

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

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

**Day 8 Target Vocabulary: La feria**

<i>la feria</i>	the fair/festival	<i>el/la amigo(a)</i>	friend
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**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>Yo veo...</i>	I see...

**The final class:** This class celebrates the culmination of all the vocabulary and conversational elements the students have learned. This class should be exciting and reaffirm the students' learning. The songs, games, and vocabulary words are primarily review. Set up *la feria* activities with all needed supplies around the room as stations prior to class. 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 so that you can gather all materials. Use puppets and props when applicable to make the class activities come alive. 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 choose items that are small and affordable, such as stickers, pencils, erasers, healthy snacks, etc. Prizes should cost approximately \$.10 each.

**Introduction:** Have Spanish music playing and pictures of *la feria* celebrations posted around the room. Once the students are seated, give them a warm welcome by saying, "*¡Hola! Hoy vamos a la feria de Oaxaca, México.* Today we are going to *la feria* in Oaxaca, Mexico." See if the students can guess what "*la feria*" means. 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.

**Cantamos:** Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing the students the class theme song: "*Vamos por el pueblo.*" Encourage the students to mimic these actions.

*Vamos por el pueblo*

*Vamos por el pueblo* (marching in place)

*Hay mercados y tiendas* (pretend to grab something and place in bag)

*¡Hola vecinos!* (wave)

*¿Cómo están?* (shrug your shoulders with hands up)

*¡Muy bien! ¡Vámonos!* (thumbs up and a "let's go" gesture)

**Vocabulary:** After singing the song, review what the lyrics mean: "Let's go around town. There are markets and stores. Hello neighbors! How are you? Very good! Let's go!"



**Puppet time!** Invite all of the students to the circle near the photos of *la feria*. Encourage them to sit down by using gestures and saying, "*Siéntense.*"

**Notas culturales:** Share the following information with the students about fairs in Mexico while showing them a map of Mexico and the pictures from the intranet.

Mexico is divided into different states like in the United States. In fact, the full name of Mexico is actually "*los Estados Unidos Mexicanos*": "The United Mexican States." Each state has a capital city that hosts a large fair every year. These fairs offer a variety of events and attractions and can last anywhere from several days up to a month. Other *ferias* are regional celebrations, and some may be in smaller towns and villages. *Ferias* have food stands with a variety of delicious things to eat and drink, and they may include music, folk dancing, games, rides, and fireworks. In many ways, these events are similar to county fairs or town festivals in the United States. Ask the kids what they like to do at the fair: "*¿Qué te gusta hacer en la feria?*"

**Dani:** *Yo veo muchas atracciones.* I see a lot of rides. *¿Qué quieres hacer?* What do you want to do?

**Beto:** *Quiero subir la noria.* I want to ride the Ferris wheel.

**Dani:** *También hay conciertos, un desfile, y una casa embrujada.* Also there are concerts, a parade, and a haunted house.

**Beto:** *¡Buena! ¡Vamos a hacer todo!* Let's do it all!

**Actividad: Las aventuras de la feria-** Explain to the class that Dani and Beto are exploring *la feria*. For this activity, the class will follow you around the room to the already-prepared station activities listed below. Explain to the class that they will have fun adventures with the class *amigos*. Teach this word to the students by using the puppets and explaining that "*Beto es su amigo*. Beto is your friend. *Dani es su amiga también*. Dani is your friend, too." Encourage the kids to repeat "*el amigo*" when you hold up Beto and "*la amiga*" when you hold up Dani. Try to keep the activities at each station between five to seven minutes, so that you can keep the students engaged and moving at a fast pace. After each activity, use the phrase "*¡Muy bien!*" to praise the students. When you move around the room between stations, sing the song below to the tune of the "Farmer in the Dell".

*Vamos al pueblo*

*Vamos al pueblo*

*Toda la clase vamos al pueblo*

**Actividad 1: Vamos a bailar-** For this activity, use an open area in the class. Play Spanish music while the kids dance in an open space. When you randomly stop the music, the students must freeze in place. The first student to talk or move will answer a review question in Spanish. You can make this simple by holding up a picture flashcard and having the student give the Spanish word for it. For example: *la computadora, el sofá, la tele, la alfombra, la lámpara, el baño, y la puerta*. Have the entire class repeat the Spanish answer and continue on with the game by playing the music.

**Actividad 2: Papel picado-** Show the students the pictures of this popular decorative craft in Mexico. Explain that these are used in many holiday decorations in different countries. Today the class will work together to create their own *papel picado* (perforated paper) decoration. Have a *papel picado* panel already created for the students to see a finished product and understand what they are making. **Note:** This is similar to making snowflakes. Have a piece of colored tissue paper for each student.

