

Vamos por el pueblo- Theme-based course with Dani y Beto.

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

Day 7 Target Vocabulary: La sala

<i>la sala</i>	living room	<i>el sofá</i>	sofa or couch
<i>la alfombra</i>	carpet or rug	<i>la computadora</i>	computer
<i>la tele</i>	TV (television)	<i>la lámpara</i>	lamp
<i>¡Rápido!</i>	Quick/Hurry!	<i>hacer la tarea</i>	to do homework

Key phrases to repeat during class and encourage Spanish responses:

<i>Tengo que_____.</i>	I have to_____.	<i>Necesito_____.</i>	I need_____.
<i>¿Dónde está___?</i>	Where is___?	<i>Está aquí.</i>	Here it is.
<i>¿Cuántos hay?</i>	How many are there?	<i>¡Vámonos!</i>	Let's go!

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.

Specifics for today's class: Have the picture flashcards for today's class and previous classes. Bring in as many props as possible to make the living room setting come to life in the classroom: a blanket to represent the carpet or rug, set up chairs in a row like a sofa, etc. Tape picture images or props under the chairs for the interactive activity. Hide multiple images or props around the room for the *¿Cuántos hay en la sala?* activity.

Introduction: Have Dani and Beto greet each student as s/he walks through the door by saying, "*¡Hola! ¿Cómo estás?* How are you?" Encourage the kids to show you a thumbs-up as they say, "*Muy bien.*" Have the students place their backpacks in the back of the classroom and form a line standing at the entrance of the classroom. Take attendance and have the students respond, "*Presente.*" Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter.

Interactive activity & vocabulary lesson: La sala- Pick up your puppets and explain that Dani and Beto are walking to their *casa* from school. Have the kids follow you just outside the classroom and continue with the skit below.

Beto: (excited) *Quiero ver la tele cuando llegemos a la casa.* I want to watch TV when we get to *la casa*. See if the students remember what *la casa* means. (Hold up the picture flashcard representing the TV and encourage the class to repeat "*la tele.*" Clarify that "*la televisión*" means television and "*la tele*" means TV.)

Dani: *Yo también.* Me too. *¡Rápido, Beto!* Hurry Beto! (Teach the students that "*rápido*" means "quick, hurry, fast" and have the students whisper it to the *amigo* next to them.)



Dani: (Standing next to the classroom door, which now represents *la casa*, and talking to the class) *¿Ustedes quieren visitar nuestra casa otra vez?* Do you want to visit our house again? (Encourage the class to respond "Sí" and call on a volunteer to open *la puerta*. Have each child repeat "la puerta" while walking through.)

Dani: *Bueno. Vamos a la sala. Good. Let's go to la sala.*

For this interactive activity, the class will follow you to an open area in the room where you have the props or pictures set up representing *la sala: el sofá, la alfombra, la tele, la computadora, la lámpara, etc.* See if the kids can tell you what *la sala* is. Praise them for their guesses and explain, "Sí. *La sala significa living room. Todos repitan: la sala. Muy bien.*" Invite the kids to sit in the row of chairs representing *el sofá*, and encourage them to repeat the word as they take a seat. Under each chair, you will have already taped a picture flashcard or prop from previous classes, such as *el cepillo de dientes, el champú, la toalla, el jabón, el libro, las flores, el pan, etc.*

Beto: *¿Dónde está el control?* Where is the remote control?

Dani: *¿Está en el sofá?* Is it in *el sofá*?

Interactive Activity: Encourage the kids to search *el sofá* to help Dani and Beto find *el control remoto*. As the students find the picture images or props "in the sofa," pass each child a ball and ask him or her, "*¿Qué hay en el sofá?* What is in the sofa?" Encourage each child to tell you in Spanish what he or she found. Have the child show the class the item and encourage the class to repeat the word in Spanish.

Optional game: You can make this into a game. Play music while the kids walk around the sofa. When the music stops, each child must find a seat on the sofa. When you call out a vocabulary word in Spanish, the kids will race to see what item is in their part of the sofa. The student with the matching word gets to call out the next item in the sofa. Continue playing the music and having the kids move around the sofa. When you stop the music, the kids will find a chair again and the past winning student will ask, "*¿Dónde está [vocabulary word]?*" The new winning student will switch places with the last winner and continue on with the game.

