

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

Lesson Plan 2 - Virtual Learning
All activities should take 5-7 minutes.

Day 2 Target Vocabulary: El avión

<i>el piloto</i>	pilot	<i>Por favor</i>	Please
<i>Buenas tardes.</i>	Good afternoon.	<i>Gracias/Muchas Gracias</i>	Thank you/Thank you very much.
<i>el asiento</i>	seat	<i>¿Dónde está?</i>	Where is it?
<i>Quiero...</i>	I want...	<i>ventana</i>	window
<i>el jugo</i>	juice	<i>el agua</i>	water

Optional Vocabulary for advanced or older students:

<i>Está aquí.</i>	It is here.
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Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámonos!</i>	Let's go!
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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!

Background & materials: If possible, have your background set up to look like an airplane. For example: have four chairs set out in pairs with an aisle between them. You may use puppets or stuffed animals to be "passengers". You may also attach a post-it note or note card on each chair, representing a seat number. For example: 2A or 5C. Alternatively, you may set up your space for the adventure by using a toy airplane or an *aeropuerto* banner/airplane images somewhere in your space where it is visible to students. Have an airplane seating chart (available on intranet), a sample ticket and a template for the small art project, as well as coloring supplies. Other materials needed for some of the activities are props for pilot and flight attendant as well as Dixie cups and smaller cups that can fit into the Dixie cups.

Introduction: As the students enter the room, welcome each student back to the airport by saying "*¡Bienvenidos al aeropuerto! Aquí está tu boleto*" and show them an airplane ticket, pretending to pass it on to them through the screen. Introduce yourself and 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.

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.

Puppet time! Get out the Dani and Beto puppets and use an excited voice to carry on the small conversation below.

Dani: *¿Clase, quiere ir al avión ahora?* Do you want to go to the plane now?

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

Beto: *¿Dónde están sus boletos?* Where your tickets?

Teacher: Encourage the students to repeat "boleto" while you hold up the ticket.

Beto: (Peeking at Dani's ticket) *¿Dónde está tu asiento?* Where is your seat?

Dani: *Déjame ver...2A! Two A. (Looking at Beto's ticket) Tienes 2B. You have Two B.*

Teacher: *Clase, ¿Dónde está?* means where is it. *Todos repitan, por favor: ¿Dónde está?* *Entonces, qué significa ¿Dónde está tu asiento?* Have the class guess and praise all efforts to answer and then explain that *¿Dónde está tu asiento?* means Where is your seat? Be sure to also emphasize the word *asiento*.

Numbers: Take a moment to review "*Los números*" 1-10 with your students in Spanish. You may use your Dixie cups for a visual, setting a cup down every time you say a number. A creative way to make this number lesson fun would be to have students watch you build a stack of cups while counting, so students remain really attentive. First, count in Spanish for students to hear, then have students count with you.

Number Review: Bring the airplane seating board on screen (this is available on the Futura teacher intranet and can be printed or saved ahead of time to use during your class). Ask students to raise their hand to pick a seat number. Have each student tell you a seat number in Spanish and ask them to write down or remember the number they picked. You will also need to keep track of the number assignment. If a seat is taken, have the student pick a different number. Once all of the students have picked out their seats, call out "*asiento número _____*"

and the corresponding student should raise their hand. Praise students for remembering the numbers in Spanish.

Vocabulary Introduction/Review: Use the conversation below to introduce the word *piloto* and review last week's vocabulary.

Assign an older student read the *piloto* dialogue in the next skit. You may choose to share the screen or have easy to read note cards that you can bring up to the screen when it is the pilot's turn.

Ask your students (Looking around) *¿Dónde está el piloto? Where is el piloto?*

Piloto: (with a strong, loud voice) *¡Buenas tardes! Good afternoon!*

Teacher: Encourage the rest of the class (the passengers) to respond "*¡Buenas tardes!*" while waving to el piloto.

Piloto: *Soy el piloto para este vuelo. I am the pilot for this flight.*

Teacher: *Piloto significa pilot en español. Piloto means pilot in Spanish. Clase repite por favor, piloto. ¡Muy bien!*

Piloto: *Vamos a ver que recuerdan de la clase pasada. We are going to see what you remember from the last class. ¡Todos levántense! Everyone stand up.*

Teacher: *¿Dónde está tu pasaporte?* Encourage students to find their passport craft from last week and give them turns to share if they've added a picture or have done some more coloring. Alternatively, have students pretend that they are holding up their passport and have them repeat "*¡Aquí está!*"

Flashcard Review: Take time to review the words from the prior class and today's vocabulary with students. Use the flashcards and ask students to repeat the words after you. Tip: Use actions when possible to mimic the words for a physical connection. For example: holding your arms out to act out an airplane. After a round of review, check on students' retention by showing a flashcard (while covering up the words) and asking students to raise their hand to tell you the corresponding Spanish word.

Cantamos: Encourage the students to stand by saying "*Levántense*" and using gestures. Start class with the theme song- "*El Viajamos Rap*". Sing through it once while the class hums to refresh their memories if necessary, then have everyone join in for the second round through with the gestures. Don't forget to give all instructions in both Spanish and English!

