***Vamos con las Tradiciones* Lesson Plan Outline Week 2**

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 for review.
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: coloring material (crayons provided), blank paper, bags, music

Week 2 Target Vocabulary: *Los colores*

Me gusta…	I like….	*No me gusta…*	I don't like…
las estaciones	seasons	*los colores*	colors
rojo	red	*naranja/anaranjado*	orange
marrón/café	brown	*amarillo*	yellow
verde	green	*azul*	blue
morado	purple	*negro*	black
blanco	white	*el arcoíris*	rainbow
las hojas	leaves	*los árboles*	trees

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 pull out the paper name tents they created in the first class.

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.

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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 classroom management rules with the students. **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. Ask questions such as:
    a. What was one of our Student Responsibilities?
    b. What is the Star Chart?
    c. How do we earn stickers on our certificates?
    d. What do you do if I do this attention getter (demonstrate)?
    e. If I say we should be at level 2 in voices, what does that mean?

Notas Culturales: As students continue to eat their snack and settle in, start your culture lesson.
Today we're going to learn about something really fun in many Spanish-speaking countries: the love of bright colors in houses and clothing! **Why do you think bright colors make people feel happy? What is your favorite bright color to wear?** In Spanish, people in different countries sometimes use different words for the same color! For example, "brown" might be called *marrón*, *café*, or even *chocolate*, and "orange" can be *naranja* or *anaranjado*. Fun fact: some color words, like *rosa* (pink) and *naranja* (orange), also come from the names of fruits and flowers! In countries like Colombia and Mexico, people often wear colorful clothes that show culture, history, and celebration. For example, in Mexico, people wear a *sarape*, which is a bright, striped, blanket-like garment made with colors like red, blue, yellow, and green. In Colombia, especially during traditional dances, women may wear a *falda* (skirt) with lots of bright colors and ruffles, and men might wear white clothes with colorful details and a sombrero. In places like Salento, Colombia, the houses are painted in bold colors like turquoise, orange, and pink. The streets look bright and cheerful, and sometimes people even wear clothes that match the joyful surroundings! **Have you ever seen houses painted in bright colors? How would you feel living in a pink or turquoise house?** You might recognize these colorful outfits from the movie Encanto, which was inspired by Colombia. In the movie, characters wear bright dresses, shirts, and patterns that represent their family and culture. Bright colors help people celebrate who they are and show happiness, pride, and tradition every day. **If you could design a colorful outfit that represents you, what colors would you choose and why?**

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 reintroduce the *Saludos song,* and review the meaning of the lyrics. Ask students if they remember the gestures that go along with the words! Model each line and have students echo you and use gestures before singing it all together.

***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: 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: Review weather vocabulary while introducing *Me gusta* and *No me gusta*. **Teacher says,** "*Clase, repitan: ¿Cómo está el clima hoy?*" Students repeat. Hold up weather

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flashcards and model: *"Hace viento," "Está fresco,"* and *"Hace frío."* Students repeat each phrase 2–3 times with gestures.
Teacher models: *"Cuando hace frío… ¿te gusta o no te gusta?"* Show thumbs up and thumbs down flashcards. Teach students to respond with: *"Me gusta"* and *"No me gusta."* Practice chorally with each weather phrase: *"Hace viento… ¿te gusta o no te gusta?"* Students respond together.

Review Week 1 vocabulary using the same structure. Hold up flashcards and ask: *"El otoño… ¿te gusta o no te gusta?" "Septiembre…?" "Octubre…?" "Noviembre…?" ect.* Encourage students to answer in complete sentences when ready: *"Sí, me gusta."* or *"No, no me gusta."*

4. Review: Teacher: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.
***Juego*: Racing Bag Game** – Set out different flashcards (and props if possible) either on a table, the floor, or all around a small area of the classroom like art in a museum (whatever your space allows). Divide the class into two teams and have them sit or stand in a line. When you call out, *"¿Dónde está…."* along with a vocabulary word, the first person in each team will race to grab the correct card/prop. The fastest player to grab the correct item scores a point for their team. After each round hold up the card or prop and have the class repeat the Spanish word. **Older students:** For a class of older students, you can instead place labels of the words around the room, table or floor. While in teams, the first student receives a flashcard (no words) or a prop. They then have to race to place it by the correct label.

5. 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.) Use gestures and props for added comprehension as you go through the vocabulary.

