

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!