1. Have each child fold the tissue paper a number of times. It should be folded edge to edge, not corner to corner.
2. The kids can cut various shapes from the paper, being careful to not cut off any corners.
3. After cutting, they can unfold the tissue paper to see their creation.
4. They can choose to leave the edges straight or cut a pattern that is zig-zagged or fringed.
5. Fold over the top  $\frac{1}{4}$  inch of the *papel cortado* over a long piece of string and tape to make a pocket.
6. Add all students' sheets to form a decorative streamer.

Explain that these decorations often have designs cut into them like *flores* or *animales*. After the decorations are on the string, count them with the class in Spanish by asking, "¿Cuántos hay?"

**Tip:** For younger children, don't fold too many times or it will be difficult for them to cut.

**List of materials:** colored tissue paper in sheets about 8x10", scissors, string, scotch tape.

\*Optional variation: construction paper will be sturdier, but it will also be more difficult to cut when folded

**Actividad 3: Busca a tu amigo-** Explain to the students that there are a lot of people at *la feria*, making it hard for Dani and Beto to find each other. You will need two sets of note cards: Spanish vocabulary will be on one set, and the matching pictures will be on the other set. Secretly hand each student a flashcard, such as *la heladería, la paleta, el helado, la panadería, el pan, la librería, la tienda, el libro, y la bolsa*. Each student will need to find his or her "amigo," who has the matching picture or vocabulary word. The students keep their cards secret and start walking around the room while you play music. When you stop the music, the students must find their matching partner by asking, "¿Dónde está (vocabulary word they have)?" For example: the student with the picture of a kitchen and the student with the card reading "la cocina" will match up after asking "¿Dónde está la cocina?" Once the pairs are standing together have each hold up their cards and share their Spanish word with the class. Have the class repeat the word after each pair. Change cards and start again.

**Note:** For mixed age or younger classes you will need to have picture-only flashcards.

Encourage each student to say his or her vocabulary word to the others when trying to find the match or ask the full question above. The students can verify the match by showing each other their pictures.

**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.

Celebrations, festivals, fairs, and parties are common throughout the year in Mexico. There are national holidays, religious holidays, and people's *santos* (saint's days) as well as observances of patron saints and fairs celebrating traditional foods and drinks. In Campeche, México, for example, there is *una feria de arroz* (rice festival), and in Puebla, México, there is *una feria del café* (coffee festival).

Important holidays in Mexico (and other Latin American countries) include *el día de los muertos* (Day of the Dead), *las posadas* (during Christmas), and *la semana santa* (during Easter). *El día de los muertos* is November 1<sup>st</sup> and 2<sup>nd</sup> and is a holiday to celebrate and remember those who have died. Altars (*ofrendas*) are decorated with flowers (*las flores*), candles, pictures, and things that their loved ones enjoyed, such as favorite foods and toys. Note that this is a positive celebration and not scary or sad. *Las posadas* is a nine-day celebration in December. Posada means shelter in Spanish, and families re-enact the religious story of Mary and Joseph searching for shelter. They go from house to house singing. Usually, the final destination is a church (*la iglesia*). *La semana santa* is the Holy Week before Easter. There are often many parades with large decorated floats throughout the town during this celebration.

Another important custom in Oaxaca is the *Guelaguetza*. This cultural festival celebrates the different indigenous populations in the state of Oaxaca. Each region comes to the festival dressed in their traditional clothing and performs dances. Fruits and crafts are also sold.

**Note:** Share any of your own experiences with festivals and celebrations in Mexico and/or other Spanish-speaking countries. Feel free to expand on a specific holiday or celebration, especially one that occurs close to the time you are currently teaching. For example, if you are teaching this class in May, you can explain the real history of *Cinco de mayo*. Keep this culture and snack time to the designated 5-7 minutes of class time.

**Cantamos:** Sing the song "Así es como" to the tune of "This is the way we..." with all verses below to review "*lavarse las manos, lavar la ropa, y hacer la tarea.*" Encourage the students to stand and use gestures to act out the lyrics while singing.

*Así es como*

*Así es como lavarse las manos*

*Lavarse las manos*

*Lavarse las manos*

*Así es como lavarse las manos tan temprano en la mañana*

*Así es como lavar la ropa*

*Lavar la ropa*

*Lavar la ropa*

*Así es como lavar la ropa tan temprano en la mañana*

*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: Mata la mosca (¿Dónde está?)**- Post the following picture flashcards on the board and encourage the class to repeat the words with you in Spanish as you post them for practice: *la casa, el cuarto, la sala, la cama, el jabón, el pueblo, el papel, el champú, la toalla, la mesa, la pasta de dientes, el cepillo de dientes, la cocina, la silla, la merienda, el refrigerador, y el queso*. Divide the class into two teams and have them form lines facing the board. Hand the first player from each team a flyswatter to start the game. When you ask, "¿Dónde está (vocabulary word)?" these two students will race to swat the correct image. The student who answers correctly first will score a point for his or her team. Encourage the entire class to repeat the answer in Spanish and continue the game with the next players from each team competing.

