**Get Active in Spanish**

Lesson Plan 3 – Virtual Format

Note: All activities should take 5-7 minutes.

**Day 3 Target Vocabulary: Actividades al aire libre**

|  |  |  |  |
| --- | --- | --- | --- |
| *¿Te gusta…?* | Do you like…? | *Me gusta…* | I like… |
| *jugar con amigos* | play with friends | *nadar* | to swim |
| *pescar* | to fish | *mi bicicleta (bici)* | my bicycle (bike) |
| *el parque* | the park | *el lago* | the lake |
| *un árbol* | a tree | *el cielo* | the sky |

**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:** If possible, host class outside or near a window with access to real life visuals of the vocabulary from today’s class- like a tree and showing the sky for example. Have the picture flashcards for today’s vocabulary, props to represent the vocabulary such as a toy bike, fish, or tree, small whiteboard with dry erase marker or prepared Zoom Whiteboard; Open the park scene images document from the Futura intranet for I Spy activity, have the culture images document ready to screen share

\*Remind students to have paper and coloring utensils for park map activity during class.

**Introduction:** 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.

**Conversation practice:** Say to the students, “Me llamo\_\_\_\_. ¿Qué significa ‘Me llamo’?” Praise students for their efforts and encourage the whole class to repeat ‘Me llamo’ in Spanish after you. See if the students recall what “Mucho gusto” means and practice that as well. Review “¿Cómo te llamas?” by holding up a whiteboard with the phrase clearly written (or using the Zoom Whiteboard). Explain to the class that each student is going to ask and answer this question. You can shake a maraca or ring a bell after each students’ turn to transition. Call on the students by name and go in order of their appearance in the Zoom screen. Note: You can also use puppets for the younger students and sing the greetings song from past weeks with this activity.

**Repaso:** **El maestro/La maestra Dice Muéstrame:** Play this Simon Says game from last week to review past vocabulary with the students.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. 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.*

**Cantamos:** Encourage the students to stand in front of their computers and act out the gestures for the following song as they repeat after you. Sing the sports song to the tune of “Frere Jacques”*: “****Los Deportes”.*** Lyrics are below again for reference.

Jugamos, jugamos

Béisbol, voleibol  
 el tenis también, tenis también

y el golf, y el golf

**Actividades al Aire Libre lesson~** If possible, host today’s class outside or near a window. Explain that the theme of today’s vocabulary lesson is going to be related to *actividades al aire libre-* outside activities. Encourage the students to quietly think of their favorite activities to do outside. Then teach the students the activities from today’s lesson plan starting with *jugar con amigos,* which means to play with friends. Encourage the students to repeat this in Spanish after you. Then teach the students that *mi bicicleta* means my bicycle. Explain that they can also say *bici* for bike. If you have a prop or visual for this show that first and encourage repetition. Encourage the students to pretend/act out riding a bike while repeating the Spanish after you. Another fun activity to do outside is *nadar*, which means to swim. Encourage the students to act out swimming while repeating in Spanish. Then teach the students that *pescar* means to fish. Show the students an action that represents fishing and encourage them to mimic this while repeating the Spanish. Practice these outdoor activities with gestures again one more time with the students. Check their understanding by holding up the picture flashcard and asking, “¿Qué significa?”

Then teach the students the question, *“¿Te gusta…?”* means “Do you like…?” and the response is *“Me gusta….”* “I like…” Show a small whiteboard or use the Zoom Whiteboard with these sentences as a visual. Ask the students the question with each of these activities and encourage students to raise their hands and answer using the full sentences. You can also practice past vocabulary such as sports and activities from last class.

Continue today’s lesson by teaching the outdoor vocabulary. Use picture flashcards or visuals from your window or outdoor setting if possible. For example, point to a tree or hold up the flashcard of a tree and teach the students that word for tree in Spanish is *un árbol.* See if the students can look out a window and find a tree. Encourage the students to repeat the Spanish after you. Point or show the sky to the students and explain *el cielo* means sky in Spanish. Encourage the students to point up and repeat the Spanish after you. Show the picture flashcard of *el lago* and teach the students this means the lake. And show the remaining picture flashcard representing *el parque* and see if the students know what this means in English. Encourage repetition of the new vocabulary words with visuals to ensure practice with the lesson.

**Repaso del nuevo vocabulario:** After teaching the vocabulary with visuals, reinforce this new vocabulary by playing a game of I spy. Screen share different images of park scenes with the students to play this game. Use the provided document from the Futura intranet that incorporates vocabulary from today’s class. Invite the first student to start playing by saying, “Yo veo” which means “I spy” and describing a Spanish vocabulary word from class. The students will race to call out the Spanish word the student is describing from the picture and then can describe where it is in the image. The student who guesses correctly can continue playing the game by describing the next vocabulary word.

***Note:*** For younger students, it will be best to do this activity collectively and try to find the vocabulary words from the images you show together as a class. Encourage lots of praise and repetition during the activity.

