

**Vamos por la ciudad: Theme-based course with Dani y Beto.**

Lesson Plan 1 Note: All activities should take 5-7 minutes.

**Day 1 Target Vocabulary: El parque**

<i>hacer ejercicios</i>	to exercise	<i>pasear</i>	to take a stroll/walk
<i>correr</i>	to run	<i>patinar en línea</i>	to rollerblade
<i>leer</i>	to read	<i>montar (andar) en bici (bicicleta)</i>	to ride a bike (bicycle)
<i>Voy a...</i>	I am going to...		

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

<i>el parque</i>	the park	<i>Hola</i>	Hello
<i>Adiós</i>	Goodbye	<i>Mucho gusto.</i>	Nice to meet you.
<i>¿Cómo te llamas?</i>	What is your name?	<i>Me llamo ____.</i>	My name is ____.

**Who are Dani and Beto?** Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. In this class, *¡Vamos por la ciudad!*, Dani and Beto visit *Madrid, España*. We hope you have fun getting to know the class "stars"!

**Preparing for class:** Be sure to have nametags ready for all of the students. You can write their names on labels that stick on their shirts, or for more durable nametags, you can laminate small cards with their names and punch holes in the tops. String a piece of yarn through the hole and have the students wear these around their necks each week. Have the Dani and Beto puppets hidden in the room before class begins.

**Materials list:** Print the picture flashcards for the Spanish vocabulary from the intranet. To make the images both sturdy and more easily visible, tape the images onto notecards. Write the Spanish vocabulary word under each picture or on the back of the card. For the interactive puppet skit, bring in as many props as possible, such as rollerblades and running shoes. Print the map of Madrid and have a map or globe readily available along with the cultural images.

**Be sure to read this lesson plan carefully and have all the flashcards and images prepared in advance. Watch the Vimeo videos to practice the tunes of the new songs. Know each song very well prior to class, so you can sing and teach it without needing to read the lyrics.** There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your students. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. It is imperative that you instruct the class bilingually and encourage understanding by using gestures and cognates. The key phrases listed at the top of the lesson plan should be repeated frequently because they are great examples of extra Spanish the students can learn during class. The puppets really make this class come alive, so don't be afraid to have fun with them and be



goofy. If you have an older, more capable Spanish-speaker in class, feel free to have that student play the part of Dani and/or Beto.

**Introduction:** As the students enter the room, have a radio or computer playing lively *flamenco* music. Greet the students by saying, "*¡Bienvenidos a Madrid, España!* Welcome to Madrid, Spain!" Encourage the students to sit in a half-circle facing you as you take attendance. During attendance, have the students say "*presente.*" Introduce yourself and show the students the Classroom Responsibilities poster and Consequence and Rewards chart. Also give them some examples of how they can earn a peso or lose a star, depending on the classroom management system you choose. Demonstrate the attention-getter and explain how you will be using it in class to regroup the students.

### **Puppet time!**

**Teacher:** (in a worried voice) *Tengo un problema.* I have a problem. *No sé dónde en el parque están mis amigos Dani y Beto.* I don't know where in the park my friends Dani and Beto are. *¿Clase, se pueden ayudarme?* Class, can you help me?

Encourage the class to stand and search around the room for Dani and Beto. (You should have them hidden. Once each puppet is found, introduce him or her to the class and do the optional name activity or song.)

**Dani:** *¡Hola! Me llamo Dani.* Hi! My name is Dani.

**Beto:** *Me llamo Beto.* My name is Beto.

**Teacher:** Let's say "nice to meet you" to Dani and Beto. *Todos repitan por favor: "¡Mucho gusto!"*

**Note:** All teachers should reinforce basic conversation elements like "*¿Cómo te llamas?*" with the response "*Me llamo \_\_\_\_\_*" at the start of classes. This can be as the kids walk into the room, during attendance, or quickly by tossing or passing a ball or maraca. Sing a song to start class each week with basic Spanish greetings like the one below. You can sing the first line and have the students sing the second line back to you. Show a small poster with the lyrics while singing to help the students learn the words in the song. You can also add hand gestures. For example: When you say *buenas tardes*, use your arms to make a sun moving; with *buenas noches*, lay your head in your hands, etc.

