

## Lesson Plan for Year 5 Spanish, Key Stage 2 Per National Curriculum

Subject: Spanish	Date: January 11, 2010
Topic: Travel, Tourism, Food & Culture	Duration: 80min. (Special lesson)
Year: 5	Number of Students: 28

### Introduction to Lesson

I am the Spanish Teacher at John A. Cumber Primary School. My lesson is geared toward the Year 5 classes. The classes are groups of 28 nine and ten year olds who are really curious and love to learn the language, especially when presented at the SmartBoard. The classes are very much technologically inclined and really enjoy learning about different countries. As such this lesson will cover the topic by incorporating a study of Bolivia, Ecuador and Argentina. This age group also is interested in travel and today will be learning travel vocabulary as it relates to the customs, food and activities in those countries.

### Students' Previous Knowledge

Students are now being introduced to some travel-related verbs and nouns and should have already learned simple verb conjugations in the present tense. Students will have also already learned how to structure simple sentences in the present tense. They should also have a general knowledge of the world map and in particular South America.

### Aim/General Objective

To begin study of verbs and nouns which are related to travel, tourism, food and culture in three South American countries.

### Objective /Specific Objective

By the end of this lesson, students will be able to pronounce and write five verbs that deal with travel, tourism, food and culture in Argentina, Bolivia and Ecuador. Students will also know how to conjugate the verbs in the present tense. Students should also pronounce by reading ten nouns related to the topic.

### Material and Aids Required

- SmartBoard
- Toy foods, t-shirts and figurines to role play a visit to a market in Bolivia, where class may buy various types of souvenirs, t-shirts, art and fruit.
- Hand-out and reading paragraph for assessment.
- Mini Empanadas (Meat-filled pastries) for class to get a little taste, at end of class, of one food common to these countries. Class will pretend to

order empanadas according to quantity and then count out the relevant amount of local currency to pay for the empanadas.

## Body

- a. Introduction (5 min.)
  1. Use SmartBoard to show class exciting video clips of La Fiesta del Yamor in Ecuador, birds in the Galapagos Islands, white-water rafting and the Machu Picchu Inca Ruins in Bolivia. Show El Carnaval del Pais in Argentina. Show also Iguazu Falls in Argentina.
  2. Start video show as soon as the class period begins.
  
- b. Presentation/Questioning (60 min.)
  1. Solicit first-hand knowledge.
    - Has anyone ever travelled to any place in South America?
    - What do you remember most about it and what was your favourite activity?
    - What natural features do most South American countries have in common?
    - What ingredients did the people use in the foods often?
  
  2. a. Using the SmartBoard show slides with pictures or photographs regarding the verbs and nouns related to travel, tourism, food and culture. While the slideshow is in session, say the words, which appear at the bottom of each picture, for students to hear and ask students to repeat after you before you go on to the next slide.
  
  - b. On the SmartBoard show three individual maps of South America with Argentina, Bolivia and Ecuador highlighted at separate times, and showing where the main tourist attractions are located or take place.
    1. On the SmartBoard you will show an animated version of the biggest attraction in Argentina, El Carnaval del Pais, in the area on the map that this happens in its largest array.
    2. Show the location of Iguazu Falls.
    3. Show where the white-water rapids are located in the eastern parts of the Bolivian Andes
    4. Show the location of the Inca trails in the Apolobamba mountain range.
    5. Show where Yamor Feast takes place in Ecuador, in Otavalo City.
    6. Show the Galapagos Islands with some animated birds on the map on the Smartboard.
  
  - c. Give students the related handouts and paragraph.
  - d. Have the class read the handouts, giving each child the opportunity to read one of the vocabulary words on the handouts.
  - e. In order for students to become more comfortable with the vocabulary and more fluent in the application of the new words you will have students perform some role plays. Place students into seven small groups of four,

asking them to role play a situation whereby each group will role play a different situation pertaining to travel to the countries mentioned. Each child will be responsible for saying one sentence in Spanish, pertaining to the group's particular situation. **Our focus will be on the high frequency, everyday vocabulary and we will praise students' use of more unusual vocabulary as well.**

