

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

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

Day 5 Target Vocabulary: La ciudad

<i>la ciudad</i>	city	<i>los edificios</i>	buildings
<i>la acera</i>	sidewalk	<i>la calle</i>	street
<i>el coche (el carro)</i>	car	<i>el autobús</i>	bus
<i>el tráfico</i>	traffic	<i>la gente</i>	people
<i>Hay mucha/o(s)_____.</i>	There is/are a lot(lots) of_____.		

Optional vocabulary for advanced or older students:

After teaching the vocabulary from class, review the different articles and gender for the words (*la* vs. *el*). Make sure to show the written words so students clearly see the article as a separate word that precedes the noun. Further explain that the adjective "*mucho*" needs to agree with the gender of the noun it is describing. For example: *Hay mucha gente*/There are a lot of people. Further explain that for plural descriptions, an "s" needs to be added to the adjective. E.g., *Hay muchos edificios*/There are a lot of buildings. Practice this with the vocabulary and conversation from class by showing different examples.

Key phrases to repeat during class and encourage Spanish responses:

<i>Voy a...</i>	I am going to...	<i>¿Dónde está...?</i>	Where is...?
<i>¿Cómo estás?</i>	How are you?	<i>bien o mal</i>	Good or bad
<i>¡Alto!</i>	Stop!		

***Fun Tip:** When transitioning to different parts of the room, have the students act out different activities while moving. For example, they could *patinar en línea* to the front of the room for the next activity, or they could *correr* to get their snacks for *la merienda*. Always use your judgment based on your group of students and the layout of the room to ensure a safe environment for all.

Preparing for class: Have the nametags ready for all of the students. Be sure also to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy!

Specifics for today's class: You will need two sets of the picture flashcards for the vocabulary from Day 1 and one set of picture flashcards for today's vocabulary from the intranet. Hide the two review sets and the picture flashcards for the city vocabulary around the room for the Scavenger Hunt activity. Check out recommended books from the library.



Introduction: Greet the students as they enter the class by saying, "*¡Bienvenidos a la ciudad!* Welcome to the city!" 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* with thumbs up or down. Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter.

Interactive vocabulary lesson!

In this collective scavenger hunt activity, you will be reviewing previous pastimes and sports vocabulary (*correr, hacer ejercicios, leer, patinar en línea, montar en bici, el fútbol, el baloncesto, el béisbol, el boxeo, el tenis, el voleibol, el golf, y pasear*) and introducing more (*la ciudad, los edificios, la acera, el coche, el tráfico, la gente, y la calle*). Before class, have two sets of the picture flashcards for the review vocabulary words (the first set listed) hidden around the classroom. **Place one set of the new vocabulary words listed around the classroom in plain view.** Use the small puppet skit below to introduce this activity to the class.

Dani: *Hoy vamos a la ciudad de Madrid en España.* Today we are going to the city of Madrid in *España*. *Y vamos a jugar a la búsqueda del tesoro.* We're going to play scavenger hunt.

Beto: *¡Buena idea!* Good idea!

Dani: *¿Qué vamos a buscar primero?* What are we going to look for first?

Beto: *Los edificios.* The buildings. (When Dani says this, encourage the students to look around the room for the picture flashcard for the buildings. **Remember that this entire set should be in plain view in different places around the room.** Once it is found, have the entire class repeat "*los edificios*" while holding up the picture.)

Dani: *¿Dónde está la calle?* Where is the street? (Encourage the students to search for the picture flashcard of the street. Once it is found, have the class repeat "*la calle*" while holding up the picture.)

Teacher: Continue this pattern to locate and introduce the remaining vocabulary from the list above.

Juego de repaso: Divide the class into two teams to competitively search for the hidden review vocabulary items. Explain to the students that today, Dani and Beto are searching for people in *la ciudad* engaging in the pastimes and sports they have learned about in class. Hand each team a list of the words and review these activities orally with repetition and gestures. The team who finds all of the items on the list first wins. Review the answers with the class after the game by asking for the students to hold up the pastime you call out in Spanish.

Note: Hand the list to the older students on each team. You can assign them as team captains. If you have all non-readers in your class, you don't need a list of items.

