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Franish Club, Exploring the French and Spanish Language

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NEBRASKA HONORS PROGRAM
CLC EXPANDED LEARNING OPPORTUNITY CLUBS
INFORMATION SHEET

Name of Club: Franish Club

Age/Grade Level: 3rd through 5th graders

Number of Attendees: 15

Goal of the Club:

To help educate students on French and Spanish languages and cultures.

Resources:

University of Nebraska Lincoln Honors Program

Content Areas: (check all that apply)

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

Outputs or final products:

Students will understand the basic elements of each language and culture.

Introducing your Club/Activities:

Start with a basic concept, relate it to students, and then allow them to try each activity.

General Directions:

Students are needed to understand you are in charge and are there to further their learning experiences.

Tips/Tricks:

Students do not want to sit and listen, but participate with hands on activities. It is important to know that we had two leaders for one club. Spanish and French switched every other day. Focus on one language a day.

LESSON PLANS

Lesson Activity Name: Introductory Into France Through The Stomach, Crêpes(French)

Length of Activity: One Hour

Supplies: Individual Crêpes for each students:

- 2 cups milk
- 4 eggs
- 3 Tablespoons butter melted
- 1 Tablespoon sugar
- 1 teaspoon vanilla
- 1/2 teaspoon salt
- 1 1/2 cups flour sifted
- Fillings- Bananas, Whipped Cream, Chocolate, Strawberries

Directions:

At the beginning of the class start with saying hello, *Bonjour*. Play an introduction game, *Je m'appelle...*, sometimes students are nervous, therefore have each student say their name and repeat back to them, *Il s'appelle... or Elle s'appelle....*, this allows for each student to have a feel for the class setting. Once introductions are over, give each student a glimpse into the culture. For me I explained the importance of food for the French. How important meal time is in the dynamic of family and friends. This is why the crepes are important for the lesson. The French feel food is an important time to learn and communicate more about each other. Sit down and enjoy talking to the students once everyone has a meal.

Conclusion of the activity:

This activity is important in starting the bond with students. Ending this activity means that you feel you know a bit about each student and they themselves know about you and how the class will be set up.

Parts of activity that worked:

The food was a success in earning the respect of the students, while also introducing French culture.

Parts of activity that did not work:

One student in my class had an allergy to gluten that we were not aware of. This created a bit of an inequality in the classroom, but there was other fruit for her to eat. This was also quite messy and took a lot of time to set up because the crepes are needed to be made ahead of time.

Lesson Activity Introduction into the Spanish Culture (**Spanish**)

Name: _____

Length of Activity: One Hour

Supplies: Pan Dulce

Directions:

We brought pan dulce to class and discussed its role in Mexican culture, especially having to do with day of the dead. We also taught them how to introduce themselves and say how old they are in Spanish. Then, we discussed some family vocabulary.

Conclusion of the activity:

This activity was important in introducing the students to aspects of a Latin American culture. Not only that, but they were able to get to know themselves and the club leaders by introducing themselves in Spanish. They learned how to say “mom”, “dad”, and other family members in Spanish.

Parts of activity that worked:

The students enjoyed the pan dulce, and they enjoyed telling us about themselves. Overall, it was a good introductory lesson.

Parts of activity that did not work:

The students had a difficult time paying attention as a result of being given the pan dulce. This made it a bit difficult for them to focus during the family vocab portion of the lesson.

Lesson Activity Starting with the Basics (**French or Spanish**)

Name: _____

Length of Activity: One Hour

Supplies: White Board, Pens, Paper, Folders, Colored Pencils

Directions:

When working with students it is imperative to teach them the alphabet. Students need folders to keep all their papers they will do for the rest of the year. I encourage students to write the alphabet on this folder and in said language or words they find intriguing. Students then are given the alphabet and one word in the language that starts with that letter. Cognates are better to use for this class.

Conclusion of the activity:

Students could sing the alphabet and had some basics in the language.

Parts of activity that worked:

They all could sing the alphabet

Parts of activity that did not work:

Students thought singing the alphabet was lame.

Lesson Activity Spanish Color by Number (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: Coloring worksheets, coloring utensils, speaker

Directions:

We handed the students color by number worksheets with the colors written in Spanish. We then taught them all of the colors in Spanish and allowed them to start coloring. Music in Spanish was played in the background to help them focus.

