**Get Active in Spanish**

Lesson Plan 2 – Virtual Format

Note: All activities should take 5-7 minutes.

**Day 2 Target Vocabulary: Movimiento y ejercicios**

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| *¿Cómo te llamas?* | What is your name? | *Me llamo\_\_\_\_.* | My name is\_\_\_\_\_. |
| *arriba* | up | *abajo* | down |
| *hacer ejercicios* | to exercise | *correr* | to run |
| *bailar* | to dance | *saltar* | to jump |
| *las piernas* | legs | *los músculos* | muscles |
| *los brazos* | arms | *las manos* | hands |

**Read this lesson plan carefully so you can have all of the flashcards and visuals prepared in advance. Open the links included in the lesson plan for visuals and have them ready for screen sharing. Also, be sure to know each song very well so you can sing and teach it without needing to read the lyrics**. Depending upon the age group of your class, pick and choose what works best for your students.It is imperative that you instruct the class bilingually and encourage the students to guess what you are saying in Spanish by using gestures or cognates.

**Materials list:** maraca, picture flashcards, small whiteboard with dry erase marker

**Introduction:** Introduce yourself and welcome your students to the *Get Active in Spanish class*. Greet students as they log onto the Zoom virtual platform for class with “Hola” and welcome them. Once most students have signed in, tell them to put their speakers on mute. Let them know you will be starting with attendance, “Vamos a empezar la clase con la asistencia.” When you call their name for attendance they will unmute and say *presente.* Encourage the whole class to greet them with a wave and “Hola”.

After attendance, encourage the students to put their speakers back on mute and review with them some of the expectations for the class.

Tip: Play lively Spanish music in the background while the students are logging in to create a lively atmosphere. Be sure to stop the music once your class begins.

**Name game:** Review with the students that “¿Cómo te llamas?” means what is your name. The response is “Me llamo \_\_\_\_.” Teach the phrase “Mucho gusto” as a response meaning “It’s a pleasure meeting you.” If possible, have a small white board or use the Zoom Whiteboard with the phrases written out for the students to see. To practice this conversation, start by asking a student the question and encouraging them to answer. They will then ask another student and so on until each student has participated. For classes with younger students, feel free to use puppets to engage the students in the conversation practice.

**Cantamos:** Encourage the students to stand in front of their computers by saying “Levántense” and using gestures to sing the greeting song from last week. After singing the song, review what *bien, mal, más o menos* means. Show visuals to show the emotions and use lots of gestures when singing the song. Offer each student a turn to answer how he or she is feeling by asking them *¿Cómo estás (student’s name)?* Have the student answer and show a thumbs up and happy face for *bien,* thumbs down and sad face for *mal,* and open hand facing up and flips down for *más o menos* gesture.

**Repaso:** Show the students a bag and explain that you have the picture flashcards of the sports they learned in the last class. Randomly pull out an image and see if the students can recall the Spanish word. Encourage the whole class to repeat the Spanish after you and mimic the gesture for the sport. Give them lots of praise for their efforts and participation.

**Actividad:** Have a sports ball in a cloth bag and see if the students can guess what sport it is. For example: if you have a golf ball in the bag, the students will notice it is a smaller ball and may help them to guess “el golf”. When you have a larger ball like a soccer ball, they may be more likely to guess “el fútbol.” To help the students guess, you could have a list of vocabulary to chose from on a small whiteboard as a visual.

**Cantamos:** Sing the sports song from last class to the tune of “Frere Jacques”*: “****Los Deportes”.*** Lyrics are below again for reference. Encourage the students to mimic the gestures as they sing along with you.

Jugamos, jugamos

Béisbol, voleibol  
 el tenis también, tenis también

y el golf, y el golf

**Ejercicios lesson~** Encourage the students to pretend they are in a gym for today’s lesson. *“Vamos al gimnasio para hacer ejercicios.* Let’s go to the gym to do exercises.” There will be lots of movement and fun with learning today’s lesson on exercising. Ask the students to have an open space and be ready to get up and down and act things out. (Tip: Move your computer so that the students can see your whole body for these movements and actions.)

Explain that “arriba” means up, so when you say “arriba” they should stand up. Further explain that “abajo” means down, so when you say “abajo” they should sit down. Practice a few times with the students. Then teach the students the action words from today’s vocabulary lesson by acting out the word and having the students mimic the gesture and repeat in Spanish. For example: have the students take a spin for “bailar”, run in place for “correr”, jump in place for “saltar”, and mimic stretches for “hacer ejercicios.”

