

Vamos a Viajar- Theme-based course with Dani y Beto.

Lesson Plan 1 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 1 Target Vocabulary: El Aeropuerto

<i>viajar</i>	to travel	<i>la maleta</i>	suitcase
<i>Vamos a viajar</i>	Let's travel	<i>el boleto</i>	ticket
<i>el avión</i>	Airplane	<i>el pasaporte</i>	passport
<i>el aeropuerto</i>	Airport	<i>una fila</i>	a line
<i>Me llamo...</i>	My name is...		

Optional Vocabulary for advanced or older students:

<i>la seguridad</i>	Security
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Key phrases to repeat during class and encourage Spanish responses:

<i>¿Listos?</i>	Ready?	<i>¡Vámonos!</i>	Let's go!
<i>Necesito</i>	I need	<i>¡Aquí está!</i>	Here it is

Read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Also, be sure to know each song very well so you can sing and teach it without needing to read the lyrics. There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your class. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, 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. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy. On the first day of class, introduce Dani and Beto (puppets or images). Make sure to refer to them throughout the lesson.

Who are Dani and Beto: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos a viajar!* follows Dani and Beto as they go on various adventures related to traveling, transportation, and excursions. We hope you have fun getting to know the class "stars!"

Introduction: Introduce yourself and welcome your students to the first day of *Vamos a Viajar*. Tell all the students to put their speakers on mute. When you call their name for attendance they will unmute and say *presente*.

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



Aeropuerto: Some creative ways to introduce *el aeropuerto* adventure to your students would be by showing an image of an airport on your screen (you may use a printed image and bring it up to the screen, or use screen sharing), posting "*el aeropuerto*" banner somewhere in your room/space where it is visible to students, or using a toy airplane. Choose your preferred visual and introduce *el aeropuerto* to your students by saying, "*¡Bienvenidos al aeropuerto! Welcome to the airport!*" while pointing out your visual(s). Have the students repeat *aeropuerto* after you.

Explain that this class the students are going to be traveling with the class *amigos* Dani and Beto and today Dani and Beto are at the airport.

Cantamos: Encourage the students to stand in front of their computers by saying "*Levántense*" and using gestures. Teach the students your designated greeting song. This will be the song you will sing at the start of every class. "*Hola Mis Amigos*" song can be found on Futura's Vimeo channel <https://vimeo.com/293020648> . After teaching 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. After every student has answered, the whole class resumes the song.

Hola Mis Amigos
Hola mis amigos
Hola mis amigos
Hola mis amigos
Hello to my friends

Y ¿Cómo están mis amigos?
Bien o mal o más o menos
Bien o mal o más o menos
Bien o mal o más o menos
¿Cómo estás? How are you?

Puppet time! Invite all of the students to sit back down in front of their computers by saying "*Siéntense*" and using gestures. Bring in a suitcase or bag with the puppets (or Dani and Beto images) inside. Say to the students in a mysterious voice, "*Tengo una sorpresa en mi maleta. I have a surprise in my suitcase. (Hold up your suitcase while saying this.) ¿Pueden adivinar qué es la sorpresa? Can you guess what the surprise is?*" After the students have given a few guesses, bring the puppets out of the suitcase and exclaim, "*¡Son mis amigos!*" They are my friends!" Have the Dani and Beto puppets/images carry on the following little conversation. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: *¡Hola! Me llamo Dani. Hi! My name is Dani.*

Beto: *..Y me llamo Beto. ..And my name is Beto.*



Teacher: Let's say nice to meet you to Dani and Beto. *Todos repitan, "¡Mucho gusto!"*

Dani: *¿Cómo te llamas tú?* What is your name? (Have Dani look at the teacher while saying this.)

Teacher: *Me llamo _____.* My name is _____.

Clase, me llamo means my name is. *Vamos a practicarlo.* Let's practice!

*Interactive Activity: Have a basket with individual students' names. Draw a name and show it to the class. The selected student will take a turn practicing conversation. Make sure students mics are unmuted. Encourage the class to ask with you:

i.e. **Teacher:** (Draws name Sam & shows to class) *"Todos decimos: ¿Cómo te llamas?"*

Sam: *Me llamo Sam.*

Teacher: (Draws student's name & shows to class) *"Todos decimos: ¿Cómo te llamas?"*

Student: *Me llamo _____.*

Dani: *¡Muy bien clase!* Nice work class! *¡Mucho gusto!* Nice to meet you.

