for a few minutes to decide who will play what part and practice the skits. Walk around to help ensure each group understands the skit. They will present using the Spanish only. Bring in fun clothing props and objects as possible for the students to use during the skits. Encourage the students to have fun with this and use silly voices to get into character.

**For younger students:** Describe each skit and ask for volunteers to help you act out the scene in front of the class. Act out the skit with the students using silly voices, props, and costumes. Whisper each line to the students and have them repeat after you during the skit.

**#1- Hay tres hermanas en la ciudad para desayuno. There are three sisters in the city for breakfast. El mesero está muy ocupado. The server/waiter is very busy.**

*Hermana 1- Hola hermanas hermosas. Hello beautiful sisters. ¿Cómo están? How are you?*

*Hermana 2- Bien, gracias. ¿Y tú? Good, thank you. And you?*

*Hermana 1- Muy bien, pero tengo hambre. Very good, but I'm hungry.*

*Hermana 3- Tengo hambre y tengo sed también. I'm hungry and thirsty too.*

*Mesero- ¡Buenos días! Good morning!*

*Hermana 2- Necesito un agua por favor. I need water please.*

*Hermana 1 y 3- Sí. Una bebida por favor. Yes. A drink please.*

*Mesero- Bueno. ¿Qué quieres para desayuno? Good. What do you want for breakfast?*

*Hermana 1- Huevos revueltos, por favor. Scrambled eggs please.*

*Hermana 2- Solamente pan por favor. No tengo hambre. Only bread please. I'm not hungry.*

*Hermana 3- Huevos revueltos con pan por favor. Scrambled eggs with bread please.*

*Mesero- Muy bien, gracias. Very good, thank you.*

**#2- Dos primos van a caminar a Machu Picchu. Two cousins are going to hike Machu Picchu. El guía es muy inteligente y fuerte. The guide is very intelligent and strong.**

*Primo 1- Hola primo. ¿Cómo estás? Hi cousin. How are you?*

*Primo 2- Estoy cansado porque es muy temprano. ¿Y tú? I am tired, because it's very early. And you?*

*Primo 1- Tengo calor. I'm hot.*

*Guía- Necesitas tu mochila, tu suéter, y una botella de agua. You need your backpack, sweater, and water bottle.*

*Primo 2- Necesito comida también. I need food also.*

*Guía- Hay comida en la mochila. There is food in the backpack.*

*Primo 1- ¡Qué chévere! ¡Vámonos! How cool! Let's go!*

After about three minutes, use your attention getter and ask for volunteers to present their skit. After each skit have the class give *un aplauso*. If you have class time remaining, play the following review game.



**Juego de Repaso: Concentración-** Divide your class into pairs. Use the *Concentración* template from the intranet and copy it enough times so that each pair has one. Each square should be cut into an individual card. Each image has a matching square with the vocabulary words in Spanish to equal a pair. One person starts off as the "dealer" and shuffles the cards and then places them face down on a desk in any order. The two students take turns trying to find matches. A turn consists of turning over one card, then another like in the game Memory. If these cards are pairs, the student will take the cards from the layout to keep them and go again. If the two cards turned aren't pairs, that person's turn ends. Return the cards to their places facedown.

**Closing:** Pick up your puppets and carry on the small conversation below.

**Dani:** *Me gusta la ciudad de Arequipa.* I like the city of Arequipa.

**Beto:** *Estoy de acuerdo.* I agree.

**Primo Arturo:** *Vamos a viajar a Lago Titicaca para la próxima aventura.* We are going to travel to Lake Titicaca for the next adventure. *¿Lupita, vas a venir con nosotros?* Lupita, are you going to come with us?

**Lupita:** *Sí, estoy emocionada.* Yes. I am excited.

**Teacher:** Encourage the class to respond "*Hasta luego*" using a gesture of waving goodbye.

**Adíos:** Sing the "*Hasta Luego*" song to the tune of "We are the Champions" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up. Ask the students to "*Formen una fila a la puerta.* Form a line at the door." Remind the students to look for their newsletter by email after class to practice at home. Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.