

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

Lesson Plan 4 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary: La Bicicleta

<i>la bicicleta (bici)</i>	bicycle (bike)	<i>derecha</i>	right
<i>izquierda</i>	left	<i>derecho</i>	straight
<i>el mapa</i>	map	<i>Tengo sed.</i>	I am thirsty.
<i>¿Dónde está el baño?</i>	Where is the bathroom?	<i>refresco</i>	soda
<i>¡Alto!</i>	Stop!		

Optional Vocabulary for advanced or older students:

<i>andar en bicicleta</i>	ride bicycle
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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!
<i>Sigue</i>	Continue	<i>¡Levántense!</i>	Stand up!
<i>Doble</i>	Turn	<i>Aquí está.</i>	Here it is.

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!

Background & Materials: If possible, have a real bike available to show students during your introduction and a soda (can or bottle) as an additional visual for the drink vocabulary for today. Materials needed for some of the activities are Dixie cups and smaller cups that can fit into the Dixie cups (for cup shuffle activity similar to day two). Also, remember to have a white dry erase board and art supplies readily available. Flash cards and videos should be set up and ready to go for activities.

Optional for cultural lesson recipe: Have a table with the ingredients to mix the *horchata* recipe from the cultural lesson. 1 $\frac{3}{4}$ cups of rice (pre-soaked in water for 2 hours and pre-blended), 1 $\frac{1}{4}$ cups of milk, 4 cups of water, 1 cinnamon stick, 1 cup of sugar, 2 tablespoons of vanilla, 1 teaspoon of cinnamon powder. Review the video ahead of time and have the first two steps with rice & cinnamon mix pre-blended.

Introduction: As the students log in, welcome them back to the city by saying *¡Bienvenidos a la ciudad!* Welcome to the city. 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. Sing your greeting song with students once. Now that your students are used to this routine, you may introduce new ways to answer "¿Cómo estás?", using more emotions and gestures such as "Estoy cansado" using a big sigh as a gesture to model this answer, or "Estoy feliz" using a big smile and pointing to it, or "Estoy triste", showing students a sad face gesture as you model this phrase for them. See if they can guess what these emotions are just from the gestures you are using and then offer the translation in English. For example "Estoy cansado" means I am tired. *Clase, repite "Estoy cansado"...* "Estoy feliz/triste" means I am happy/sad. *Clase repite "Estoy feliz"...* "Estoy triste". Give each student a turn to answer how he or she is feeling by asking them *¿Cómo estás (student's name)?* Encourage the students to use of new gestures and phrases you just taught as they answer. After every student has answered, the whole class resumes the song.

Vocabulary introduction and puppet time: Encourage the students to *siéntense* on their chairs. Bring out the Dani and Beto puppets and use an excited voice to carry on the small conversation below. Make sure you have flashcards 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 acaban de bajar el autobús. Dani and Beto just got off the bus. Ahora van a andar en bicicleta alrededor de la ciudad de San José. Now they are going to ride en bicicleta around the ciudad. ¿Clase, qué significa bicicleta? What does bicicleta mean? *Praise the students for their guesses. ¡Muy bien! La bicicleta significa bicycle. Clase, repite por favor, la bicicleta. * Show your bike if you have one as part of your background, or hold up the picture flashcard while the students repeat the vocabulary after you. Have the students clap the syllables of this long word as they repeat after you in Spanish.*

Dani: *Vamos a cruzar por la ciudad. Let's cruise around the city.*

Beto: (Looking left and then looking right) *Bueno. Pero ¿Dónde está el baño?*

Teacher: While holding up the picture of *el baño* encourage the students to repeat the question together in Spanish.

*Ask your students, "¿Quién quiere ayudar a Beto? Who wants to help Beto?" Call on some of your students who raised their hands and ask them to repeat Beto's question for extra practice. Help with pronunciation and praise the students for their participation.

Dani: *Está bien Beto. Podemos encontrar el baño. No problem, Beto. We can find the bathroom. Tengo el mapa y las direcciones.*

Teacher: Hold up the picture flashcard of the map and encourage the students to repeat the Spanish words after you. Check understanding of the vocabulary since you didn't say the words in English.

Teacher: *Clase, vamos a andar en bicicleta con Dani y Beto. Class, we are going to ride bikes with Dani and Beto. Necesitamos seguir las direcciones al baño. We need to follow the directions to the bathroom.*

Encourage the students to *levántense* and use a bike gesture to follow along. *¡Vámonos!*

Teacher: *Vamos a ayudar a Beto Y Dani! Let's help Beto and Dani.*

Sigue a la derecha. (Move your hand out to the right.) Go to the right. Have the students mimic the gesture of sticking their right arm out and pointing while repeating, *derecha*.