Conclusion of the activity:

The students were able to have fun while learning about colors, and they were able to apply what they had learned in order to color in a picture.

Parts of activity that worked:

The students enjoyed coloring, and they had a good handle on various colors in Spanish by the end of the day.

Parts of activity that did not work:

At some points they had a difficult time focusing on the lesson.

Lesson Activity Color by number (**French**)

Name:

Length of Activity: One Hour

Supplies: Colors by number worksheet, colored pencils

Directions:

Introduce the colors in French. Make sure the color by number worksheet have French numbers and colors. Allow them to color and ask questions.

Conclusion of the activity:

Student had a basic understanding of the colors and numbers.

Parts of activity that worked:

They could count and remember the colors.

Parts of activity that did not work:

They easily forgot the colors and numbers within a minute.

Lesson Activity Batiks (**French**)

Name:

Length of Activity: One Hour

Supplies: Square cloths, glue, paint, water, cups, dyes, paint brushes

Directions:

Learning about the cultures in which speak French. Africa is a large French speaking country meaning it is important for students to learn about all the different aspect. Batik art: square white cloth for each student. Provide them with glue and watered down paint. Students will put designs on this cloth and with the glue. It must dry, then they can add color. Once dried stick in dryer long enough to melt the glue off. Then students have this french art work.

Conclusion of the activity:

Students understood the basic symbols of African culture

Parts of activity that worked:

Student had fun painting and being creative.

Parts of activity that did not work:

It was very messy, and took longer than I anticipated.

Lesson Activity Mardi Gras- masks (**French**)

Name:

Length of Activity: One Hour

Supplies: King Cake, Beads, Construction paper, scissors, glue, markers, sequins, popsicle sticks

Directions:

Mardi Gras is a traditional french event that is the day before lent. It is a chance to eat and celebrate their religion. Allow students to eat the king cake and find the baby within. Allow them to make mardi gras masks and have a chance to experience this popular French event.

Conclusion of the activity:

Students were able to celebrate an important French holiday.

Parts of activity that worked:

They had so much fun making the masks in different styles.

Parts of activity that did not work:

They wanted to keep eating the cake, which was quite messy.

Lesson Activity Reviewing Colors and Number (**French and Spanish**)

Name:

Length of Activity: One Hour

Supplies: Nothing, but beautiful weather and a place to run

Directions:

Students love to run around especially after school. This is why it is great to play color tag. This game is played with students against one wall. The tagger is in the middle and calls out a color (in the language). Students with that color on their outfits must run to the other side without getting tagged. If they do now they are a tagger. This color and run continues until there is one and then they become the new tag leader. Remember all colors must be in the language.

Conclusion of the activity:

Student had a basic understanding of the colors and numbers.

Parts of activity that worked:

They could count and remember the colors.

Parts of activity that did not work:

Students are quite competitive and got angry at losing.

Lesson Activity Bingo (**French and Spanish**)

Name:

Length of Activity: One Hour

Supplies: Animal Bingo sheet, bingo chips, prizes, paper, pencils

Directions:

I believe it is important to teach the animals for basic French skills. We taught students and let them write out the definitions on the board and having students write them on paper. Then we played Bingo in the language with the animals.

Conclusion of the activity:

Students learn the animals and have fun.

Parts of activity that worked:

The students have fun competing against each other and the potential of getting prizes.

Parts of activity that did not work:

Students couldn't sit still long enough to learn the animals.

Lesson Activity Jacques Dit (**French**)

Name:

Length of Activity: One Hour

Supplies: N/A

Directions:

Jacque Dit is the French version of simon says. In this game we taught students the body parts by saying phrases like "*Jacque dit: Touchez-vous pieds*"

Conclusion of the activity:

Kids had fun playing a French game.

Parts of activity that worked:

The kids got to go outside and have fun.

Parts of activity that did not work:

They didn't really process the words and it was a bit too advanced for said age group.

Lesson Activity Reviewing Animals (**French**)

Name:

Length of Activity: One Hour

Supplies: Basketball and Hoop, prizes

Directions:

Students play the game of HORSE, but in french. They need to take turns shooting the ball into the hoop to spell out animals or for more points, name different animals. Students get prizes for who has the most points at the end.

Conclusion of the activity:

Students had a fun day outside, playing basketball, while learning some French

Parts of activity that worked:

Students could name some animals.

