

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

Lesson Plan 6 Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: El flamenco

<i>bailar</i>	to dance	<i>Muéstrame...</i>	Show me...
<i>el vestido</i>	dress	<i>la camisa</i>	shirt
<i>las manos</i>	hands	<i>las piernas</i>	legs
<i>arriba</i>	up	<i>abajo</i>	down

Key phrases to repeat during class and encourage Spanish responses:

<i>Voy a...</i>	I am going to...	<i>¿Qué te gusta?</i>	What do you like?
<i>Tengo...</i>	I have...	<i>¿Dónde está...?</i>	Where is...?

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually, encouraging students to use cognates and nonverbal clues to help them understand what you are saying in Spanish. Emphasize the key phrases above 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 from today and previous classes printed. Have a row (or two) of chairs set up like an audience or crowd for a show. Bring small tickets to hand the kids for the flamenco show to create the adventure. Have a boy and girl volunteer for the interactive skit and bring in the dress and jacket or vest as props for them to use. If possible, use a laptop or iPad to show a short video of a flamenco dance. Bring in Spanish flamenco music and have the culture images printed. Have the stations set up for the interactive exploration of *España*. For example, the Day 6 Flamenco Activity handouts should be printed and set out at the table with coloring supplies. If possible, make the sample *castañuelas* before class to share with the students.

Introduction: Greet the students as they enter the class by saying, "*¡Bienvenidos a España!* Welcome to *España!*" Encourage the students to sit in a half-circle facing you. During attendance, have Dani and Beto greet each of them by name saying, for example, "*Hola, Jack. ¿Cómo estás?* How are you?" Help the students to respond with *bien* or *mal* and thumbs up or down. Remind students of the classroom responsibilities and consequence, the rewards system, and the attention getter.

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing the students the theme song for the class: "*Voy a*" to the tune of "My Bonnie" from Day 1. Be sure to act out the song with the actions described for each line, and encourage the students to mimic these actions. After singing, review the meaning of the lyrics with the students, focusing on "*voy a pasear, jugar, y correr.*"

Juego de repaso- Muéstrame en la ciudad: Divide the class into two teams and have them line up facing each other with space in the middle. Explain that Dani and Beto are trying to find different things in *la ciudad* by saying, "*Vamos a ayudar a Dani y Beto a buscar cosas en la ciudad. We are going to help Dani and Beto find things in la ciudad.*" As you set out the props or picture flashcards of things in *la ciudad*, say the words in Spanish and encourage the kids to repeat while looking at the images for the game. Vocabulary to use: *los edificios, la calle, el autobús, la gente, el tráfico, el coche, la acera, el tomate, el jamón, el pan, el queso, la pelota, el campo, y el parque.* When you say, "*Hay mucho(a)(s) [Spanish vocabulary word],*" one player from each team will race to find the matching Spanish word in *la ciudad*. Once the answer is found, hold up the picture image and encourage the entire class to repeat the word in Spanish after you. Continue playing by calling another vocabulary item using the full phrase above and two new players searching for the item. After playing for 5-7 minutes, use your attention getter to regroup the students and move on to the next interactive lesson.

Interactive vocabulary lesson:

Ask the students to line up for an exciting dance performance in *España* by saying, "*Vamos a formar una fila, por favor.*" Hand each child *un boleto* to the flamenco show saying, "*Aquí es tu boleto para el baile. Here is your ticket to the dance.*" Ask the kids to say "*gracias*" after receiving the ticket. Have one volunteer from class stand next to the chairs to collect tickets, saying "*gracias*" to each student while they collect the tickets and direct them to sit in the row of seats for *el baile*. Pick up your puppets to introduce the vocabulary in the interactive skit below. Choose two volunteers (preferably one boy and one girl) to act out the skit below with you and the puppets. Give the girl volunteer a dress to hold up for the skit and give the boy a shirt to wear.

Dani: *Clase, vamos a ver un baile del flamenco. Class, we are going to see a flamenco dance. Es un baile típico de España. It's a traditional dance from Spain.*

Beto: *¡Qué guay! How cool!*

Dani: *Me gusta bailar. (Have Dani pretend to dance and see if the kids can guess what she likes to do. Then teach the students that "bailar" means to dance. Have the kids stand and do a small spin in place while repeating "bailar.")*

Volunteer student (girl): [pointing to her dress] *Tengo el vestido. I have el vestido. (Encourage the class to repeat "el vestido" while you point to the dress and hold up the picture image.)*

Volunteer student (boy): [pointing to his shirt] *Tengo la camisa. I have la camisa. (Encourage the class to repeat "la camisa" while you point to the dress and hold up the picture image.)*

*Play the flamenco music and encourage the volunteers to pretend to dance for a quick 30 seconds.

