

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

Lesson Plan 3 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: El Autobús

<i>el autobús</i>	bus	<i>el conductor/la conductora</i>	driver
<i>los pasajeros</i>	passengers	<i>la ciudad</i>	city
<i>las monedas</i>	coins	<i>la parada de autobús</i>	bus stop
<i>¿Tienes__?</i>	Do you have__?	<i>Tengo__.</i>	I have__.

Optional Vocabulary for advanced or older students:

<i>¿Dónde están?</i>	Where are they?
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Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámonos!</i>	Lets go!
<i>¡Alto!</i>	Stop!	<i>¡Levántense!</i>	Stand up!

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Use puppets and props when applicable to make the class activities come alive!

Specifics for today's class: If possible, have your background set up looking like a bus. For example: have chairs set out in pairs with an aisle between them in the middle of the room. Use puppets or stuffed animals for passengers. Other ideas to make the adventure come alive would be having a toy bus as a visual.

Recall on the screen the seat numbers for each student from last week. Have a bus stop sign posted on one of the walls. You can use the template on the intranet or create your own. Have bus driver props, or a toy box and coins available (enough for each student - see number review).

Introduction: As the students log in, welcome them back to the airport by saying *¡Bienvenidos al Aeropuerto Juan Santamara en Costa Rica!* 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. 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: Take a moment to review vocabulary from last week, using your flashcards. Bring up a flashcard (covering the words) and ask students to recall the words. Students can raise their hand to tell you the corresponding word in Spanish. Remember to ask all of your students to repeat the words after each individual turn.

Review Activity: For this game students will need a chair. The objective of the game is to recall words from day one and day two. Divide students into two teams, equipo Dani and equipo Beto (you may jot down the assigned teams before class starts and then show on screen the members for each team prior to starting the game). The students' "buzz in" method will be running around their own chair once then taking a seat before being given the opportunity to answer. Demonstrate a safe way to do this buzz in method for the students. Call on a student for each team and unmute their microphones. Have them stand up by saying *¡Levántense!* Using vocabulary from past weeks, hold two flashcards (words covered up!) up to the screen and have the students "buzz in" to tell you the corresponding word for one of the flashcards, or the two words if they know it, for double points. If the first student to "buzz in" only knows one word, give the other student a chance to guess the other word for a point. If a student buzzes in but doesn't say the correct word(s), the student for the other team can steal and say one word or both for one point or two points for their team, respectively. Please remind students to clear the area around their chair before starting the game.

Vocabulary Introduction: Bring out the Dani and Beto puppets (or images) and use an excited voice to carry on the small conversation below. Make sure you have your flashcard and props nearby, so that as each word is introduced in Spanish you can hold up the picture or object that represents it.

Teacher: *¡Dani y Beto están en el aeropuerto Juan Santamara en Costa Rica! Su vuelo de avión estuvo muy bien. Their flight went very well. Ahora van a buscar el autobús para cruzar la ciudad. Now they are going to look for the autobús to go through the ciudad. ¿Clase que significa autobús? What does autobús mean? Praise the students for their guesses. Muy bien, el autobús means bus. Clase repite por favor, el autobús. La ciudad significa the city. La ciudad means the city. Clase repite por favor, la ciudad. *Make sure to hold up the picture flashcards while the students repeat the vocabulary after you.*

Beto: *¿Dónde está la parada del autobús? Where is the bus stop?*

Dani: *¡Aquí está la parada del autobús!* (Have Dani point to your bus stop sign near the chairs.)

Teacher: Encourage the students to *levántense* and say their seat number for *el autobús*. Tip: To make this go smoothly you can use the same seat numbers from last week for the students. Ask the class *¿Listos?* and encourage them to respond *¡Sí!, ¡Vámonos!*

Teacher: *¿Clase, dónde estamos ahora? Class, where are we now?*

Encourage the students to point to the bus stop sign saying *la parada del autobús*. *For the younger students you can shorten this to *parada*.

Teacher: *Clase, también necesitamos las monedas para el autobús. We also need coins for the autobús.*

Show the *monedas*. Have students repeat *monedas*.

Take a moment so that any students who remembered to bring coins can retrieve them.

Teacher: *¿Clase, tenemos las monedas? Do you have the coins?*

Encourage the students to respond "*Sí. Tenemos las monedas.*"

Number Review: Tell students that each of them will need a coin to ride the bus. *Contamos las monedas*. Let's count the coins. Have the students join you in counting the coins in Spanish. *¡Muy bien clase!* Praise your students once they have counted enough coins. Tip: You may also have students retrieve their own change and count along with you!

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

Interactive Skit: Bring in a tie or suit jacket to wear while acting out the bus driver. Explain to the class that you are now the bus driver *conductor or conductora en español*.

Have the students repeat this new word after you.

Teacher: *¡Aquí está el autobús! Here is el autobús! *Make a horn noise to signify that the bus has arrived.*

(With a strong loud voice) *¡Buenas tardes pasajeros! Good afternoon passengers!*

Encourage the students to respond back *Buenas tardes conductor*.

