

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

Lesson Plan 8 Note: All activities should take 5-7 minutes.

Day 8 Target Vocabulary: El Lago

<i>el lago</i>	lake	<i>el queso</i>	cheese
<i>las frutas</i>	fruit	<i>las papas</i>	potatoes
<i>¡Qué chévere!</i>	How cool!	<i>el bebé</i>	baby

Key phrases to repeat during class and encourage Spanish responses:

Use the Spanish directions and phrases from previous classes, dropping off as many English translations as possible. Check for understanding to ensure the students recognize the vocabulary words and commands in Spanish.

The Final Class: This class celebrates the culmination of all the vocabulary and conversational elements the students have learned thus far. Therefore, you really want to make this class fun and exciting. The songs, games, and vocabulary words are primarily review. Set up the market scene with props like fruits and vegetables for the interactive puppet skit. Lay out a blue blanket or large sheet of blue paper in a separate area of the room for *El Lago* game. This lesson plan is extensive and you will not be able to finish everything. Pick and choose the songs, games, and activities that you prefer in advance. Make sure to read this plan carefully so that you have all of the flashcards, images, and other materials prepared before class. If you used the peso reward system, you will want to have prizes that students can purchase at the end of class with their pesos. Be sure to keep these items small and affordable. For example: stickers, pencils, erasers, healthy snacks, etc. Approximate amount to spend: 10 pencils for \$1.00= \$.10 for each prize.

Introduction: As the students enter the room, welcome them back to Peru by saying "*¡Bienvenidos a Perú! Welcome to 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.

Cantamos: Encourage the students to stand using gestures and saying, "Levántense." Sing the theme song for the class: *La familia*. Encourage the students to march and act out the gestures while singing. Teach the new verse with additional review vocabulary below. Hold up picture flashcards for the vocabulary words while singing.

La familia (Sing to the tune of the Adam's Family theme song)

La familia (snap, snap)

La familia (snap, snap)

La familia, familia, familia (snap, snap)

Hay abuelos y primos

Altos y bajos

Todos son amables
En la familia
La familia (snap, snap)
La familia (snap, snap)
La familia, familia, familia (snap, snap)

Verse Two

La familia (snap, snap)
La familia (snap, snap)
La familia, familia, familia (snap, snap)
Hay hermanos y hermanas
rubios y morenos
Todos son hermosas
En la familia
La familia (snap, snap)
La familia (snap, snap)
La familia, familia, familia (snap, snap)

Interactive Puppet Time! Call on volunteers to act out the roles of Dani, Beto, Lupita, and Primo Arturo for the following puppet conversation. Bring in props for the students to wear to get into character. For example, Dani can wear a backpack and Beto can wear a baseball cap. Encourage the students to read the lines below with silly voices and actions to act out the skit. You can hand each of them a note card with the dialogue to help them with the activity. Note: for younger students who cannot read whisper each line to them during the skit and have the students to repeat out loud the Spanish phrase.

Dani: *Finalmente hemos llegado a Puno.* Finally we have arrived to Puno.

Beto: *El lago es muy grande y hermoso.* The lake is very large and beautiful. (Hold up the picture of Lake Titicaca and show the students on the map where they are. Review the adjectives "grande y hermoso" with the students. Teach "el lago" by showing the picture image and encourage the students to repeat after you.)

Primo Arturo: *¡Qué chévere!* How cool! (Teach the phrase "¡Qué chévere!" to the students by repeating it and having it written on the board for them to see. Practice the phrase by tossing a ball or maraca to students and have them to say "¡Qué chévere!")

Lupita: *Vamos al Mercado Central para comprar la comida.* Let's go to the Central Market to buy food. (Review "el mercado" with the students by showing the picture flashcard and encouraging them to repeat this vocabulary word.)

Beto: *¡Vámonos!* Let's go!

***Interactive Activity:** Move to an open space in the room. If possible have food props set up to resemble the produce market. For example a variety of fruits and vegetables including the vocabulary items below. Continue the skit below and encourage the kids to pretend they are at the market with the class *amigos*.

Dani: *Hay familias vendiendo las frutas y las verduras de sus jardines.* There are families selling fruits and vegetables from their gardens.

Lupita: *¡Mira! Hay un bebé.* There is a baby. *¡Qué lindo!* How cute! (Teach "el bebé" to the students by holding up a picture or a doll and having them repeat after you.)