### **Greetings Song** (Sing to the tune of "Frere Jacques")

*Buenos días, Buenos días  
¿Cómo estás? ¿Cómo estás?  
Muy bien, gracias. Muy bien, gracias.  
¿Y Ud.? ¿Y Ud.?  
Buenas tardes, Buenas tardes  
¿Cómo estás? ¿Cómo estás?  
Muy bien, gracias. Muy bien, gracias.  
¿Y Ud.? ¿Y Ud.?  
Buenas noches, Buenas noches  
¿Cómo estás? ¿Cómo estás?  
Muy bien, gracias. Muy bien, gracias.  
Ya me voy, ya me voy.*



\*If you are a new teacher and would like to get to know the names of your students, choose one of the following name activities to get to know your class.

**\*Optional name song:** Sing the following song to the tune of "For He's a Jolly Good Fellow." Here is a YouTube video of the tune: <http://www.youtube.com/watch?v=TUnBb-gtX1E>. Pass a ball or maraca around the circle and have the student with the object call out their name at the end of the tune. Continue singing and passing to a new student. Encourage the class to sing along with you after a few verses.

*Hola, ¿Cómo te llamas? Hola, ¿Cómo te llamas? Hola, ¿Cómo te llamas?  
Me llamo\_\_\_\_\_.*

**\*Optional name activity:** Pass a maraca or ball around the circle and have the entire class repeat with Dani and Beto, "*¿Cómo te llamas?*" each time a new person receives the object. That student will then say, "*Me llamo*" and his/her name. Encourage the entire class to reply, "*¡Mucho gusto!*" Continue until each student has been introduced.

### Interactive vocabulary lesson

Choose students to act out each of the vocabulary park activities in separate parts of the room. For example, one student will be reading a book, one is running in place, one is pretending to roller blade, two students are doing stretches or simple exercises, and one student is pretending to ride a bike. Have Dani and Beto "*pasear*" around *el parque* with the rest of the class to teach the vocabulary using the conversation below.

**Teacher:** *Vamos a pasear por el parque en Madrid, España, con Dani y Beto.* Let's take a stroll through the park in Madrid, Spain, with Dani and Beto. (As you are pretending to stroll around the park, encourage the class to repeat "*pasear*" after you. Explain that this means to "take a stroll or walk.")

**Beto:** *¡Mira! Quiero montar en bici en el parque.* (Pointing to the two students pretending to ride bike) Look! I want to ride bike in the park.

**Teacher:** Hold up the picture of bike riding and encourage the class to repeat "*montar en bici.*" Explain that you can say "*andar*" or "*montar*" to describe riding a bike, depending on the country. In Spain, people tend to say "*montar*" and in Mexico they tend to say "*andar.*" Many people also shorten "*bicicleta*" (bicycle) to "*bici*" for bike. Have the class follow and copy the action of "*montar en bici*" around the room to their next stop while repeating this phrase after you.

**Beto:** *Me gusta patinar en línea como él/ella* (pointing to the student roller blading). I like to roller blade like him/her. (Encourage the class to join the student and "*patinar en línea.*" You can have the class form a line behind you like a follow the leader activity, and they can mimic your gesture of skating around the room. Have the class repeat "*patinar en línea*" a few times in different voices as they are skating. (If possible, bring in roller blades or a picture flashcard to show as a visual.)

**Dani:** *Me gusta correr en el parque como él/ella* (pointing to the student running in place). I like to run in the park like him/her. (Have the class run in place and repeat "*correr*" with you a few times.)

**Beto:** *A él (o a ella) le gusta leer un libro* (pointing to the student reading). He likes to read a book. (Pass a book around to the students and encourage each student to repeat "*leer*" when they receive the book.)

**Dani:** *Ellos están haciendo ejercicios* (pointing to the students doing exercises). They are doing exercises.



**Beto:** *Vamos a hacer ejercicios.* (Have the class repeat "hacer ejercicios.")

**Tip:** For the younger students, you can simplify this phrase to "ejercicios" and break it down by syllables while repeating to help with pronunciation.

**Interactive activity:** Have the class spread out in the open space in *el parque* and do a few different exercises while counting in Spanish with you. For example, you might do eight jumping jacks, 5 side bends, 4 sit-ups, and 2 push-ups. Ask each student, "¿Te gusta hacer ejercicios?" Encourage them to respond with "Sí" and a thumbs-up or "No" with thumbs-down. You can challenge the older students to respond with "Me gusta" or "No, no me gusta."