Teacher: *Pasajeros significa passengers. Clase repite por favor, pasajeros.*

¡Listos! Activity: Have the students find a piece of paper and write their names and seat number to use as a ticket. The students will pretend to enter the bus one by one. When you call their seat number they will lift up their "ticket" "*boleto*" and ask you *maestro(a), una moneda, por favor*. You may write the sentence on a notecard and show on screen for each student to repeat.

For the rest of the skit, you may ask an older student to read off of your shared screen (or a white dry erase board with the dialogue) for the conductor part.

Conductor: The conductor will pretend to go around asking each student (may use names) *¿Tienes tu boleto y moneda? Do you have your ticket and coin?*

Teacher: Encourage each student to respond back individually, **Sí, tengo el boleto y la moneda.*

Conductor: (Once all students have responded) *Muchas gracias pasajeros ¿Estamos listos para ir a la ciudad?*

Teacher: Are we ready to check out the city? Encourage the class to respond *¡Listos!*

Cantamos: Encourage the students to stand by saying *Levántense* and using gestures. Teach the students the new song below to the tune of The Wheels on the Bus. Sing the song first for the students to hear and use the gestures. Have the picture of *la ciudad* on screen share during the song or hold up the picture flashcard when you sing. Encourage the students to sing along with you following the gestures. After singing the song a few times, review what the verses mean in English to check student understanding.

En la ciudad

*Sing to the tune of the Wheels on the bus

Vamos a viajar en la ciudad, en la ciudad, en la ciudad

*Vamos a viajar en la ciudad, **en el autobús** (gesture pretending to drive the bus)*

Vamos a viajar en la ciudad, en la ciudad, en la ciudad

*Vamos a viajar en la ciudad, **con los pasajeros** (gesture pointing to other students)*

Vamos a viajar en la ciudad, en la ciudad, en la ciudad

*Vamos a viajar en la ciudad, **a la parada** (gesture hold up their hand like a stop signal)*

La parada del autobús: Place picture flashcards representing the vocabulary from today's class and previous classes posted on a wall poster/whiteboard or on a table (you may use gentle tape behind the flashcards to stick them on to a surface). If you are using the flashcards, you will also need to cover the vocabulary words on the flashcard by using easy peel labels so the flashcards don't get damaged and you can remove the blank labels after this game. Explain to each student that this is a bus stop game and the word for stop is *¡Alto!* Use a ruler or a fly swatter to browse over the pictures and tell students each of them will have a turn to use the command *¡Alto!* and say the Spanish word corresponding to the picture they landed on as you browse over. Have all students repeat the words after each individual turn to reinforce learning. Keep playing for 5-7 minutes.

Notas Culturales:

Remind the students that the bus trip with Dani and Beto is in San José, Costa Rica. See what the students remember about Costa Rica from last week's lesson. Explain that in Costa Rica there are a variety of different buses that people use for transportation. Some buses are very fancy and have nice comfortable seats. These buses can have movies playing, air conditioning, and even give out snacks and drinks (like being on an airplane).

A popular Costa Rican handicraft is the oxcart, or *carreta*. The oxcarts are painted with unique and elaborate designs in brilliant colors, and fitted with a metal ring that strikes the hubnut of the wheel so that each cart has a unique song it plays as it bumps along the road. Show the students the pictures from the intranet of the *carretas*.

Explain to the students that in other countries people use different words to refer to a bus. For example, in Mexico people refer to a bus as *el camión*. In Argentina, Bolivia, and Peru people refer to a bus as *el colectivo*.

Additional notes: Chicken buses or "*camionetas de pollos*" are a common means of transportation in Central America, especially Guatemala. If you visit Guatemala, you can ride a chicken bus around the city of Antigua. Imagine an old school bus from the U.S. painted with bright colors, lights and music! Passengers get on the bus carrying just about anything—including animals! That is the reason they are called chicken buses. There are no designated bus stops. When someone needs to get on the bus, they stand by the side of the road and wave at the bus driver as the bus approaches. When someone needs to get off the bus, they shout to the driver to stop so they can get off. Vendors sometimes come on board trying to sell ice-cream, candies, fresh fruit, fried plantains, water, soft drinks (just in case you are hungry or thirsty), and even books, pencils and pens. The ticket man will find his way through all the people to collect money for the ride.

Show your students the images of the chicken buses and ask them to share their observations. *¿Qué te gusta del autobús?* What do you like? Perhaps the colors of the buses, that people can bring animals in with them, etc...

Cantamos: Encourage the students to stand and sing the theme song- *El Viajamos Rap* with gestures.

Juego: ¡Autobús Divertido! (Dance Freeze) create excitement around this activity then introduce the rules.

Teacher: *Clase, este autobús es divertido.* This bus is fun. ¡Por que tiene música! Because it has music!

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 pasajero?* What does *pasajero* mean? Feel free to vary the difficulty depending on the age of your students. You may also want to review words beforehand so that the game is a success.