Teacher: Hold up pictures of vendors from markets in Peru and review the family vocabulary by asking questions like "*¿Quién es la abuela? ¿Quién es la mamá?*, etc."

Beto: *Mmm... Hay muchas comidas diferentes aquí.* There are a lot of different foods here.

Lupita: *Me gustan las frutas.* I like the fruits. (Encourage the class to point to the fruits while repeating "*las frutas.*")

Dani: *Tengo hambre. Quiero queso.* I'm hungry. I want cheese. (Encourage the class to point out the cheese and repeat "*el queso.*")

Primo Arturo: *Hay muchas verduras también.* There are a lot of vegetables too. *Me gustan las papas.* I like potatoes. (Hold up the potatoes and pass one around to the students encouraging them to repeat "*las papas.*")

***Interactive Practice:** Review the phrase "*Mira!*" with the students by writing it on the board and having the students repeat after you. Encourage each student to point to something at the market and say, "*Mira!*" adding an item in Spanish. For example: *el pan, el queso, el helado, el agua, una bebida, la comida, las frutas, y las papas.*

Juego: El Mercado- Explain that our class *amigos* are in a hurry to finish shopping before their boat tour, so the class needs to help them find all of the items on their shopping list at "*el mercado.*" Divide the class into two teams and have them line up facing you. Have a table in the front of the room set up like a market with the different vocabulary props or picture flashcards. The first person from each team will race to find the item you call out in Spanish "at the market." For example if you call out "*Necesito el queso.*" the students will race to grab the cheese at the market. Review the vocabulary by holding up the flashcards and encouraging the students to call out the Spanish word before starting the game. Include review vocabulary like: *los huevos revueltos, el pan, el agua, el suéter, la mochila, las botas, los pantalones, la camisa, la bolsa, los zapatos, la falda, y el helado.*

Tip: You can include a review of the colors in Spanish by including the color on the flashcard. For example you could include: *los pantalones azules y la falda amarilla.* You could also include multiple objects with different colors to test them on the colors. For example: *una camisa roja, una camisa verde, y una camisa negra.*

Cantamos: As you transition, have the students to stand by using gestures and saying, "*¡Levántense!*" Encourage the students to use gestures and sing the *Tengo hambre y Tengo sed* song from week six with gestures.

Tengo hambre y Tengo sed (to the tune of "My Darlin' Clementine")

Tengo hambre, tengo hambre, tengo tanto hambre

Me gusta la comida.

¿Tienes hambre también?

Tengo sed, tengo sed, tengo tanto sed

Me gustan las bebidas.

¿Tienes sed también?

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

Primo Arturo: *Vamos a explorar las islas en el lago.* We are going on a tour of the islands in the lake.



(Continue with students playing the role of the class *amigos* using props and silly voices. You will play the role of the tour guide. To make this adventure come alive wear a visor, vest, scarf, or jacket for this part.)

Guía: *¡Ven acá por favor! Come here please. Vamos a empezar la gira. We are going to start the tour.*

Beto: *El barco es azul y muy grande. The boat is azul and very grande. (See if the students can tell you what color and size the boat is. Review these vocabulary words with repetition and picture flashcards.)*

Dani: (Holding up a backpack) *Beto, necesitas tu mochila. You need your mochila. Tu comida y tu botella de agua están en tu mochila. Your comida and botella de agua are in your mochila. (See if the students can tell you what Beto needs and what is inside it. Review these vocabulary words with repetition and picture flashcards.)*

Guía: (Show the colorful culture images from the intranet while explaining) *Primero vamos a la Isla Uros, la isla flotante. First we are going to the Uros Island, the floating island. Las personas que viven en las islas son cazadores y pescadores. The people who live on the islands are hunters and fisherman. El paseo dura dos horas. The ride takes two hours. Vamos a hablar sobre la cultura aquí en Lago Titicaca. Let's talk about the culture here in Lake Titicaca.*

