

Vamos con las Tradiciones Lesson Plan Outline Week 5

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 1-4 for review.
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: ball, coloring material, *Mi calendario* art, music

Week 5 Target Vocabulary: *El calendario*

¿Qué mes es?	What month is it?	¿Cuál es tu mes favorito?	What is your favorite month?
Mi mes favorito es..	My favorite month is...	el mes / los meses	month / the months
diciembre	December	enero	January
febrero	February	calendario	calendar
el año	year	la nieve	snow
el invierno	winter		

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: Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. To start our lesson today, **who remembers when Hispanic Heritage Month is celebrated in the United States?** Hispanic Heritage Month runs from September 15 to October 15 and is a time to celebrate the history, cultures, and contributions of Spanish-speaking communities. **Can you name a Spanish-speaking country where it stays warm most of the year?** In places like *Costa Rica, Colombia, and Mexico*, it is often warm year-round. Some countries have rainy and dry seasons instead of four seasons like we do. Weather affects the clothes people wear, the foods they eat, and the activities they enjoy. **What color houses can you see in towns in Colombia?** In towns like *Salento*, houses are painted in bright colors like pink, blue, and green. People wear colorful traditional clothing too, like *sarapes* in Mexico or ruffled skirts for dances in Colombia. The movie *Encanto* shows these bright clothes and colors inspired by Colombian culture. **What is an ofrenda?** Around November 1st and 2nd, Mexico celebrates *Día de los Muertos* to remember loved ones. Families in Oaxaca create colorful altars called *ofrendas* with candles, flowers, and favorite foods. Other countries like *Guatemala, Ecuador, Peru, Bolivia, and Spain* also have special ways to honor family members who have passed. **Can you name one Spanish-speaking country that celebrates a harvest festival?** In the U.S., Thanksgiving is a holiday for family, food, and giving thanks. Many Spanish-speaking countries have similar harvest celebrations. In Mexico, some regions celebrate *Día de la Cosecha*. In Peru, there is *Día de la Gratitud*. Ecuador and Bolivia also have harvest gatherings with family meals, music, and dancing. Finally, let's learn about birthday traditions! In many Spanish-speaking countries, birthdays are big celebrations filled with family, music, and food. One very special celebration is a *quinceañera*. A *quinceañera* is a traditional celebration in countries like Mexico and throughout Latin America that honors a girl turning 15 years old. It marks her transition from childhood to young adulthood. The celebration often includes a church ceremony, a beautiful dress, dancing, music, and a big party with family and friends. Boys in some cultures may celebrate with a similar event, sometimes called a *fiesta de quince años*. **How do you often celebrate birthdays?**

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. Greetings song: Cantamos: Invite students to stand with “¡Levántense!” and introduce the greetings song *Buenos días*, sung to the tune of *Frère Jacques*. Model each line and have students echo you. Once they're familiar, sing it together using gestures—make a sun shape with your arms overhead for *buenos días*, shrug with palms up for *¿cómo estás?*, and point for *¿y usted?*. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video. **Tip:** Sing the first line and have the students respond back with the repetition.

Buenos días

*Buenos días, buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
¿Y usted? ¿Y usted?*

Vocabulary: After teaching the song explain what the lyrics mean: “Good morning, good morning. 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.

Repaso: Teacher: *¿Están listos, clase?* Are you ready, class? *Hoy vamos a jugar un juego de la semana pasada y repasar juntos.* Today we're going to play a game from last class and review together.

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. Quickly going over the terms before starting.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: "Clase, ¿Cómo está el clima hoy?" (Encourage students to answer using prior vocabulary: Hace frío. Está fresco. Hace viento.)

Follow up with either/or support: "¿Hace frío o está fresco?" (Briefly review meaning as needed.)

Transition naturally:

Teacher: "Si hace frío... ¿en qué estación estamos?"

Teacher: "Repitan: el invierno." → Class repeats.

Teacher: "En el invierno hay nieve. Repitan: la nieve." → Class repeats.

