

Vamos con las Tradiciones Lesson Plan Outline Week 6

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 1-5 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, ball, music, Scavenger lists, bags

Week 6 Target Vocabulary: *El invierno*

<i>Está nevando</i>	It's snowing	<i>el muñeco de nieve</i>	snowman
<i>la bufanda</i>	scarf	<i>los guantes</i>	gloves
<i>las botas</i>	boots	<i>los pantalones de nieve</i>	snowpants
<i>la gorra</i>	hat	<i>el abrigo</i>	jacket
<i>ir de trineo</i>	sledding	<i>patinar</i>	skating
<i>esquiar</i>	skiing	<i>hockey</i>	hockey

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.

Notas Culturales: Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. Today we're going to travel to the snowy and amazing parts of Spanish-speaking countries

to see what winter is like in those who do see snow or cold weather! In the far south of South America, there is a region called *Patagonia* in *Argentina* and *Chile*, where it gets really cold and people can go skiing and snowboarding on big mountains covered in snow. Many parts of the *Andes* Mountains also have snow-capped peaks, and in countries like *Chile*, *Argentina*, and even *Bolivia*, people enjoy winter sports like skiing, snowboarding, and sledding. Winter in Spanish-speaking countries is different from what we might think in the United States because it happens from June to August in the southern hemisphere, and some places are really snowy while others are mild. **Can you imagine skiing or building a snowman in the middle of June?**

What winter activity would you like to try in a snowy place? In addition to skiing, people celebrate family holidays, drink warm *chocolate*, and enjoy cozy foods during winter. In Colombia, people add cheese to their hot chocolate! Some regions also have beautiful winter festivals, parades, or cultural events, showing that even when it's cold, there is lots of fun, color, and tradition to enjoy. **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 reintroduce the greetings song this time with *Buenos tardes*, sing to the tune of *Frère Jacques*, and review the meaning of the lyrics. Model each line and have students echo you and use gestures.

Buenas tardes

Buenas tardes, buenas tardes
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
¿Y usted?, ¿Y usted?

Conversation practice: Emphasize the lyrics ‘*Buenas tardes*’ and explain to the students that this means ‘Good afternoon’. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along. Have the students turn to a partner and practice asking, “¿Cómo estás?” with possible answers, “*muy bien, bien, más o menos, o mal.*” (using gestures like thumbs up) Walk around to help students as needed. They can then change partners to keep practicing. Writing this conversation on the board can help students follow along and participate more confidently. **Tip:** Use your expense allotment to purchase finger puppets to make this conversation practice more fun and engaging!

3. Repaso: Review: Teacher: *Vamos a repasar lo que hemos aprendido.* We’re going to review what you’ve learned. *¡Esta es su oportunidad de mostrar cuánto saben!* This is your chance to show how much you know!

Juego: Four Corners: Place 4-6 flashcards of the places they have learned around the room and review them with the class. Have one student stand in the middle with their eyes closed. Once their eyes are closed, the rest of the class must quickly and quietly move to one of the flashcards. Count down from 10 in Spanish and then students must stop moving. With their eyes still closed, the student in the middle then calls out one of the flashcard words. All students standing by that flashcard must do a quick challenge like 5 jumping jacks before rejoining the game (instead of being out- so they can continue to play). Have the whole class repeat the word after it is given for continuous practice. Continue for about 5 minutes. You can switch out the flashcards for every new person in the middle.

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

Teacher: “*Clase, ¿cómo es el clima hoy?*” (Class, what is the weather today?)

Allow students to answer using previous vocabulary: *Hace frío, Hace viento, Está fresco.*

Teacher: “*Muy bien, clase. Hoy vamos a aprender más palabras sobre el invierno.*”

Teacher: “*Clase, repitan: Está nevando.*” (It’s snowing.) → Class repeats.

“¿Está nevando afuera hoy?” (Is it snowing outside today?) (Respond based on the current weather)

“¿Qué mas vemos en el invierno?”

Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible.

- “Repitan: bufanda.” (Pretend to wrap scarf around neck)
- “Repitan: guantes.” (Pretend to put on gloves)
- “Repitan: botas.” (Pretend to stomp boots)
- “Repitan: pantalones de nieve.” (Pretend to pull on snowpants)
- “Repitan: gorra.” (Pretend to put on a hat)

Model sentences:

Teacher: “¿Cómo decimos si nos gusta o no nos gusta algo? Repitan: Me gusta ir de trineo.” → Class repeats.

