



**VAMOS CON
LAS
TRADICIONES**



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¡Vamos con las Tradiciones! Vocabulary List

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Week 1 Target Vocabulary: *El otoño*

¿Cómo te llamas? (koh-moh teh yah-mahs)	What is your name?	Me llamo____. (meh yah-moh)	My name is____.
Hola (oh-lah)	Hello	Adiós (ah-dee-ohs)	Goodbye
¿Cómo está el clima hoy? (koh-moh eh-stah el klee-mah oy)	What is the weather today?	Hace viento. (ah-seh vee-en-toh)	It's windy.
Está fresco. (eh-stah fres-koh)	It's cool/chilly.	Está frío. (eh-stah free-oh)	It's cold.
el otoño (oh-toh-nyoh)	fall/autumn	septiembre (sep-tee-em-breh)	September
octubre (ok-too-breh)	October	noviembre (noh-vee-em-breh)	November
la calabaza (kah-lah-bah-sah)	pumpkin	la manzana (mahn-sah-nah)	apple

Week 2 Target Vocabulary: *Colores*

Me gusta... (meh goos-tah)	I like....	No me gusta... (noh meh goos-tah)	I don't like...
las estaciones (lahs eh-stah-see-ohn-ehs)	seasons	los colores (lohs koh-loh-rhes)	colors
rojo (roh-ho)	red	anaranjado/naranja (ah-nah-rah-nah-doh/ nah-rah-nah)	orange
café/marrón (kah-feh/ mah-rohn)	brown	amarillo (ah-mah-ree-yoh)	yellow
verde (vehr-deh)	green	azul (ah-sool)	blue
morado (moh-rah-doh)	purple	negro (neh-groh)	black
blanco (blahn-koh)	white	el arcoíris (ar-koh-ee-rees)	rainbow
las hojas (oh-hahs)	leaves	los árboles (ar-boh-lehs)	trees

Week 3 Target Vocabulary: *Día de las brujas*

¿Cómo estás? (koh-moh eh-stahs)	How are you?	feliz (feh-lees)	happy
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<i>triste (trees-teh)</i>	sad	<i>enojado/a (eh-noh-hah-doh/dah)</i>	mad
<i>asustado/a (ah-soos-tah-doh/dah)</i>	scared	<i>cansado/a (kahn-sah-doh/dah)</i>	tired
<i>Día de las brujas (dee-ah deh lahs broo-hahs)</i>	Halloween	<i>el disfraz (dees-frahs)</i>	costume
<i>la bruja (broo-hah)</i>	witch	<i>el mago (mah-goh)</i>	the wizard
<i>el vampiro (vahm-pee-roh)</i>	vampire	<i>el fantasma (fahn-tahs-mah)</i>	ghost
<i>la princesa (preen-seh-sah)</i>	the princess	<i>el superhéroe/la superheroína (soo-pehr-eh-roh-eh)</i>	the superhero
<i>el esqueleto (ehs-keh-leh-toh)</i>	skeleton	<i>los dulces (dool-sehs)</i>	candy

Week 4 Target Vocabulary: Día de acción de gracias

<i>Día de acción de gracias (dee-ah deh ak-see-ohn deh grah-see-ahs)</i>	Thanksgiving	<i>celebrar (seh-leh-brahr)</i>	to celebrate
<i>Gracias (grah-see-ahs)</i>	Thank you	<i>Doy gracias por... (doy grah-see-ahs por)</i>	I'm grateful for...
<i>la familia (fah-mee-lee-ah)</i>	family	<i>los amigos (ah-mee-gohs)</i>	friends
<i>el pavo (pah-voh)</i>	turkey	<i>el puré de papas (poo-reh deh pah-pahs)</i>	mashed potatoes
<i>el pastel (pahs-tehl)</i>	pie	<i>el pan (pahn)</i>	bread/buns
<i>el desfile (deh-see-leh)</i>	parade	<i>el fútbol americano (foot-bohl ah-meh-ree-kah-noh)</i>	football

Week 5 Target Vocabulary: El calendario

<i>¿Qué mes es? (keh mehs ehs)</i>	What month is it?	<i>¿Cuál es tu mes favorito? (kwahl ehs too mehs fah-voh-ree-toh)</i>	What is your favorite month?
<i>Mi mes favorito es.. (mee mehs fah-voh-ree-toh ehs)</i>	My favorite month is...	<i>el mes / los meses (mehs/mehs-ehs)</i>	month / the months
<i>diciembre (dee-see-em-breh)</i>	December	<i>enero (eh-neh-roh)</i>	January
<i>febrero (feh-breh-roh)</i>	February	<i>el calendario (kah-lehn-dah-ree-oh)</i>	calendar

<i>el año</i> (ah-nyoh)	year	<i>la nieve</i> (nee-eh-veh)	snow
<i>el invierno</i> (een-vee-ehr-noh)	winter		

Week 6 Target Vocabulary: El invierno

<i>Está nevando</i> (eh-stah neh-vahn-doh)	It's snowing	<i>el muñeco de nieve</i> (moo-nyeh-koh deh nee-eh-veh)	snowman
<i>la bufanda</i> (boo-fahn-dah)	scarf	<i>los guantes</i> (gwahn-tehs)	gloves
<i>las botas</i> (boh-tahs)	boots	<i>los pantalones de nieve</i> (pahn-tah-loh-nehs deh nee-eh-veh)	snowpants
<i>la gorra</i> (goh-rah)	hat	<i>el abrigo</i> (ah-bree-goh)	jacket
<i>ir en trineo</i> (eer ehn tree-neh-oh)	sledding	<i>patinar</i> (pah-tee-nahr)	skate
<i>esquiar</i> (ehs-kee-ahr)	skiing	<i>el hockey</i> (oh-keh-ee)	hockey

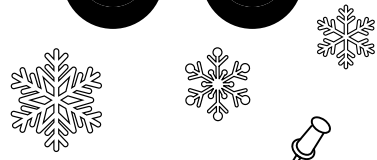
Week 7 Target Vocabulary: La Navidad

<i>Quiero...</i> (kee-eh-roh)	I want...	<i>Feliz Navidad</i> (feh-lees nah-vee-dahd)	Merry Christmas
<i>Navidad</i> (nah-vee-dahd)	Christmas day	<i>el árbol de Navidad</i> (ar-bohl deh nah-vee-dahd)	Christmas tree
<i>el calcetín navideño</i> (kahl-seh-teen nah-vee-deh-nyoh)	stocking	<i>el regalo</i> (reh-gah-loh)	gift
<i>Papá Noel</i> (pah-pah noh-ehl)	Santa Claus	<i>Mamá Noel</i> (mah-mah noh-ehl)	Mrs. Claus
<i>las galletas</i> (gah-yeh-tahs)	cookies	<i>la leche</i> (leh-cheh)	milk
<i>el elfo</i> (ehl-foh)	elf	<i>el reno</i> (reh-noh)	reindeer
<i>el jamón</i> (hah-mohn)	ham	<i>el chocolate caliente</i> (choh-koh-lah-teh kah-lee-en-the)	hot chocolate

Week 8 Target Vocabulary: La fiesta

<i>la fiesta</i> (fee-ehs-tah)	the party	<i>la tradición</i> (trah-dee-see-ohn)	tradition
<i>el adorno</i> (ah-dor-noh)	ornament		

CERTIFICADO



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DÍA 2

DÍA 3

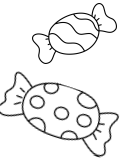
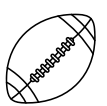
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NOMBRE: _____

MAESTRO/A: _____

CERTIFICADO



DÍA 1

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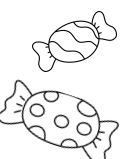
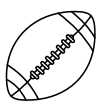
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DÍA 7

DÍA 8



NOMBRE: _____

MAESTRO/A: _____

M I CALENDARIO

DRAW ONE VOCABULARY WORD PER CLASS AND WRITE THE SPANISH WORD NEXT TO IT. THIS CAN BE FROM THE CURRENT DAY OR PAST VOCABULARY. YOU CAN ALSO INCLUDE A MONTH, FALL WEATHER SENTENCE AND A FALL ITEM OR EMOTION!

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Vamos con las Tradiciones Lesson Plan Outline Week 1

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & printed Spanish student certificates
- Name stickers or name tents for students
- Flashcards separated for today's lesson, two sets.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, music, bags, coloring material (provided crayons), music

Week 1 Target Vocabulary: *El otoño*

<i>¿Cómo te llamas?</i>	What is your name?	<i>Me llamo ____.</i>	My name is ____.
<i>Hola</i>	Hello	<i>Adiós</i>	Goodbye
<i>¿Cómo está el clima hoy?</i>	What is the weather today?	<i>Hace viento.</i>	It's windy.
<i>Está fresco.</i>	It's cool/chilly.	<i>Hace frío.</i>	It's cold.
<i>el otoño</i>	Fall/autumn	<i>septiembre</i>	September
<i>octubre</i>	October	<i>noviembre</i>	November
<i>la calabaza</i>	pumpkin	<i>la manzana</i>	apple

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

Please review and prepare the materials list above and refer to the training materials provided. Prepare nametags for all students using label stickers (provided at training) or have them create paper name tents to reuse throughout the semester.

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

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. This class, *¡Vamos con las Tradiciones!*, follows Dani and Beto as they explore fall and winter weather, clothing, holidays, and traditions from different Spanish speaking countries. We hope you have fun getting to know the class "stars!" Please note that using physical puppets is optional, but we encourage teachers to use the adventure of the characters in class lessons and activities.



This theme-based class may include mixed ages and Spanish levels, so the lessons focus primarily on vocabulary. Teach bilingually and use gestures or cognates to aid understanding. Puppets help engage younger students—don't hesitate to be playful. For older students, feel free to skip the puppets or invite them to play the roles of Dani and Beto.

How to adapt plans for different ages: If your class has preschool students, please adapt any activities for their age by slowing the pace, using more visuals, and offering gentle guidance to help them find the answer without long waiting times. Pairing students in buddy groups encourages collaboration and builds confidence. If your class has upper Elementary level students, assign them to be team captains or the score keeper during games, or your special helper for activities. If applicable, increase the challenge by giving clues or using full sentences when calling out vocabulary during games to support comprehension and critical thinking.

Dividing teams: When dividing teams, strategically place students with similar levels to compete against each other. For example: In a mixed grades class, the younger students compete against each other and not against older students. To reinforce learning, have the whole class repeat vocabulary after the answer is given during games. For conversation practices, it may be helpful to have older students partnered with younger students so that they can help them with the activity.

1. Merienda, Attendance and Classroom Management introduction

Take attendance and hand out name tags. Ask students to be seated in an organized seating arrangement – like a circle on the floor space or at the tables/desks near you. Follow the attendance procedures by asking students to respond, “*presente*”, when their name is called. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks—check for allergies and confirm with the school if food is allowed in the classroom. If students forget their snacks, notify your Area Manager after class to send a reminder home. Ask students to use the bathroom before class.

Classroom Management Information

- a. Introduce the **Student Responsibility Poster and Voice Levels Poster** to establish class expectations. Encourage students to repeat the expectations aloud and use gestures, such as raising their hand, to reinforce understanding.
- b. Explain that the **Star chart** is used to track how students are behaving during class using stars.
 - a. Students start each class with three stars and by following directions with appropriate behavior, will keep their stars and earn a sticker to place on their certificate at the end of class.
 - b. Students who do not follow directions or the class responsibilities lose stars after a warning. Students can earn stars back if they improve their behavior.
 - c. Students who lose stars by the end of class do not receive a sticker and if all three stars are lost may have a call home (speak with your manager to determine if a call is necessary).

Use the behavior chart consistently and encourage positive behavior. Address negative behavior immediately to set clear boundaries. Praise improvements to reinforce positive change.

- c. **Spanish Student Certificates** printed for each student: Have the students write their names on their certificate and explain that they will collect stickers as rewards during class activities for positive participation and keeping their three stars from class for good behavior. Please be sure to collect these for each class so that the students don't lose them.
- d. **Attention Getter~** Try a fun one related to the theme! You say, “¿Qué te pasa calabaza?” (*What is happening pumpkin?*) and they respond, “Nada, nada limonada” (*Nothing, nothing lemonade*) OR you say, “¡Cascada, cascada!” (*Waterfall, waterfall!*) and they respond by mimicking rain with their fingers moving downward, whispering “Sssshhhhhh” and getting quiet.

- e. **Transition plan**~ Use fun signals like a theme song or a chant—say “*La lechuza, la lechuza hace...*” while holding a finger up to your lip and have students respond, “*Shh. Hace shh*” while copying the gesture. Use these transitions every time you change locations in the room or switch between sitting and standing activities to keep the students focused.

