

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

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

Day 7 Target Vocabulary: El gimnasio

<i>los músculos</i>	muscles	<i>los brazos</i>	arms
<i>el agua</i>	water	<i>la toalla</i>	towel
<i>Muéstrame</i>	Show me	<i>¡Salta!</i>	Jump!

Key phrases to repeat during class and encourage Spanish responses:

<i>Me gusta...</i>	I like...		
<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. Bring in a water bottle and small towel as props for the interactive skit. If possible, bring in any other gym or exercise related props, such as small weights, an exercise mat, etc. Move chairs or desks in the room to provide an open space for the interactive lesson. Bring in corn or flour tortillas and, if you can, a *tortilla española* for the students to try for the *notas culturales* section.

Introduction: Greet the students as they enter the class by saying, for example, "Hola, Jack. ¿Cómo estás?" Help the students to respond with *bien* or *mal* and a thumbs up or down. Encourage the students to sit in a half-circle facing you. Remind students of the classroom responsibilities, the consequence and 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 ask 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."

Interactive vocabulary lesson:

Have the students form a circle in an open space of the classroom. The props representing the gym should be set out. Use the puppets and interactive skit below to introduce the new vocabulary.

Beto: *Vamos al gimnasio para hacer ejercicios.* Let's go to the gym to do exercises.



Dani: *Necesito estirar.* I need to stretch. *¿Clase, pueden Ustedes estirar conmigo?* Class, can you all stretch with me? Encourage them to respond "¡Sí!" Start stretching by leaning over to one side and counting the stretches together out loud in Spanish for a count of ten. Do ten stretches.

Beto: *¡Buena! También los brazos.* (Do an exercise where you stretch your arms up to the sky and then you fold over and touch your toes. While doing these, say "brazos arriba" and "brazos abajo" while having the students repeat after you.)

Dani: *¡Piernas arriba!* Have the students do marches, raising their bent legs up and repeating, "¡Piernas arriba!"

Beto: (flexing his arm muscles and using a strong voice) *¡Mira! Look! Tengo músculos grandes.* I have big muscles. (Ask the kids to show you their "músculos" by flexing their arms. Explain that "músculos" are muscles and encourage them to repeat "músculos" after you. **Tip:** Point out that this word sounds very similar to the word in English to help them remember it.)

Beto: *Estamos listos para los ejercicios.* We are ready for the exercises. (Play the song "Salta sin parar" (<http://www.youtube.com/watch?v=aETk-KUJyAw>) and encourage the class to do jumping jacks while singing "¡Salta!" in the song. After jumping, reinforce that "¡Salta!" means "Jump!")

Beto: (in an exhausted voice) *¡Tengo sed!* I'm thirsty. *¿Dónde está el agua?* Where is *el agua*? (See if the students can guess what *el agua* is. Hold up the water bottle and encourage the kids to repeat "el agua." Have the kids pretend to drink from a bottle and repeat "el agua" while you hold up the visual image and prop.)

Dani: (using the towel to wipe sweat) *Necesito la toalla.* I need *la toalla.* (Hold up the towel and encourage the class to repeat "la toalla" after you. Pass the towel around to the kids and encourage them each to say "la toalla" on receiving it.)

Interactive Practice: Sing the *Baile loco* from last week with the additional lyrics below to practice the body parts and directions. Be sure to encourage the students to mimic the appropriate gestures. After singing one time, you can vary it up for fun by seeing how quickly or slowly they can sing the song the second time.

Baile loco

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

Put your *músculos arriba*, put your *músculos abajo* (raising a flexed arm)
You put your *músculos arriba* and you shake them all about
You do the *baile loco* and you turn yourself around
That's what it's all about! (clapping)

Repaso- Dani dice Muéstrame: Play this game from last week like Simon Says, only it is Dani giving the directions asking the students to show her different Spanish vocabulary words. 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. For younger and mixed age classes it is best to encourage all kids to keep playing during the game. For older students you can make this an elimination game and the last student or few students wins the game. Before starting, practice the vocabulary from today and from past



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classes that you will be using in the activity by showing the gesture and having the class mimic the gesture: *los músculos, los brazos, ¡Salta!, agua, bailar, las 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.*

Actividad: Me gusta- Dani and Beto are hungry after such a good workout. In this activity, pass picture flashcards or props around the circle while playing music. Use images for the following vocabulary: *el jamón, el pan, el queso, el tomate, and el agua.* Note: You may need to make doubles of the words so that there are enough for every student in class. When you stop the music, the students should stop passing the items. Encourage the class to repeat after you, "*¿Qué te gusta?*" Gently toss a ball to a random student and have him or her respond saying, "*Me gusta* [Spanish vocabulary word]." With the class repeating, ask a few other students the same question and get their responses. Continue by restarting the music and passing the items. After playing for a few minutes, ask the kids, "*¿Tienen hambre?* Are you hungry?" and give directions for snack time.