Merienda y Notas Culturales: Use the phrase "*¡Siéntense!*" 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 Lake Titicaca, 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. Lake Titicaca is the largest lake in Peru and is the highest lake that people can take boats on in the world. *Es un hermoso lago azul turquesa. It is a beautiful turquoise blue lake. This lake is the natural separation between Peru and Bolivia. It was a very sacred lake to the Incan people. Because it is so high, temperatures average less than 60 degrees year round. It is mostly sunny and pleasant; however, there can be a cool wind off the lake and nights can be bitter cold. The floating islands are built by using the buoyant totora reeds that grow abundantly in the shallow part of the lake. Since these reeds rot, the people need to replace the reeds with new ones on the top, so the ground is soft and springy. They also make boats out of the reeds that they call "balsa de totora." There are about forty Uros Islands. Some Uros people eat the totora reeds and some grow vegetables in them. The Uros people have a very simple life. Fishing is an important part of life as the fish can be exchanged for any other goods they may need. Fish is the main part of their diet along with potatoes and quinoa, a healthy grain. They do not eat red meat. The Uros people are basically self sufficient, so they do not need or use money. They use the environment for their basic necessities and weave their own clothing and materials. The people of the Uros Islands have been affected by the increasing tourism. Many children will greet tourists begging for candy or treats. The Uros people also sell their handicrafts to tourists.*



Have the students quickly finish up their snacks. Sing the following song to the tune of "Farmer in the Dell" with the students and have them march as you move to a new space in the room set up for the next fun game.

*Vamos al lago
Vamos al lago
Toda la clase vamos al lago*

Juego: El lago- (For all ages) Bring in a large blue blanket or use a large piece of blue paper to resemble "el lago." Place picture flashcards of today's vocabulary as well as previous vocabulary scattered within "el lago" to represent "las islas" in Lake Titicaca. Review vocabulary to include: *la casa, el teléfono, la hacienda, el caballo, temprano, tarde, el mono, el pájaro, las manos, y el árbol.* Review the vocabulary by holding up the flashcards and encouraging the students to call out the Spanish word before starting the game. Divide the class into two teams and have each team stand around the lake on opposite sides. Hand one person from each team a toy boat or a picture flashcard of a boat. Explain that when you call out a Spanish vocabulary word, the player with "el barco" will place it on the correct "isla" or matching picture flashcard. For example: If you call out "la hacienda", the students will race to place their boat on the picture of the ranch. The student with the fastest correct answer will score a point for his or her team. Continue playing by passing "el barco" to the next student on the team and calling out a new Spanish vocabulary word. After each answer is given, hold up the picture flashcard and have the entire class repeat the Spanish for reinforcement.

Cantamos: Move to an open area in the room and have the students standing in a circle and sing *Hola Dani* to the tune of "Frere Jacques" (lyrics below) from Day 2. Sing the song first with Dani as the name in the song. Continue singing the song, but each time you sing it change the name Dani with the name of a student in your class. Point to that student or gently toss them a ball and have him or her sing back "muy bien, gracias" or any other response they have learned from class like "Estoy cansado, Tengo calor, Tengo sed, or Tengo hambre."

Hola Dani- (Sing to the tune of "Frere Jacques")

*Hola Dani. Hola Dani.
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
Ya me voy. Ya me voy.*

Actividad: Entrevistas con la familia- Dani and Beto have been visiting many different family members in Peru. In this activity the students will partner up and interview a friend from class about his or her family using the questions below. For the older students, print out the questions and encourage the students to write the responses. Have the questions posted on the board and review each of them with the class before starting. Give specific examples of responses to the questions using adjectives and vocabulary they have learned from class and write the possible responses on the board. Walk around the room to help the students as needed. For younger students, work as a class together to ask and answer these questions orally.

Preguntas de la Entrevista

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1. *¿Cómo estás?* How are you?
2. *¿Tienes una familia grande o pequeña?* Do you have a big or small family?
3. *¿Cómo se llama tu mamá?* What is your mom's name?
4. *¿Cómo es tu papá?* What is your dad like?
5. *¿Cuántos hermanos tienes?* How many brothers or sisters do you have?

After about three to four minutes, use your attention getter to regroup the students. Ask for volunteers to share what they learned about their partner in Spanish. Praise the students for their efforts with *un aplauso* from the class.

Juegos de Repaso:

Círculo de la familia- (For the younger students) Put chairs into a big circle in your room making sure that there is one less the number of students in your class. Assign each student a family member word they have learned from class. For example: *mamá, papá, abuelo, abuela, hermano, hermana, primo, prima, bebé, tía, y tío*. Try to assign the same family member at least two times, but preferably three times. (Not all words may get used during each round of the game.) When you call out a family member in Spanish, like *abuelo*, each person who was assigned *abuelo* must get out of his or her seat and move to one of the new vacant seats. Whoever is left without a seat must stand in the middle until his or her family member name is called again. You can have this student help you to call out the next family member name in Spanish. If there is time to play another round, hand out new family member cards to the students.