*Optional:* To really get the kids moving you can play the song “Salta sin parar” (http://www.youtube.com/watch?v=aETk-KUJyAw) and encourage the class to do jumping jacks while singing “¡Salta!” in the song. After jumping, reinforce that “saltar” means “to jump”and “¡Salta!” means “Jump!”)

Continue today’s lesson by teaching explaining that you need to stretch for these exercises. *“Necesito estirar.* I need to stretch. *¿Clase, Ustedes pueden estirar conmigo?* Class, can you all stretch with me? Encourage them to respond *“¡Sí!”* Start stretching by leaning over to one side and counting the stretches together out loud in Spanish for a count of ten. Do ten stretches.” Teach the body parts from today’s class by having the students stretch the body part you call out. For example: when you say “los brazos” you can do arm stretches and have the students mimic the stretching and repeat the Spanish after you. Do an exercise where you stretch your arms up to the sky and then you fold over and touch your toes. While doing these, say *“brazos arriba”* and *“brazos abajo”* while having the students repeat after you. (Same for *las manos*) Continue the lesson by explaining that *“músculos”* are muscles (flex your arm for a visual) and encourage them to repeat *“músculos”* after you. **Tip:** Point out that this word sounds very similar to the word in English to help them remember it. For the last body part lesson you can ask, “*Muéstrame las piernas.* Show me *las piernas.”* Ask the class, *“¿Dónde están las piernas?”* Encourage them to shake out their legs while repeating *“las piernas.”*  Note: for younger students you can drop the articles for example to simplify the lesson or break down the longer words by syllable and repeat them slower during the lesson.

**Repaso del nuevo vocabulario:** After teaching the vocabulary with visuals, reinforce this new vocabulary with more counting of exercises and actions. Quickly review numbers 1-10 with the students using picture flashcards or holding up your fingers as you count with them in Spanish. To review “correr” for example have the students run in place while you count together to diez. “*Todos repitan por favor, correr.”* To review “bailar” have the students count *cuatro* spins with you and then have the students repeat “bailair.” Review “saltar” by counting *ocho* jumping jacks with the students and then having them repeat “saltar.” Have the students repeat “hacer ejercicios” and practice touching their toes a few times for example. Review *las piernas* by marching in place while counting to *diez*. Review *las manos* by waving *cinco* times and counting together in Spanish. Encourage the class to show their arm muscles and practice both “los músculos” and “los brazos.”

To further reinforce the vocabulary, ask the students to “Muéstrame \_(body part or action vocabulary word)\_\_\_” for example. The students would do the gesture for action or the body part.

**Interactive practice:** Sing the *Baile loco* below like the *Hokey Pokey* song (with a few variations) to practice the body parts. Be sure to encourage the students to mimic the appropriate gestures. After singing one time, you can vary it by seeing how quickly or how slowly they can sing the song the second time for fun.

**Baile loco**

Put your *manos arriba,* put your *manos abajo*

You put your *manos arriba* and you shake them all about

You do the *baile loco* and you turn yourself around

That’s what it’s all about! (2 claps)

Put your *piernas arriba*, put your *piernas abajo*

You put your *piernas arriba* and you shake them around

That’s what it’s all about! (2 claps)

Alternate activity for older students: For older students, invite one student to be the “leader”. He or she will move a body part from class and the students will follow the leader by mimicking the action. For reference the body parts are: *las piernas, las manos, los brazos, y los músculos.* The leader can choose to go really fast switching between each body part to see if the other students can keep up or do silly movements for example wiggling arms in a funny way. After a minute or two, switch to a new leader from class to act the body parts vocabulary out and so on. Encourage the students to repeat the body parts in Spanish while they are acting them out in this activity.

**Notas Culturales:**

Once the students are seated at their computers again let the students know the culture topic for today is going to be the popular dances and music in Spanish speaking countries. Show a few minutes of a flamenco video for example by screen sharing and having the one of the following Youtube videos ready to show the students. Talk to the students about what they notice in the videos. For example- What musical instruments do they hear/see? Do they enjoy the music and dance? What do they notice about the dress from the dancers? etc.

* <https://www.youtube.com/watch?v=QLnEjHuMFsA>
* <https://www.youtube.com/watch?v=vhg7ND0_yiA>

Hold up a map or screen share a map and talk about the different countries that speak Spanish starting with *España (Spain)* and then showing Central America, the Caribbean, South America, and even Africa. Ask the students if they have ever traveled to any of these countries. If you have experiences in Spanish speaking countries, please also share this with the students.