Puppet time!

Note: While puppets really add to the adventure, make sure you are assessing how students respond to puppets during your class. Some students may prefer variations of these puppet skits. For example, you may choose to use a story telling approach instead of dialogues, if students seem to prefer this over puppet skits. Regardless of your method, always make sure to interact with students by asking them questions and using repetition.

Also, **older students** may be more excited about props such as two different color hats that you may switch back and forth as you pretend you are Dani and Beto when you are acting out the skit. Think TikTok!

Beto: (In a hurried voice) *Sí, sí pero necesitamos ir al aeropuerto -ahora.* Yes, yes but we need to go to the airport-now!

Dani: *Bueno, ¡Vámonos!* Okay, let's go!

Teacher: Have the class stand up by using gestures and saying *¡Vámonos clase!* Retrieve your theme-based objects (suitcase, passport) and flashcards. It would be fun to have a *¡Bienvenidos al aeropuerto!* banner or sign over your area. Pick the puppets up and continue the conversation below. Each vocabulary word is introduced in the conversation, hold up the picture or object that represents it as you say it in Spanish. (Tip: Use as many concrete objects as possible to increase student interest and help them retain the new words. For example, bring in a toy airplane, a ticket, your passport, and a suitcase.)

Vamos a viajar por el avión. We are going to travel by plane.

Teacher: *Clase vamos a viajar por avión.* Class we are going to travel by airplane. *Todos repitan por favor avión.* (Encourage the class to say the word with you.)

Beto: *Me encantan los aviones.* I love planes! (Point to the plane again while saying *aviones.*)

Dani: *Para el viaje necesitamos muchas cosas.* For the trip we need a lot of things. *Clase, repitan por favor el viaje,* the trip.

Beto: *¡Sí!* (While holding up or pointing to objects/images) *Necesitamos la maleta, el boleto, y el pasaporte.* We need the suitcase, the ticket, and the passport.

Dani: *¿Listos clase?* Are you ready, *clase?*

Teacher: Encourage the class to say, *"¡Listos!"*

Repaso del nuevo vocabulario: After acting out the skit above, reinforce this new vocabulary by encouraging the students to repeat each word after you while you hold up the picture or object that represents it. For example: "El aeropuerto significa airport. El aeropuerto means airport. "Todos repitan por favor, el aeropuerto."

To further reinforce the vocabulary, share on your screen a slide of all of the objects or as a group for the students to identify. Make sure to number each image so the students can reference a number when identifying the vocabulary words you call out. For example: Ask the first student, "¿Dónde está la maleta? Where is la maleta?" Encourage the student to tell you the corresponding number for la maleta image. Call on another student to find the next object. Continue to ask questions in Spanish and challenge the students to find the correct images. Make sure the entire class repeats the word together after each turn and then do a quick recap of the new words in Spanish with students repeating one more time at the end of the game. Tip: Since this vocabulary is new, try to ensure the students have a good understanding before continuing to the next game. Repetition is key!

Cantamos: Teach students the "theme song" for the class: "El Viajamos Rap". To help the students learn the rap, try chanting a line first and then having the students repeat after you. Once they have a handle on the lyrics, rap the whole song together. During the rap you can have the students use gestures to make it come alive. For example, they can point to someone on the screen while saying "tú" and point to themselves for "yo" or pretend to carry a suitcase when saying, "Llevo mi maleta." Don't forget to give instructions in both Spanish and English. Watch the video for this song on the Futura intranet to hear the beat. (Tip: It is the tune of Frere Jacques but in rap format.)

Viajamos Rap
Viajamos Viajamos
Tú y Yo
Tú y Yo
Vamos al aeropuerto
Llevo mi maleta
Tú y Yo
¡Vámonos!

After teaching the rap explain what the lyrics mean: "Let's travel. You and me, we're going to the airport. I have my suitcase, you and me- Let's go!"

