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

Lesson Plan 5 - Virtual Learning

Note: All activities should take 5-7 minutes.

**Day 5 Target Vocabulary: El Taxi**

|  |  |  |  |
| --- | --- | --- | --- |
| *el taxi*  | taxi  | *rojo*  | red  |
| *el coche (el carro)*  | car  | *azul*  | blue  |
| *¿Qué ves?*  | What do you see?  | *Yo veo*  | I see  |
| *¿Cuánto nos cobra?*  | How much will you charge us?  | *el lago*  | lake  |

**Optional Vocabulary for advanced or older students:**

Explain to the students that adjectives are placed after nouns in Spanish. Practice making silly sentences to reinforce this concept. For example: *El taxi amarillo está aquí.* The taxi yellow is here. (Putting the English adjective after the noun really helps reinforce the concept and makes students laugh!)

**Key phrases to repeat during class and encourage Spanish responses:**

Use the Spanish directions and phrases from previous classes, and drop as many English translations as possible. Check for understanding to ensure the students recognize the vocabulary words and commands in Spanish.

**Background & Materials:** If possible, have a welcome poster for Granada, Nicaragua in Spanish on your wall/space with a picture of the map from the intranet. Another fun prop you could incorporate with the theme would be a toy car. Bring in post-it notes for some of the activities with flash cards, coins for the students to pay for the taxi, and have your picture flashcards and visual aids (props for review vocabulary for *azafata, conductor,* taxi driver, security guard) ready, to lead conversation practice. Also have note cards or a dry erase board with the questions from the interactive activities already written on it.

**Introduction:** As the students log in, welcome them to the new location by saying

*¡Bienvenidos a Granada, Nicaragua!* 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. Recall the answers to “*¿Cómo estás?”,* which you introduced last week, “*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. 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 as they answer. After every student has answered, the whole class resumes the song.

**Vocabulary Introduction & Puppet Time:** Explain, using Spanish and English, that Dani and Beto took a bus from San José, Costa Rica to Granada, Nicaragua by saying, *Dani y Beto viajaron por autobús desde San José, Costa Rica a Granada, Nicaragua.*  Show the map of Costa Rica and Nicaragua from the intranet and point out their route.

Bring out the Dani and Beto puppets. Use an excited voice to carry on the small conversation below. Make sure you have the flashcards and props nearby, so that as each word is introduced in Spanish you can hold up the picture or object that represents it.

**Dani:** *¡Estamos en Granada, Nicaragua!* (Point to the map on the wall/board)

**Beto:** *Necesitamos buscar un taxi rojo.* We need to find a red taxi. \*Hold up the picture flashcard and encourage the students to repeat *taxi* and *rojo* separately after explaining the meaning of each word.

\***Interactive activity-** Ask the students to find a red object in their proximity. *¿Qué otras cosas rojas ves?* What other red things do you see? Have each student repeat after you in Spanish the red object they found followed by the word rojo. (-Or roja depending on the gender of the item). Although students won’t be required to memorize the words for the objects in Spanish, the activity will help reinforce the color from today’s vocabulary. For example,

**Student:** A red shirt,

**Teacher:** *¡Sí! Una camisa roja. Repite, camisa roja.*

**Student:** A red pencil

**Teacher:** *¡Sí! Un lápiz rojo. Repite, un lápiz rojo.*

**Dani:** (looking left and right) *¡Sí! Pero, necesitamos las monedas para el taxi.*

**Teacher:** Check to see if the students remember what this question means by asking *¿Qué significa las monedas?* What are *las monedas?* Once a student provides the correct translation, coins, have all students repeat *mo-ne-das* after you, clapping with each syllable. Praise the students for their guesses. Show your students the coins you have for today’s lesson. Count them together in Spanish.

**Beto:** *Tengo las monedas.* (Encourage students to hold their own coins up to the screen and repeat, *Tengo las monedas.)*

**Teacher:** *¡BIP! ¡BIP! El taxi rojo está aquí*. The red taxi is here.

\* Tell students that you will play the role of the *conductor(a) del taxi*. Use available props to distinguish this role (for example, a hat or a jacket).

**Dani:** (To the taxi driver) *¿Cuánto nos cobra para ir al Lago?* How much will you charge us to go to the Lake?

***Conductor(a) del taxi* (Teacher):** *Tres monedas por favor.*

\***Interactive Activity:** Encourage students to repeat the question individually and count their three coins for you (students who didn’t bring coins are encouraged to count to three using their fingers instead). Make sure to practice *¿Cuánto nos cobra para ir al Lago?* all together a few times before starting and have a note card or a white dry erase board with the question on the board for the older students to reference. Act out this scene with the students, encouraging them to use silly voices when it is their turn to be the *conductor(a)*.