At the end of attendance, classroom management information, and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with “*¡Levántense!*” and introduce the greetings song. Model each line and have students echo you. Once they’re familiar, sing it together using gestures—waving hands when saying ‘*hola*’ and ‘*adiós*’. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video.

Saludos Song (tune of ‘Mary Had a Little Lamb’)

Hola means he-eh-llo, he-eh-llo, he-eh-llo.

Hola means he-eh-llo, (waving)

¡Hola mis amigos! (clapping)

Adiós means goodbye-goodbye-goodbye

Adiós means goodbye (waving)

¡Adiós mis amigos! (clapping)

Vocabulary: After teaching the song, review the meaning of the Spanish lyrics, “*Hola*” and “*Adiós*”. Continue practicing the song in following classes. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

3. Conversation Practice: Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.)

Note: Puppets are optional, you can skip the puppet skit and practice the conversation interactively with the students if working with older students for example.

(Optional) Pull out two puppets and say: “*¡Estos son mis amigos! Los vamos a usar para ver cómo se hace una conversación en español.*” (They’re my friends! We’ll use them to see how a conversation is done in Spanish.) Use silly voices to keep it engaging.

Teacher: “*Clase, vamos a decir ‘Hola.’ ‘Hola’ significa ‘Hello’ en inglés.* (Class let’s say ‘Hola’. It means ‘Hello’ in English.) *Repitan: ¡Hola!* (Repeat: Hello!) (Wave your hand and smile.)

- **Dani:** “*¡Hola! Me llamo Dani.*”
- **Beto:** “*Y yo me llamo Beto.*”
- **Teacher:** “*Todos repitan: ¡Mucho gusto!*” (Everyone repeat: Nice to meet you!)
- **Dani:** “*¿Cómo te llamas tú?*”
- **Teacher:** “*Me llamo _____.*”

Then say to the class: “*Clase, ‘Me llamo’ significa ‘My name is.’ Vamos a practicarlo juntos.*” (Let’s practice it together.)

Write on the board: **¿Cómo te llamas?** and **Me llamo _____.**

Shake a maraca for each syllable of the words in the question “*¿Có-mo te lla-mas?*” Have students repeat the question after you each time you pass the maraca to a new student to answer:

- “*¿Cómo te llamas?*”
- “*Me llamo _____.*”
- As each student answers, encourage the whole class to repeat after you, “*Hola, (Student’s name).*”

Give praise, encouragement, and support pronunciation and confidence.

End with praise: “*¡Muy bien, clase! Ahora sabemos cómo saludar y decir nuestro nombre.*” (Great job, class! Now we know how to greet and say our name.) **Note:** You will probably need to help the students remember how to answer the question in Spanish.

4. Transition: Move to a different part of the room to start your vocabulary lesson by using your transition plan before asking students to sit down once more.

5. New Vocabulary Lesson: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: “*Siéntense, por favor.*” (Sit down, please.) Briefly explain: “*Hoy vamos a hablar del otoño y del clima.*” (Today we’re going to talk about fall and the weather.)

Optional Puppet Intro:

- **Dani:** “*¿Te gusta el otoño Beto?* (Do you like fall, Beto?)
- **Beto:** “*¡Sí! Me encanta el clima del otoño.* (Yes! I love the fall weather.)

Set puppets aside and continue teacher led.

Teacher: “*Clase, ¿cómo está el clima de hoy?*” (Class, how is the weather today?) (Ask them to remember or look out a window)

“*Sí, está ____*” (Yes, it is ____.) (Fill in the blank according to the weather.)

“*Ahora vamos a aprender algunas frases para el clima.*” (Now we’re going to learn some phrases for the weather.)

Model the conversation vocabulary and have class repeat each 2–3 times while showing the flashcards:

- “*Hace viento.*” (It is windy.) (Wiggle your fingers like blowing wind.)
- “*Está fresco.*” (It is cool/chilly) (Hug yourself lightly.)
- “*Hace frío.*” (It is cold.) (Shiver dramatically.)

Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible.

- “*Clase, repitan: el otoño.*”
- “*Clase repitan: septiembre.*”
- “*Clase repitan: calabaza.*” (etc.)

End with before transitioning again: “*¿Listos para practicar?*” (Ready to practice?) Students respond: “*¡Listos!*” (Ready!) “*¡Vámonos, clase!*” (Let’s go, class!)

6. Juego de carreras (Racing game): Before starting the game, quickly review today’s vocabulary by showing each flashcard and having students repeat the Spanish word. Divide the class into two teams, and have each team sit at a table. Spread the flashcards around the room. When the teacher calls out a word, one player from each team races to find that flashcard and bring it back to their table. The first player to bring the correct card earns a point for their team. Keep playing with new players each round and call out a different vocabulary word each time, having the whole class repeat the words as extra practice.

7. Juego: Pop up game: Gather your students and sit in a circle. Hand each student a picture flashcard from class. Repeat the word in Spanish as you hand them out to the students for practice. Let the students know that they should jump or pop up when you call their vocabulary word. For example: When you call out *manzana*, the student(s) with that picture should jump up. **Tip:** Have the students rotate cards after you have called out all the vocabulary. Make the second round more difficult by challenging them to pop up and call out the word in Spanish at the same time!

8. El certificado: Ask students to sit at their desks using the phrase “*Siéntense*” with gestures. Hand out the certificates and coloring supplies. Explain that this certificate is where they will be earning their stickers each class. You will be keeping them with you for the semester and on the last day they get to take it home. Ask students to write their name and color the certificate. Play fun Spanish music while they work. After five minutes, say “*¡Hay dos minutos más!*” and help students begin cleaning up their coloring supplies and sit back down when they are done.

9. Notas Culturales: Once seated, ask the students in Spanish, followed by English: **Saben que es Hispanic Heritage Month?** Hispanic Heritage Month is celebrated in the United States from September 15 to October 15. It is a time to honor the history, cultures, traditions, and contributions of people from Spanish-speaking

countries and Hispanic communities. During this month, we learn about different countries, foods, music, celebrations, and ways of life. **Why do you think it's important to celebrate different cultures? (Thank students for their contributions and quickly summarize before moving on).** In the United States, we usually have four seasons—spring, summer, fall, and winter. Sometimes it's really cold and snowy, and other times it's hot and sunny. **Which season is your favorite and why? (Remind students to raise their hands and only take 1-2 before moving on.)** In many Spanish-speaking countries, the weather can be very different! In places like Costa Rica, Colombia, or parts of Mexico, it can be warm almost all year long, and it usually doesn't snow at all. **Can you imagine living somewhere without snow? Would you miss building a snowman? (Remind students to raise their hands and only take 1-2 before moving on.)** Instead of four seasons, some countries have a rainy season and a dry season. That means there are times when it rains a lot—almost every day—and other times when the sun shines almost every day. Because weather is different around the world, people wear different clothes, eat different foods, and celebrate in different ways. Learning about these differences helps us understand and respect other cultures. During Hispanic Heritage Month, we celebrate the beauty and diversity of Spanish-speaking communities. Isn't it amazing that even though we all live on the same planet, our weather and traditions can be so different?

Note: Share your travels and experiences as well as any current holidays as you go through future lessons.

10. Juego: Dance Freeze: Play music and have students dance or move around. Once the music stops, all students must freeze. Students who move after the music stops must call out one of the vocabulary words they have learned (no repeats) or give the translation for a flashcard you hold up or answer one of your vocabulary questions. Give them help as needed and continue the music after all the class has repeated the answer given.

11. Cantamos: Invite students to stand with “¡Levántense!” and teach the class theme song, *Vamos con las Tradiciones* in a call and response form. Model each line, then have students echo repeat. Once familiar, sing it together with gestures—e.g., wiggle fingers/arms for wind, pretend to put on hat and scarf, ect.. Give instructions in both Spanish and English. **Tip:** Watch the video on the Futura Vimeo for the beat to the tune of “If You're Happy and You Know It”.

Vamos con las Tradiciones

*El otoño ya llegó y hace viento
¡Hace viento!*

*Las hojas caen ya, rojo y amarillo
¡Rojo y amarillo!*

*Nieva en el invierno, ponte tu gorro y bufanda
Vamos con las tradiciones en el frío,
¡Brr, brr, brr!*

Vocabulary: After teaching the song explain what the lyrics mean: “Fall has arrived and it's windy. It's windy! The leaves fall now, red and yellow. Red and yellow! It snows in the winter, put on your hat and scarf. Let's celebrate in the cold. Brr, brr, brr!” Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

12. Juego: La bolsa (Packing game): Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards, make sure it is a mix of word and no word so it is fair. They should all have the same vocabulary to work with. Review before playing the game by holding up the flashcards or objects and having the students repeat the Spanish words after you. Place two “bolsas” at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will race to

find the matching picture from the set of cards they have and send one player to race to the front of the room to “pack” it into *la bolsa*. The team that correctly does this first scores a point. For example: If you call out, “*la calabaza*”, the students must find the picture of the pumpkin and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

13. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate or do it yourself after class. Then, ask them to “*Formen una fila en la puerta*” (form a line at the door) after getting their things.

14. Adiós: Review the meaning of ‘*adiós*’ before teaching the next song. The “*Es la hora de decir adiós*” song goes to the tune of “If You’re Happy and You Know It” and is a call and response format. **Note:** They can sing together at the door or in as they are cleaning and packing up.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

Hand out the parent introduction letters (first day only) and have students say goodbye to you in Spanish before leaving (as shown below). Encourage the students to practice at home with the **Parent Portal** from Futura’s website with newsletters, practice activities, and more! **For morning classes**, send students directly to their homerooms. **For afternoon classes**, walk them to the pick-up area and ensure each student is safely picked up by a parent or guardian.

15. Teacher (to whole class): “*Todos repitan: ¡Adiós!*” (Everyone repeat: Goodbye!)

Wave as a group and repeat together: “*¡Adiós! ¡Nos vemos la próxima clase!*” (Goodbye! See you next class!)

Extra time or Optional Game Substitution: This can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Memoria:** Lay out all the flashcards face down on a table or the floor. Students will sit in a circle around the cards and take turns, going around the circle, trying to find matching cards. If they find a match, they must say the vocabulary word. Have the whole class repeat before continuing to the next person. If they do not find a match, the next person continues.
- **Papa Caliente (Hot Potato):** Have the students sit in a circle and explain that they will play a quick game of *Papa Caliente* to review the vocabulary. Play the game using a small object or a ball. Sing a Spanish song to or with the class as students pass the object, you can use the theme song. When the song is done whoever has the object answers a vocabulary question. Or, play music and stop the music randomly to determine which student answers.

Vamos con las Tradiciones Lesson Plan Outline Week 2

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Name stickers or name tents for students
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material (crayons provided), blank paper, bags, music

Week 2 Target Vocabulary: Los colores

<i>Me gusta...</i>	I like....	<i>No me gusta...</i>	I don't like...
<i>las estaciones</i>	seasons	<i>los colores</i>	colors
<i>rojo</i>	red	<i>naranja/anaranjado</i>	orange
<i>marron/café</i>	brown	<i>amarillo</i>	yellow
<i>verde</i>	green	<i>azul</i>	blue
<i>morado</i>	purple	<i>negro</i>	black
<i>blanco</i>	white	<i>el arcoíris</i>	rainbow
<i>las hojas</i>	leaves	<i>los árboles</i>	trees

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

Please review and prepare the [materials list](#) above and refer to the training materials provided. Prepare nametags for all students using label stickers (provided at training) or pull out the paper name tents they created in the first class.

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Follow the attendance procedures from the first class as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks.

If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Review the classroom management rules with the students. **Note:** Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review. Ask questions such as:
 - a. What was one of our Student Responsibilities?
 - b. What is the Star Chart?
 - c. How do we earn stickers on our certificates?
 - d. What do you do if I do this attention getter (demonstrate)?
 - e. If I say we should be at level 2 in voices, what does that mean?

Notas Culturales: As students continue to eat their snack and settle in, start your culture lesson.

Today we're going to learn about something really fun in many Spanish-speaking countries: the love of bright colors in houses and clothing! **Why do you think bright colors make people feel happy? What is your favorite bright color to wear?** In Spanish, people in different countries sometimes use different words for the same color! For example, "brown" might be called *marrón*, *café*, or even *chocolate*, and "orange" can be *naranja* or *anaranjado*. Fun fact: some color words, like *rosa* (pink) and *naranja* (orange), also come from the names of fruits and flowers! In countries like Colombia and Mexico, people often wear colorful clothes that show culture, history, and celebration. For example, in Mexico, people wear a *sarape*, which is a bright, striped, blanket-like garment made with colors like red, blue, yellow, and green. In Colombia, especially during traditional dances, women may wear a *falda* (skirt) with lots of bright colors and ruffles, and men might wear white clothes with colorful details and a sombrero. In places like Salento, Colombia, the houses are painted in bold colors like turquoise, orange, and pink. The streets look bright and cheerful, and sometimes people even wear clothes that match the joyful surroundings! **Have you ever seen houses painted in bright colors? How would you feel living in a pink or turquoise house?** You might recognize these colorful outfits from the movie *Encanto*, which was inspired by Colombia. In the movie, characters wear bright dresses, shirts, and patterns that represent their family and culture. Bright colors help people celebrate who they are and show happiness, pride, and tradition every day. **If you could design a colorful outfit that represents you, what colors would you choose and why?**

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with "*¡Levántense!*" and reintroduce the *Saludos* song, and review the meaning of the lyrics. Ask students if they remember the gestures that go along with the words! Model each line and have students echo you and use gestures before singing it all together.