Packing Game- Group your travel items or flashcards on a table. Show students "la maleta" and tell them they will be helping you pack. For them to help, they will be assigned a vocabulary word each. Do a quick review of the words by reviewing with the flashcards and having all students repeat the words together in Spanish. Next, call out students' names and read their assigned words in English. (note: you may assign three or four students the same word. Also, some of the vocabulary words are not necessarily items that would be "packed" but explain to the students that they will still play with their assigned vocabulary. For example: If you call out "aeropuerto" the students should stand up and call out "¡Aqui está!".)



As you call out a Spanish vocabulary word "*Necesito el pasaporte*" students who got assigned the passport will have to stand up from their chair (or raise their hand) and say "*¡Aquí está!*" Ask students to tell you the English word and you will go to the table where items/flashcards are and pretend to "pack" it into *la maleta*. Do a practice round, demonstrating the use of "*¡Aquí está!*". Play as many rounds as possible in five minutes. Challenge students by getting faster between calling out words each time or calling two words at once having more students stand up (or raise their hands)!

Más practica: Vamos a Viajar: Pictionary

(Older students/Multi-age) Make sure each student has a piece of paper on which to draw. Call a student and ask them to select a word from today's vocabulary, but to not say it out loud. Ask him or her to draw their selected word. See if someone can correctly identify the drawing and vocabulary word in Spanish. *For younger children, you can be the artist while the students guess what you are drawing. (Requires white board, dry erase markers).

El pasaporte: Ask students to retrieve their color pencils or markers and paper. Show "pasaporte" template from the intranet. Have the students recreate a "pasaporte" by folding a white sheet of paper in quarters and creating a passport book. Have them open their passport books and write their name, place of birth (can be in English) and date of birth (in numerals). Make sure to speak in Spanish while introducing this. Have the students fold the document into a passport book. Let the students know they will be able to use this in the second half of class. 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: It may be fun to ask students to add their picture to their passports before the following class and start the next class by showing their completed passport crafts.)

Cantamos: Encourage the students to stand by saying "*Levántense*" and using gestures. As a transition, have the students sing the **Viajamos Rap** theme song.

Notas Culturales:

Once the students are seated at their computers again ask the following questions in Spanish followed by English:

¿Has viajado al otro pueblo? Otra ciudad? Otro estado? Otro país? Have you traveled to another town? City? State? Country?

Explain how in some small villages in Spanish speaking countries people rarely leave their village or nearby villages and many will never go on an airplane in their lives. Ask the students why they think this is.

You can also share with the students your travels abroad to Spanish speaking countries by bringing in a map and pictures and showing them where the countries are located. You can also let the students know that some airports in Latin America are "open air", where the buildings are not closed off. Show them the picture example from the intranet of the Punta Cana International Airport in Dominican Republic with no walls and thatched roofs.

Other interesting facts you may share during notas culturales (remember to share with pictures and consider class age/interests when sharing):

#1

Dominican Republic's capital city is Santo Domingo. The city became the first Spanish colony in the New World. In the year 1492, Christopher Columbus landed on the island. *Táínos* were the native inhabitants of the Island but a small pox epidemic significantly reduced their population in the 1500's. With Spaniards' settlement, Spanish then became the official language of the Dominican Republic.

#2

The national sport of the Dominican Republic is baseball. Many baseball players who became famous during their time, Albert Pujols, Alex Rodriguez, Pedro Martinez, Sammy Sosa, are Dominicans.

#3

The Amber Museum in Puerto Plata, another Dominican city in the north of the island, houses an amber stone with a prehistoric mosquito preserved inside, which can be seen in the movie Jurassic Park. Amber is a fossil tree resin found in only a few places in the world.

Extra credit: For older students, you may assign a little research project. Ask them to research more about the Dominican Republic after the class and have them share what they found during next class' cultural lesson. Assign a group of students to look up Dominican recipes, another group to look for endemic animals & climate information, and finally a group to research interesting places to visit in the Dominican Republic. For day two, students should be prepared to share their findings. They may choose to share pictures or simply a verbal summary of what they found.