Interactive conversation practice: Post picture images of groups of the vocabulary words from the intranet. Walk around *la ciudad* with the students to see all of the images. Stop by an image and explain it to the students. For example, "*Hay muchos autobuses.* There are a lot of buses." Teach the students that "*Hay mucho*" means "there are a lot" or "there is a lot". This is a useful phrase that can be used with a variety of different vocabulary. To practice, have the students turn to a student next to them to repeat this phrase. Continue practicing by moving to new pictures in the room. Have the students all



find new partner at each image where they will describe the images using this phrase in Spanish, repeating after you.

Note: For older students you can further explain that "*mucho*" is an adjective and that the ending changes based on the different words it describes. E.g., *Hay mucha gente. Hay mucho tráfico.* etc

Juego-Alrededor de la ciudad: To practice this new vocabulary, play a quick game of "*Alrededor de la ciudad*" in the style of the game Around the World. The students will sit in desks or in a circle on the floor. Two students at a time will stand to compete. When you hold up a picture flashcard from class, the students standing will race to call out the Spanish word. The student with the fastest correct answer will stay standing and compete with the student next to him or her, going farther "*alrededor de la ciudad*" with each win. Praise all students for their effort and encourage the whole class to repeat answers.

Note: Challenge the older students to say, "*Hay mucho...*" with each answer. For less experienced students, you can have the word written in Spanish under the image to help them.

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing the students the theme song: "*Voy a*" to the tune of "My Bonnie." 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.

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

Review that Madrid is the capital city of España. Hold up a map and see if the students can find España. Though Madrid has modern *edificios*, it also has many historic neighborhoods and *calles*. There are many monuments and museums in *la ciudad*. Show the students images of *la ciudad* from the intranet.

En las calles de Madrid you can find a museum of outdoor sculptures in *el Paseo de la Castellana*. There are classic fountains and statues of historic figures. Pass the images of these sculptures around for the students to see.

One of the most famous and popular museums is *El Prado*, where many paintings from famous European artists are on display. This is one of the world's greatest art galleries. One of the most famous paintings from the gallery is "*Las Meninas*" by Diego Velázquez. Show the students the intranet pictures of the museum and painting.

Another fun place to visit would be the *Chocolatería San Ginés*. This chocolate shop is known for its *churros con chocolate*, deep fried pastries served with a cup of thick dipping chocolate. See if the students would enjoy visiting this shop!

There are different ways to say the same word in various Spanish-speaking countries. For example, in Spain, "*el coche*" is used for "car" but in many Latin American countries people say "*el carro*."



Note: Please feel free to expand on this culture lesson with photos, videos, or stories from your own experiences traveling in Spain or other Spanish-speaking countries.

La ciudad loca- Explain that to the students that *hay mucha gente en la ciudad* and Dani and Beto are having a hard time staying together and finding different things in the city. For this activity, you will need matching pairs of the picture flashcards for the vocabulary covered in class today and last time. As you hand each student a picture flashcard, say the word in Spanish and encourage the student to repeat after you. **Be sure to count the number of students in the class beforehand and make sure that all the cards are handed out in complete pairs (or a group of 3, if you have an odd number of students).** Encourage the whole class to chant "*la ciudad, la ciudad, la ciudad*" and walk around the classroom mixing with other students. When you call out, "*¿Dónde está tu pareja? Where is your partner?*" the students must look for their partners (the student with the matching picture flashcard). They may not show the pictures; they may only say their word in Spanish to each other. So, if a student has the picture of the buildings, he or she will walk around to other students saying "*los edificios.*" A student will answer "*Sí, los edificios*" if they have it or "No" if they don't. The students should sit down once they find their match. The first pair to sit down gets a sticker or a peso. Keep playing until everyone is seated and all matches have been made. After everyone is sitting, review the vocabulary from the activity. For example, have Dani or Beto say, "*Hay mucho/a(s) _____ [vocab word],*" and the pair with that picture flashcard should stand up with the image. Encourage the class to repeat the Spanish words together after they have popped up.

Note: For the younger students, you can allow them to show the images during the activity to find their pair. Once the students are sitting with their pairs, play a fun Pop up game. Explain that when you call out the vocabulary in Spanish the students with that image will "pop up."