Saludos Song (tune of 'Mary Had a Little Lamb')

Hola means he-eh-llo, he-eh-llo, he-eh-llo.

Hola means he-eh-llo, (waving)

¡Hola mis amigos! (clapping)

Adiós means goodbye-goodbye-goodbye

Adiós means goodbye (waving)

¡Adiós mis amigos! (clapping)

Vocabulary: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual for the students to visually follow along.

3. Conversation Practice: Review weather vocabulary while introducing *Me gusta* and *No me gusta*. **Teacher says,** "*Clase, repitan: ¿Cómo está el clima hoy?*" Students repeat. Hold up weather

flashcards and model: “Hace viento,” “Está fresco,” and “Hace frío.” Students repeat each phrase 2–3 times with gestures.

Teacher models: “Cuando hace frío... ¿te gusta o no te gusta?” Show thumbs up and thumbs down flashcards. Teach students to respond with: “Me gusta” and “No me gusta.” Practice chorally with each weather phrase: “Hace viento... ¿te gusta o no te gusta?” Students respond together.

Review Week 1 vocabulary using the same structure. Hold up flashcards and ask: “El otoño... ¿te gusta o no te gusta?” “Septiembre...?” “Octubre...?” “Noviembre...?” ect. Encourage students to answer in complete sentences when ready: “Sí, me gusta.” or “No, no me gusta.”

4. Review: Teacher: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.

Juego: Racing Bag Game – Set out different flashcards (and props if possible) either on a table, the floor, or all around a small area of the classroom like art in a museum (whatever your space allows). Divide the class into two teams and have them sit or stand in a line. When you call out, “¿Dónde está....” along with a vocabulary word, the first person in each team will race to grab the correct card/prop. The fastest player to grab the correct item scores a point for their team. After each round hold up the card or prop and have the class repeat the Spanish word. **Older students:** For a class of older students, you can instead place labels of the words around the room, table or floor. While in teams, the first student receives a flashcard (no words) or a prop. They then have to race to place it by the correct label.

5. Interactive Vocabulary Lesson: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.) Use gestures and props for added comprehension as you go through the vocabulary.

Optional Puppet or Teacher led Intro:

- **Beto or Teacher:** “¡Mira Dani! Hay muchos colores en las estaciones.”
- **Teacher:** “Repitan: las estaciones.” Hold up the flashcard. → Class repeats.
- **Dani:** “Sí! ¿Qué colores pueden ver?” (Yes! What colors can you see?)

Teacher says: “Clase, hoy vamos a aprender sobre las estaciones y los colores.” (“Class, today we are going to learn about the seasons and colors.”)

“Repitan: las estaciones” (Show flashcard) → Class repeats.

“Repitan: los colores” (Show flashcard) → Class repeats.

Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible.

- “Repitan: rojo.”
- “Repitan: Naranja. También podemos decir: anaranjado.”
- “Repitan: amarillo” (etc.)

Connect the new vocabulary to Week 1.

- “¿De qué color son las hojas?” (What color are the leaves?) → Class responds in Spanish.
- “¿De qué color son los árboles?” (What color are the trees?) → Class responds in Spanish.
- “Mi color favorito es ...” (My favorite color is ...) “¿Cuál es tu color favorito?” (What is your favorite color?) → Individual students responds in Spanish after raising their hand. Encourage them to respond with “Mi color favorito es..”

End with: “Muy bien, clase. ¡Practiquemos con un juego!” (Great job, class. Let's practice with a game!)

6. Juego: Yo veo (I Spy): Spread the flashcards around the room where they are easily visible. Explain to students that you will say a vocabulary word in Spanish, and they will look around the classroom for the correct flashcard. When they find it, they quietly move to the flashcard. Hold up the flashcards where the students are standing to check if it is correct. Have the whole class repeat the vocabulary word in Spanish, whether the answer is correct or not, before moving on to the next word. **Tip:** If you want students to stay seated, they can remain in their spots, raise their hands when they spot the flashcard, and point to it when called on. **Optional Variation:** Give two students a flyswatter and lay out the flashcards on the floor. When

you say “Yo veo ___”, the students with the swatters race to tap the matching flashcard. After the correct item is identified, have the whole class repeat the word in Spanish. Continue calling out vocabulary words for each round.

7. Juego: Encuentra a tu pareja: Give each student a flashcard from the vocabulary, include last class's cards for continued practice. Explain that when the phrase “¡Colores!” is called out, students need to hurry and find their matching pair. Once everyone has found their matching pair, they need to work together to say the word on their flashcards. Help students as needed to move the game along and have the whole class repeat after each pair.

8. Cantamos: Invite students to stand with “¡Levántense!” and teach them *Los Colores*. Model each line, then have students echo repeat. Give instructions in both Spanish and English. **Tip:** Watch the video on the Futura vimeo for a reminder on the beat.

Los Colores (tune of Frere Jacques)

Azul, rojo, blanco
Azul, rojo, blanco
Anaranjado
Anaranjado
Verde, amarillo
Verde, amarillo
Morado, negro
Morado, negro

Vocabulary: After teaching the song explain what the lyrics mean: “Blue, red, white. Blue, red, white. Orange. Orange. Green, yellow. Green, yellow. Purple, black. Purple, black.” Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

9. Transition: Quickly transition to the next activity with an attention getter such as, “¡Viento, viento!” “¡Hace viento!” March with them back to their seats/area for the next activity or in place if you are staying in the same spot.

10. Juego: Four Corners: Designate four corners in the classroom and post a different flashcard in each corner. Explain to students that you will call out either *Me gusta* or *No me gusta*. They should quietly walk to the corner with the flashcard that relates most to them for the phrase called out. Once students are at a corner, go to each group and have them call out together, “*Me gusta / No me gusta _____*,” saying the word on their flashcard. After each group, have the whole class repeat the vocabulary word. Switch the flashcards to introduce new words and play additional rounds as desired.

11. Sin Sillas (Musical chairs/no chairs): Place flashcards down in a circle shape. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up a flashcard and stand on its place mark. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. **Alternatively,** call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say, “¡Aqui!” Have the whole class repeat for continued practice before continuing into a new round.

12. Casa de mis sueños (Drawing activity): Give each student a piece of paper and crayons or colored pencils. Explain that you will describe your dream house, and students need to listen carefully and draw exactly what you say, using the Spanish color words you give for each object—even if the colors are silly. This will go quickly so students should not worry about it being perfect. Give students a couple minutes for each detail. When everyone has finished, have students share their drawings with a partner or small group.

- It has a roof that is *verde*.
- It has a *morado* elephant in the garden.
- There is a *rojo* sun with *negro* dots in the sky.
- The trunks of *los árboles* are *amarillo* and *las hojas* are *azul*.
- On my door there is an *arcoíris*.

13. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate or do it yourself after class. Then, ask them to "*Formen una fila en la puerta*" (form a line at the door) after getting their things.

14. Adiós: Sing the "*Es la hora de decir adiós*" song to the tune of "If You're Happy and You Know It" at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

Encourage students to say goodbye to you in Spanish before leaving (as shown below). Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more! **For morning classes**, send students directly to their homerooms. **For afternoon classes**, walk them to the pick-up area and ensure each student is safely picked up by a parent or guardian.

15. Teacher (to whole class): "*Todos repitan: ¡Adiós!*" (Everyone repeat: Goodbye!)

(Wave as a group and repeat together;)

"*¡Adiós! ¡Nos vemos la próxima clase!*" (Goodbye! See you next class!)

Extra time or Optional Game Substitutions: If there is extra time, you can play this extra game. This can be substituted for games within the lesson plan or adapted for later classes as well.

- **Around the World** – Start on one side of the room and have two students stand up or arrange everyone in a circle. Say a term in English or in Spanish or show a flashcard without the word and have the students standing race to say the correct translation or vocabulary word. For example, the teacher says, "red" or shows the flashcard and the two students race to say, "rojo." Whichever student says it correctly first moves on to the next student in the line/circle. The student who lost sits down. The winner continues to snake through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner.

Vamos con las Tradiciones Lesson Plan Outline Week 3

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Name stickers or name tents for students
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1 & 2 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material (provided crayons), *Mi Calendario* copies, music

Week 3 Target Vocabulary: *Día de las brujas*

<i>¿Cómo estás?</i>	How are you?	<i>feliz</i>	happy
<i>triste</i>	sad	<i>enojado/a</i>	mad
<i>asustado/a</i>	scared	<i>cansado/a</i>	tired
<i>Día de las brujas</i>	Halloween	<i>el disfraz</i>	costume
<i>la bruja</i>	witch	<i>el mago</i>	wizard
<i>el vampiro</i>	vampire	<i>el fantasma</i>	ghost
<i>la princesa</i>	princess	<i>el superhéroe/la superheroína</i>	superhero
<i>el esqueleto</i>	skeleton	<i>los dulces</i>	candy

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Follow the attendance procedures from the first class as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks. If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Review the Student Responsibility Poster and Voice Levels Poster with the students. Have a different

student read off each of the responsibilities and the levels. Help younger students by giving gestures and showing the images and asking them what they think it means. Help them with the description of the rules or level for further clarification. Ask students to repeat after each responsibility and encourage them to copy the gestures. Note: Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review.

Notas Culturales: As students continue to eat their snack and settle in, start your culture lesson.

In the U.S., we celebrate Halloween by wearing costumes, going trick-or-treating, carving pumpkins, and having spooky fun. **What is your favorite part of Halloween—costumes or candy?** Around the same time of year, especially on November 1st and 2nd, countries like Mexico celebrate *Día de los Muertos*, or Day of the Dead. Even though you may see skulls and skeletons, it is not scary. It is a joyful celebration to remember and honor loved ones who have passed away. Somewhere you may have seen this celebration is in the movie *Coco*. The movie takes place in Oaxaca, Mexico and you can see how big the celebration is for the people who live there as they decorate and visit their family who have passed away. **Why do you think remembering someone is a special way to show love?** Families create colorful altars called *ofrendas* with photos, candles, favorite foods, sugar skulls, and bright marigold flowers. One of the most famous places to experience this celebration is Oaxaca, where the festival has roots going back thousands of years to Indigenous cultures like the Zapotec and Aztec. Families clean and decorate graves with flowers and bring offerings to welcome the spirits. Other countries celebrate in meaningful ways too. In *Guatemala*, people fly colorful kites. In *Ecuador*, *Peru*, and *Bolivia*, families bring food and flowers to cemeteries. In *Spain* and other places, people quietly honor loved ones on special days. Even though Halloween and *Día de los Muertos* happen at the same time of year, their meanings are different. Halloween is about fun and pretend scares, while *Día de los Muertos* is about love, family, and remembering. **What surprised you the most from the cultures we learned about so far?**

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with “¡Levántense!” and teach the new greeting song, and review the meaning of the lyrics. Model each line and have students echo you. Once they’re familiar, sing it together using gestures— waving hand, shrugging shoulders, thumbs up. Give directions in both Spanish and English for support. **Tip:** Substitute the name “Marta” with your name first and then one of the students. You can pick a new student each class and have them say the “*Muy bien gracias*” line in response.

Hola Marta (tune of “Frere Jaques”)

Hola Marta. Hola Marta.
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?

Vocabulary: After teaching the song, go over the lyrics and translations. “Hello Marta. Hello Marta. How are you? How are you? Very good, thank you. Very good, thank you. And you? And you?” Continue practicing the song in following classes. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

3. Repaso: Teacher: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.

Juego: Find your partner: Give each student a flashcard from the vocabulary, include cards from Week 1 and 2 for continued practice. Explain that when the phrase “¡Colores!” is called out, students need to hurry and find their matching pair. Once everyone has found their matching pair, they need to work together to

say the word on their flashcards. Help students as needed to move the game along and have the whole class repeat after each pair. Switch out the cards to have 2-3 rounds.

4. Interactive Vocabulary Lesson: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.)

Teacher: “*Clase, ¿cómo está el clima de hoy?*” (Class, what is today’s weather like?) (Ask them to remember or look out a window.)

“*¿Hace viento? ¿Hace frío o está fresco?* (Review the meaning of each term and help them select the correct one for today’s weather.)