Rompecabezas de la familia- (For the older students) Divide your class into two teams. Give each team a piece of white paper or a small dry erase board. Write each of the puzzles below one at a time on the board. The teams must then brainstorm to come up with the answer. Once they think they have the answer they should write it on their paper or board and stand up. Whichever team stands up with the correct answer first, scores a point. The team with the most points at the end of the game wins stickers or pesos.

1. *La hermana de mi primo es mi_____*. The sister of my cousin is my_____.
 2. *El papá de mi papá es mi_____*. The dad of my dad is my_____.
 3. *El hermano de mi hermano es mi_____*. The brother of my brother is my_____.
 4. *La hermana de mi mamá es mi_____*. The sister of my mom is my_____.
 5. *El bebé de mi tío es mi_____*. The baby of my uncle is my_____.
 6. *La mamá de mi papá es mi_____*. The mom of my dad is my_____.
 7. *El hermano de mi papá es mi_____*. The brother of my dad is my_____.
 8. *La hija de mi mamá es mi_____*. The daughter of my mom is my_____.
- Answer key 1=prima, 2=abuelo, 3=hermano, 4=tía, 5=primo, 6=abuela, 7=tío, 8=hermana*

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

Dani: *Nuestros viajes en Perú fueron increíbles porque pudimos pasar tiempo con familia.* Our travels in Peru were incredible because we were able to spend time with family.
¡Gracias para venir con nosotros! Thank you for coming with us! *Nos vemos la próxima vez para una aventura nueva.* We'll see you next time for a new adventure.



Teacher: Encourage the class to respond "*Adiós*" or "*Nos vemos.*"

Adiós: 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.

More Review Games (If you have extra class time)

- ❖ **Huevos Revueltos-** *A Nuestros amigos de la clase les encanta comer los huevos revueltos para el desayuno en Perú!* Our class friends love to eat scrambled eggs for breakfast in Peru! For this game you will need two pictures of each food vocabulary word on note cards. Vocabulary to include: *el helado, los huevos revueltos, el pan, una bebida, la comida, el desayuno, el queso, las papas, y las frutas.* Review the vocabulary by holding up the flashcards and encouraging the students to call out the Spanish word before starting the game. Scramble the pictures and hand them out to everyone in the class. Students should keep their cards a secret. (Be sure that you count the number of students in the class beforehand and make sure that all the cards are handed out in complete pairs.) The whole class will start chanting *huevos revueltos* and walking around in a circle or around the classroom, scrambling up. When Dani or Betoyell, "*¡Tengo hambre!*" the students must look for their partners. They can't show the pictures; they can only say, "*Necesito___*" and the name of their food item. A student will answer with the name of his or her food item in Spanish. When the students have found their match, they can sit down. The first pair to sit down gets a sticker or peso. The game resumes until all students are sitting in pairs. After everyone is sitting have Dani and Betoyell say, "*Necesito___*" and a food in Spanish. The pair with that word will stand and show their picture. Encourage the whole class to repeat that word.
- ❖ **La Mochila-** Dani and Betoyell have to pack their bags to leave Peru for the next adventure. In this game divide the class into two teams. Each team will receive a set of flashcards from the following vocabulary list: *una bebida, la comida, las botas, los pantalones, los zapatos, la camisa, la bolsa, la falda, el agua, el suéter, y el teléfono.* Review before playing the game by holding up the picture flashcards or objects and having the students repeat the Spanish words after you. Place two "*mochilas*" at the front of the room. As you call out a Spanish vocabulary word, the teams will race to find the matching picture and send one player to race to the front of the room to "pack" it into *la mochila*. The team that correctly does this first scores a point for his or her team. For example: If you call out, "*Necesito el agua.*" The students must find the picture of the water bottle and pack it in the backpack. The team with the most points at the end of the game wins stickers or pesos.
Tip: You can include a review of the colors in Spanish by including the color on the flashcard. For example you could include: *los pantalones azules y la falda amarilla.* You could also include multiple objects with different colors to test them on the colors. For example: *una camisa roja, una camisa verde, y una camisa negra.*