Parts of activity that did not work:

They threw the ball at each other and didn't know how to spell the animals, which I counted on.

Lesson Activity Weather Basketball (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: A waste basket and a ball

Directions:

First, we taught the class some basic weather vocabulary in Spanish to prepare them for the game. Then, we began to separate the children into two separate teams. Both teams would line up, and they would take turns telling us a vocab word about the weather that they remembered. If they got it right, they got a point. Then they tried to make the ball into the basket which would earn them another point (they would still get a chance to throw the ball even if they didn't get the vocab point).

Conclusion of the activity:

The class had a lot of fun, and they learned a lot of vocab about the weather.

Parts of activity that worked:

The fun game and new way of learning/memorizing

Parts of activity that did not work:

Sometimes they got a bit distracted.

Lesson Activity Dance Day (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: Music

Directions:

We taught the class different parts of the body in Spanish, and then we played head shoulders knees and toes. This way, they had to point and say it in Spanish, which helped them memorize some of the vocab. We then taught them about different dances in Latin America, and about the different cultural dances.

Conclusion of the activity:

The students memorized the body parts and enjoyed dancing.

Parts of activity that worked:

They loved getting on their feet instead of sitting at a desk.

Parts of activity that did not work:

They got distracted with the music, and thought head shoulders knees and toes was too childish and boring.

Lesson Activity Learning a Language is Important (**Spanish and French**)

Name:

Length of Activity: One Hour

Supplies: Construction paper, stickers, markers

Directions:

First, we wrote all of the countries that have French or Spanish as their official language on the board. This shows the students that there are many places that use these languages, and why it's useful to know them for the future. We explain why it's important for them to try to learn another language. Then we passed out construction paper, markers, and stickers, and tell them to write down the things that they learned in class and any important vocabulary. Then they draw a flag from a French or Spanish speaking country, and decorate their letters to take home.

Conclusion of the activity:

The students learned why learning a second language is valuable, and also learned more about the countries that speak them. Then they wrote down vocab to remember.

Parts of activity that worked:

The kids really enjoyed the craft aspect.

Parts of activity that did not work:

Some did not want to cooperate and did not take their letter home

Lesson Activity Carnaval (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: beads, construction paper, gems, glue, sticks

Directions:

We taught the students about Carnaval, a celebration in Spanish speaking countries, and showed them pictures of the different ways it is celebrated in different countries. We showed them the floats they make and other traditions. We then had them make masks with construction paper and decorate them, and they attached popsicle sticks to the end so that they could hold them to their faces.

Conclusion of the activity:

The children learned more about celebrations in other countries, and go to know traditions and culture from Spanish speaking countries.

Parts of activity that worked:

They enjoyed making the masks and learning about the celebrations

Parts of activity that did not work:

It became a little messy with all of the supplies.

Lesson Activity Papel Picado (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: tissue paper, scissors

Directions:

We taught the students about papel picado, showing its cultural significance and when it is usually used. Then, we showed them how to make it, and passed out the supplies. They began to make their own papel picado with step by step instruction from us.

Conclusion of the activity:

Students learned about papel picado and had fun creating it.

Parts of activity that worked:

They enjoyed crafts

Parts of activity that did not work:

They had a hard time focusing and got frustrated when it didn't turn out perfectly.

Lesson Activity Family Members (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: coloring supplies, paper

Directions:

In order to review the family members, we had students draw out their families or a family and label what they were in spanish. This helped them memorize the names for immediate family members, such as dad, mom, sister, brother, etc. We then had them repeat the different names in order to learn pronunciation.

Conclusion of the activity:

The kids learned more members of the family.

Parts of activity that worked:

The kids enjoyed coloring and talking about their families

Parts of activity that did not work:

They got distracted during coloring time.

Lesson Activity Countries and Travel (**Spanish**)

Name:

Length of Activity: One Hour

Supplies: coloring supplies, paper

Directions:

First, we went over different vocab for travelling and also listed out some country names in Spanish. Then, we passed out paper and coloring supplies, telling the students to color a place that they would like to travel someday. We then showed them what that country was called in Spanish, and how to say phrases such as “I boarded the plane”.

Conclusion of the activity:

The kids learned different country names and got excited about travelling

Parts of activity that worked:

They loved coloring and talking about the places they wanted to go someday.

Parts of activity that did not work:

They got distracted and also had a hard time remembering all of the vocab.