***Cantamos:*** Encourage the students to imagine that they are riding on the taxi and singing. Sing *En la ciudad* song from last week to the tune of the Wheels on the Bus. Hold up the picture images of the vocabulary from the song and encourage the students to use gestures while singing.

**Vocabulary review-** Prior to starting the next game, go over the vocabulary for today. Show your students each flashcard and have them repeat each word after you. After the vocabulary review, check for retention by asking students *¿Qué significa (vocabulary word)?* For example, *¿Qué significa el lago?* Students should raise their hand to tell you the corresponding translation, the lake.

**Juego: Los taxis-** Using flashcards from today’s vocabulary and from prior weeks, create a stack of flashcards facing down. Shuffle the flashcards to scramble the pictures. Explain to students in Spanish and English that you will call on a student to say *¡Alto!* While you are setting cards face down on the table. When the student says *¡Alto!*, you will bring the last card on your hand up to the screen (remember to cover up the word with your finger!) and the student will have to tell you the corresponding Spanish word for the image. Give lots of praise for correct guesses. A fun way to keep all students engaged during the game would be having the other students go *¡BIP! ¡BIP!* until the player says *¡Alto!* for you to show the card on screen. Remember to have all students’ mics unmuted for this game.

**Interactive conversation & vocabulary:**

Show on screen pictures of Granada (cultural images found on the intranet).

After a minute, ask your students to close their eyes and imagine that they are travelling around the city on a taxi. Tell students,

**Teacher:** *¡Qué chévere!* How cool! *Hay mucho que ver por la ventana.* There is a lot to see out the window.

Have students open their eyes and ask them:

* *¿Qué significa ventana?* Praise correct guesses
* *¿Qué ves?*What do you see?

Have students raise their hands, see what things they can remember about the pictures (ok for students to answer in English and for you to repeat their answers in Spanish.)

Continue with the interaction.

**Teacher:** *¡Qué chévere! ¡Hay más cosas que ver! There are more things to see!*

 *Yo veo un coche azul.* I see a blue car. (Hold up the picture flashcard and encourage the students to repeat coche and azul separately after you.)

**Teacher:** *y,**yo veo otro taxi rojo.* (Check understanding with the students by asking them *¿Qué significa taxi rojo?*)

Continue with a very excited voice, y *¡Yo veo el lago azul!* I see the blue lake! (Hold up the picture flashcard and encourage the students to repeat *lago* after you*.)*

***Cantamos*:** Teach the following *viajar* chant to the students by calling out the first half and having the students repeat the second half after you. Make sure to have the students mimicking the gestures as they chant along!

\*Teacher calls out first half and students respond back with second half. As the students learn the chant you can switch up who does what part of the chant. For example: Girls then boys or one side of the class then the other side.

# *Vamos a Viajar Chant*

***Vamos a Viajar***

***\*¿Cómo? Por avión (making airplane wings with arms)***

***\*¿Cómo? En autobús (making a horn noise)***

***\*¿Cómo? En coche (pretending hold a steering wheel and drive)***

***Muchas maneras Muchas maneras***

***De viajar ¡Vámonos!***

Explain what the lyrics mean in English to the students and check for understanding of the vocabulary they have already learned from the song.

***Juego de Repaso:*** Play a quick game to review all the travel vocabulary words and phrases. Some ideas are: Pictionary, Charades, Mata la Mosca or Around the World.

***Notas Culturales:***

Have the cultural images ready for the cultural lesson. See what students can recall from last week and if they can recall what country Dani and Beto are traveling in today. Show the picture of Nicaragua on the map again for the students. Explain that they are visiting the city of Granada, Nicaragua. Granada has a warm temperature year-round. This city is on the Northern side of Lake Nicaragua (*Lago de Nicaragua*). There are forests and volcanoes in the city with many different kinds of plants and animals. The buildings in Granada have a unique, colorful, and colonial architecture. Show the students the pictures from the intranet. Many Nicaraguan towns have bakeries, *pasteleras*, that serve turnovers with pineapple or cheeses baked into the dough called *empanadas*. Fresh fruit *refrescos* (fruit juices, sugar, and ice) are also popular. *Chicharrones* (fried pork skin) are a popular snack sold on the streets in Nicaragua. Tip: These would be fun to bring in. You can find them in the Hispanic section of your grocery store or at a Hispanic grocery store.