**Teacher:** Use your attention getter to regroup the students in a circle on the floor. Using gestures, ask them to "Siéntense, por favor."

**Juego: La carrera en el parque-** Dani and Beto are having so much fun with the activities in the park, and they want you to join them in a race! Divide the class into two teams. Clear a space (or go to the gym or outside), then have the students line up at one end of the room. A strip of tape (or the far wall) should represent the finish line. One player from each team will stand to compete at a time. When you call out, "Voy a \_\_\_\_\_ [pastime]" in Spanish, the players will act it out as they race to the finish line. Explain that this means "I am going to \_\_\_\_\_." For example, if you say, "Voy a patinar en línea," the students will pretend to roller blade as they race to the finish line. Encourage the entire class to repeat the answer in Spanish while you hold up the picture and start each race. Continue with new players from each team and new pastimes.

**Cantamos:** Encourage the students to stand by using gestures and saying, "¡Levántense!" Teach the students the theme song for the class: "Voy a" to the tune of "My Bonnie." To help the students learn the song, sing it first so they can hear the tune. Then break the song down and encourage the students to repeat it, line by line, after you. A small poster displaying the lyrics can help the students learn the words in the song. Once they get the hang of the lyrics, encourage them to sing with you. Don't forget to give instructions in both Spanish and English. Act out the song using the gestures described for each line, and encourage the students to mimic these actions. Watch the video for this song on the Futura intranet to hear the music and lyrics.

**Voy a (To the tune of "My Bonnie")**

*Voy a correr en España* (gesture running in place)

*Voy a pasear en Madrid* (clap)

*Voy a jugar en España* (gesture a kick)

*Oh voy a bailar en España* (spin with hands in the air)

*Voy a*

*Voy a*

*Oh, voy a*

*Bailar en España* (spin with hands in the air)

*Voy a*

*Voy a*

*Oh, voy a*

*Bailar en España* (spin with hands in the air)



**Vocabulary:** After teaching the song, explain what the lyrics mean: "I'm going to run in Spain. I'm going to take a stroll in Madrid. I'm going to play in Spain. Oh I'm going to dance in Spain. I'm going to, I'm going to, Oh, I'm going to dance in Spain."

**Merienda & notas culturales:** *Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra, healthy snack such as raisins, fruit snacks, or pretzels in case the students forget. Be aware of any allergies listed on the class roll. All Futura classrooms are nut-free. Please remind students to bring snacks that do not contain nuts. Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. After snack time is over, allow the students to go to the bathroom, get a drink of water, or throw away their garbage under your supervision. This should be the only break for leaving the classroom in order to avoid disruptions, so remind them to take advantage of the time. Note: For the remaining classes, remind students to use the restrooms prior to class so that you won't need to do bathroom breaks each week and can use more of the class time for fun activities. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.*

Using a map or globe, point to *Madrid, España*, to show where Dani and Beto are visiting. *España* is a country in Europe that borders *Portugal y Francia*. Explain that Madrid is the capital and largest city of Spain, and it is located in the center of the country. People from Madrid are called *madrileños*. The currency in *España* is the Euro, like most other European countries.

Today, Dani and Beto were enjoying popular pastimes at one of the largest parks in *Madrid, el Parque del Buen Retiro* (The Park of the Pleasant Retreat). Show the students the pictures of this park from the intranet. There are playgrounds, beautiful sculptures, monuments, and galleries in the park. It is also next to an artificial lake, *Estanque Retiro* (Pond Retreat), where rowboats can be rented. From late *mayo* to early *octubre* every *domingo* during the day there are free concerts at the bandstand. There is also an annual book fair. Around the pond, many puppet shows are performed, horse carriages are available, and there are all types of street performers and fortune tellers. Many parks in *España* have areas with tables for chess (*el ajedrez*), checkers (*las damas*), and dominoes (*el dominó*). See if the students enjoy similar pastimes at their parks.