Interactive conversation practice: Stand in a circle with the students for this activity. When you hand each student a picture flashcard representing an activity from Day 1, repeat the phrase, "*Voy a _____ [activity on card]*" to review this useful phrase. Ask for a volunteer to start the activity by standing in the center of the circle. When you start the music, the students in the circle will walk clockwise around the circle and the student in the center will stay in place. When you randomly stop the music, the students will all stop in place. The student in the center will toss a ball to the student from the circle that he or she is facing and say, "*Voy a _____ [the activity the student from the circle is holding up].*" If the student in the center is correct, s/he gets to change places with the student from the circle. If not, the student can stay in the center for one more turn. After two incorrect answers, call on a new student to be in the center to keep the game moving. After each answer, praise the students on their efforts and encourage the class to repeat the correct answer together. Keep playing for 5-7 minutes.

Juego- El autobús: Set out the chairs in a row in pairs with an aisle between them. Place picture flashcards representing the vocabulary from today's class and last class underneath the chairs in the *autobús*. There should be one picture flashcard under each seat. Explain to each students that "*hay mucho tráfico*" so the bus has to make a lot of stops, and the word



for stop is "*¡Alto!*" Further explain that when you start playing the music, the students must start walking slowly around the chairs. When the music stops, you should call out, "*¡Alto!*" and each student must find a chair and sit down. You will then say the name of the item that the bus stopped next to. For example: *la calle*. Everyone must look under their chair and see if they have that word. If they do, they must hold it up and repeat the Spanish word. Keep playing for 5-7 minutes. Be sure to follow up the game by having the students hold up the cards and repeating the words to reinforce learning.

Un cuento: Read the story *Oso en la ciudad* or *Oso en bicicleta* by Stella Blackstone to the class in Spanish with the English translations. Point out the vocabulary from class in this story and engage the students by asking them follow up questions about the story. For example: "*¿Dónde está la acera? Where is la acera?*" Check out your local library for a copy in Spanish.

Actividad: Luz roja y luz verde (variation on Red Light/Green Light)- For older students: Explain that Dani and Beto are driving through *la ciudad en el coche* to see all of the tourist attractions. *Hay mucha gente y mucho tráfico,* "so they often need to stop. Have all students stand in a row facing you with a large distance between you and them. Hand each student a piece of paper and marker for them to write answers. When you call out a question, they will write their answer (without looking at others) on the paper and hold it up for you. For example if you ask, "*¿Qué significa 'la ciudad'?* What does *la ciudad* mean?" The students should write "the city" and hold it up. If they get the answer correct, they get to "drive one block," taking a step forward towards you. If they are not correct, they stay in the same spot. The object of the game is for the students to race to reach you. Continue playing by calling out new questions for the students. When the first student (or group of students) reaches you give the entire class "*un aplauso*" for their hard work. The winners can also receive stickers or pesos.

***Variation for the younger students or mixed age classes:** Divide the class into two teams. Have the students on the teams stand next to each other in a row facing you with a large distance between you and them. When you call out a question, one player from each team will compete to call out the answer the fastest. For example, "*¿Qué es el tráfico?* What is *el tráfico?*" The team with the fastest correct answer gets to take one step forward. Continue playing by having a new player from each team compete as you call out a new question. The team who reaches you first wins. Be sure to review each answer as it is given with the whole class repeating.

Juego de repaso: ¿Dónde está? en la ciudad (Racing game)- Explain that Dani and Beto are having fun racing to different exciting things in the city. Have two sets of picture flashcards representing the vocabulary from today's class and the previous classes on a table or posted on the board. Divide the class into two teams and have them line up a distance from the images. One player from each team will compete at a time. When you call out a vocabulary item in Spanish, the students will race to pick up the matching picture image. After the answer is given, encourage the whole class to repeat after you while holding up the image. Continue playing with the next students from each team competing.



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

Beto: *Qué divertido fue en la ciudad hoy.* That was fun in the city today.

Dani: *Sí. Hay mucha gente y tráfico.* Yes. There are a lot of people and traffic.

Beto: *Vamos a bailar aquí en España.* Let's dance here in Spain.

Dani: *¡Bueno!* Good!

Dani & Beto: *Adiós clase. Nos vemos la próxima clase para una aventura en España.* We'll see you at the next class for an adventure 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 parents the weekly newsletter and optional homework for class. 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.