New vocabulary

Optional Puppet Intro:

- **Dani:** “*¿Cómo estás hoy Beto?*” (How are you today Beto?)
- **Beto:** “*¡Estoy feliz! ¡Ya casi es el día de las brujas!* (I’m happy! It’s almost Halloween!)
- **Teacher:** “*¿A ustedes les gusta el Día de las brujas? ¿Cómo se sienten?* (Do you guys like Halloween? How do you feel?)

Set puppets aside and continue teacher-led.

Teacher: “*Clase cómo se sienten hoy? Vamos a aprender como expresar nuestras emociones.*” (Class, how do you feel today? Let’s learn how to express our emotions.)

Introduce feelings first using flashcards, strong gestures and facial expressions:

- “*Repitan: feliz.*” → Smile big. Class repeats.
- “*Repitan: triste.*” → Make a sad face. Class repeats.
- “*Repitan: enojado / enojada.*” → Cross arms and frown. Class repeats.
- “*Repitan: asustado / asustada.*” → Look scared dramatically. Class repeats.
- “*Repitan: cansado / cansada.*” → Pretend to yawn. Class repeats.

Teacher: “*Vamos a practicar. Repitan: Estoy feliz*” (Let’s practice. Repeat: *Estoy feliz.*) “*Estoy means I am.*” Ask a student: “*¿Cómo estás? How are you?*” Encourage student to respond using, “*Estoy ___.*”

Note: You will probably need to help the students remember how to ask/answer the question in Spanish.

Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible.

Teacher: “*En octubre celebramos el Día de las brujas. Repitan: Día de las brujas.*” (Show flashcard.) (In October we celebrate Halloween. Repeat: *Día de las brujas.*) → *Class repeats.*

- “*Repitan: el disfraz.*”
- “*Repitan: la bruja.*”
- “*Repitan: el mago.*”
- “*Repitan: el vampiro.*” (ect.)

End with: “*¡Súper, clase! ¡Es el tiempo para un juego!!*” (Super, class! It’s time for a game!)

5. Juego: Heads up 7 up: This game is a variation of *Heads Up 7 Up*. Have students sit at desks or tables with heads down, eyes closed, and one arm raised with a thumb up. Explain that you will choose two students to compete. Quietly walk around and press down two students’ thumbs. When you say “*¡Vamos con las Tradiciones!*”, all students open their eyes, and the two selected students race to call out the Spanish word for the picture flashcard you have posted or held up. Encourage all students to think of the answer even if they aren’t selected. After the correct answer is given, have the class repeat it for practice. The student who answers correctly first gets to choose the next word and the next two players. Continue playing, reminding students they can ask for “*ayuda*” from the class if needed, until time is up.

6. Cantamos: Invite students to stand with “*¡Levántense!*” and review the song *Los Colores*. Hand out the colors flashcards and have the students hold up their card when they hear their color in the song. Give instructions in both Spanish and English. **Tip:** Watch the video on the Futura vimeo for a reminder on the beat.

Los Colores (tune of Frere Jacques)

Azul, rojo, blanco
Azul, rojo, blanco
Anaranjado
Anaranjado
Verde, amarillo
Verde, amarillo
Morado, negro
Morado, negro

Vocabulary: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual for the students to visually follow along.

7. Transition: Quickly transition to the next activity with an attention getter such as, "¡Viento, viento!" "¡Hace viento!" March with them back to their seats/area for the next activity or in place if you are staying in the same spot.

8. Juego: Charades: Variation 1- Use flashcards from Week 1-3 that will be simple enough to act out. Divide the class into 2-3 teams. One student from the first team randomly picks a flashcard to act out and see how many a team can guess when timed for 60 seconds. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Have the whole class repeat the word after it is guessed correctly. **Variation 2-** Play the game with the whole class having one student come to the front at a time to act out a term. Have the students raise their hands to answer if they have a guess in Spanish. Either you or the actor could call on a student to guess the action. If s/he is correct, s/he comes up next to act out a term.

9. Proyecto de arte: Mi Calendario del Año: Students will create a mini Spanish calendar that reflects the vocabulary and themes learned throughout the unit. Each class, students will complete one section connected to that class's target vocabulary.

1. **Introduce the Activity**

- Explain to students that each class they will build their own Spanish year calendar and add a new page connected to the vocabulary theme learned in class. The finished calendar will be presented to their families.

2. **Today's Task**

- Hand out one copy of the calendar outline to each student along with coloring utensils. (PDF can be found on the portal for extra copies)
- Ask them to include: A month name, a fall weather sentence (*Hace viento/Está fresco/Hace frío*) and a fall item or emotion (can be a costume from Week 2).

3. **Incorporating Vocabulary**

- Remind students to include any Spanish vocabulary they remember in their drawing.
- They should also try to label the colors they used.

4. **Work Time**

- Play Spanish music softly in the background while students draw. You can set a timer on your phone to help with time management.
- Walk around the room to support students, answer questions, and encourage creativity.
- Remind them to work neatly since their drawings will be saved for the end of the semester.

5. **Wrap-Up**

- After about five minutes, give students a friendly reminder to finish their drawings.
- Have them clean up their materials and organize their workspace.
- Collect each student's sheet to save for their ongoing exploration map.

6. **Closure & Transition**

- Use the class theme song as a fun transition into the next activity.

10. Juego: ¿Qué Falta?: Place all of the picture flashcards representing the vocabulary from today's class in the center of the table. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to turn around. You will then remove a card from the table before calling the students back over. The first person from each team to remember the name of the object that is missing when you ask, "¿Qué falta?" and say it correctly in Spanish scores a point for his or her team. Teams are not allowed to help those answering and must stay quiet. Switch out the student who is guessing and which card is missing each round.

11. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate, or do it yourself after class. Then, ask them to "Formen una fila en la puerta" (form a line at the door) after getting their things.

12. Adiós: Sing the "Es la hora de decir adiós" song to the tune of "If You're Happy and You Know It" at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

Encourage students to say goodbye to you in Spanish before leaving (as shown below). Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more! **For morning classes**, send students directly to their homerooms. **For afternoon classes**, walk them to the pick-up area and ensure each student is safely picked up by a parent or guardian.

13. Teacher (to whole class): "Todos repitan: ¡Adiós!" (Everyone repeat: Goodbye!)

(Wave as a group and repeat together:)

"¡Adiós! ¡Nos vemos la próxima clase!" (Goodbye! See you next class!)

Extra time or Optional Game Substitutions: If there is extra time, you can play this extra game. This can be substituted for games within the lesson plan or adapted for later classes as well.

- **Rojo, Verde (Red light, Green light):** Have students line up on one side of the room while you stand at the other. Make sure there is enough moving space for this activity. When you say "luz verde" (green light), they walk, hop, or skip toward you (depending on the space you can set this expectation). When you say "luz roja" (red light), they must stop and freeze. To practice vocabulary, hold up two different flashcards and call out one of them, students should point to the correct flashcard. If they get it correct, they can stay in the same spot, if they are wrong then they take a small step backwards. The first student to reach you wins.
- **Simón dice:** Assign gestures or movement actions to each vocabulary word. For example, "brew a potion" for "bruja," show "fangs" for "vampiro," wave arms for "viento", or pretend to cry for "triste". The teacher, or a chosen student, is "Simón" and gives commands to the other players, who must only follow instructions preceded by the phrase "Simón dice". Players who incorrectly follow a command must answer a vocabulary question before the game continues. Students can switch being Simón or the teacher can remain in that position.

Vamos con las Tradiciones Lesson Plan Outline Week 4

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-3 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: music, coloring material, *Mi calendario* art project, bingo cards, blank paper, ball/maraca

Week 4 Target Vocabulary: Día de acción de gracias

<i>Día de acción de gracias</i>	Thanksgiving	<i>celebrar</i>	to celebrate
<i>Gracias</i>	Thank you	<i>Doy gracias por...</i>	I'm grateful for...
<i>familia</i>	family	<i>amigos</i>	friends
<i>pavo</i>	turkey	<i>puré de papas</i>	mashed potatoes
<i>pastel</i>	pie	<i>pan</i>	bread/buns
<i>desfile</i>	parade	<i>el fútbol americano</i>	football

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities. You can visit Futura's Youtube page for playlists. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Start the attendance procedures as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks. If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **Note:** Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review.

Notas Culturales: In the U.S., Thanksgiving is a special holiday where families come together to share a big meal, often with turkey, stuffing, and pumpkin pie, and give thanks for the good things in their lives. **What is your favorite Thanksgiving food? How do you celebrate with your family?** While Spanish-speaking countries don't celebrate Thanksgiving as a national holiday, many have their own traditions to honor family, food, and harvests. For example, in Mexico, some regions celebrate harvest festivals called *Día de la Cosecha*, where people give thanks for the fruits of the land and share traditional foods. In Peru, there is *Día de la Gratitud* and other local harvest festivals with family meals, music, and dancing. In Ecuador and Bolivia, families celebrate harvests or religious feast days with big gatherings and shared meals. Even though the foods and dates are different in each country, the idea is very similar—coming together with family, enjoying special foods, and giving thanks. **How do you think sharing a meal brings people closer together?** This shows us that even when traditions look different around the world, the importance of family, gratitude, and sharing food is something people everywhere can understand and enjoy. **Why do you think it's important to say "thank you" for what we have?**

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with “¡Levántense!” and start the class with singing the greeting song they learned last class with a new student's name to replace “Marta”. Have a ball or maraca ready to give/toss to the student answering in the song. Encourage the students to sing with you and copy the gestures.

Hola Marta (tune of “Frere Jaques”)

*Hola Marta. Hola Marta.
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?*

Vocabulary: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual for the students to visually follow along.

3. Conversation Practice: Teacher: “Clase, repitan: ¿Cómo estás?” (Class repeats.)

Hold up each emotion flashcard and model with an expression.

Teacher:

“Repitan: *feliz*.” (Smile big.)

“Repitan: *triste*.” (Sad face, pretend to cry.)

“Repitan: *enojado, enojada*.” (Cross arms and furrow eyebrow.)

“Repitan: *asustado, asustada*.” (Look scared.)

“Repitan: *cansado, cansada*.” (Pretend to yawn.)

(Interactive practice) Teacher: “Clase, *pónganse de pie*.” (Class, stand up.)

“Yo voy a preguntar: ¿Cómo estás? Ustedes van a actuar la emoción que enseño, pero sin hablar.” (I am going to ask, How are you? You will act out the emotion of the card I show, without talking.)

Teacher asks dramatically: “¿Cómo estás?” (Hold up one flashcard at a time until you review them all.)

Transition with: “¡Muy bien! Ahora vamos a ver que recuerdan de las semanas pasadas.” (Very Good! Now let's see what you remember from past classes.)

4. Repaso: Teacher: *Vamos a divertirnos mientras repasamos*. Let's have fun while we review.

Pick between the next two games to do a review of vocabulary from classes 1-3.

Juego: Simón dice: Assign gestures or movement actions to each vocabulary word. For example, “brew a potion” for “*bruja*,” show “fangs” for “*vampiro*,” wave arms for “*viento*,” or pretend to cry for “*triste*”. The teacher, or a chosen student, is “*Simón*” and gives commands to the other players, who must only follow

instructions preceded by the phrase "*Simón dice*". Players who incorrectly follow a command must answer a vocabulary question before the game continues. Students can switch being *Simón* or the teacher can remain in that position. **Tip:** Quickly review with flashcards to go over assigned gestures before starting.

Juego: Pictionary: Divide the students into teams, with one person at a time from a team drawing a secret word while their teammates try to guess it within a time limit. After the first team gets their guesses in, the next team goes with a new secret word. Help students draw as necessary or give a clue to the team. Explain to the teams that only you are allowed to help, and they should only guess when their teammate is at the board.

5. New Vocabulary Lesson: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: Use gestures and say, "*Siéntense, por favor.*" (Please sit down.) In a playful tone, start the conversation:

"*Clase, ¿qué mes es?*" (Allow students to answer.) "*En noviembre celebramos una fiesta especial.*"

Optional Puppet or Teacher-Led Intro

- **Beto or Teacher:** "*¡Tengo hambre!*"
- **Dani:** "*¿Por qué?*"
- **Beto or Teacher:** "*¡Porque es el Día de acción de gracias!*"

Continue with the vocabulary from page 1 using flashcards and gestures when possible.

Teacher: "*Clase, repitan: Día de acción de gracias.*" (Show flashcard.) → Class repeats.

Teacher: "*En el Día de acción de gracias celebramos con la familia.*"

"*Repitan: celebrar.*" → Class repeats.

"*Repitan: familia.*" → Class repeats.

Teacher: "*Clase, hoy vamos a aprender cómo hablar del Día de acción de gracias.*"

Write the phrases on the board or a paper if possible and model repetition:

- "*Repitan: Gracias.*"
- "*Repitan: Doy gracias por...*"

Explain briefly: "'Doy gracias por' means 'I'm thankful for.' Así que 'gracias' means 'thank you.'"

