

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?”