

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

- 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 5, 10, 20 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 otoño 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 Calendario*! Estoy muy orgullosa de ustedes.” (“Thank you for your excellent work on your calendars! 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.