Madrid has many fun attractions for kids. People in *España* also take their children everywhere, even bars and restaurants. Madrid has a zoo and amusement park in *La Casa de Campo de Madrid*, which is a public park. The combination zoo and aquarium is known as one of the most modern and popular zoos in Europe. The *Parque de Atracciones* (amusement park) is one of the largest theme parks in Europe and attracts about two million visitors per year. Some of the park attractions include *las montañas rusas* (roller coasters), *los rápidos* (the rapids, a water ride), y *Tiovivo* (a historic carousel). Here is the website to show images (if possible using Ipad or laptop): <http://www.parquedeatracciones.es/>



**Transition:** Explain to the students that they will be putting away any leftover snacks in their backpacks and throwing out garbage at this time. Let them know they have *diez segundos* to be ready for the next fun game and slowly count down in Spanish from 1 to 10. Each week this would be a great transition to incorporate and encourage the kids to count with you in Spanish.

**Juego: Pasatiempo secreto-** Divide the class into two teams. Have one student from each team come to the front of the room and sit in a chair facing the class with the board behind them. When you write a pastime in Spanish or hold up a picture flashcard of the pastime, each team will act out the pastime for the students in the chairs to guess. The student who guesses the correct pastime in Spanish first scores a point for his or her team. Encourage the entire class to repeat the answer. Continue playing with new players.

**\*Optional Variation: Charades-** Divide the class into two teams. Have one player from each team come to the front of the room. Show each player the picture flashcard they will act out for their team. The first team to correctly guess the pastime in Spanish scores a point. Encourage the entire class to repeat the Spanish after each answer is given. Continue by having a new player from each team come up to act out the pastime.

***¡Hablemos!* Let's talk-** Have the question "*¿Qué vas a hacer?*" on the board or on a small poster. Read it to the class and explain what it means. Teach the response, "*Voy a...*" For example: *Voy a hacer ejercicios. Voy a correr, etc.* Encourage repetition of the "*voy a*" phrase and help with pronunciation as needed. Explain that this phrase can be used to form many different sentences as the students learn more vocabulary.

**For the younger students:** Have the students stand or sit in a large circle. Play lively Spanish music and have them pass a ball or maraca around the circle as the music plays. When you stop the music, ask the student holding the object the question. Help them to answer using "*voy a*" and vocabulary from today's class. After each answer, encourage the entire class to repeat and act out the pastime. Continue playing by restarting the music and stopping on another student. Encourage the class to ask the question with you once they get the hang of it.

**For the older students:** Divide the class into two teams and have them form lines facing the board. The first person from each team will be competing first. When you ask the question, hold up a picture flashcard representing the pastime. The players will race to say the matching sentence in Spanish. For example if you hold up a picture of someone reading a book, they will say, "*Voy a leer.*" The player with the fastest correct answer scores a point for his or her team. Encourage the entire class to repeat the answers after they are given with the gestures. Continue playing until the five to seven minutes is up.

**\*Variation for mixed age classes:** Have the class ask the question together and Dani or Beto call out the answer in Spanish. The players will then need to act out the sentence. For example, if Dani says, "*Voy a correr,*" the students will run in place. After each answer is given, encourage the class to repeat the full sentence after you.

**Juego: ¿Qué vas a hacer?** Play a fun variation game of *Mata la mosca* to reinforce the new vocabulary. Divide the class into two teams. Have the pastimes (props or picture flashcards) on a table and have the teams stand so that everyone can see the objects. Hand one player from each team a flyswatter. When you call out "*Voy a \_\_\_\_\_,*" the students with the flyswatters will race to swat the picture or prop representing the pastime you mention. For example: if you say



"*Voy a leer*," the students should swat the book. The student who hits the correct object first scores a point for his or her team. Encourage the entire class to repeat the answer in Spanish once it has been found. Continue playing until each student has had a turn to play. Praise the students for their hard work by giving *un aplauso*.

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

**Dani:** *Me encanta España.* I love Spain.

**Beto:** *¡Sí! A mí también. Quiero jugar el fútbol aquí en España.* I want to play soccer here in Spain.

**Dani:** *¡Buena idea!* Good idea!

**Dani & Beto:** *Adiós clase. Nos vemos la próxima clase para la aventura del fútbol en España.* We'll see you at the next class for the soccer adventure in Spain.

**Teacher:** Encourage the class to respond, "*Adiós.*"

**Adiós:** Teach the "*Adiós Amigos*" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

*Adiós amigos, adiós amigos  
Hasta la vista, hasta la vista  
Hasta luego, hasta luego  
Chau, chau, chau. Chau, chau, chau.*

Request that the students "*Formen una fila en la puerta.* Form a line at the door." Hand out the newsletters and parent introduction letters, and have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure all students get picked up by their parents or guardians and safely leave your classroom.