Dani: (to the class) *Vamos a formar un círculo en la alfombra.* Let's form a circle on the carpet/rug. (Encourage the kids to repeat "*la alfombra*" after you.)

Beto: *Hay muchas cosas en nuestra sala.* There are a lot of things in our living room. *Necesitamos su ayuda para limpiarla.* We need your help to clean it up.

Juego: ¿Cuántos hay en la sala?- The class will work in teams racing to find and count the different things in *la sala*. Prior to class, scatter pictures and/or props of the vocabulary items around the room (sample list below). Be sure to have multiple images of each item for the students to count. Divide the class into two teams. Hand each team a list of items (*la lámpara, el sofá, la computadora, la alfombra, el libro, las flores, la mesa, la silla, etc.*). You can also post this list on the board for all kids to reference as they search the room. Help the kids work together as teams to find and count the items in Spanish. Encourage the teams to find and count the items in *la sala* for about 2 or 3 minutes. After the time is up, sit back on *la alfombra* with the class to review how many of each item was found by asking for example, "*¿Cuántas computadoras hay en la sala?* How many *computadoras* are there?" As each team



announces how many of each item they found, the team with the higher number scores a point. The team with the most points found the most items and is the winning team.

Merienda & notas culturales: Gather the students in a new space on the floor with their snacks and initiate a discussion about culture while showing them the pictures from the intranet.

Many Mexican houses are made of **adobe** with red clay tiles for the roof. Adobe is a natural building material made from sand, clay, water, and straw or sticks. Adobe homes are also common in the Southwestern United States because they are ideal for hot and dry climates. The floors of adobe homes are typically tile or cement instead of carpet because they are easy to clean and stay cooler. Houses are typically painted in bright colors, and because family is very important, many generations may live within the house.

In Mexico and many Latin American countries, internet cafes are common in town. Here, people can come in at any time to pay to use a computer and the internet. The internet is referred to as "*el Internet*" or "*la Red*" in Spanish. Email is called "*el e-mail*" or "*el correo electrónico*." Ask your students if they use *las computadoras* in school or at home.

Public schools in Mexico are often organized differently than they are here. They often have a morning session and an afternoon session, so half of the kids attend at one time, and the other half attends at the other time. Just like in the United States, however, students in Mexico have *tarea*. Kids are placed in a class with the same students throughout every year in school from elementary (*primaria*), junior high (*secundaria*), and high school (*la prepa*). Since the kids are in the same class with each other through the years, they often form very close friendships. Ask the students how this would be different from their experiences in school.

To relax, Mexicans enjoy many of the same activities we do: television, movies, music concerts, and sports. Soccer is the most popular sport and fans are very loyal to their teams.

Dani: (pretending to do homework) *¡Rápido, Beto! Quick Beto! Tenemos que hacer la tarea antes de ver la tele. We have to do homework before we watch TV. (Teach the students that la tarea means homework, so hacer la tarea is to do homework.) Ask the class, "¿Tienen que hacer la tarea? Do you have to do homework?" Pass a maraca to each of the students and encourage them to respond in Spanish using a full sentence: "Tengo que hacer la tarea."*

Cantamos: Sing the song "Así es como" to the tune of "This is the way we..." from Day 3 to review "lavarse las manos" and "lavar la ropa." Encourage the students to use gestures to act out the lyrics while singing. Encourage the students to pretend to write (doing homework) as they sing the new verse.

*Así es como
Así es como hacer la tarea
Hacer la tarea*

Hacer la tarea

Así es como hacer la tarea tan rápido en la tarde

Juego de repaso: Play the fun hide and seek game "Las escondidas" from Day 1 or Pictionary from Day 3 with all of the past and new house-related vocabulary.