Teacher: "Clase, si estamos en invierno... ¿qué mes es?" (Allow guesses.)

Teacher: "Repitan: ¿Qué mes es?" → Class repeats.

Continue with the vocabulary from page 1 using flashcards.

- "Repitan: diciembre."
- "Repitan: enero."
- "Repitan: febrero."
- "Repitan: el mes."
- "Repitan: los meses." (ect.)

Write on the board: "¿Cuál es tu mes favorito?" and "Mi mes favorito es..."

Teacher: "Repitan: ¿Cuál es tu mes favorito?" → Class repeats.

Teacher: "Repitan: Mi mes favorito es..." → Class repeats.

Model examples:

Teacher: "Mi mes favorito es diciembre."

Teacher: "Mi mes favorito es febrero."

Call on a student:

Teacher: "¿Cuál es tu mes favorito?"

Student responds: "Mi mes favorito es..." (Provide support as needed.)

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: Vocabulary Toss: Arrange students in a circle or seated with enough space to safely toss a soft ball. Prepare a stack of vocabulary flashcards. Hold up the first card or say it aloud (in either Spanish or English), then toss the ball to a student. When the student catches the ball, they must give the correct opposite language translation of the word they were shown or heard. For example, if the you say "el invierno", the student responds "winter"; if the teacher says "snow", the student responds "la nieve." After answering, the student then tosses the ball to another classmate. Continue rotating through students, showing a new word or flashcard each turn. Have the class repeat the answer after each turn.

6. Juego: Musical Chairs / Sin Sillas: 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.

7. Cantamos: Invite students to stand with “¡Levántense!” and introduce the song *Mesarena*, sung to the tune of *Macarena*. Model each line and have students echo you. Once they're familiar, sing it together using gestures as labeled next to the lyrics. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video. **Note:** You can sign this slo-mo or speedy!

Mesarena

Enero (right hand out, extended palm down),
febrero (left hand- same)
marzo (turn right hand over-palm up)
and abril (left hand- turn over)
mayo (right hand on left shoulder)
and junio (left hand on right shoulder)
and julio (right hand behind right ear)
and agosto (left hand behind left ear)
septiembre (right hand on left waist),
octubre (left hand on right waist)
noviembre (right hand on right hip),
diciembre (left hand on left hip)
 Hey – *Mesarena!*

Vocabulary: After teaching the song explain what the lyrics mean: “January, February, March, April, May, and June, and July, and August, September, October, November, December. Hey-Masarena!) Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

8. Juego: Dance Freeze: Play music and have students dance or move around. Once the music stops, all students must freeze. Students who move after the music stops must call out one of the vocabulary words they have learned (no repeats) or answer a vocabulary question given to them. Give them help as needed and continue the music after all the class has repeated the answer given.

9. Juego: Papa caliente (Hot Potato): Have the students sit in a circle and explain that they will play a quick game of *Papa Caliente* to review the vocabulary. Choose an object to use as the “hot potato” and start some music or sing the theme song. While the music plays, students pass the object around the circle. When the music stops, the student holding the object must say a vocabulary word, answer a question, or complete a prompt in Spanish (teacher choice). After they respond, start the music again and continue playing. Repeat until everyone has had a turn or as long as time allows. End by praising the group for participating and using their Spanish. **Tip:** Remind students to pass the object softly and to the person next to them with no throwing or hogging the item.

10. 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 a new month (*diciembre, enero, or febrero*).
- Students draw and include what the weather looks like in *el invierno*, add at least one color detail.
- Students include one weather sentence (*En el invierno hace frío*).
- 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.

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!

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!)

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 one of the following games. Both games can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Muñeco de nieve:** Choose a word or phrase. Draw blank lines for each letter. Students take turns guessing letters. If the letter is correct, fill it in; if incorrect, add a part to the snowman drawing. The goal is to guess the word before the drawing is complete. **Tip:** Draw an example of what a complete snowman looks like so students know if they are close to completing the picture.