Ask if the students remember *gallo pinto* and explain that this is also popular in Nicaragua. You can also discuss the difference in size and typical color of the taxis in Nicaragua verses in the United States.

Typically, taxis in the U.S. are yellow, but that is not the case in Nicaragua or other Latin American countries where taxis can be all different colors. Some of the taxis in Nicaragua are much smaller than a regular taxi car and are called *moto taxis.*

**Cantamos:** Encourage the students to stand and sing either the theme song-***El Viajamos Rap*** with gestures, or one of the other songs they have learned thus far.

***Juego:******Yo veo*-** Encourage the students to sit back in their chairs by saying *Siéntense, por favor.* Review the conversation elements *¿Qué ves?*and the answer *Yo veo* with the students repeating after you. Tip: You can also encourage the students to practice this phrase by having asking each other *¿Qué ves (student name)?* and each student answer Yo veo… individually when it is their turn.

Play a game of *Yo veo* or **I spy** with the students. Have picture flashcards of the vocabulary from today’s class and some from previous lessons taped on a wall or dry erase board (alternatively, you may show the flashcards on a table if your device allows a good view).

Tip: Review the vocabulary by having students repeat the words as you tape them on to the wall or board.

Next, cover the words on the flashcard with a numbered post-it note. Explain to the students that you will start the game by calling out *Yo veo* (vocabulary word). The students must look to find that picture flashcard and tell you the corresponding number on the post-it note for the flashcard. For example, if you call out *Yo veo la bicicleta roja*, the students will search for the picture of the red bicycle and call out the number on the post-it note (which is covering the word on the flashcard). Tip: You can challenge the students by putting up pictures of red and blue bicycles or red and blue cars. Once they see it they should quietly raise their hand to answer.

Call on the first student who raises his or hand and ask, *¿Qué ves?* The student will then be able to tell you the number for the picture (in Spanish), then he or she should respond, *Yo veo* (vocabulary word in Spanish). Reveal the correct answer by removing the post-it note and revealing the word underneath. Give lots of praise for a correct guess, and have the class repeat the vocabulary words. The student who answers, will call out the next vocabulary word from the board with the clue *Yo veo*.

Help the students along with this activity when needed. The goal is for the students to use the conversation element in Spanish and the vocabulary words as much as possible.

\*Important note: Make sure to have the entire class practice the question *¿Qué ves?* and answer *Yo veo* a minimum of three times before starting the activity. You can also have the phrases written on note cards for the older students to reference. **\*Variation (older ages, auditory, no flashcards needed):** Play this game as a translation competition by having two teams, and using the chat feature. You will have to select one player from each team to “race” to the vocabulary word that you call out. For example: If you say *Yo veo el avión*, the first player to type the correct English translation into the chat box (I see the airplane), earns a point for his or her team. Be sure to review the Student Responsibilities before playing this competitive game.

**Proyecto de arte: *El mapa del viaje-*** This project was started in week three with the students.

It really helps for students to have a visual sample of the finished drawings or projects. Consider creating a sample as you prepare for class, or by following along in class as you give students time to draw.

Ask students to retrieve their art supplies and the folder they started in class. Today they will be drawing a picture of either the bicycle trip from last week or the taxi ride in Granada this week. Encourage the students to incorporate the culture lessons into the drawings as well. For example, they could draw *chicharrones* or *gallo* *pinto*. Each week the students should add drawings to their folder, *El mapa del viaje*. This project will map out all of the fun travels they have in class with Dani and Beto! Note: Please make sure to ask students to save their drawings after each class. Towards the end of the semester you can have the students decorate their folders with final details by asking students to bring stickers, glitter, or other embellishments of their preference. The students can also make a poster with the drawings. They may ask a parent to supply a poster board or open their folders to create a poster size board, where the student can paste their cutout drawings onto the poster board. For the poster, have the title at the top in Spanish, *El mapa del viaje.* For a book style folder, designate the first page as the title page and have students ask an adult (after class) to staple the left side of the folder with three staples to resemble a book. For the older students, challenge them to write the Spanish vocabulary words for the items they draw on posters or drawings. For the younger students you can show a sample folder or poster with labels under the pictures, so they can copy some of the words. Play Spanish music as the students work on the project. Make sure to ask students to show you what they are working on and help them spell words as they work, giving plenty of praise in Spanish for their neat work. After five minutes, encourage the students to finish up and clean up or set aside art supplies.