Conversation practice and vocabulary review for the older students: Divide the class into two teams. Hand each team envelopes for each of the following *cuartos*: *la cocina, la sala, el baño, y el jardín*. Have slips of paper with the following vocabulary words cut up in a plastic bag each team: *la puerta, la ventana, las flores, la fuente, el banco, el árbol, el pan, el libro, el helado, la mesa, la silla, el refrigerador, el queso, la toalla, el cepillo de dientes, el champú, el jabón, el papel, la computadora, la alfombra, la tele, el sofá, etc.* Encourage the kids to work together asking, each other, "¿Dónde está [vocabulary word]?" and putting each word in the correct *cuarto* (the labeled envelope envelopes). After the teams have finished, review the answers together as a class using full sentences in Spanish; e.g., *Está en el jardín*.

***Variation for the younger students:** Divide the class into four groups, each representing one of the rooms above. Explain that when you call out "¿Dónde está [vocabulary word]?", the group representing the room that the item would belong in should pop up and say, "Está aquí." For example if you say, "¿Dónde está el queso?" the group representing *la cocina* would pop up. Encourage the entire class to repeat each vocabulary item after you as it is reviewed in this activity. As the students get used to the activity, you can add the fun element of speed to see how fast they can pop up as you quickly call out the household words in Spanish.

Scavenger Hunt: La tienda de muebles- Let the students know that they will be going on a scavenger hunt at the furniture store in *el pueblo* with Dani and Beto. Divide the class into two teams and hand each team a scavenger hunt list you create (complete with clipart pictures for your non-readers). If possible, hide real objects around the room (in appropriately challenging places) to make the activity come to life, but you can also use picture flashcards. **SAFETY NOTE:** Put them where no one will be tempted to do anything dangerous to retrieve them (such as climbing, etc.) and where you can keep an eye on all students at all times during the game. Make sure to go over the Student Responsibilities before playing.

You can determine how you'd like to make this activity work.

- You might hide two of each item and tag them with red or blue stickers. In this instance, if the red team found the blue stickered item, they'd leave it and keep looking for their own. (While this way requires more flashcards/objects, it ensures the game will be more calm and quiet; kids are trying to not be obvious when they find something in case it belongs to the other team.)
- Alternatively, you can hide more flashcards/objects (around 15-20) and have the teams search for objects as they would on an Easter egg hunt. For the "Easter egg" version, they can play individually or in teams.

Explain that the students are going to find the household objects or vocabulary words in "la tienda de muebles" (the furniture store). Whoever finds the most is the winner. Be sure they clearly understand the guidelines, that every group or individual has a copy of the list, and that you review each item together to make sure they know what they are



Language Professionals

looking for. (If you have non-readers, keep your list short and use pictures.) Walk around the room to help the students and ensure they stay on task. Once a team has found everything on the list or time is up (allow 5-7 minutes of actual play time), return to the circle to go over the list and reveal what was found. Reinforce the vocabulary by asking the students what each item is and encouraging them to repeat after you.

Sample Scavenger Hunt List for playing in teams

la alfombra

la tele

el sofa

la lámpara

la computadora

el libro

la mesa

la silla

la cama

Optional activity: *La casa de Dani y Beto*- Hand each student a copy of the template for this activity from the intranet and provide coloring supplies in the center of the tables or desks. Explain that when you describe an item or location in Dani and Beto's house using Spanish, the kids should start coloring that part of the house. Encourage the older or advanced students to label the house in Spanish as well. Help the younger students to label the drawings. ***Tip:** If you don't have time to do this activity during class, you can hand it out as optional homework for the kids to bring back at the next class for extra pesos or stickers. Students can use their newsletter for the vocabulary list to label the drawings.

Casa de mis sueños project- Hand out the drawings that the students have been working on. Encourage the students to draw *la sala de sus sueños*. Help the students label *la tele, el sofá, la alfombra, y la computadora*. After class, the students can take these drawings home to finish and show their parents.

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

Beto: (*excited*) *Mañana empieza la feria del pueblo*. Tomorrow the town fair starts.

Dani: *¡Qué divertido!* How fun!

Dani & Beto: *Vamos a celebrar con ustedes la próxima vez*. We are going to celebrate with you all next time.

Teacher: Encourage the class to respond, "*Hasta luego.*"

Adíos: Sing the "*Buenas noches*" song to the tune of "Frere Jacques" at the end of class.

Request that the students "*Formen una fila en la puerta*. Form a line at the door." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Remind them to look for your weekly newsletter by email and tell their family about class today. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.