Model sentences:

Teacher: "*Repitan: Doy gracias por mi familia.*" → Class repeats.

Teacher: "*Repitan: Doy gracias por mis amigos.*" → Class repeats.

Call on a student: **Teacher:** "*¿Tú, qué dices? Doy gracias por...*" → Help student complete the sentence.

End with: "*¡Excelente, clase! ¡Ahora vamos a practicar con un juego!*" (Excellent, class. Let's practice with a game.)

6. Juego: Me Gusta (Pass the card): Stand with the students around a table with vocabulary cards spread out in the middle. Explain that when you say "*Me gusta + vocabulary item.*" The student on your right will search for that item and take it from the center of the table. He or she will then pass it to the right so that it will go all the way around the table to get to you. When each student receives the item he or she must say the word in Spanish. For example if you say "*Me gusta el pavo.*" The student will pick up the flashcard and say "*pavo*" and pass it to the right. Each student will say "*pavo*" while passing the flashcard to get to you. Continue playing by having the next student at the table (to the right of the first student) grab the next item you call out to pass, and so on. **Tip:** Once the students understand the activity, encourage them to see how quickly they can say the object in Spanish and pass it around the circle for more fun. **Note:** Make sure to also add vocabulary from previous lessons to this activity for review.

7. Lotería (Bingo): Use the created bingo cards with vocabulary words. Start calling out the words in Spanish, showing the image after a few seconds to help those who are stuck. Instruct the students to make a small mark in the corner of the squares where the vocabulary image is. Continue this way until a student has 4 in a row and yells out, "*Lotería.*" At this point, you can challenge that student to call out the Spanish vocabulary s/he has in that row. If s/he knows all of the meanings within that row, s/he wins a small prize, like a sticker. You can also call them out all

together as a class. Continue that round until 2 or 3 students win. Then, if time permits, ask students to choose a new color or make a different mark for the next round. Start the list over and randomly call words using the same format. **Note:** You can reuse the bingo cards and just use new marks each time or have new cards for each group.

8. Stations: For these next two activities students will rotate through small-group vocabulary stations designed to reinforce Week 1–4 target vocabulary. Before beginning, briefly review expectations: students should work cooperatively, stay at their assigned station, use indoor voices, and complete the task at their table before rotating. Set a timer for 5–7 minutes per station with a 1–2 minute transition between rotations. Divide the class into two equal groups and assign each group to a starting station. Explain that when the timer rings, they will clean up their materials and rotate to the next station.

Station #1: Memoria: Lay out all the flashcards face down on a table or the floor. Students will sit in a circle around the cards and take turns, going around the circle, trying to find matching cards. If they find a match, they must say the vocabulary word. Have the whole class repeat before continuing to the next person. If they do not find a match, the next person continues.

Station #2: Draw it, Color it, Label it: Students will complete a small drawing task. They must draw and label:

- 1 fall item
- 1 weather symbol
- 2 colors
- 1 holiday item

All drawings must be labeled in Spanish. Students may reference vocabulary cards posted at the station if needed. If time allows, they may add one feeling word at the bottom of their page. **Note:** Help younger students label their drawings.

9. Transition: Teacher: “¡Uno, dos, tres!” **Clase:** “¡Cuatro, cinco, seis!” **Teacher:** “Clase, vamos a continuar. ¿Están listos?” **Clase:** “¡Listos!”

10. Cantamos: Invite students to stand with “¡Levántense!” and review the class theme song, *Vamos con las Tradiciones*. **Tip:** Watch the video on the Futura vimeo for a reminder on the beat.

Vamos con las Tradiciones
 El otoño ya llegó y hace viento
 ¡Hace viento!
 Las hojas caen ya, rojo y amarillo
 ¡Rojo y amarillo!
 Nieva en el invierno, ponte tu gorro y bufanda
 Vamos con las tradiciones en el frío,
 ¡Brr, brr, brr!

Vocabulary: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual.

11. Juego: Pictionary: Divide the students into teams, with one person at a time from a team drawing a secret word while their teammates try to guess it within a time limit. After the first team gets their guesses in, the next team goes with a new secret word. Help students draw as necessary or give a clue to the team. Explain to the teams that only you are allowed to help, and they should only guess when their teammate is at the board.

12. Juego: Matching Game: Divide your class into two teams and play the next game as a race to the whiteboard or table. Have the Spanish vocabulary words for a variety of vocabulary words written on the board in a column on the left side of the board. On the right side tape the

picture flashcards that match each word randomly in a column. You can alternatively have the words on index cards and place them on a table with the flashcards. One student from each team will come up to the board and you will say a word in English. The students will race to draw a line from the corresponding picture to the Spanish word. The student who draws the correctly matching line the fastest scores a point for his or her team. **For the younger students:** Lay the flashcards on the table. Have two students at a time compete to point out the correct picture matching the Spanish word you call out saying “¿Dónde está el museo?”

13. Proyecto de arte: Mi Calendario del Año: refer to Week 3 lesson plan for more details.

- Hand back the student's sheet from last class and coloring utensils.
- Have the students add the month of *noviembre* and include other drawing of things such as:
 - What the weather is like today.
 - A color they can see/remember seeing outside.
 - Food vocabulary from this class.
 - A sentence practicing “Doy gracias por..”.
- Play Spanish music during work time; circulate to support. After ~5 minutes, remind students to finish and clean up.
- Collect papers to keep safe for next class.

14. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate, or do it yourself after class. Then, ask them to “*Formen una fila en la puerta*” (form a line at the door) after getting their things.

15. Adiós: Sing the “Es la hora de decir adiós” song to the tune of “If You're Happy and You Know It” at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

16. Teacher (to whole class): “*Todos repitan: ¡Adiós!*” (Everyone repeat: Goodbye!)

(Wave as a group and repeat together:)

“*¡Adiós! ¡Nos vemos la próxima clase!*” (Goodbye! See you next class!)

Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more!

Extra time or Optional Game Substitutions: If there is extra time, you can offer more time for students to work on their art projects or play the following game or one from previous classes. This game can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Dance Freeze:** Explain to students that you will be playing music as they dance around the designated space. Once the music stops, they need to freeze in place. Whoever moves must answer a vocabulary question. If no one moves, play the music again. If you go a couple of rounds without anyone moving, call whoever does the slightest movement or pick at random for someone to answer a question. For example: hold up a flashcard and ask “¿Qué es?” or ask a full question such as “¿Cómo se dice turkey en español?”

Vamos con las Tradiciones Lesson Plan Outline Week 5

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-4 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, coloring material, *Mi calendario* art, music

Week 5 Target Vocabulary: *El calendario*

<i>¿Qué mes es?</i>	What month is it?	<i>¿Cuál es tu mes favorito?</i>	What is your favorite month?
<i>Mi mes favorito es..</i>	My favorite month is...	<i>el mes / los meses</i>	month / the months
<i>diciembre</i>	December	<i>enero</i>	January
<i>febrero</i>	February	<i>calendario</i>	calendar
<i>el año</i>	year	<i>la nieve</i>	snow
<i>el invierno</i>	winter		

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities. You can visit Futura's Youtube page for playlists. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Start the attendance procedures as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks. If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **Note:** Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review.

Notas Culturales: Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. To start our lesson today, **who remembers when Hispanic Heritage Month is celebrated in the United States?** Hispanic Heritage Month runs from September 15 to October 15 and is a time to celebrate the history, cultures, and contributions of Spanish-speaking communities. **Can you name a Spanish-speaking country where it stays warm most of the year?** In places like *Costa Rica, Colombia, and Mexico*, it is often warm year-round. Some countries have rainy and dry seasons instead of four seasons like we do. Weather affects the clothes people wear, the foods they eat, and the activities they enjoy. **What color houses can you see in towns in Colombia?** In towns like *Salento*, houses are painted in bright colors like pink, blue, and green. People wear colorful traditional clothing too, like *sarapes* in *Mexico* or ruffled skirts for dances in *Colombia*. The movie *Encanto* shows these bright clothes and colors inspired by Colombian culture. **What is an ofrenda?** Around November 1st and 2nd, *Mexico* celebrates *Día de los Muertos* to remember loved ones. Families in *Oaxaca* create colorful altars called *ofrendas* with candles, flowers, and favorite foods. Other countries like *Guatemala, Ecuador, Peru, Bolivia, and Spain* also have special ways to honor family members who have passed. **Can you name one Spanish-speaking country that celebrates a harvest festival?** In the U.S., Thanksgiving is a holiday for family, food, and giving thanks. Many Spanish-speaking countries have similar harvest celebrations. In *Mexico*, some regions celebrate *Día de la Cosecha*. In *Peru*, there is *Día de la Gratitud*. *Ecuador* and *Bolivia* also have harvest gatherings with family meals, music, and dancing. Finally, let's learn about birthday traditions! In many Spanish-speaking countries, birthdays are big celebrations filled with family, music, and food. One very special celebration is a *quinceañera*. A *quinceañera* is a traditional celebration in countries like *Mexico* and throughout Latin America that honors a girl turning 15 years old. It marks her transition from childhood to young adulthood. The celebration often includes a church ceremony, a beautiful dress, dancing, music, and a big party with family and friends. Boys in some cultures may celebrate with a similar event, sometimes called a *fiesta de quince años*. **How do you often celebrate birthdays?**

Note: Share your travels and experiences as well as any current holidays as you go through future lessons.

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with “¡Levántense!” and introduce the greetings song *Buenos días*, sung to the tune of *Frère Jacques*. Model each line and have students echo you. Once they're familiar, sing it together using gestures—make a sun shape with your arms overhead for *buenos días*, shrug with palms up for *¿Cómo estás?*, and point for *¿y usted?*. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video. **Tip:** Sing the first line and have the students respond back with the repetition.

Buenos días

Buenos días, buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
¿Y usted? ¿Y usted?

Vocabulary: After teaching the song explain what the lyrics mean: “Good morning, good morning. How are you? How are you? Very good thank you, very good thank you. And you? And you?” Continue practicing the song in following classes. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

Repaso: Teacher: *¿Están listos, clase? Are you ready, class? Hoy vamos a jugar un juego de la semana pasada y repasar juntos.* Today we're going to play a game from last class and review together.

Juego: Me Gusta (Pass the card): Stand with the students around a table with vocabulary cards spread out in the middle. Explain that when you say “*Me gusta + vocabulary item.*” The student on your right will search

for that item and take it from the center of the table. He or she will then pass it to the right so that it will go all the way around the table to get to you. When each student receives the item he or she must say the word in Spanish. For example if you say “*Me gusta el pavo.*” The student will pick up the flashcard and say “*pavo*” and pass it to the right. Each student will say “*pavo*” while passing the flashcard to get to you. Continue playing by having the next student at the table (to the right of the first student) grab the next item you call out to pass, and so on. **Tip:** Once the students understand the activity, encourage them to see how quickly they can say the object in Spanish and pass it around the circle for more fun. **Note:** Make sure to also add vocabulary from previous lessons to this activity for review. Quickly going over the terms before starting.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: “*Clase, ¿Cómo está el clima hoy?*” (Encourage students to answer using prior vocabulary: *Hace frío. Está fresco. Hace viento.*)

Follow up with either/or support: “*¿Hace frío o está fresco?*” (Briefly review meaning as needed.)

Transition naturally:

Teacher: “*Si hace frío... ¿en qué estación estamos?*”

Teacher: “*Repitan: el invierno.*” → Class repeats.

Teacher: “*En el invierno hay nieve. Repitan: la nieve.*” → Class repeats.

Teacher: “*Clase, si estamos en invierno... ¿qué mes es?*” (Allow guesses.)

Teacher: “*Repitan: ¿Qué mes es?*” → Class repeats.

Continue with the vocabulary from page 1 using flashcards.

- “*Repitan: diciembre.*”
 - “*Repitan: enero.*”
 - “*Repitan: febrero.*”
 - “*Repitan: el mes.*”
- “*Repitan: los meses.*” (ect.)

Write on the board: “*¿Cuál es tu mes favorito?*” and “*Mi mes favorito es...*”

Teacher: “*Repitan: ¿Cuál es tu mes favorito?*” → Class repeats.

Teacher: “*Repitan: Mi mes favorito es...*” → Class repeats.

Model examples:

Teacher: “*Mi mes favorito es diciembre.*”

Teacher: “*Mi mes favorito es febrero.*”

Call on a student:

Teacher: “*¿Cuál es tu mes favorito?*”

Student responds: “*Mi mes favorito es...*” (Provide support as needed.)

End with: “*¡Muy bien, clase! Ahora vamos a jugar un juego para practicar.*” (Very good class! Now let's play a game to practice.)