***El programa*- *El Taxi*:** Explain to the students that you are going to play a game like the television game show Cash Cab from the Discovery Channel, which has contestants answer trivia questions to earn cash. (It’s okay if they are not familiar with this show.) In this game they will earn points for each correct answer given.Divide the class into two teams, *Equipo Dani* and *Equipo Beto.* Each team will get to work together to come up with the answers for this game. Only the team who is up for answering is allowed to unmute speakers or use the chat box (or they could even use a notebook to write and show the answer) to collaborate. The team will have 30 seconds to come up with the correct answer. You will play the role of the T.V. show host. You can liven up this activity by wearing a hat or tie and using a silly voice while speaking into a pretend microphone. Each team will take turns answering questions. You will let the team know how many points the question is worth before giving the question. You can even have a small timer or count to a specified number to give a time limit for answering. If the students answer the question correctly they get the points. If they don’t know the answer, the other team gets an opportunity to steal the points with a correct response. You can vary the type of questions with multiple choice options, yes or no responses, translations, or asking for examples based on the ability and age of the class. Here are a few examples of questions you can use during the game:

**10 puntos:** *¿Qué significa maleta?* What does *maleta* mean?

**20 puntos:** Give an example of how you would greet someone in Spanish.

**30 puntos:** *¿Cómo se dice go right en español?* Multiple choice responses-

a. a la izquierda b. sigue derecho c. sigue derecha d. tengo sed

**40 puntos:** *Diga dos maneras de viajar en español*. Name two ways to viajar in Spanish.

**50 puntos:** Give the response in Spanish to the question, *¿Qué quieres para tomar?*

***Las Conversaciones del viaje:*** Tell students that this game will review conversations that you have been practicing while traveling with Dani and Beto. Explain one scenario in Spanish and English. Hold a puppet (or wear your props to represent a character) and call on another student to pretend to be the other character (using their own props or silly voices). Ask the basic question from the skit and help the student answer in Spanish. For example: *¿Cómo te llamas? Me llamo\_\_\_*. Encourage the class to repeat the question and answer all together. Call on two students to have them practice asking and answering the question with each other. After each student has had a turn to practice, move on to the next scenario. All students will practice the same scenario at the same time before moving on. Tip: You can adapt the scenarios by increasing or decreasing the level of difficulty depending upon the ages in your class. For example, you may be able to challenge the older students to use more Spanish and for the younger students you will want to keep the questions and answers brief. After the five to seven minutes is up, give the students a round of

*aplausos* and praise them for their Spanish skills!

\*Each scenario is written only in Spanish, so that the students can guess what the scenario is in English.

**Scenario Dialogue examples:**

1. Security guard- Hola. *¿Dónde está tu maleta, tu boleto, y tu pasaporte?*

*Pasajero- Buenas tardes. Aquí está mi maleta, mi boleto, y mi pasaporte.*

Security guard- *¿Cómo te llamas?*

*Pasajero- Me llamo Raúl Luis.*

Security guard- *Gracias. Adiós.*

*Pasajero- Adiós.*

1. *Azafata- Hola. ¿Qué quieres para tomar?*

*Pasajero- Hola. Quiero jugo por favor. Gracias.*

*Azafata-Aquí está. (Gesture handing the juice to the passenger.)*

*3. Conductor(a)- Buenas tardes. ¿Tienes las monedas?*

*Pasajero- Buenas tardes. Sí. Tengo las monedas.*

*Conductor(a)- Muy bien. Gracias.*

*Pasajero- Gracias. Adiós.*

1. Student A- *¿Dónde está el baño?*

Student B- *A la izquierda y derecho.*

1. Pasajero- *¿Cuánto me cobra al aeropuerto?*

*Conductor(a)- Tres monedas, por favor.*

1. *Amigo(a) 1- Hola. ¿Qué ves?*

*Amigo(a) 2- Buenas tardes. Yo veo el lago azul. ¿Qué ves? Amigo(a)* *1- Yo veo el coche rojo.*

***Juego de Repaso:*** Play a quick game to review all the travel vocabulary words and phrases. Some ideas are: Pictionary, Charades, Mata la Mosca or Around the World.

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

**Dani**: *Granada fue muy divertido, pero necesitamos salir ahora.* Granada was very fun, but now we need to leave now.

**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.*

***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 a la casa ya*

*Les digo adiós*

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 or review vocabulary from previous class by playing ***Simón dice***

***Juego Simón dice*:** Explain to the students that they will be practicing words for directions with matching gestures in a fun game of *Simón dice,* Simon 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 seating on a 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 *Simón dice* *¡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.