El Viajamos Rap

Viajamos Viajamos

Tú y Yo

Tú y Yo

Vamos al aeropuerto

Llevo mi maleta

Tú y Yo Vámonos

Vocabulary Introduction: Tell your students that you will pretend to be a flight attendant and use the conversation below to engage them. Make sure you have your flashcards nearby, so that as each word is introduced in Spanish you can hold up the picture or object that represents it.

Encourage the class to sit down in their plane seats and put on a scarf or another prop to look like a flight attendant.

Azafata: *Buenas tardes pasajeros. Good afternoon passengers. Soy la azafata de este vuelo. I am the flight attendant for this flight. (Hold up a picture or the real objects while saying the following dialogue.)*

Azafata: *Tengo jugo o agua para tomar. I have juice or water to drink. Clase repite por favor, "jugo." Clase repite por favor, "agua."*

Azafata: *¿Qué quieres para tomar? What would you like to drink? Explain to the class that "Quiero..." means "I want" or "I would like" in Spanish.*

Activity: Explain to students that you will ask each of them for a choice of drink and that they can reply "Quiero jugo, por favor." *I would like juice please. Or "Quiero agua, por favor." I would like water please. Remind the students that to be polite they should also say please. "Por favor significa please en español. Todos repiten, "por favor."*

Optional: you may use the puppets for a practice run of the dialogue here.

Teacher: (Looking at Beto) *¿Qué quieres para tomar? What would you like to drink?*

Beto: *Quiero agua, por favor. I would like water please.*

Ask each student for their choice of drink and wait for their reply in Spanish. Help students as needed and use plenty of praise for their efforts!

Word Search: Read the following sentences one at a time and have the students raise their hand/take turns completing the sentences with the correct missing Spanish words. Take 10 seconds after each question to share on screen a word bank with images after reading each sentence, then give someone a turn to answer (or use your flashcards, similar to a picture memory game).

1. To travel to Spain, I would need to ride on an _____(avión).
2. Before I leave for my trip, I need to pack my _____(maleta).
3. My ID to travel is called a _____(pasaporte).
4. I want to sit next to my mom so I pick the _____(asiento) next to her.
5. There are many airplanes at the _____(aeropuerto).
6. I would like to drink _____(agua or jugo).
7. "I know how to drive airplanes", says the _____(piloto).
8. If I want to see the clouds when traveling on an airplane, I would have to sit by the _____(ventana).
9. I can only ride on the airplane if I purchased a _____(boleto).

10. There's a long _____ (*fila*) to check in bags.

Cup Shuffle: Bring in three Dixie cups numbered 1-2-3 at the bottom. Have two smaller cups that can fit into the bigger ones labeled "agua" and "jugo". Flip the small cups and cover with the bigger ones. One big cup will be empty. Ask students to pay attention. Play some Spanish music and start shuffling the cups as fast as you can. Call on a student and ask them to pick a numbered cup and guess what's underneath "agua" or "jugo". Encourage each student to respond "Quiero jugo por favor" or "Quiero agua por favor." then try a cup number for their choice. Play as many rounds as possible in five minutes.

Notas Culturales:

As you may recall, last week, students may have been assigned a research topic for the Dominican Republic as an optional activity. If you assigned this for your class, take the first three minutes of your cultural lesson to have the students tell you the interesting facts they found when researching their topic.

Costa Rica

Hold up a map or globe and point out *San José in Costa Rica*. Explain to the students that this is the capital city of *Costa Rica* and that people in *Costa Rica* speak Spanish. The nickname for *Costa Ricans* is "*Ticos*". They call themselves this too!

Explain that many people vacation in *Costa Rica* to see their rainforests and beautiful beaches. *Costa Rica* also has beautiful wildlife to attract tourists like *monos* (monkeys) and *tucanes* (toucans) that can easily be seen in the streets. There are *muchos pescados grandes también!* (There are a lot of big fish too.) Therefore, deep sea fishing is very popular for tourists and locals. There are also volcanos that you can visit and even climb! The international *aeropuerto* is called *Juan Santamaría*. The money in *Costa Rica* is called *colones*.

Costa Rica has been named one of the happiest countries in the world. "*Ticos*" favor a very relaxed, simple way of life; no worries, no fuss, no stress. "*Ticos*" use the phrase "*iPura Vida!*" (pronounced poo-rah vee-dah) often. The phrase translates to pure life and they use it to say hello, to say goodbye, to say everything's great, to say everything's cool. To them "*iPura Vida!*" means being thankful for what you have instead of focusing on the negative things.

Show the students the pictures from the Futura teacher intranet about *Costa Rica*. See if the students would like to *Viajar a Costa Rica!*

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!

Tell your class that Dani is "sitting" by a window (you may have a window picture on the wall as an optional visual). Explain to students that Dani and Beto got to the airplane but would like to switch seats. Dani wants "*el asiento al lado de la ventana*" the window seat. Point to the "window" and have the students repeat after you "*ventana*".

