

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

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

Day 8 Target Vocabulary: El castillo

<i>el castillo</i>	castle	<i>Voy a...</i>	I am going to...
<i>Me gusta...</i>	I like...	<i>Muéstrame</i>	Show me

The final class: This class celebrates the culmination of all the vocabulary and conversational elements that the students have learned. This class should be exciting and reaffirm the students' learning. The songs, games, and vocabulary words are primarily review. 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.

Specifics for today's class: Have the picture flashcards from all previous classes for the various review games and activities as well as any related props. If possible wear a vest, a scarf, or a jacket to play the role of a tour guide for the puppet skit.

Introduction: Greet each student as he or she enters the class by saying, "*Hola_____ . ¿Cómo estás?*" Help the students to respond with *bien* or *mal* with thumbs up or down. Encourage the students to sit in a half-circle facing you. Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter. Ask the students to stand by using gestures and saying, "*¡Levántense!*" Sing the greetings song from Day 1 to the tune of "Frere Jacques" with gestures to review the greetings.

Interactive Puppet Skit:

Have the cultural images set up around the room in order to create a small walking tour of the castle in Spain in the puppet skit below. If possible wear a vest, a scarf, or a jacket to play the role of a tour guide. Have the students bring their snack and form a line and explain to the students that today they are going to tour a popular castle in *España* by asking, "*¿Ustedes quieren visitar un castillo en España?*" Do you want to visit a castle *en España?*"

Tour Guide: *Muy bien. Me llamo _____ y soy su guía hoy en el castillo.* My name is _____ and I am your tour guide today at the castle. *¿Alguien quiere un agua antes del tour?* Does anyone want water before the tour? (Hold up a bottle of water and have Dixie cups. If students want water have them say "*agua por favor*" and pour a sample of water for them. Encourage the students to then say "*gracias.*")

Beto: *¡Mira! El castillo está allá.* (Point to the picture of the castle and encourage the class to repeat "*e/ castillo*" after you multiple times.)

Dani: *¡Qué bonito!* How beautiful!



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Beto: *Hay mucha gente aquí.* (See if the students can remember what "muchas gente" means in Spanish. Praise the students for answers and review this vocabulary.)

Tour Guide: *Mucha gente les gustan los castillos de España.* Many people like the castles in Spain. *España tiene una historia larga de grupos diferentes de poder y las batallas por el control del país. La historia de España involucra varios grupos compitiendo para conseguir el poder y control del país.* Spain has a long history of different groups competing for power and for control of the country. *Hubo 10,000 castillos construidos en España y hoy en día existen 2,000 castillos.* There were 10,000 castles built in Spain and there are still 2,000 castles still today to see.

Tour Guide: (move to the pictures of the Royal Palace of Madrid) *Este castillo se llama Palacio Real de Madrid.* This castle is called the Royal Palace of Madrid. *Es el edificio de la familia real.* It is the building for the royal family. (Explain that this would be similar to royal palace in England, which is similar the White House in the United State—minus the royal family!) *¿Sabes que hay un rey y una reina de España?* Do you know there is a King and Queen of Spain? (Show the students pictures of the current King and Queen of Spain from the internet.)

Beto: *Me gusta este Castillo.* I like this castle.

Dani: *Sí, yo también.* Yes, me too.

(Move over to the pictures of La Alhambra and have the students sit down and eat their snack while they listen to the tour guide.)

Ahora vamos a hablar sobre uno de los castillos más famosos de España que está en otra ciudad. Now let's talk about one of the most famous castles in Spain which is in another city. *La Alhambra es un Castillo muy famoso de Granada, España.* The Alhambra is a very famous castle in Granada, Spain. *Es muy antiguo y ha sido reconstruido y restaurado varias veces para conservar su belleza.* It is very old and has been rebuilt and restored many times to preserve its beauty. *Es una atracción muy popular a causa del diseño único del edificio.* It is a very popular attraction because of the unique design of the building. *Hay un parque y un bosque alrededor el Castillo.* There is a park and woods around the castle. Share the pictures from this castle and see what the students notice from the pictures. Ask the students, *"¿Te gusta el castillo?"* and encourage them to respond either, *"Sí. Me gusta el castillo."* Or *"No, no me gusta el castillo."*

Tour Guide: *La girá terminó. Gracias por su atención.* The tour is over. Thank you for your attention. (Have the students throw away any garbage from snack and form a line again.)