They can dance on their own spinning or twirling in place. Alternatively, you can show a few minutes of flamenco video from your laptop or iPad. Examples:

- https://www.youtube.com/watch?v=xqxJMCQxb_Q
- <https://www.youtube.com/watch?v=AEEhiyancJI>

After the brief example, encourage the class to give "*un aplauso.*"

Beto: *¿Ustedes quieren bailar conmigo? Do you want to dance with me? (Encourage the class to respond, "¡Sí!" and have them stand up and move to an open space in the room and spread out.)*

Dani: (holding up her hands) *Muéstrame las manos. Show me las manos. (Ask the class, "¿Dónde están las manos?" encouraging them to hold up and wiggle their hands repeating, "las manos.")*

Beto: (pointing to his legs) *Muéstrame las piernas. Show me las piernas. (Ask the class, "¿Dónde están las piernas?" Encourage them to shake out their legs while repeating "las piernas.")*

Teacher: Explain that "*Muéstrame*" means "show me" and have this phrase written on the board or a small poster as a visual reference. Practice "*las manos*" and "*las piernas*" by using this phrase and having the kids point to the correct body part. Once they get the hang of it, challenge them to see how quickly they can follow the commands! **Note:** For the younger students, you can simply use "*manos*" and "*piernas*." For the older, more experienced students, you can explain the gender agreement and that "*manos*" is an irregular word that is actually feminine even though it ends in "o".

Dani: [with her arms and hands up high in the air] *¡Manos arriba!* (Encourage the students to repeat "*arriba*" while holding their hands up high in the air. Explain that "*arriba*" means up.)

Beto: [with his hands down low to the ground] *¡Manos abajo!* (Encourage the students to repeat "*abajo*" while holding their hands down low to the ground. Explain that "*abajo*" means down.)

Interactive practice: Sing the *Baile loco* below like the *Hokey Pokey* song (with a few variations) to practice these two body parts and directions. Be sure to encourage the students to mimic the appropriate gestures. After singing one time, you can vary it by seeing how quickly or how slowly they can sing the song the second time for fun.

Baile loco

Put your *manos arriba*, put your *manos abajo*
You put your *manos arriba* and you shake them all about
You do the *baile loco* and you turn yourself around
That's what it's all about! (2 claps)
Put your *piernas arriba*, put your *piernas abajo*
You put your *piernas arriba* and you shake them around
That's what it's all about! (2 claps)

Actividad- Dani Dice Muéstrame: Play this game like Simon Says, only it is Dani giving the directions. When you have Dani say, "*Muéstrame* _____ [Spanish vocabulary word]" the kids should act out the word or point to the body part. If Dani just calls out a vocabulary word without the correct command of "*Muéstrame*," that would be like Simon not saying, so the students shouldn't do it. It is best to encourage all kids to keep playing during the game. For older students you may choose to make this an elimination game and the last student or few students wins the game. Before starting, practice the vocabulary from today and past classes that you will be using in the activity by showing the gesture and having the class mimic the gesture: *bailar, los manos, las piernas, arriba, abajo, hacer ejercicios, correr, leer, pasear, patinar en línea, montar en bici, el fútbol, patear, el baloncesto, el voleibol, el tenis, el golf, el béisbol, frío, y caliente.*

Merienda & notas culturales: Use your attention getter to regroup the students and encourage them to sit in a circle for snack time.

Hold up a map or globe and see if the students can point out where *España* is and tell you what the capital is. Praise them for their efforts and remind them that this is where Dani and Beto are today. Explain that they are going to see *un baile del flamenco* and see if they can remember what that is. Follow this up by showing the pictures of the flamenco dancers from the intranet. Ask the students to tell you what they notice from the pictures. For example: *¿Qué llevan?* What are they wearing? *¿Cuáles colores ves?* What colors do you see? Review these things in Spanish with the kids. Explain that *el baile* is based around the Flamenco song



and is usually accompanied by *una guitarra*. *Palmas* are used for hand clapping and *castanets/castañuelas* are percussion instruments that are also used during flamenco dancing. A dancer typically has one set per hand and "claps" the *castañuelas* after stomping. If you can do a quick demonstration using *las castañuelas* that you made or show a clip from Youtube to demonstrate *las castañuelas*.

If there is more time, explain how in different countries there are unique and informal phrases or words that are commonly used (slang). Here in the United States we say things like: Cool! Or Bummer! See if the kids can share other appropriate popular slang phrases. In Spain popular phrases to say "cool" are *guay y mola*. In other Latin American countries they say, "*Chévere, padre, and buena onda*." Have the kids practice saying these with you like they would say "cool."