Explain that the flamenco dance and music you showed them is very popular in *España (Spain)*. Explain that *el baile* is based around the Flamenco song and is usually accompanied by *una guitara*. *Palmas* are used for hand clapping and *castanets/castañuelas* are percussion instruments that are also used during flamenco dancing. A dancer typically has one set per hand and “claps” the *castañuelas* after stomping.

Salsa is another popular dance that began in Cuba in 1933. Musicians from the United States fell in love with the music and dance style and brought it back to the U.S. It remains very popular across Central American countries and in the U.S. with each region taking on different styles. Salsa also means sauce in Spanish! Here is a youtube video that shows the basic steps for the dance: <https://www.youtube.com/watch?v=C4MAFLeWY7c>

Merengue is the national dance of the Dominican Republic, but is popular in many Latin American countries. It is said to be the easiest of all the Latin dances.

Dancing in general is more common at parties in the Spanish-speaking world. Even at birthday parties it is not uncommon to have dancing. See if the students have ever been to a party where there was dancing or if they would like that at their next party.

**Actividad- El maestro/La maestra Dice Muéstrame:** Play this game like Simon Says, only it is you giving the directions.When you say, *“Muéstrame* \_\_\_ [Spanish vocabulary word]” the kids should act out the word or point to the body part. If you only call out a vocabulary word without the correct command of *“Muéstrame,”* that would be like Simon not saying, so the students shouldn’t do it. It is best to encourage all kids to keep playing during the game. For older students, you may choose to make this an elimination game and the last student or few students wins the game. Before starting, practice the vocabulary from today and past classes that you will be using in the activity by showing the gesture and having the class mimic the gesture: *el fútbol, el fútbol americano, el baloncesto, el hockey, el voleibol, el golf, el béisbol, el tenis, las manos, las piernas, los brazos, arriba, abajo, hacer ejercicios, correr, saltar, bailar, y los músculos.*

**Más practica:**

***Salta* game-** For this activity, assign each student a vocabulary word from today or the previous class. Explain that when you call out the vocabulary in Spanish, the student assigned to that word will “jump up” and repeat the word in Spanish. For example: if you assigned a student “bailar” when you say that word, that student will jump up and repeat “bailar”.

**Palomitas variation:** Explain to the students for this activity you will chant “Salta, Salta” and the students will be jumping around- like popcorn! When you call out, “¡Basta!” or “¡Listos!” the students will know the popcorn is ready and they must freeze in place. Whoever moves first has to answer a question about the vocabulary. Change the difficulty by alternating asking the word in English and having the students respond in Spanish or saying the word in Spanish and having the students translate into English.

**Conversación:** In this conversation practice ask each student a “Would you rather” question related to the sports and actions from both classes. You can randomly call on students or ask for volunteers to start. For example, “¿Preferirías correr o jugar el golf? ¿Preferirías bailar o jugar voleibol? ¿Preferirías jugar el hockey o saltar? etc.” Students can simply answer with the sport or action. For older or advanced students, you can encourage them to use a full sentence with, “Prefiero \_\_\_.”

**Show & Tell**~ Ask the students if anyone brought something to share about their favorite sport. Invite students to take turns presenting what they brought to the class. Encourage any remaining students to bring things for the next class if they would like to share. Praise the students for their participation and incorporate Spanish into this activity as much as possible.

**Activity:** Ask each student, “¿Qué juegas?” and encourage the students to respond, “Juego + (a sport they play in Spanish).”

**Adiós:** Thank the students for their participation in today’s class. Review that *Hola* means hello and *Adiós* is goodbye. Sing the “*Adiós amigos*” song to the tune of “Frere Jacques” at the end of class.

**Adiós amigos**

Adiós amigos, adiós amigos

Hasta la vista, hasta la vista

Hasta luego, hasta luego

Chau, chau, chau. Chau, chau, chau.

Ask the students to take a look at the newsletters and encourage them to do the optional homework on the Parent Portal. Have the students say goodbye to you in Spanish before leaving the virtual meeting.

**Extra time:** If there is extra time, you can play a fun game of **Alrededor del Mundo** with the vocabulary from today and the previous lesson**. Or you could play Charades again to review all of the vocabulary.**

\*How to play **Alredador El Mundo:** For this game you will have the flashcards or props ready to hold up for the students. Select two students to start competing. As you hold up a visual of the vocabulary words, the two selected students should race to call out the correct Spanish word. The fastest student to call out the correct word in Spanish wins. He or she continues to compete against the next student you select (going around the Zoom screen of students). If a student wins the race between all classmates, he or she has successfully traveled “*Alrededor del mundo*” and won the game. Tip: Encourage the entire class to repeat the Spanish words together once the answer has been given to encourage extra practice. Note: You may need to use the same vocabulary flashcards more than once.