Juego: El susurro- Explain to the students that it is respectful to speak quietly while on a tour of the castle. For this game all students will need to use a "susurro" (whisper). Divide the class into two teams and have them sit in lines facing you. Explain that you will call up the first person from each team and whisper one of the past vocabulary words to him or her. That person then whispers the word in Spanish to the student behind him or her. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in the line he or she will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is a new first player and so on. Before starting the game hold up the picture flashcards for the following



vocabulary words that you will use for the activity and encourage the class to repeat the Spanish after you: *el castillo, la ciudad, la calle, la gente, el coche, por favor, gracias, agua*. It is important that the students speak quietly because they don't want the other team to hear. (This is similar to the telephone game.) After the five to seven minutes is up, praise the students for their hard work and award the team with the most points stickers or pesos. Give all students a high five saying "*Dame cinco.*"

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, bailar, y correr.*"

Juego: Race to the top of el castillo- Divide the students into two teams. They will be racing to get to the top of *el castillo*. Draw about five to seven horizontal lines in a column on the board for each team. The lines represent "stairs or steps" of the castle. Have one player from each team stand up at the board to compete. You will be holding up picture flashcards or the real life objects of the vocabulary items from today's class. The players competing at the board will race to call out the correct Spanish translation to earn a point or "climb a stair in the castle." The fastest team to reach the top wins!

***Optional Variation for older students-** Use the same lines on the board as above to represent the stairs of the castle. In this game one player from each team will start at the bottom "stair" on the board. When you call out a vocabulary word in Spanish, the students will race to write the translation on the bottom "stair" as fast as they can and then quickly sit down so that you can see their answer. The team with the fastest correct answer gets to keep the answer on that "stair" and move on to the next stair for the next translation. The other team or teams have to erase their answers and continue at the first "stair." Continue playing for the five to seven minutes or until a team reaches the top of the castle.

Interactive Practice: Sing the *Baile Loco* from Day 6 and 7 to practice the body parts and actions (*las manos, las piernas, arriba, abajo, los musculos, los brazos, ¡Salta!*) Be sure to encourage the students to mimic the appropriate gestures. After singing one time you can vary it up by seeing how quickly or how slowly they can sing the song the second time for fun.

Juego de repaso: Sing the *Los Deportes* song from Day 3 to review the sports in Spanish. Play a review game like "Dani dice Muéstrame" or "Charades" from Day 7 or "¿Dónde está la pelota?" from Day 3 to review the sports and body parts vocabulary (*correr, ejercicios, el fútbol, jugar, el béisbol, el tenis, el voleibol, el baloncesto, el golf, bailar*).

¡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. Review the response, "*Voy a...*" For example: *Voy a hacer ejercicios. Voy a correr, etc.* Explain that the students can now use this phrase to form many different sentences with the new vocabulary they have learned. Review



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these sentences with the students repeating and mimicking the gestures. I.e: *Voy a correr. Voy a leer. Voy a bailar. Voy a jugar. Voy a patear. Voy a pasear. Voy a jugar al fútbol.* etc

For all ages: Have the students stand or sit in a large circle. Play lively Spanish music and have them pass *la pelota* around the circle as the music plays. When you stop the music, hold up a picture or object representing a pastime or sport in Spanish while saying the question above. The student holding *la pelota* will answer using "*Voy a + (sport or pastime in Spanish).*" 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.

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.

Me gusta...- (Appropriate for all ages) Review with the class that *Me gusta* means "I like." Have the students repeat this phrase a few times to be sure they can say it. Play this game that is similar to "I am going on a picnic..." Stand in a big circle and pass around an object such as a maraca, sombrero, or ball. Each student will need to say *Me gusta _____* and name a Spanish vocabulary word from class as they are passed the object. They also need to repeat the vocabulary that everyone else has said thus far as well. For example: *Me gusta el fútbol, el queso, la ciudad, bailar, etc.*

Tip: It would be helpful to have a list of vocabulary words up on the board for the students to reference so that they can quickly give answers.

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

Beto: *Me gusta el castillo. I like the castle. España es un país muy bueno. Spain is a great country.*

Dani: *¡Sí! (with a thumbs-up) Me gusta España. I like Spain. ¿Y tú? (Encourage the kids to say "Sí. Me gusta España.")*

Dani & Beto: *¡Gracias por venir con nosotros! Thank you for coming with us! Nos vemos a la próxima vez para una aventura nueva. 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. Hand the parents the weekly newsletter with the comprehensive vocabulary list. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.