Teacher: “Repitan: No me gusta patinar.” → Class repeats.

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: Find your partner: Give each student a flashcard from the vocabulary, include last class's cards for continued practice. Explain that when the phrase “¡Explorar!” 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.

6. Juego: Encuentra un Amigo (Find a friend): Students will circulate around the classroom with their “Encuentra un amigo” sheet and speak with classmates to find peers who match the descriptions listed in each box. For example, someone who has gone on *el trineo* or someone who has a *bufanda*. Encourage students to say the vocabulary in Spanish when asking their questions and answering with “Sí” or “No” to complete their sheet. **For younger grades,** the activity may be teacher-led: read each description aloud and have students raise their hands if the description applies to them. You can also help a different student say the question aloud for each box.

7. Cantamos: Invite students to stand with “¡Levántense!” and do the class theme song, *Vamos de con las Tradiciones*. Sing it together with gestures—e.g., moving fingers for falling leaves, pretending to put on clothing, etc.. **Tip:** Watch the video on the Futura Vimeo for 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!

8. Juego: Scavenger Hunt – Use your attention getter to have students sit down and close their eyes, saying in a suspenseful whisper, “*Siéntense y cierren los ojos.*” While their eyes are closed, hide two sets of picture flashcards around the classroom in safe, reachable locations. Once you have the images hidden, let the students know they can open their eyes. Once the cards are hidden, have students open their eyes and divide the class into two teams. Assign a team captain for each team and give them a paper listing the vocabulary of today to find in order, you can print this from the portal or write your own lists. Call out “*Está nevando*” to start the activity. Walk around the room and help the teams work together searching around the room for the places. Encourage them to have fun exploring and searching for the flashcards, and encourage the use of Spanish by asking them, “¿Dónde está el abrigo? Where is the jacket?”

Once the teams have found all places, have them sit down together as a group to show you they are done. After both teams have finished, review the places they found in Spanish encouraging repetition. Praise the students for their hard work by having the entire class give "aplausos."

9. Juego: ¿Qué Falta?: Place all of the picture flashcards representing the vocabulary from today's class in the center of the table. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to turn around. You will then remove a card from the table before calling the students back over. The first person from each team to remember the name of the object that is missing when you ask, "¿Qué falta?" and say it correctly in Spanish scores a point for his or her team. Teams are not allowed to help those answering and must stay quiet. Switch out the student who is guessing and which card is missing each round. **Note:** As you continue you can add in cards from past classes.

10. Juego: Simón dice... (Simon Says): Have all the students stand in front of you with plenty of space to move. Together, assign gestures to the vocabulary words you will be using in the game. For example: *el gorro* = put on a hat, *patinar* = shuffle feet, *hockey* = pretend to be playing, ect.. Explain that they should only do the gesture to the word you call out if you start by saying "Simón dice...". For example, "Simón quiere.. esquiar." and they have to move and bend their knees as if skiing. If you *don't* say "Simón dice" and a student still does the action, they have to answer a vocabulary question about a word not being used in the game. Continue giving commands faster or slower to make it fun. **Note:** You can use gestures and vocabulary from past classes. Review them before starting.

11. Juego: Packing game - Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards, 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 bufanda*", the students must find the picture of the scarf and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

12. Proyecto de arte: Mi Calendario: refer to Week 3 lesson plan for more details.

- Hand back the student's sheet from last class and coloring utensils.
- Have the students expand into another winter month.
- Students draw and include one activity sentence (*Me gusta patina, me gust air de trineo*), clothing and labels.
- 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.

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!

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!)

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.

- **Alrededor de el Calendario (Around the World Variation):** Gather your flashcards and have the students sit in their seats. Have one student get up and stand by the person in the chair next to him or her. As you hold up a picture flashcard, the first student to say the word correctly in Spanish moves to the next chair to challenge that student. The losing student sits down in the chair where s/he was challenged and lost. The game keeps going until someone gets “*alrededor de el calendario*”- all the way back to where s/he started.
Alternatively: You can call out the word in Spanish and students can point to the correct flashcard out of two you are holding.