5. Juego: Vocabulary Toss: Arrange students in a circle or seated with enough space to safely toss a soft ball. Prepare a stack of vocabulary flashcards. Hold up the first card or say it aloud (in either Spanish or English), then toss the ball to a student. When the student catches the ball, they must give the correct opposite language translation of the word they were shown or heard. For example, if the you say “*el invierno*”, the student responds “*winter*”; if the teacher says “*snow*”, the student responds “*la nieve.*” After answering, the student then tosses the ball to another classmate. Continue rotating through students, showing a new word or flashcard each turn. Have the class repeat the answer after each turn.

6. Juego: Musical Chairs / Sin Sillas: Place flashcards down in a circle shape. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up a flashcard and stand on its place mark. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. Alternatively, call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say,

“¡Aqui!” Have the whole class repeat for continued practice before continuing into a new round.

7. Cantamos: Invite students to stand with “¡Levántense!” and introduce the song *Mesarena*, sung to the tune of *Macarena*. Model each line and have students echo you. Once they're familiar, sing it together using gestures as labeled next to the lyrics. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video. **Note:** You can sign this slo-mo or speedy!

Mesarena

Enero (right hand out, extended palm down),
febrero (left hand- same)
marzo (turn right hand over-palm up)
and abril (left hand- turn over)
mayo (right hand on left shoulder)
and junio (left hand on right shoulder)
and julio (right hand behind right ear)
and agosto (left hand behind left ear)
septiembre (right hand on left waist),
octubre (left hand on right waist)
noviembre (right hand on right hip),
diciembre (left hand on left hip)
Hey – Mesarena!

Vocabulary: After teaching the song explain what the lyrics mean: “January, February, March, April, May, and June, and July, and August, September, October, November, December. Hey-Masarena!) Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

8. Juego: Dance Freeze: Play music and have students dance or move around. Once the music stops, all students must freeze. Students who move after the music stops must call out one of the vocabulary words they have learned (no repeats) or answer a vocabulary question given to them. Give them help as needed and continue the music after all the class has repeated the answer given.

9. Juego: Papa caliente (Hot Potato): Have the students sit in a circle and explain that they will play a quick game of *Papa Caliente* to review the vocabulary. Choose an object to use as the “hot potato” and start some music or sing the theme song. While the music plays, students pass the object around the circle. When the music stops, the student holding the object must say a vocabulary word, answer a question, or complete a prompt in Spanish (teacher choice). After they respond, start the music again and continue playing. Repeat until everyone has had a turn or as long as time allows. End by praising the group for participating and using their Spanish. **Tip:** Remind students to pass the object softly and to the person next to them with no throwing or hogging the item.

10. Proyecto de arte: Mi Calendario del Año: refer to Week 3 lesson plan for more details.

- Hand back the student's sheet from last class and coloring utensils.
- Have the students add a new month (*diciembre, enero, or febrero*).
- Students draw and include what the weather looks like in *el invierno*, add at least one color detail.
- Students include one weather sentence (*En el invierno hace frío*).
- Play Spanish music during work time; circulate to support. After ~5 minutes, remind students to finish and clean up.
- Collect papers to keep safe for next class.

11. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate, or do it yourself after class. Then, ask them to “*Formen una fila en la puerta*” (form a line at the door) after getting their things.

12. Adiós: Sing the “*Es la hora de decir adiós*” song to the tune of “If You’re Happy and You Know It” at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

13. Teacher (to whole class): “*Todos repitan: ¡Adiós!*” (Everyone repeat: Goodbye!)

(Wave as a group and repeat together;)

“*¡Adiós! ¡Nos vemos la próxima clase!*” (Goodbye! See you next class!)

Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more!

Extra time or Optional Game Substitutions: If there is extra time, you can offer more time for students to work on their art projects or play one of the following games. Both games can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Muñeco de nieve:** Choose a word or phrase. Draw blank lines for each letter. Students take turns guessing letters. If the letter is correct, fill it in; if incorrect, add a part to the snowman drawing. The goal is to guess the word before the drawing is complete. **Tip:** Draw an example of what a complete snowman looks like so students know if they are close to completing the picture.

Vamos con las Tradiciones Lesson Plan Outline Week 6

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-5 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, *Mi Calendario* art, ball, music, Scavenger lists, bags

Week 6 Target Vocabulary: *El invierno*

<i>Está nevando</i>	It's snowing	<i>el muñeco de nieve</i>	snowman
<i>la bufanda</i>	scarf	<i>los guantes</i>	gloves
<i>las botas</i>	boots	<i>los pantalones de nieve</i>	snowpants
<i>la gorra</i>	hat	<i>el abrigo</i>	jacket
<i>ir de trineo</i>	sledding	<i>patinar</i>	skating
<i>esquiar</i>	skiing	<i>hockey</i>	hockey

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities. You can visit Futura's YouTube page for playlists. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Start the attendance procedures as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks. If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **Note:** Please refer to Week 1 for the detailed classroom management guidelines.

Notas Culturales: Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. Today we're going to travel to the snowy and amazing parts of Spanish-speaking countries

to see what winter is like in those who do see snow or cold weather! In the far south of South America, there is a region called *Patagonia* in *Argentina* and *Chile*, where it gets really cold and people can go skiing and snowboarding on big mountains covered in snow. Many parts of the *Andes* Mountains also have snow-capped peaks, and in countries like *Chile*, *Argentina*, and even *Bolivia*, people enjoy winter sports like skiing, snowboarding, and sledding. Winter in Spanish-speaking countries is different from what we might think in the United States because it happens from June to August in the southern hemisphere, and some places are really snowy while others are mild. **Can you imagine skiing or building a snowman in the middle of June? What winter activity would you like to try in a snowy place?** In addition to skiing, people celebrate family holidays, drink warm *chocolate*, and enjoy cozy foods during winter. In Colombia, people add cheese to their hot chocolate! Some regions also have beautiful winter festivals, parades, or cultural events, showing that even when it's cold, there is lots of fun, color, and tradition to enjoy. **Note:** Share your travels and experiences as well as any current holidays as you go through future lessons.

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with “¡Levántense!” and reintroduce the greetings song this time with *Buenos tardes*, sing to the tune of *Frère Jacques*, and review the meaning of the lyrics. Model each line and have students echo you and use gestures.

Buenas tardes
Buenas tardes, buenas tardes
 ¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
 ¿Y usted?, ¿Y usted?

Conversation practice: Emphasize the lyrics ‘*Buenas tardes*’ and explain to the students that this means ‘Good afternoon’. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along. Have the students turn to a partner and practice asking, “¿Cómo estás?” with possible answers, “*muy bien, bien, más o menos, o mal.*” (using gestures like thumbs up) Walk around to help students as needed. They can then change partners to keep practicing. Writing this conversation on the board can help students follow along and participate more confidently. **Tip:** Use your expense allotment to purchase finger puppets to make this conversation practice more fun and engaging!

3. Repaso: Review: Teacher: *Vamos a repasar lo que hemos aprendido.* We’re going to review what you’ve learned. *¡Esta es su oportunidad de mostrar cuánto saben!* This is your chance to show how much you know!

Juego: Four Corners: Place 4-6 flashcards of the places they have learned around the room and review them with the class. Have one student stand in the middle with their eyes closed. Once their eyes are closed, the rest of the class must quickly and quietly move to one of the flashcards. Count down from 10 in Spanish and then students must stop moving. With their eyes still closed, the student in the middle then calls out one of the flashcard words. All students standing by that flashcard must do a quick challenge like 5 jumping jacks before rejoining the game (instead of being out- so they can continue to play). Have the whole class repeat the word after it is given for continuous practice. Continue for about 5 minutes. You can switch out the flashcards for every new person in the middle.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: “*Clase, ¿cómo es el clima hoy?*” (Class, what is the weather today?)

Allow students to answer using previous vocabulary: *Hace frío, Hace viento, Está fresco.*

Teacher: “*Muy bien, clase. Hoy vamos a aprender más palabras sobre el invierno.*”

Teacher: “*Clase, repitan: Está nevando.*” (It’s snowing.) → Class repeats.

“¿Está nevando afuera hoy?” (Is it snowing outside today?) (Respond based on the current weather)

“¿Qué mas vemos en en invierno?”

Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible.

- “Repitan: bufanda.” (Pretend to wrap scarf around neck)
- “Repitan: guantes.” (Pretend to put on gloves)
- “Repitan: botas.” (Pretend to stomp boots)
- “Repitan: pantalones de nieve.” (Pretend to pull on snowpants)
- “Repitan: gorra.” (Pretend to put on a hat)

Model sentences:

Teacher: “¿Cómo decimos si nos gusta o no nos gusta algo? Repitan: Me gusta ir de trineo.” → Class repeats.

Teacher: “Repitan: No me gusta patinar.” → Class repeats.

End with: “¡Muy bien, clase! Ahora vamos a jugar un juego para practicar.” (Very good class! Now let's play a game to practice.)

5. Juego: Find your partner: Give each student a flashcard from the vocabulary, include last class's cards for continued practice. Explain that when the phrase “¡Explorar!” is called out, students need to hurry and find their matching pair. Once everyone has found their matching pair, they need to work together to say the word on their flashcards. Help students as needed to move the game along and have the whole class repeat after each pair.

6. Juego: Encuentra un Amigo (Find a friend): Students will circulate around the classroom with their “Encuentra un amigo” sheet and speak with classmates to find peers who match the descriptions listed in each box. For example, someone who has gone on *el barco* or someone who is wearing *una pulsera*. Encourage students to say the vocabulary in Spanish when asking their questions and answering with “Sí” or “No” to complete their sheet. **For younger grades**, the activity may be teacher-led: read each description aloud and have students raise their hands if the description applies to them. You can also help a different student say the question aloud for each box.

7. Cantamos: Invite students to stand with “¡Levántense!” and do the class theme song, *Vamos de con las Tradiciones*. Sing it together with gestures—e.g., moving fingers for falling leaves, pretending to put on clothing, ect.. **Tip:** Watch the video on the Futura Vimeo for the beat.

Vamos con las Tradiciones

El otoño ya llegó y hace viento

¡Hace viento!

Las hojas caen ya, rojo y amarillo

¡Rojo y amarillo!

Nieva en el invierno, ponte tu gorro y bufanda

Vamos con las tradiciones en el frío,

¡Brr, brr, brr!

8. Juego: Scavenger Hunt – Use your attention getter to have students sit down and close their eyes, saying in a suspenseful whisper, “*Siéntense y cierran los ojos.*” While their eyes are closed, hide two sets of picture flashcards around the classroom in safe, reachable locations. Once you have the images hidden, let the students know they can open their eyes. Once the cards are hidden, have students open their eyes and divide the class into two teams. Assign a team captain for each team and give them a paper listing the vocabulary of today to find in order, you can print this from the portal or write your own lists. Call out “*Está nevando*” to start the activity. Walk around the room and help the teams work together searching around the room for the places. Encourage them to have fun exploring and searching for the flashcards, and encourage the use of Spanish by asking them, “*¿Dónde está el abrigo?* Where is the jacket?”

Once the teams have found all places, have them sit down together as a group to show you they are done. After both teams have finished, review the places they found in Spanish encouraging repetition. Praise the students for their hard work by having the entire class give “*aplausos*.”

9. Juego: ¿Qué Falta?: Place all of the picture flashcards representing the vocabulary from today's class in the center of the table. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to turn around. You will then remove a card from the table before calling the students back over. The first person from each team to remember the name of the object that is missing when you ask, “¿*Qué falta?*” and say it correctly in Spanish scores a point for his or her team. Teams are not allowed to help those answering and must stay quiet. Switch out the student who is guessing and which card is missing each round. **Note:** As you continue you can add in cards from past classes.

10. Juego: Simón dice... (Simon Says): Have all the students stand in front of you with plenty of space to move. Together, assign gestures to the vocabulary words you will be using in the game. For example: *el gorro* = put on a hat, *patinar* = shuffle feet, *hockey* = pretend to be playing, ect.. Explain that they should only do the gesture to the word you call out if you start by saying “*Simón dice...*”. For example, “*Simón quiere.. esquiar.*” and they have to move and bend their knees as if skiing. If you *don't* say “*Simón dice*” and a student still does the action, they have to answer a vocabulary question about a word not being used in the game. Continue giving commands faster or slower to make it fun. **Note:** You can use gestures and vocabulary from past classes. Review them before starting.

11. Juego: Packing game - Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards, make sure it is a mix of word and no word so it is fair. They should all have the same vocabulary to work with. Review before playing the game by holding up the flashcards or objects and having the students repeat the Spanish words after you. Place two “*bolsas*” at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will race to find the matching picture from the set of cards they have and send one player to race to the front of the room to “pack” it into *la bolsa*. The team that correctly does this first scores a point. For example: If you call out, “*la bufanda*”, the students must find the picture of the scarf and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

12. Proyecto de arte: Mi Calendario: refer to Week 3 lesson plan for more details.

- Hand back the student's sheet from last class and coloring utensils.
- Have the students expand into another winter month.
- Students draw and include one activity sentence (*Me gusta patina, me gust air de trineo*), clothing and labels.
- Play Spanish music during work time; circulate to support. After ~5 minutes, remind students to finish and clean up.
- Collect papers to keep safe for next class.

13. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate, or do it yourself after class. Then, ask them to “*Formen una fila en la puerta*” (form a line at the door) after getting their things.

14. Adiós: Sing the “*Es la hora de decir adiós*” song to the tune of “If You're Happy and You Know It” at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

15. Teacher (to whole class): “*Todos repitan: ¡Adiós!*” (Everyone repeat: Goodbye!)

(Wave as a group and repeat together:)

“*¡Adiós! ¡Nos vemos la próxima clase!*” (Goodbye! See you next class!)

Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more!

Extra time or Optional Game Substitutions: If there is extra time, you can offer more time for students to work on their art projects or play the following game. This can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Alrededor de el Calendario (Around the World Variation):** Gather your flashcards and have the students sit in their seats. Have one student get up and stand by the person in the chair next to him or her. As you hold up a picture flashcard, the first student to say the word correctly in Spanish moves to the next chair to challenge that student. The losing student sits down in the chair where s/he was challenged and lost. The game keeps going until someone gets “*alrededor de el calendario*”- all the way back to where s/he started.
Alternatively: You can call out the word in Spanish and students can point to the correct flashcard out of two you are holding.

Vamos con las Tradiciones Lesson Plan Outline Week 7

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-6 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, *Mi Calendario* art, music

Week 7 Target Vocabulary: La Navidad

Quiero...	I want...	<i>Feliz Navidad</i>	Merry Christmas
<i>Navidad</i>	Christmas day	<i>el árbol de Navidad</i>	Christmas tree
<i>el calcetín navideño</i>	stocking	<i>el regalo</i>	gift
<i>Papá Noel</i>	Santa Claus	<i>Mamá Noel</i>	Mrs. Claus
<i>las galletas</i>	cookies	<i>la leche</i>	milk
<i>el elfo</i>	elf	<i>el reno</i>	reindeer
<i>el jamón</i>	ham	<i>el chocolate caliente</i>	hot chocolate

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you!

(Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

Student Assessments: As we mentioned at training and via email, parents enjoy hearing how the students did during Spanish class. These simple end of the semester skills-based assessments help with that communication. Thank you for completing them outside of class with the basic information on how each student is with the skills listed. These are to be prepared and ready to give students at the end of the next class to take home. Keep things positive and try to point out specific skills when possible! Copies of the assessments were given at training but can be found on the website staff portal as well.

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Start the attendance procedures as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need

to be made for absences. **In the afternoon**, students must bring their own nut-free snacks. If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **Note:** Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review.

Notas Culturales: Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. In many countries, families come together to celebrate with special meals, music, decorations, and fun activities, just like we do. In *Mexico*, people celebrate *La Navidad* with colorful nativity scenes called *nacimientos*, fireworks, and traditional foods like *tamales* and *ponche*, a warm fruit punch. In *Spain*, families enjoy *turrón*, a sweet almond candy, and big feasts with friends and relatives. In *Puerto Rico*, people celebrate with *parrandas*, which are like Christmas caroling parties with music, dancing, and food. Some countries also celebrate *Día de los Reyes* on January 6th, with gifts, cakes called *Rosca de Reyes*, and special traditions for children. **What is one food from these celebrations you would like to taste?** Another fun holiday in *Mexico* and some parts of *Guatemala* and the Southwestern *United States* is *Las Posadas*, celebrated from December 16th to 24th. During *Las Posadas*, families gather at neighborhood homes and reenact a journey by walking together, singing songs, and asking for shelter. Children and adults dress in costumes, and when the doors open, everyone enjoys traditional foods like *ponche*, *tamales*, *buñuelos*, *romeritos*, *bacalao*, and *pozole*. Guests also receive *aguinaldos*, small bags of treats. Even though the names, foods, and traditions are different, the idea is the same: spending time with family, enjoying special foods, singing songs, and celebrating joy, love, and togetherness during the holiday season. **Which holiday tradition would you most like to try from another country?** **Note:** Share your travels and experiences as well as any current holidays as you go through future lessons.

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Cantamos: Invite students to stand with “¡Levántense!” and review the greetings song this time with *Buenas noches*, sung to the tune of *Frère Jacques*. Model each line and have students echo you with gestures.

Buenas noches

Buenas noches, buenas noches
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
¿Y usted?, ¿Y usted?

Vocabulary: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual for the students to visually follow along. Go over the difference of *Buenos días*, *tardes*, and *noches* and when you would use each of them.

3. Repaso: Review Week 1-6 vocabulary and encourage the whole class to repeat after you. Hold up the image flashcard and have the class repeat for each word. **Note:** Adding gestures and different voices can help make the review more fun! Choose your most successful game/activity from the past lessons to review with the students. Some examples are:

- Dance Freeze (page: 10)
- *Papa caliente* (page:11)

- Simón dice (page: 21)
- Drawing activity (page: 15)

Start with:

Teacher: *Estoy muy feliz de verlos hoy. I'm happy to see you today. Vamos a despertarnos un poco con un juego de repaso.* Let's wake up a little bit with a review game. **Tip:** Encourage the whole class to repeat the answers during the games to ensure reinforcement of the lessons for retention.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: "Clase, ¿qué mes es?" (Class, what month is it?)

Students respond: "Diciembre."

Teacher: "Muy bien. En diciembre celebramos una fiesta especial: la Navidad." (Show a Christmas flashcard)

"¿Qué vemos durante la navidad?" (What do we see during Christmas time?)

Continue with the vocabulary from page 1 using flashcards and gestures when possible.

- "Repitan: Navidad."
- "Repitan: el árbol de Navidad."
- "Repitan: el calcetín navideño."
- "Repitan: el regalo."

Teacher: "¿Qué decimos durante la Navidad?" (Let students answer) "Muy bien, Merry Christmas es Feliz Navidad. Repitan: Feliz Navidad."

Write "Quiero" on the board if possible and model sentences:

"Quiero significa 'I want.' Lo usamos para decir lo que queremos recibir." (We use it to say what we want)

"Repitan: Quiero"

- "Repitan: Quiero un regalo."
- "Repitan: Quiero chocolate caliente."
- "Repitan: Quiero galletas."

Lay out 3–5 flashcards in the front of the room.

Teacher: "Quiero... ¿qué quieres?" (Pick a student to respond)

Students point or hold up the flashcard they want and say aloud: "Quiero _____," etc.

(Rotate the cards and pick a new student so each student practices an item.)

End with: "¡Muy bien, clase! Ahora vamos a jugar un juego para practicar." (Very good class! Now let's play a game to practice.)

5. Juego: Pistas: Have students sit in a circle and place the flashcards either in the center or around the room, face up. As you say a clue about a vocabulary word in both Spanish and English, two students at a time will race to find the place by pointing to the matching flashcard. For example, if the clue is, "Dani y Beto están tomando esto para calentarse. Dani and Beto are drinking this to warm up. *Deriten algo dulce para esta bebida.* You melt something sweet for this drink," the correct answer is *el chocolate caliente*. The students will find that flashcard. After the answer, have the whole class repeat it, then call on two new students and continue playing. **Alternatively,** students can stay in place and just point to where the vocabulary word is. This can also be played in teams.

6. Juego: Telephone (Whisper Game): Have students sit or stand in a line or circle. Whisper a Spanish word or short phrase (like *el jamon* or *Quiero galletas*) to the first student. Each student quietly whispers what they heard to the next person in line. The last student says the word or phrase out loud. Compare it to the original and laugh at any funny changes! Repeat with different words so everyone gets a turn. Remind students to keep things appropriate. **Alternative:** Divide the students into teams and see which team can pass along the word/phrase correctly the quickest.

7. Cantamos: Invite students to stand with “¡Levántense!” and sing the *Los Colores* song. Hand out the colors flashcards and have the students hold up their card when they hear their color in the song. Encourage students to dance as they sing!

Los Colores

azul, rojo, blanco
azul, rojo, blanco
anaranjado
anaranjado
verde, amarillo
verde, amarillo
morado, negro
morado, negro

8. Juego: Pictionary: Have students sit where they can see the board clearly. Choose one student to come to the front and quietly show them a vocabulary word. The student draws a picture of the word on the board without talking, using letters, or numbers. The rest of the class raises their hand to guess the word in Spanish. Once someone guesses correctly, have the whole class repeat the word together for practice. Choose a new student and a new word and continue playing until several students have had a turn. **Alternative:** Split the class into two teams and have them take turns sending a teammate to the board to draw. Students can only guess if someone from their team is at the board. **Older student classes** can send one person from their team each and race to figure out the word before the other team.

9. Proyecto del arte: Mi Calendario del Año: Ensure students finish and prepare their *calendario* to share with families after the next class.

Instructions:

- Remind students that the next class is the last day of the project and they will show their calendar to their parents.
- Hand back all sheets so students can review their work.
- Give students time to finish any drawings or labels for *Navidad*
- Students should include one “*Quiero...*” sentence.
- Walk around to help with organization and spelling.
- If a student finishes early, invite them to share their *calendario* with a partner and practice saying some of the Spanish words they included. They can also add things from today’s class in any blank spaces or things from the culture lessons.
- Collect the completed sheets at the end of class.
- End with excitement: “*Mañana vamos a terminar nuestros calendarios del año y mostrarlos a sus padres.*”

10. Juego: Heads up 7 up: This game is a variation of *Heads Up 7 Up*. Have students sit at desks or tables with heads down, eyes closed, and one arm raised with a thumb up. Explain that you will choose two students to compete. Quietly walk around and press down two students’ thumbs. When you say “¡*Feliz Navidad!*”, all students open their eyes, and the two selected students race to call out the Spanish word for the picture flashcard you have posted or held up. Encourage all students to think of the answer even if they aren’t selected. After the correct answer is given, have the class repeat it for practice. The student who answers correctly first gets to choose the next word and the next two players. Continue playing, reminding students they can ask for “*ayuda*” from the class if needed, until time is up

11. Juego: Rojo, Verde (Red Light, Green Light): Have students line up on one side of the room while you stand at the other. Make sure there is enough moving space for this activity. When you say “luz verde” (green light), they walk, hop, or skip toward you (depending on the space you can set this expectation). When you say “luz roja” (red light), they must stop and freeze. To practice vocabulary, hold up two different flashcards and call out one of them, students should point to the correct flashcard. If they get it correct, they can stay in the same spot, if they are wrong then they take a small step backwards. The first student to reach you wins.

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate, or do it yourself after class. Then, ask them to “*Formen una fila en la puerta*” (form a line at the door) after getting their things.

13. Adiós: Sing the “Es la hora de decir adiós” song to the tune of “If You’re Happy and You Know It” at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

14. Teacher (to whole class): “*Todos repitan: ¡Adiós!*” (Everyone repeat: Goodbye!)

(Wave as a group and repeat together:)

“*¡Adiós! ¡Nos vemos la próxima clase!*” (Goodbye! See you next class!)

Encourage the students to practice at home with the **Parent Portal** from Futura’s website with newsletters, practice activities, and more!

Extra time or Optional Game Substitutions: If there is extra time, you can offer more time for students to work on their art projects or play the following game. This can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Pop Up Game:** Gather your students and sit in a circle. Hand each student a picture flashcard from class. You may need to repeat words. Let the students know that they should jump or pop up when you call their vocabulary word. For example: When you call out *elfo*, the student(s) with that picture should jump up. Tip: Have the students rotate cards after you have called out all the vocabulary. Make the second round more difficult by challenging them to pop up and call out the word in Spanish at the same time!

Vamos con las Tradiciones Lesson Plan Outline Week 8

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, Spanish student certificates & completed Student Assessments
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-7 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, *Mi Calendario* art, music, bags, Jeopardy, bingo cards, ball/maraca

Week 8 Target Vocabulary: *La fiesta*

<i>la fiesta</i>	the party	<i>la tradición</i>	tradition
<i>el adorno</i>	ornament		

Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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 class. **Each activity should take no more than 5-7 minutes.**

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

Student Assessments: As we mentioned at training and via email, parents enjoy hearing how the students did during Spanish class. These simple end of the semester skills-based assessments help with that communication. Thank you for completing them outside of class with the basic information on how each student is with the skills listed. Reach out to your manager with any questions. The student assessments are to be handed out at the end of the class with lots of praise along with their certificates with all their stickers.

Prizes are optional: If you choose to reward the students for their work this semester at this last class, please be sure to keep these items small and affordable. For example: stickers, pencils, erasers, healthy treats, etc. **You will also need to keep it fair where all students receive the same prize.** To minimize distractions, these should only be handed out at the end of class.