Optional Puppet or Teacher led Intro:

- **Beto or Teacher:** *"¡Mira Dani! Hay muchos colores en las estaciones."*
- **Teacher:** "*Repitan*: *las estaciones.*" Hold up the flashcard. → Class repeats.
- **Dani:** *"Sí! ¿Qué colores pueden ver?"* (Yes! What colors can you see?)

Teacher says: *"Clase, hoy vamos a aprender sobre las estaciones y los colores."* ("Class, today we are going to learn about the seasons and colors.")
"Repitan: las estaciones" (Show flashcard) → Class repeats.
"Repitan: los colores" (Show flashcard) → Class repeats.
Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible.

- *"Repitan: rojo."*
- *"Repitan: Naranja. Tambien podemos decir: anaranjado."*
- *"Repitan: amarillo" (etc.)*

Connect the new vocabulary to Week 1.

- *"¿De qué color son las hojas?"* (What color are the leaves?) → Class responds in Spanish.
- *"¿De qué color son los árboles?"* (What color are the trees?) → Class responds in Spanish.
- *"Mi color favorito es …"* (My favorite color is …) *"¿Cuál es tu color favorito?"* (What is your favorite color?) → Individual students responds in Spanish after raising their hand. Encourage them to respond with *"Mi color favorito es.."*

End with: "*Muy bien, clase. ¡Practiquemos con un juego!*" (Great job, class. Let's practice with a game!)

6. Juego: Yo veo (I Spy): Spread the flashcards around the room where they are easily visible. Explain to students that you will say a vocabulary word in Spanish, and they will look around the classroom for the correct flashcard. When they find it, they quietly move to the flashcard. Hold up the flashcards where the students are standing to check if it is correct. Have the whole class repeat the vocabulary word in Spanish, whether the answer is correct or not, before moving on to the next word. **Tip:** If you want students to stay seated, they can remain in their spots, raise their hands when they spot the flashcard, and point to it when called on. **Optional Variation:** Give two students a flyswatter and lay out the flashcards on the floor. When

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you say "*Yo veo ___*", the students with the swatters race to tap the matching flashcard. After the correct item is identified, have the whole class repeat the word in Spanish. Continue calling out vocabulary words for each round.

7. *Juego: Encuentra a tu pareja:* Give each student a flashcard from the vocabulary, include last class's cards 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.

8. *Cantamos*: Invite students to stand with "*¡Levántense!*" and teach them *Los Colores.* Model each line, then have students echo repeat. 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: After teaching the song explain what the lyrics mean: "Blue, red, white. Blue, red, white. Orange. Orange. Green, yellow. Green, yellow. Purple, black. Purple, black." Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

9. 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.

10. Juego: Four Corners: Designate four corners in the classroom and post a different flashcard in each corner. Explain to students that you will call out either *Me gusta* or *No me gusta*. They should quietly walk to the corner with the flashcard that relates most to them for the phrase called out. Once students are at a corner, go to each group and have them call out together, "*Me gusta / No me gusta _____,*" saying the word on their flashcard. After each group, have the whole class repeat the vocabulary word. Switch the flashcards to introduce new words and play additional rounds as desired.

11. Sin Sillas (Musical chairs/no chairs): Place flashcards down in a circle shape. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up a flashcard and stand on its place mark. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. **Alternatively**, call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say, "*¡Aquí!*" Have the whole class repeat for continued practice before continuing into a new round.

12. *Casa de mis sueños* (Drawing activity): Give each student a piece of paper and crayons or colored pencils. Explain that you will describe your dream house, and students need to listen carefully and draw exactly what you say, using the Spanish color words you give for each object—even if the colors are silly. This will go quickly so students should not worry about it being perfect. Give students a couple minutes for each detail. When everyone has finished, have students share their drawings with a partner or small group.

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- It has a roof that is *verde*.
- It has a *morado* elephant in the garden.
- There is a *rojo* sun with negro dots in the sky.
- The trunks of *los árboles* are *amarillo* and *las hojas* are *azul*.
- On my door there is an *arcoíris.*

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*: 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.

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 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.

- **Around the World** – Start on one side of the room and have two students stand up or arrange everyone in a circle. Say a term in English or in Spanish or show a flashcard without the word and have the students standing race to say the correct translation or vocabulary word. For example, the teacher says, "red" or shows the flashcard and the two students race to say, "rojo." Whichever student says it correctly first moves on to the next student in the line/circle. The student who lost sits down. The winner continues to snake through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner.

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