1. Arriving at the airport in Ecuador (asking where to find baggage claim, ordering a taxi, telling the taxi driver which hotel you need to go to, asking how much you owe and telling him or her thanks).
  2. Traveling by boat to the Galapagos to do some bird watching. (Asking what time the boat departs the mainland, asking for the contact name and number of a reputable tour guide, asking what type of birds are the most beautiful, and what type to be careful of).
  3. Arriving at the hotel in Bolivia (asking which room number has been assigned, asking if the room has a view of the Andes mountains and Inca Pyramids, asking if a bellman can assist with luggage, and asking if room service is available).
  4. Going on an excursion to the Inca Ruins (describe in numeric terms, how many steps the tallest pyramid has, say how tall the tallest pyramid is, buying Inca crafts, t-shirts, fruits and other souvenirs from the Bolivian Indians, and describing how you feel after climbing to the top of one of the pyramids).
  5. Buying tickets for an Argentinian dance show featuring Tango and Zamba (Asking how much one ticket costs, asking where the theatre is located, asking how many dancers will perform, and what time the show starts and ends).
  6. Going to a restaurant in Argentina. (Asking the concierge at the hotel to recommend a restaurant for a real taste of Argentinian cuisine, Asking for walking directions to the restaurant, Comment on sights that one might see along the way, such as the Eva Peron Museum or a Theater).
  7. Ordering food at a restaurant in the one of the three countries. (One student will order an Argentinian beef dish such as Carbonada, one student will order Carne Asado with chimichurri sauce, one will order the Bolivian dish, Majao and one will order the special Ecuadorian soup, Locro).
- f. Give the students a short paragraph relating to the topic (travel, tourism, food and culture) in Spanish. Ask the students to read the paragraph and answer some questions using the DR-TA method. Implore the students to think critically about what they have read. Also, allow each child to translate a sentence into their own words, and to say if there is something that they do not understand.
- g. Breakdown the paragraph with the class before the close of the lesson.

c. Termination/Conclusion (Production) (15 min.)

Divide the students in to two teams and give students a pop quiz for fun to see how many of the new vocabulary words they remember and if they can apply it by making a sentence using the word they have answered. Tell the students in Spanish and English that each correct answer **pronounced correctly** receives a point for answering the word correctly and five points for making a sentence from the word. Serve the mini empanadas, having each child “order how many from one to three and pretend to count out Bolivianos or Argentinian Pesos to “pay” for their empanadas. Give the answers to the quiz in the last five minutes of the lesson.

### Websites Used

[www.spanishabroad.com/bolivia/countryguide/b\\_activities.htm](http://www.spanishabroad.com/bolivia/countryguide/b_activities.htm)

[www.galapagos-islands-tourguide.com/ecuador\\_traditions.html](http://www.galapagos-islands-tourguide.com/ecuador_traditions.html)

[www.ecuadorexplorer.com/html/ecuador\\_food.html](http://www.ecuadorexplorer.com/html/ecuador_food.html)

[www.thebestofecuador.com/festivals.htm](http://www.thebestofecuador.com/festivals.htm)

<http://www.visittangobuenosaires.com/National%20Holidays%20in%20Argentina-en.htm>

<http://gosouthamerica.about.com/od/cuisine/a/ArgChile.htm>

### Photos for slide show taken from:

[http://www.google.com/imgres?imgurl=http://lapelirroja.files.wordpress.com/2009/03/carnival.jpg&imgrefurl=http://lapelirroja.wordpress.com/2009/03/08/elcarnavaldelpais/&h=504&w=335&sz=76&tbnid=fZmgBdETIKiZJM:&tbnh=276&tbnw=183&prev=/images%3Fq%3DPhotos%2Bof%2BEI%2BCarnaval%2Bdel%2BPais%2Bin%2BArgentina&usg=\\_\\_KAUaw6-hAN12dkDK9VSuqseFKsA=&ei=cBNIS\\_eQIcerlAe9y5gc&sa=X&oi=image\\_result&resnum=1&ct=image&ved=0CAcQ9QEwAA](http://www.google.com/imgres?imgurl=http://lapelirroja.files.wordpress.com/2009/03/carnival.jpg&imgrefurl=http://lapelirroja.wordpress.com/2009/03/08/elcarnavaldelpais/&h=504&w=335&sz=76&tbnid=fZmgBdETIKiZJM:&tbnh=276&tbnw=183&prev=/images%3Fq%3DPhotos%2Bof%2BEI%2BCarnaval%2Bdel%2BPais%2Bin%2BArgentina&usg=__KAUaw6-hAN12dkDK9VSuqseFKsA=&ei=cBNIS_eQIcerlAe9y5gc&sa=X&oi=image_result&resnum=1&ct=image&ved=0CAcQ9QEwAA)

<http://www.trivago.co.uk/gualeguaychu-158136/events--festivals/carnaval-del-pais-1268132>

[http://www.oneworld829.com/public\\_tourpackages/tour\\_images/white-water-rafting.jpg](http://www.oneworld829.com/public_tourpackages/tour_images/white-water-rafting.jpg)

<http://travel.nationalgeographic.com/travel/countries/bolivia-guide/>

<http://www.downtheroad.org/southamerica/Photo/4Peru2/7MachuPicchu1.htm>

<http://carriexploresecuador.blogspot.com/2009/09/otavalo.html>

[http://www.go2peru.com/Galapagos/galapagos\\_birds\\_14.htm](http://www.go2peru.com/Galapagos/galapagos_birds_14.htm)

