

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*

¿Cómo te llamas?	What is your name?	<i>Me llamo</i> ____.	My name is ____.
<i>Hola</i>	Hello	<i>Adiós</i>	Goodbye
¿Cómo está el clima hoy?	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.