Teacher: *Ahora...Now... doble a la izquierda.* (Move your hand out to the left.) Turn to the left. Have the students mimic the gesture of sticking their left arm out and pointing while repeating, *izquierda*. *Note: This vocabulary word may be more difficult for the students to pronounce. If so, break the word down by syllable to help the students. You can shake a maraca for each syllable and have the students repeat each part and then all together.

Teacher: *Ahora...sigue derecho.* (emphasize the ending o.) Continue straight.

Have the students mimic the gesture of pointing straight ahead with both arms.

"Aquí está el baño." Here is the bathroom. *¡Gracias estudiantes!* Thank you, students!

Give aplausos.

Cantamos: Have the students *Levántense* to sing the *En la ciudad* song from last week to the tune of the Wheels on the bus. Make sure to hold up the picture images of the vocabulary from the song and encourage the students to use gestures while singing.

Juego Simón dice: Explain to the students that they will be practicing these three new directions with matching gestures in a fun game of *Simón dice*, *Simón says*. Have the students get up from their chairs by saying *¡Levántense!* Do a quick practice run of gestures for *derecha*, *izquierda*, *derecho*, with all of students by saying the words and mimicking the gestures as a group in front of your screens. Now, remind students that they are to follow the directions only if you say *Simón dice* before a command. If a student shows a gesture for a command but you did not say *Simón dice*, you may ask a vocabulary question to the student, for example, holding up a flash card (while covering the word) to see if the student can recall the words corresponding to the picture.

Note: While looking at the computer screen, your students' right will be your left and vice versa.

Sample list of commands and directions (you may also use other classroom commands like *¡Siéntense!*):

- *Practice run: Simón dice...dobla a la derecha.*
Action: students should turn their bodies to their right
- *Simón dice...dobla a la izquierda.*
- *Simón dice...dar un paso derecho. Take a step derecho.*
- *Dobla a la izquierda.*
Trick: You didn't say *Simón dice*, so students must ignore the command!
- *Simón dice... levanta la mano derecha*
Note: Students should be familiar with *levanta la mano* from frequent classroom commands.
- *Simón dice...levanta la mano izquierda,*
- *Simón dice... levanta las dos manos*
Note: Hold two fingers up to gesture number two while giving command.

Play for 5 minutes. Give plenty of praise to the students for their correct guesses.

Interactive dialogue:

Encourage the students to sit back on their chairs by saying *¡Siéntense!* while using gestures.

Teacher: Tell your class, *Clase, tengo sed.* I am thirsty. (Say in an exaggerated fashion, opening your mouth gasping for air.)

Encourage the class to gesture that they are thirsty and repeat after you, *Tengo sed.*

Teacher: *Yo quiero un refresco.* Refresco means soda. *Clase repite por favor, refresco.* (While holding up the soda can/bottle and once again while holding up the picture/flashcard).

¿Dónde están las bebidas? Cup Shuffle: Students may recall this game from day two.

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", "jugo" and "refresco". Flip the small cups and cover with the bigger ones. 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", "jugo" or "refresco". 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 5-7 minutes.

Notas Culturales:

Share some of the pictures from the previous class.

Have some of your students share what they remember about Costa Rica from the previous classes. Remind them to "levanta la mano" for a turn to share.

Let the students know that there are many popular drinks in Costa Rica that are similar to the US. For example: Pepsi and Coca Cola are very common. Coffee, *café*, is also a popular drink as it is grown and harvested in the country.

Horchata is a popular drink, which is a milky rice-based drink with sugar and spices. There are many variations to this drink as it is popular in Mexico, Spain, and many other Latin American countries. Show the students the picture of *Horchata* from the intranet and if possible, show your students the video below (Try turning off the sound and explaining steps in Spanish and English using the bilingual method), and then recreate the recipe from the video.

Horchata Casera de Arroz

By *Recetas de Cocina Casera*

<https://youtu.be/TWvpkK87GNY>

Another interesting recipe in Costa Rica is beans and rice combined together. This combination is called *gallo pinto*. It is often served at breakfast with a piece of cheese and eggs. Show the students the picture from the intranet.

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

El mapa de direcciones: Give students a minute to get their coloring supplies and paper. Read the following description in Spanish and English (when necessary) for the students. Encourage them to draw the images from your description in the correct location on the paper. See how much Spanish they can understand from the description without giving the translations right away.