Flamenco Freeze- Move to an open area in the class and explain that the kids will get to dance the Flamenco with Dani and Beto. Before starting the game hold up all the flashcards or objects/body parts and review each word before playing the game. Then line up the picture flashcards along the board. Play the Spanish music and encourage the kids begin dancing flamenco while clapping around the room. (Here is a video example of some basic moves: http://www.youtube.com/watch?v=D_Fh4w6WJJ0 When you stop the music, the students must freeze in place. The first student to move must point to the correct flashcard after you say, "*Muéstrame*_(Spanish vocabulary word)_" Have the entire class repeat the Spanish and resume the game.

Las estaciones de España- Do your attention getter or start singing the theme song to transition to the next activity where you have the students sit in a circle while you explain this activity. Explain how Dani and Beto are exploring *la ciudad de Madrid, España*. 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*. 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. **Tip:** Use a timer or stopwatch to keep track of the time and ring a bell after the time is up. When you move around the room between stations, sing part of the theme song from Day 1 below.

*Voy a
Voy a
Voy a bailar en España*

Castañuelas: At this station you will have two hand-made *castañuelas* (or real ones if you have them) for the students to pass around and practice "clapping." Have the students stand in a circle and practice clapping with hands up in the air saying "*manos arriba*" and hands down low saying "*manos abajo*." Pass the instruments around the circle so that each child gets a turn using them; the other students can simply clap with their hands while they wait. Teach your class how to create a Flamenco "*palma*." All flamencos are in 12 beats. The rhythm consists of 2 threes followed by 3 twos: 1 2 3 4 5 6 7 8 9 10 11 12 Try clapping these



together and counting in Spanish. Once you have it down, add music! You can dance around a little bit too.

Materials needed: ribbon, scissors, 2 metal jar lids (pickle or mayonnaise jars are fine), electrical tape (found at any hardware store), curling ribbon (gift ribbon is fine).

Directions to Make:

1. Cut one 6-inch and one 3-inch piece of ribbon. Make a loop with the longer piece and tape it together to make a circle. It should fit around your three middle fingers.
2. Make a loop with the shorter piece and tape it together to make a circle that fits your thumb.
3. Place the two lids together with the outsides showing. Tape a piece of looped ribbon to each lid.
4. Use a 5-inch piece of electrical tape to connect the loops and create a hinge between the two lids.
5. Place the middle of the curling ribbons over the hinge and tape them into place.

Voy a bailar: In this activity the students will be in search of their dance partner. Secretly hand each student a picture flashcard. There should be two of each image. This can include vocabulary from today and previous classes. When you play the music, the students can dance around the open space. When you stop the music, the students must find their matching partner by saying, "*Muéstrame _____* [Spanish vocabulary word]." Once the pairs are standing together, the students with the word you call should hold their images up. Then, encourage the class to repeat the Spanish after you before moving on to the next vocabulary item. **Note:** For classes with older students, you can have two sets of note cards: Spanish vocabulary words will be on one set, and the matching pictures will be on another set.

Bailarina: Print the template from the intranet Day 6 Flamenco Activity for each student and have coloring supplies at the table for them to share. Include a list of the vocabulary words on the board for reference to help the students label their drawings: *el vestido, la camisa, las piernas, las manos*. Be sure to walk around and help the younger kids to label their drawings in Spanish. Check their understanding of the vocabulary words by requesting, for example, "*Muéstrame el vestido*." Encourage the kids to take home their work to show their parents what they learned in class today. Keep the activity to the 5-7 minutes. If students aren't finished, they can take the drawings home to finish later.

Libros: Check your local library for children's books in Spanish or books about Spain. Below are suggested stories to share about the culture of *España* with the students. Read the stories interactively with the students, asking questions frequently to check their understanding during the story. **Note:** Please keep the lesson to 5-7 minutes. For longer stories, you can paraphrase and skip parts to speed things up.

Look What Came from Spain by Kevin Davis

Anno's Spain by Mitsumasa Anno

Dalí and the Path of Dreams by Anna Obiolis

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



Beto: *El flamenco es tan bonito.* The flamenco is so beautiful.

Dani: *¡Sí!* (with a thumbs-up)

Dani & Beto: *Adiós clase. Nos vemos la próxima clase para hacer ejercicios en un gimnasio en España.* We'll see you at the next class to exercise in a gym in Spain.

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

Adiós: Sing the "Adiós Amigos" song to the tune of "Frere Jacques."

*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." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Hand the students the weekly newsletter and the optional homework. Be sure to share any positive information about what they are learning and how they are doing. Make sure all students get picked up by their parents or guardians and safely leave your classroom.