But Beto prefers "*el asiento a lado del pasillo*" the seat next to the aisle. Have the students repeat after you "*pasillo*".

Encourage the class to all stand up to "*abordar el avión*" board the plane. As part of an interactive dialogue, you may have each student say their ticket number in Spanish to board the plane.

Puppet Skit:

Beto: *Dani, yo quiero el asiento al lado de la ventana.* I want the window seat!

Dani: *Está bien. Yo prefiero el asiento a lado del pasillo.* That's okay. I prefer the seat next to the aisle.

Teacher: Switch Dani and Beto in your hands so that Beto is now sitting by the window. Point to the "window" and have the students repeat after you "*ventana*". Encourage the class to all stand up to "*abordar el avión*" de nuevo.

Interactive dialogue: ask each of your students whether they would prefer their *asiento* by the "*ventana*" or "*pasillo*" and why? (why? can be answered in English, but make sure to encourage your students to use their new Spanish words to indicate their choice of seat).

Juego: ¡Avión Divertido! (Dance Freeze) Explain to the class that you are going to put on music and everyone should start dancing and moving in front of their screen. When the music stops, students must freeze. If you notice anyone moving while the music is quiet, you will quiz them on a vocabulary word. You can use vocabulary from today's class or last week's class. For example: *¿Qué significa asiento?* What does *asiento* mean? Feel free to vary the difficulty depending on the age of your students. After each answer is given, encourage the whole class to repeat for practice. You may also want to review words beforehand so that the game is a success.

Reading: Encourage the students to "*Siéntense*" on the floor in front of you in a circle. You can choose to read the short story on the intranet, or feel free to read the students other books related to airports or airplanes in Spanish. You can check them out at your local library. For example: *El avión de Angela* by Robert N. Munsch or *Díme por qué tienen alas los aviones* by

Shirley Willis. Make sure to ask comprehension questions during and after the story to encourage student participation.

Más practica: Review all of the vocabulary from both today's class and week 1 by holding up the picture flashcards (or using a gestures) and having the students type on chat feature (or for younger groups call out) the matching Spanish vocabulary word. Tip: Use different voices while repeating to make it more exciting. For example: You can use a high pitched voice pretending to be a flight attendant or a deep voice pretending to be a pilot.

Arte: Ask the students to retrieve their art supplies and a piece of paper. Have the students draw a picture of Dani and Beto on the airplane from the skits during class, or a picture representing a travel they had at an airport or airplane. Make sure to have the students choose one of these two options before beginning. See if they can incorporate as many vocabulary items, they have learned so far in class in the drawings. For the older students, you can challenge them to write the Spanish words next to the items in the drawings. To help with this have the vocabulary words in Spanish and English up on screen for them to reference. Encourage the students to draw and color neatly so that they can show their parents after class what they have learned in Spanish. Follow along during the activity, by also creating your own drawing with them and asking individual students to show you on screen what they are working on. Play fun Spanish music while the students work. Make sure to give the students a reminder after four minutes to start finishing up, "*Tenemos un minuto más.*" After the five minutes are up, ask students to put their art supplies away and take a couple of minutes to have them show you their drawings.

Juego: Word string:

Tell your students, *¡Dani & Beto necesitan ayuda con sus palabras de viaje!* We need to help Dani and Beto review the travel vocabulary one more time. Get a basket with students' names in it. Draw names to select the order in which students will participate for the game. Have the first student tell you a vocabulary word in Spanish. The next student will tell you the word that the first student said and add on a new word. For example, the first student says "*boleto*", the next student says "*boleto, agua*". The next student will add on a word and say "*boleto, agua, avión*". See how many words students can string together. Remember to praise students for their great effort. Keep playing for 5 minutes.

Take a moment to praise the students for their efforts and highlight great participation today.

Closing: Pick up your puppets and carry on the small conversation below.

Dani: *El avión sale ahora.* The plane is leaving now.

Beto: *¡Pues, vámonos!* Well then, let's go!

Dani & Beto: *Adiós clase. Nos vemos para un viaje nuevo la próxima clase.* We'll see you for a new trip the next class.

Teacher: Encourage the class to respond "*Adiós*" , "*Nos vemos*" or "*¡Pura Vida!*"



Remind students to review the newsletter and optional homework from the Parent portal online before the next class. Tell them about the next adventure, which will be riding on the bus through the city!

Note: Some of the activities for next week include using coins to "get on the bus". You may ask students to collect some coins before next class so the activities can be more interactive!

Adiós: Have everyone stand to sing "Les Digo Adiós" song to the tune of "Jingle Bells" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

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 play review game of *Viajamos Alrededor El Mundo* (see last week's instructions), **another round of Dance Freeze or Charades**. For charades, you may ask students to pick their favorite word and act out without saying the word for the class to guess or if you have younger students, you may do the acting for students to guess the vocabulary word.

This would also be a good time to review the completed homework for day one. Have students who completed homework show and tell what they drew for their homework activity.