Interactive Activity: *Los Aviones*- Have a world map readily available. Explain to students that they are going to pretend to be "*aviones*" and land somewhere around the world. Ask students to close their eyes and do a close up of your map on the screen. Ask students to keep their eyes shut and point to the screen. Have students open their eyes and remember where they landed. Ask students to share their country by having each student take a turn saying the phrase "*Vamos a viajar a (country where they landed)*". Note: "to keep it really interactive you may add, "*levanta la mano si quieres ir a (country where the speaker landed)*" "raise your hand if you'd like to go to *(country where the speaker landed)*".

Puppet time! Pick the puppets up and have the conversation below. Make sure you have your images and objects nearby. As each vocabulary word is introduced in the conversation hold up the picture or object that represents it as you say it in Spanish.

Beto: *¡Ay caramba! ¡Hay una fila por la seguridad! Oh no! There is the line for security!*

Dani: *No hay problema. Estamos listos. No problem. We are ready. Tenemos la maleta, el boleto, y el pasaporte. We have to have our suitcase, ticket, and passport.*

Teacher: *¡Vamos clase! Necesitamos pasar por la seguridad. Let's go class! We need to pass through security.*

Write on a small dry erase board and hold up to the screen with this question for students to reference "*¿Cómo te llamas y dónde está tu pasaporte?*"

Call on a volunteer and ask them to act out the security guard's part for a practice run of the interactive dialogue:

Security Guard: *¿Cómo te llamas y dónde está tu pasaporte?* What's your name and where is your Passport?

Teacher: (Saying to the security guard) *Me llamo _____ y aquí está mi pasaporte.*

Call on your students in pairs and ask them to mimic the interaction. Have them lift up the passport they made earlier today while replying to the question in Spanish.

Tip: For younger students, instead of calling them to participate in pairs, you may ask the question in Spanish and have each student take a turn to reply.

Student 1 (or teacher): *¿Cómo te llamas y dónde está tu pasaporte?*

Student 2: (Saying to the security guard) *Me llamo _____ y aquí está mi pasaporte.*

Student 1(or teacher): *Muy bien, gracias. Very good, thank you.*

Activity: Share your screen and have students watch the first 3 minutes of the following story. Tell students to keep track of how many times they hear the vocabulary words "avión" and "aeropuerto" during the story:

To Granada by Plane - by Agustin Iruela

<https://youtu.be/Ov27LxWz-mY>

Ask a couple of students to retell you the story in their own words (in English). Ask comprehension questions. Where was the person going? How many means of transportation did she use? Was there "una fila" at the airport? Did you notice the TV on the bus to Granada? See who guesses the vocabulary word count right.

Avión (4 times)

Aeropuerto (6 times)

Closing: Share with students that for next class your adventure will be like riding on an airplane! "Adiós clase. Nos vemos en el avión la próxima clase. We'll see you on the airplane next class."

Encourage the class to respond "Adiós" or "Nos vemos."

Ask students to take a look at the Parent Portal for the newsletter and encourage them to do their optional homework.

Adios: Teach the "Les Digo Adiós" song to the tune of "Jingle Bells" at the end of class. They can sing with you towards the end of class.

*Les Digo Adiós
Adiós--ya me voy
Hasta luego
Vamos, vamos que ya es hora
De decir adiós*



Have the students say goodbye to you in Spanish before leaving the virtual meeting.

Extra time: If there is extra time, you can offer more time for students to work on their art projects, play a fun game of *Viajamos Alrededor del Mundo* with the flashcards. **This game can be adapted for future lessons.**

*How to play *Viajamos Alrededor El Mundo*: For this game you will need to share on your screen a visual board -like the one available on our intranet- with 5 to 8 stops (again, either by sharing your screen or using a quit sketch on a whiteboard). Select two students to start competing. As you hold up a picture flashcard of the vocabulary words, the students should race to identify the correct Spanish word. For older students, have them type their answer on the chat feature and see who gives the correct answer first. For younger students, the first one to raise their hand can take the first guess. The fastest student to call out the correct word in Spanish wins. He or she "travels" to the next stop. You may ask the student to do a challenge each time they reach a stop. For example, the student may need to pretend to be "un avión" and fly to the following stop, the student may need to repeat a Spanish tongue twister after you, or pretend to be rushing to "el aeropuerto". 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 will need to use the same vocabulary flashcards more than once.