Proyecto de arte: El mapa del viaje- Explain to the students that they will be working on a project each week that will record their travels. Have the students start the project today with a drawing of *el autobús* in Costa Rica. Show them a sample drawing made by you. Remind students to work neatly so they can compile their work throughout the class to show their parents later. Each week students will

add drawings to their *El mapa del viaje*. This will map out all of the fun travels they had in class with Dani and Beto! Note: Students may also ask their parents to get a Spanish folder for their projects to collect the drawings after each class. Towards the end of the semester you can have the decorate their folder and do a show and tell for their classmates with their favorite project of the semester. Students can label their folder in Spanish *El mapa del viaje*. For the older students, challenge them to write the Spanish vocabulary words for the items they draw each week. Play Spanish music as the students work on their projects. Make sure to ask students to tell you a little bit about their drawing as they work on it and help the students recall the words as they work. After five minutes, encourage the students to finish up and set aside their art supplies. Feel free to use the theme song or *En la Ciudad* song as a transition into the next activity!

Juego: Scrambled words- The following words are scrambled. Ask students to try to unscramble these vocabulary words by showing them on screen (could be a on a shared slide, or you may use notecards) and raising their hands to try to guess or have them type the correct word on the chat feature.

ONDASME (*monedas*)

UDADCI (*ciudad*)

óNAVI (*avión*)

OJUG (*jugo*)

TARPUEOERO (*aeropuerto*)

ARDAPA (*parada*)

TANVENA (*ventana*)

ASAPJORES (*pasajeros*)

Alternative game for non-readers: Scrambled pictures - Create two stacks of flashcards facing down and label them Dani's stack and Beto's stack (you may even place the puppets by their stack). Shuffle the flashcards on each stack to scramble the pictures. Call on a student to pick a stack for you to retrieve a flashcard for them. Once the student tells you which pile to pick from, take the flashcard on top of the pile and show it on screen (remember to cover up the word with your finger!). The student will have to tell you the corresponding Spanish word for the image. Give lots of praise for correct guesses.

Conversación del autobús: Assign partners and explain that they are going to act out scenarios while meeting new people on the *autobús*. Assign each group an example question/scenario that has been covered in class (below). Tip: Make sure to practice these before starting the activity and have the answers on screen for the students to reference while they work on their scenario.

The students from each pair will have to be prepared to answer or ask the questions for each scenario in Spanish. Give students a minute to find their corresponding scenario and review the questions and answers (share on screen for a minute, so students have time to read through and make notes if necessary). After a minute of review, say *¡Alto!* and call on a group to have the two students act out their skits for the class by using gestures and different voices like a loud strong voice for el conductor.

Tip: For the younger or mixed age classes, you may need to read the scenarios for them and have them guess what is happening, since they may not yet be reading at a high level. You can also partner the

older students with younger ones so that the older student starts with the question from the scenario first to start the conversation.

Example Scenarios:

- 1- You have just met each other on the *autobús*. Introduce each other in Spanish. *¿Cómo te llamas? Me llamo___. ¡Mucho gusto!* (have students switch the scenario).
- 2- Take turns switching between playing the role of the *conductor* and the *pasajero*. The *conductor* asks *¿Tienes las monedas?* and the *pasajero* responds, *Sí. Tengo las monedas.*
- 3- Take turns switching between playing the role of the *conductor* and *pasajero*. The *conductor* asks *¿Dónde está el boleto?* and the *pasajero* responds, *Aquí está el boleto.*
- 4- Take turns switching between playing the role of the *azafata*(flight attendant) and the *pasajero*. The *azafata* asks *¿Quieres agua o jugo?* The *pasajero* answers *Quiero_____.*

Tip: For optional homework, you may ask students to review their scenarios again after class and ask them to bring props to next class (cups for the flight attendant scenario, a hat for the bus driver, scarves, or any other fun dress up things). Students may present their scenarios, dressed up with props, at the start of the next class.

Juego: Recordar el Viaje - Let the students know this game is similar to "I am going on a picnic" Have the class review the phrases, "*Voy a viajar y llevo*" "I am going to travel and I am bringing_____". The first student says the phrase and then adds a vocabulary word from any previous class. For example: "*Voy a viajar y llevo una maleta*" The next student says, *maleta* and then adds a new word: "*Voy a viajar y llevo una maleta y un boleto*" If you call on a student and they can't think of a word or repeats one already said you will write their name on a list and at the end of the game, they get to do a challenge (like ten jumping jacks or repeating a tongue twister after you). Keep playing for 5-7 minutes or until only a few students remain. tip: Have fun with this activity by adding a teacher challenge! For example, for every correct word students string together, you will do a jumping jack, or track points for class to reach a favorite game or activity to start with for next class.

Closing: Adiós: Have everyone stand to sing *Les Digo Adiós* song to the tune of Jingle Bells at the end of class.

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

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

Dani: *El autobús sale ahora.* The bus is leaving now.

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

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

Teacher: Encourage the class to respond *Adiós* or *Nos vemos*.

Remind students to review the newsletter and optional homework from the parent portal before the next class, and have the students say goodbye to you in Spanish before leaving the virtual meeting.

Extra time: If there is extra time, you can play any of the games from previous classes, such as Pictionary or Packing (pop up) Game.

Packing Game Instructions- Group 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 "*¡Aquí 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, & 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)!