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Start the attendance procedures as students start to walk in and sit in the circle/seats. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks. If students forget

their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **Note:** Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review.

Notas Culturales: In Mexico, New Year's Eve is a very special celebration. Families and close friends gather together to wish each other love, happiness, and prosperity for the coming year. These traditions have existed for hundreds of years—some even since the time of the Aztecs. Some traditions are religious, and others are based on superstitions, or beliefs about good and bad luck. These rituals and celebrations make Mexican culture rich, lively, and full of meaning. One of the most exciting traditions is called “Las doce uvas de la suerte”—the twelve lucky grapes. Just before midnight, everyone gets twelve grapes ready. When the clock begins to chime at midnight, people eat one grape for each chime. That means they must eat all twelve grapes before the clock finishes ringing! Each grape represents a wish for one month of the new year. **Can you imagine eating twelve grapes that fast? What would you wish for in the new year? Let's count to twelve in Spanish together!** At midnight, the sky lights up with fireworks. The loud sounds and bright colors are believed to scare away evil spirits and bring good luck for the new year. Families cheer, hug, and celebrate together. Many people continue the celebration by sharing a late meal after watching the fireworks. Traditions like these help families feel connected and hopeful as they begin a new year. Every culture has special ways of celebrating important moments. **What traditions does your family have for New Year's? Why do you think traditions are important? Note:** Share your travels and experiences as well as any current holidays.

At the end of attendance, classroom management review, culture notes and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Cantamos: Invite students to stand with “¡Levántense!” and start the class with singing the greeting song they learned last class with a new student's name to replace “Marta”. Have a ball or maraca ready to give/toss to the student answering in the song. Encourage the students to sing with you and copy the gestures.

Hola Marta (tune of “Frere Jaques”)

Hola Marta. Hola Marta.
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?

Vocabulary: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual for the students to visually follow along.

3.Repaso: Teacher: *Estoy muy feliz de verlos hoy. I'm happy to see you today. Vamos a divertirnos mientras repasamos.* Let's have fun while we review.

Juego: La bolsa: Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards from previous classes make sure it is a mix of word and no word so it is fair. They should all have the same vocabulary to work with. Review before playing the game by holding up the flashcards or objects and having the students repeat the Spanish words after you. Place two “bolsas” at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will race to find the matching picture from the set of cards they

have and send one player to race to the front of the room to “pack” it into *la bolsa*. The team that correctly does this first scores a point. For example: If you call out, “*la leche*”, the students must find the picture of the milk and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for today’s lesson as well as from lessons 1-7 for review.

Teacher: Use gestures and say, “*Siéntense aquí, por favor.*” (Sit here, please.)

Teacher: “*Clase, hoy vamos a hablar sobre fiestas y tradiciones. ¡Vamos a aprender palabras nuevas para ir de fiesta!*”

Continue with the vocabulary from page 1 using flashcards and gestures when possible

“*Repitan: la fiesta.*”

“*Repitan: la tradición*”

“*Repitan: el adorno*”

Review using past vocabulary and conversation builders

Teacher: “*Clase, ¿cómo está el clima hoy?*” → Students answer using vocabulary: *Hace frío, Hace viento, Está fresco, Está nevando.*

Teacher: “*Muy bien, clase. Cuando hace frío o está nevando, ¿qué podemos hacer?* (Encourage students to recall some of the activities or clothing they learned)

Teacher: “*Ahora, vamos a decir lo que nos gusta o no nos gusta hacer en estos días de invierno.*” (Now we’re going to say what we like or don’t like to do in this winter days.)

Hold up a flashcard or say an activity/item: e.g. *patinar, ir de trineo, comer galletas, beber chocolate caliente.*

Teacher: “*Clase, ¿te gusta [actividad/objeto]?*”

Call on a few students to answer aloud, then model repetition for the class: “*Repitan: Me gusta patinar.*”

Teacher (to close): “*¡Muy bien, clase! Ahora vamos a divertirnos.*” (Very good class! Now let’s have some fun.)

5. Choose between the next two games to continue the lesson

Juego: Four Corners: Designate four corners in the classroom with a different flashcard posted in each one. Choose one student to be “It,” and have them close their eyes and play some music in Spanish while the rest of the class quietly moves to any corner they choose. When the music is paused, the student who is “It” calls out one of the places on the flashcards and everyone in that corner is out and sits down. Repeat the process until only one student remains, who then becomes the new “It”. **Recommended alternative:** Instead of being out, everyone in the chosen corner answers a vocabulary question together, and the game continues with a new “It” while everyone stays in the game. This keeps the students engaged and participating together.

Charades: Invite the class sit in a line or at their tables to get a clear view of the front of the class. Choose one student to come to the front and silently act out a word or phrase you show them from the flashcards used this semester without speaking or making sounds. The rest of the class guesses the word in Spanish. The first student to guess correctly gets a turn to act out the next word. Continue until several students have had a turn. Encourage everyone to use Spanish words when guessing. **Tip:** Be sure to select vocabulary words that have clear gestures that can be assigned to the vocabulary. Review the words and some optional gestures before starting the game.

6. Cantamos: Invite students to stand with “*¡Levántense!*” and review the song *Vamos con las Tradiciones* lyrics. Make sure to have the students mimicking the gestures as they chant along!

Vamos con las Tradiciones

El otoño ya llegó y hace viento

¡Hace viento!

Las hojas caen ya, rojo y amarillo

¡Rojo y amarillo!
Nieva en el invierno, ponte tu gorro y bufanda
Vamos con las tradiciones en el frío,
¡Brr, brr, brr!

Vocabulary: Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

7. Lotería (Bingo): Use the created bingo cards with vocabulary words. Start calling out the words in Spanish, showing the flashcard after a few seconds to help those who are stuck. Instruct the students to make a small mark in the corner of the squares where the vocabulary image is. Continue this way until a student has 4 in a row and yells out, "Lotería." At this point, you can challenge that student to call out the Spanish vocabulary s/he has in that row. If s/he knows all of the meanings within that row, s/he wins a small prize, like a sticker. You can also call them out all together as a class. Continue that round until 5 or 6 students win. Then, if time permits at the end of the class, ask students to choose a new color or make a different mark for the next round. Start the list over and randomly call words using the same format.

8. Comprehensive Review Game: Jeopardy- Explain to the students that you are going to play a fun game to review all the trips Dani and Beto took this semester. Using the categories and questions below, write the categories and then the numbers 10, 50, 100 underneath them on the board. Divide the class into two teams- *Equipo Dani and Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team can answer a question.

- Be sure to divide the teams as fairly as possible.
- Vary the difficulty of the questions based on the level of your students.
- Encourage the students to ask for the numbers/questions in Spanish by writing *cinco, diez, y veinte* on the board. You should also write *por*. That way they can say *El restaurante por cinco, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- Quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.
- Explain that you will give clues as needed and it is not considered cheating as everyone is there to learn.

El otoño

5- ¿Qué significa "la calabaza"? What does "la calabaza" mean?

10- ¿Cómo se dice "apple" en español? How do you say "apple" in Spanish?

20- Translate the following phrase, "Hace viento."

Los colores

5- ¿Qué significa "verde"? What does "verde" mean?

10- ¿Cómo se dice "rainbow" en español? How do you say "rainbow" in Spanish?

20- How do you say "I like purple" in Spanish?

Día de las brujas

5- ¿Cómo se dice "vampire" en español? How do you say "vampire" in Spanish?

10- What does "asustado" mean?

20- ¿Cómo se dice, "How are you?" en español?

Día de acción de gracias

- 5- ¿Qué significa “celebrar”? What does “celebrar” mean?
- 10- ¿Cómo se dice “family” en español?
- 20- ¿Qué significa “Doy gracias por...”?

El calendario

- 5- ¿Qué significa “el año”? What does “el año” mean?
- 10- What month is “febrero”?
- 20- What does “¿Qué mes es?” mean?

El invierno

- 5- ¿Qué significa “las botas”? What does “las botas” mean?
- 10- What is jacket in Spanish?
- 20- What are “los pantalones de nieve”?

La Navidad

- 5- ¿Qué es “el reno”? What is “el reno”?
- 10- ¿Cómo se dice Christmas tree en español?
- 20- How do you say, “I want ham” in Spanish?

9. Proyecto del arte: Mi Calendario del Año: Students will finish their drawings and add labels to take home and share with their families.

Instructions:

- Return all student sheets and review that today is the final day to complete *Mi Calendario del Año*.
- Give students time to finish any drawings or labels.
- Encourage neatness, since they'll be showing their parents.
- If a student finishes early, invite them to share their locations and drawings with a partner and practice saying some of the Spanish words they included.
- Celebrate the completion of the project and remind students to take their calendars home to share with their families. “¡Gracias por su excelente trabajo en *Mi Caledario*! Estoy muy orgullosa de ustedes.” (“Thank you for your excellent work on your caledars! I am very proud of you.”)

10. Praise & Encouragement: Gather the students on the carpet or at the tables/chairs, and give them praise for completing the classes.

“Estoy muy orgulloso/a de ustedes. I'm very proud of you. *Han aprendido palabras nuevas, canciones, y han jugado muchos juegos en español.* You've learned new words, songs, and played many games in Spanish.”

Then prepare to give out the student certificates, student assessments, and their final art project along with any last stickers or prizes you have for them.

“*Ahora quiero reconocer a cada estudiante por su esfuerzo.* Now I want to recognize each student for their effort. *Cuando llame tu nombre, ven al frente por tu certificado.* When I call your name, come to the front for your certificate. *La clase les va a dar un fuerte aplauso.* The class will give you a big round of applause.” Lead the students in giving applause for each student while moving at a relatively good pace to end class on time.

¡Sigan aprendiendo español! (Keep learning Spanish)

Speak, sing, and have fun with new words every day. Every word brings you closer to new friends, places, and adventures. ¡No paren de explorar! (Don't stop exploring!)

11. Adiós: Sing the "Es la hora de decir adiós" song to the tune of "If You're Happy and You Know It" at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

Closing: Ask them to "*Formen una fila en la puerta*" (form a line at the door) after getting their things.

Teacher (to whole class): "*Denme un último fuerte '¡Adiós, clase!' Give me one last big '¡Adiós, clase!'*" (Wave as a group and repeat together)

Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more!

Extra time or Optional Game Substitution:

- **Memoria:** Lay out all the flashcards face down on a table or the floor. Students will sit in a circle around the cards and take turns, going around the circle, trying to find matching cards. If they find a match, they must say the vocabulary word. Have the whole class repeat before continuing to the next person. If they do not find a match, the next person continues.

Spanish Student Assessment

Class: *Vamos con las Tradiciones*

Name: _____

D= Developing skill; recognizes the concept
 U= Understands the skill and can reproduce the concept independently

Your child can introduce themselves, greet others, describe the weather, and identify fall words like *el otoño*, months, *la calabaza*, and *la manzana*.

D U

Your child can say colors, express likes and dislikes, and identify nature words like *las hojas*, *los árboles*, and *el arcoíris*.

D U

Your child can ask and answer *¿Cómo estás?* using feelings and name Halloween words like *el disfraz*, *la bruja*, *el vampiro*, and *los dulces*.

D U

Your child can express gratitude using *Gracias* and *Doy gracias por....* and identify Thanksgiving words like *la familia*, *el pavo*, *el pastel*, and *el desfile*.

D U

Your child can ask and answer questions about months using *¿Qué mes es?* and *¿Cuál es tu mes favorito?*, and identify words like *el calendario*, *el año*, *la nieve*, and *el invierno*.

D U

Your child can describe winter weather, identify winter clothing and activities, and name words like *el muñeco de nieve* and *los guantes*.

D U

Your child can say *Quiero....*, use *Feliz Navidad*, and name Christmas words like *el árbol*, *el regalo*, *Papá Noel*, and *el chocolate caliente*.

D U

Signed _____ Date: _____

Comments:

**Please note: Learning a language is a lifetime commitment. Students often start in the silent period where they are responding to their teachers right away, but do not start immediately speaking spontaneously.*

Spanish Student Assessment

Class: *Vamos con las Tradiciones*

Name: _____

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Your child can ask and answer questions about months using *¿Qué mes es?* and *¿Cuál es tu mes favorito?*, and identify words like *el calendario*, *el año*, *la nieve*, and *el invierno*.

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Your child can describe winter weather, identify winter clothing and activities, and name words like *el muñeco de nieve* and *los guantes*.

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Your child can say *Quiero....*, use *Feliz Navidad*, and name Christmas words like *el árbol*, *el regalo*, *Papá Noel*, and *el chocolate caliente*.

D U

Signed _____ Date: _____

Comments:

**Please note: Learning a language is a lifetime commitment. Students often start in the silent period where they are responding to their teachers right away, but do not start immediately speaking spontaneously.*



A theme-based adventure with Dani y Beto

Futura Language Professionals

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