En la ciudad la bicicleta está en el centro. A la derecha está el autobús. A la izquierda está el refresco. Al derecho está el aeropuerto.

Make sure to repeat the instructions as necessary. Show the students a correct drawing after the activity and review the Spanish vocabulary with the students repeating after you. Give a *voluntario* the opportunity to share their drawing trying to use some of the vocabulary they remember from the description.

Viajamos en bici: Explain to students that while traveling through the city "en bici" which is short for *bicicleta*, you have planned for some fun stops. Have your students repeat "andar en bici". The following games will be team games and students will have a chance to earn points for their teams with each game. After playing all of the games, you will announce the winning team. Divide the students into two teams, *equipo Dani* and *equipo Beto*.

Tip: To speed up the process, have the teams already assigned and just read students names off of your notes, having the students remember their team.

Derecha or Izquierda:

Select two students from each team to play against each other. Explain to students that you will hold two flash cards up to the screen and call out a word corresponding to one of the pictures. The students will have to race each other by hopping to their right or their left and holding up the correct arm for "derecha" or "izquierda" to indicate the correct answer to your questions. The first student to make the right choice (jump to the right or left) and lift the corresponding arm for "derecha" or "izquierda", gets a point for their team. But ask students to be careful and think about their answer! With the correct answer, the players will earn a point, but the incorrect answer will take away a point!

Note: While looking at the computer screen, their right will be your left and vice versa.

Charades: Take a moment for a quick review of flash cards with vocabulary from today's class and previous classes. Have students repeat the words after you. After the review, show students a list of the words, for example: *el autobús, la ciudad, las monedas, el piloto, el asiento, el jugo, el agua, el refresco, el avión, el mapa, la bicicleta* and any other previous vocabulary words. Call on a student to pick a word from the list but to not say it out loud. Remember to give teams the same amount of participation by alternating with a student from each team with every turn to act. The student acting out the word must use only actions to get other students to guess what their selected word is. Any student can take a guess of what the Spanish word is and earn a point for their team, however, reinforce that students should raise their hands to take guesses (rather than shouting the answers). Remember to encourage the entire class to repeat the Spanish word after the word is correctly

guessed. Keep track of the points students earn for their teams. Play as many rounds as possible in five minutes.

Broken bike (guess the word): Grab a white dry erase board and a marker. Pick some of the words from today's vocabulary or from previous classes for your list of words to guess. Students will have an opportunity to earn multiple points for their teams as they are able to guess multiple words while playing guess the word.

Jot down the first letter of the word and blank spaces for the rest of the letters in the word. Ask students to take guesses for the other letters that make up for the vocabulary word. As a rule, guessing letters will get teammates closer to the answer, but only complete word guesses earn the points which you will be tracking for this game!

Praise students when they guess correctly and keep track of the points they earn for their teams. For incorrect guesses draw the parts of a bike one at a time. Students can have as many opportunities to guess letters as it takes you to draw the basic parts of a bike, until you have a "broken bike".

Llegamos: Announce to your students that you have completed all activities *en la ciudad* for today. Give *aplausos* for their hard work and announce the team with most points. As a reward, the winning team can vote on a favorite game to play as the first activity for next class.

Closing: Engage in interactive conversation with your students.

- Ask your students to tell you a vocabulary word that they remember from today's vocabulary.
- Ask your students to show thumbs up if they agree or thumbs down if they disagree:
¿Verdad que es muy divertido andar en bicicleta? Isn't it very fun to ride bikes?
¿Verdad que es muy divertido andar en autobús? Isn't it very fun to ride the bus?
¿Verdad que es muy divertido andar por la ciudad? Isn't it very fun to go around the city?

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. Explain to students that for next class, they will ride a taxi and star on conversation skits. Encourage them to bring coins and props, as well as the usual classroom/art supplies for their *mapa de viaje* project/art projects. Tell your students *Adiós clase. Nos vemos para un viaje nuevo la próxima clase. Well see you for a new trip the next class.*

Also, 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.

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



Extra time: If there is extra time, you may show your students a fun kids' dance for the song "La Bicicleta" by Shakira and Carlos Vives. Emphasize words "derecha" and "izquierda" while doing the steps. Shakira and Carlos Vives are from Colombia. Encourage your students to learn more about Colombia before next class and show them where it is on the map!

Some of the videos available for this fun dance are:

Para niños "La Bicicleta" MundoGuyi Kids

<https://youtu.be/wmYqgR6gYvI>

or

Shakira ft Carlos Vives - "La Bicicleta" (Zumba® Kids Choreography)

<https://youtu.be/Q-f4pCksb5M>