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.

Dani: *Me gusta la tortilla española.* I like the Spanish tortilla.

Beto: *¿Es como esta tortilla?* Is it like this tortilla? (Hold up a flour or a corn tortilla.)

Dani: *No, es una tapa española. Se llama tortilla española.*

See if the students remember the definition of *una tapa*. Review the meaning and some of the tapas they have learned about practicing "caliente" and "frío." Then explain that the *tortilla española* is the most commonly served dish in Spain. This popular tapa can also be served cold or hot, sliced or cut up in small pieces. Unlike the Mexican tortilla or tortillas in other Latin American countries this is a dish made of eggs (*huevos*) and potatoes (*papas*) and is similar to an omelet. *Tortilla* is the Spanish word for a small round cake. The *tortilla española* can be made with a variety of different ingredients and can vary across different regions of Spain. For example other ingredients could be green or red peppers, chorizo, tuna, shrimp, or different vegetables.

<http://www.enforex.com/culture/tortilla-espanola.html>

Hand out pieces of a "regular tortilla" (corn or flour) and have the kids say "*Me gusta*" or "*No me gusta*." If possible, bring in a *tortilla española* for the kids to try. If you can't, simply have pictures of it for the kids to see an example. Have them answer "*Me gusta*" or "*No me gusta*" after they try it or if they think they would like it or not based on the pictures/description.

*****Note:** Be very certain to check your roster for allergies to gluten (for flour tortillas) as well as egg (for the *tortilla española*.) Skip this activity (or avoid it by, for example, using corn instead of flour tortillas) if any students have allergies.

Voy a pasear- Explain that *ejercicios* are very popular in Spain. In fact, many Spaniards regularly go for a walk after eating. In this activity, the students will be walking around the track in the *gimnasio*. You will lay down picture flashcards in an open space in the room to form a circle; encourage the class to repeat the vocabulary as review as you do so. Then, have the students walk in a circle around the images as you play Spanish music. When you stop the



music, the students will stop next to a picture image. Randomly call out a vocabulary word using the phrase "*Muéstrame + _____*." The student standing next to that card will hold it up and repeat the Spanish. Encourage the entire class to repeat the Spanish and continue by restarting the music and having the kids walk in the circle again.

Juego de repaso- Charades: Dani and Beto are excited about all of the different activities they are doing in Spain. In this game, the students will try to guess what they are going to do. Divide the class into two teams- *Equipo Dani y Equipo Beto*. Have one player from each team come to the board to act out an activity. Before starting, give an example action to review the possible sentences for the activity from below. Older students can read the sentence, but you will need to whisper it to younger students or struggling readers. The first team to guess the correct activity scores a point. This team can score an additional point if they can use it in a full sentence with "*Me gusta*" or "*Voy a*." The other team can steal the extra point if they don't have the answer. Continue playing by calling on new players to act and using new vocabulary. Have the entire class repeat the Spanish together as the answers are given. The team with the most points after 5-7 minutes wins.

Voy a bailar.

¡Salta!

Me gusta jugar.

Me gusta leer.

Voy a correr.

Voy a patinar en línea.

Me gusta montar en bici.

Me gusta pasear.

Cantamos: Have the class stand up and sing the "Los deportes" song from Day 3 as you use gestures. After singing, review the sports vocabulary by saying, "*Muéstrame + [sport in Spanish]*," encouraging the students to show you the gesture for that sport. Have the students to repeat each sport in Spanish after the actions

Los Deportes

Jugamos, jugamos

Béisbol, voleibol

el tenis también, el tenis también

y el golf, y el golf

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

Beto: *El gimnasio fue muy divertido.* The gym was very fun.

Dani: [giving a thumbs-up] *¡Sí!*

Dani & Beto: *Adiós, clase. Nos vemos la próxima clase para una celebración en España.* We'll see you at the next class for a celebration 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.