**Las conversaciones de la feria:** For this activity, divide the class into pairs or small groups and assign them a skit from *la feria* below. Bring in props like scarves, vests, or hats to help the kids get into character. Encourage them to have fun with this using silly voices and gestures/actions like pretending to wash their hands in Scenario 2. For the older students, you can hand the groups the printed out skit and give them a few minutes to practice it together. For the younger kids, this will be a collective activity in which volunteers will come up and present as you help them along with the skit. You can whisper the lines to them or have them repeat after you. **Note:** You can create additional skits or adjust the skit examples below.

**Scenario 1: El pan**

*Estudiante A- ¿Dónde está la panadería? Where is the bakery?*

*Estudiante B- Aquí está. Here it is.*

*Estudiante B o C- ¿Qué necesitas? What do you need?*

*Estudiante A- Tengo que comprar el pan. I have to buy bread.*

*Estudiante B o C- Mmm... Me gusta el pan. I like bread.*

**Scenario 2: La heladería**

*Estudiante A- Tengo hambre. I'm hungry.*

*Estudiante B- Yo también. Yo veo la heladería. Me too. I see the ice cream shop.*

*Estudiante A- Tengo que lavarme las manos. I have to wash my hands.*

*Estudiante B- Sí. ¡Rápido! Yes. Hurry!*

*Estudiante A: Quiero una paleta, por favor. I want a popsicle please.*

*Estudiante B: Quiero un helado, por favor. I want ice cream please.*

**Scenario 3: El pueblo**

*Estudiante A: Buenas tardes. Good afternoon.*

*Estudiante B y C: Buenas tardes. Good afternoon.*

*Estudiante A: ¿Dónde está la iglesia? Where is the church?*

*Estudiante B: ¿Cuál iglesia? Which church?*

*Estudiante A: ¿Cuántas hay? How many are there?*

*Estudiante C: Hay tres iglesias en el pueblo. There are three churches in town.*

*Estudiante A: ¡Ay! Gracias, está allá. Thank you, it is over there.*

**Juego: La Noria**- Set out picture flashcards representing the following vocabulary from class face up in a large circle: *los vecinos, el jardín, las flores, la fuente, la lavandería, el banco, el*



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*árbol, la iglesia, las calles, la gente, el parque, la policía, y la bicicleta.* Have half of the students create a circle inside the images and the other half outside the images. Students will pair up with a partner, standing side by side as though they are riding the Ferris Wheel together. As you play Spanish music, the students will walk slowly clockwise from picture to picture. When you stop the music, the students will race to say the word in Spanish for the picture they are standing next to, competing against the student they are partnered with. The student in each pair who says the correct word the fastest scores a point. Since you won't be able to hear all students' answers let them know they are working together in their pairs to keep track of the points. After each round call on different pairs to share their answers in Spanish with the class, then continue by restarting the music. After five to seven minutes, praise all students for their hard work. The students in each pair that have the most points are declared the winners. **\*Optional Variation-** You can play this game as the traditional Cake Walk game where all students walk around the outside of the pictures in a circle as the music plays. When you stop the music, the students will stop next to the picture closest to them. You will call out a vocabulary word in Spanish, and the student standing next to that picture will raise his or her hand.

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

**Dani:** *¡Qué bueno! Me encanta la feria.* I love the fair.

**Beto:** *¡Gracias por venir con nosotros!* Thank you for coming with us! *Nos vemos la próxima vez para una nueva aventura.* We'll see you next time for a new adventure.

**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.

**Extra time:** If there is extra time, you can play either of the fun review games described below with the clipart flashcards or objects.

- ❖ **Las bolsas-** Dani and Beto are shopping at *el mercado*. Divide the class into two teams. Each team will receive a set of picture flashcards of the following vocabulary: *el jabón, el papel, el champú, la toalla, la pasta de dientes, el cepillo de dientes, el queso, las flores, la paleta, el helado, el libro, y el pan.* 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 "*bolsas*" at the front of the room. As you call out "*Necesito comprar* (vocabulary word)," the teams will race to find the matching picture. One player from each team will race to race to the front of the room and then "*comprarlo*" by placing it in the shopping bag. The team that correctly does this



first scores a point for his or her team. The team with the most points at the end of the game wins stickers or pesos.

- ❖ **Las meriendas frías-** Have the class stand in a circle and pass a picture of "*la paleta*" and "*el helado*" around the circle in opposite directions while you play music. The students should quickly pass the items as they are "*muy frías*." This game is similar to Hot Potato. When you stop the music, the two students holding *las meriendas* will compete to translate a vocabulary word. You can call out a word in Spanish and have the students race to say the English word, or you can hold up a picture and have the students race to say the Spanish word. Continue the game by resuming the music and having the students continue to pass *las meriendas*. As the students get the hang of the game, you can make it more challenging by asking questions such as, "*¿Qué significa 'hacer la tarea'?*" What does *hacer la tarea* mean?"