

Tobie Bass Trudeau
Spanish at JES K-2
Lesson Plans for February 17-April 16

Feb. 17, 18, 19

Flamenco! All classes learn a little about the Spanish Flamenco dance. (Jefferson High School Spanish Club has reserved a dance company to present Flamenco at JHS auditorium on Thurs. Feb 18 from 6-7 pm)

- Students enter and practice conversation as usual. T asks, “What is Flamenco?” and most classes say a bird☺ Then ask, “Where is it from?” and show Spain on the map/globe.

Then show the **1st dance number** here to give them an idea:

<http://www.youtube.com/watch?v=DMmaQqzrn9o>

Next ask students to pay attention to the instruments making the música, reminding them that it can be a man-made instrument we hold or a body part. Then show the second half of the dance number, pausing it at the end to have students tell what they hear. (guitarra, foot taps, hand claps, and finger snaps)

Same thing w/ the **2nd dance number** and ask them to listen for a new addition to the música (singer).

3rd dance number, show students how to play the castanets, then watch the ladies dancing w/ them.

- Pause the video to practice hand claps:
<http://www.si.umich.edu/CHICO/flamenco/>
 - And foot sounds:
<http://www.youtube.com/watch?v=DmApGKk4m6M>
 - Step-claps:
<http://www.youtube.com/watch?v=rNMvESTDX-c&feature=related>
- Practice each of the above one at a time and then together w/ música from the Gypsy Kings.**

Next have a mini-Flamenco performance by choosing students to come up and play guitarra, castanets, sing, and dance w/ a shawl, fan and tap shoes. Everyone must clap and count! If there is time, finish watching the first performance.

Feb. 22-26

- Los Vegetales: Read La Semilla de Zanahoria/ The Carrot Seed
- Learn Los colores song (#11 en Jose-Luis Orozco Mezcla) and focus on anaranjado. Play “Freeze-Baile”, where students stand up and dance, but freeze when they hear anaranjado.
- K & 1st Play ¿**Quién es?** Who has the carrot? (Students sit in a circle, count uno, dos, tres, cierra los ojos, one student goes in the middle and others pass around the carrot to the music. When the music stops, the person who is holding the carrot hides it. We count uno, dos, tres, abre los ojos and the person in the middle opens their eyes and guesses who has the carrot. We ask, ¿**Quién es?**”) Focus on opposites: ABRE/CIERRA, OPEN/CLOSE, and QUIEN/WHO

- 2nd graders learn Los Colores song, play Freeze-Baile, and make vegetables and money for the upcoming market.

Mar. 1-5

- Las Frutas: Read La Oruga Muy Hambrienta/ The Very Hungry Caterpillar, with students counting, telling colors, and practicing days of the week in Spanish. Write on the board, “Sí, comió” and “No, no comió” on opposite sides of the board. Using a basket of fake fruit, ask students to come up and choose one piece of fruit. The student says, “Sí, comió” or “No, no comió” and stands under the words on that side of the board. Then I say the fruit name and have the class repeat, then ask the class, “De qué color es?” and “¿Te gusta o no te gusta?”
- Los Colores song and freeze-baile
- K & 1st Play **¿Quién es?** (Same as last week, review open/close eyes and play pass the manzana.)
- 2nd graders read La Oruga, do fruit activity, and make frutas and money for the upcoming market.

Mar. 8-12

SALSA # 121 The Fruit Fiasco

Review las frutas y los colores from the program and give an intro to the characters and the empanadas that Mama Osa is making (Mama Osa, Gatita, Ratoncito, Señor Lobo) 2nd grade classes begin making las flores with tissue paper or Calla lilies by rolling up white paper and putting a yellow piece in the center.

Mar. 15-19

El Mercado: **¿Cuánto** cuesta? Role play the market in front of class in preparation for next week, students practicing using numbers, colors, and counting money. Review polite words, por favor, gracias, de nada. Show Guatemala on the map and ask student what language people speak in Guatemala. Talk a little about the Indigenous Maya people and how they have their own, very old language. **I found photos and short live videos of Chichicastenango, Guatemala, one of the biggest outdoor markets in Central America. Before watching, I asked students to describe shopping in an American grocery store. (We made Venn Diagrams in 2nd grade classes to illustrate compare/contrast. I plan to make a display of these in the hall alongside photos of Kroger and of Chichicastenango.) During the photos, videos, I narrate and ask students to notice specific things, like how do people carry their food, how are they getting around, how do they carry babies, etc. After watching, I asked them to describe how shopping in a Guatemalan market is different. And last, what is the same.

Mar. 22-25 (Early release- conferences) The classes I see will make frutas, vegetales, flores, y dinero to build up our market.

Mar. 26-Apr. 2 Spring Break- No hay clases.

April 5-9

El Mercado/ The Market...Assign or ask for volunteers to buy and sell los vegetales y las frutas and also to be the bankers and hand out dinero. Bankers can be buyers after handing out dinero. Students can take home one things they "buy."

April 12-16

El Mercado/The Market...Keep market set up and have students shop one more time.