

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.