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

**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 great outdoors and exciting geography in Spanish speaking countries. Latin America has a variety of deserts, volcanoes, mountains, jungles, rivers, lakes, and oceans. Hold up a map or screen share a map and to review the different countries that speak Spanish starting with *España (Spain)* and then showing Central America, the Caribbean, South America, and even Africa. Explain that today you are going to focus in on the Amazon. Ask the students if they have heard of the Amazon or know where it is located? While screen sharing the map image, explain that in Spanish it is called *la selva tropical del Amazonas.* The Amazon rainforest spans eight countries- Ecuador, Peru, Colombia, Bolivia, Brazil, Venezuela, and Guyana. It represents more than half of the rainforests in the world. Point out the *árboles* from the images. Twenty percent of the world’s oxygen is created from the Amazon jungle. Ask the students what animals they think are there? There are lots of beautiful animals and birds in the rainforest. The Amazon is home to the mighty jaguar, the powerful green anaconda, and highly toxic poison dart frogs as well. Visitors to the Amazon are advised to be cautious during their travels to the rainforests.

Show the images of the Amazon River, which in Spanish is called *Rio Amazonas.* The Amazon River runs through South America and is one of the longest rivers in the world- over 6,000 miles! It is home to many amazing species. There have been catfish found there weighing over 200 pounds for example. Show the image of the piranha and see if the students have heard of this fish before. It is very dangerous because of its strong jaw and razor-sharp teeth. Despite the dangers of these fish, people *pescar* piranha’s in the Amazon and eat them. They also use their teeth and bones as weapons and tools.

Engage the students in the discussion by asking if they would like to visit the Amazon?

Feel free to share things you are familiar with as well or experiences in nature from your travels.

**Actividad- Clue/Pista-** Give the students two to three clues related to a vocabulary word from today’s class. These sentences can be in Spanish with English translations. Have the students raise their hands to guess the Spanish word described. For example: The answer is *el lago.* Clues: *Me gusta nadar en esto.* I like to swim in this. *Se puede pescar en esto también.* You can fish in this also. Note: You can play this game for other vocabulary from past classes as well. For older students, when a student guesses the word correctly, you can have them choose the next secret word and help give clues for it.

**Variation:** **Actividad secreto-** Divide the class into two teams. Have one student from each team start the game. Explain that these two players will need to cover their eyes when you hold up a picture flashcard representing a vocabulary word from class. The players can open their eyes once you have put the card down. The other students on each team will act out the activity for their player to guess. The student who guesses the correct Spanish vocabulary word first scores a point for his or her team. Encourage the entire class to repeat the answer. Continue playing with new players.

**Más practica:** **Snowman or Spaceman~** This activity works best with older students who are able to read and spell. Using the Zoom Whiteboard draw either a snowman or spaceman. This is a politically correct variation to the popular game Hangman. Review the vocabulary words that could be included in the game with the students. Start by choosing a vocabulary word and put dashes underneath the drawing for each letter of the puzzle leaving spaces between separate words. Encourage the students to take turns guessing letters using “hay.” Example: ¿Hay un “a”? If the letter is not in the word you draw a part of a snowman or spaceman for example. Keep doing this until they guess the word or you have completed the all of the pieces matching your snowman or spaceman. You can choose to have teams for this game competing, as well. Once an answer is given, encourage the class to repeat the Spanish after you.

**Variation for younger students: Pictionary-** Using the Zoom Whiteboard, start drawing a vocabulary word from today’s class. Encourage the students to guess the vocabulary word you are drawing in Spanish. Praise the students for their efforts and encourage repetition of the correct answer when given. Continue playing by clearing the drawing and starting again drawing a different vocabulary word and so on.

**El mapa**: Ask students to retrieve their color pencils or markers and paper. Explain that you will give sentences describing a map (el mapa) of a park and that the students will draw the things you describe in Spanish (give English translations as needed during the description). Here are some examples, but feel free to be creative with this activity.

*Es un parque grande. Hay un lago en el centro. Hay dos personas pescando. Hay dos personas nadando. Hay un calle alrededor el lago. Hay cuatro personas andando en bicicleta. Hay muchos árboles alrededor el parque. En el cielo hay muchas nubes. Hace sol hoy.*

Repeat any descriptions and help the students along as they are drawing the description of the park map. Allow the students to continue working after you’ve given the descriptions to add to their park maps. While the students are working you can play fun Spanish music in the background. After five minutes say, *“¡Hay dos minutos más!”* before students put the coloring utensils away. (Note: If there is time left in class, encourage the students to share their work to the class. Or you can ask them to keep their drawings to share during the next class.)

*For younger students:* Simplify this activity by having the students draw more basic examples of the vocabulary you describe. For example: “*Dibuja un lago.* Draw a lake. *El lago es azul.* The lake is blue.”

**Más repaso:** Sing the *Baile loco* from last week 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.

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.

**Optional Scavenger Hunt:** Screen share the Scavenger hunt checklist (provided on the Futura intranet) and encourage the students to find these items outside in their neighborhood. They can check the things off the list once they find them outside. They can do this after class with a parent or friend for example.

**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.