

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

Lesson Plan 6- Virtual Learning

Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: El Barco

<i>el barco</i>	boat	<i>las papas fritas</i>	chips
<i>Tengo hambre.</i>	I'm hungry.	<i>las galletas</i>	cookies
<i>el pájaro</i>	bird	<i>verde</i>	green
<i>el pez</i>	fish	<i>amarillo</i>	yellow

Optional Vocabulary & Key Phrases:

<i>¿Tienes hambre?</i>	Are you hungry?
<i>¿Tienes sed?</i>	Are you thirsty?
<i>¡Allá!</i>	Over there!
<i>Pescado</i>	Fish

Conversation Vocabulary note to teachers: Repeat the conversational elements the students have learned this semester while dropping off the English translations as much as possible. Check for understanding to ensure the students recognize the questions and encourage answers in full sentences or phrases. For example: When asking *¿Dónde están Dani y Beto?* the students can respond by pointing and saying *aquí* or *allá*.

Background & Materials: Have the welcome poster for Granada, Nicaragua on the wall with a picture of the map from the intranet from last week (or share on your screen). For today's lesson Dani and Beto are riding on a boat. To make the adventure come alive, you may incorporate a toy boat or a fishing pole during some of the activities or even start your class by making a simple paper boat (see activity below). You can also bring in a blue blanket, blue fabric, blue paper, or a picture to represent the *lago*. Try to bring in a little bag of chips and cookies to make these vocabulary words come alive. You will need wall/table space or a dry erase board for some of the activities.

Introduction: As the students log in, welcome them back by saying *¡Bienvenidos a 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.

Repaso: Encourage the students to sit on their chairs by saying *¡Siéntense! Por favor.* Ask your students to recall some of the vocabulary words from last week. Each student may take a turn saying a vocabulary word that they remember. You may also hold up two flash cards or objects from the vocabulary from prior weeks and call out a word corresponding to one of the flash cards. See if students can guess which picture/object correlates to the word you are saying in Spanish. Students can raise their hands to answer. Praise students for their participation and keeping up with the vocabulary. Ask students to gather their art supplies (crayons, markers, blank paper) for the activities for today's class.

Cantamos: Encourage the students to stand using gestures and saying "Levántense". Sing the *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 Introduction and Interactive Conversation:

Bring out the Dani and Beto puppets (or images) to reference them. Make sure to 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.

Remind students about last week's adventure on the taxi. Tell students about the setting for today's adventure. Dani, Beto and the class are visiting *el Lago Nicaragua*.

Teacher: Point to your visual(s) for *el lago* and have students repeat the words *el lago* after you. Ask students to see if they recall what *el lago* means.

Ask students, *¿De qué color es el lago?* What color is the lake? Praise students when they recall *azul*. Have students repeat *azul* after you.

Teacher: (in an excited voice) *Aquí está el Lago Nicaragua.* Here is Lake Nicaragua. (looking left and right) *Pero ¿Dónde está el barco?* Where is the boat? (Hold up the picture flashcard for *barco* or the toy boat and have the students repeat the vocabulary word after you.)

Explain to students that they can point and say *¡allá!* for over there! (pointing to the *barco*).

Ask a couple of students to model the phrase by saying *¿Dónde está el barco?* For them to reply *¡allá!*

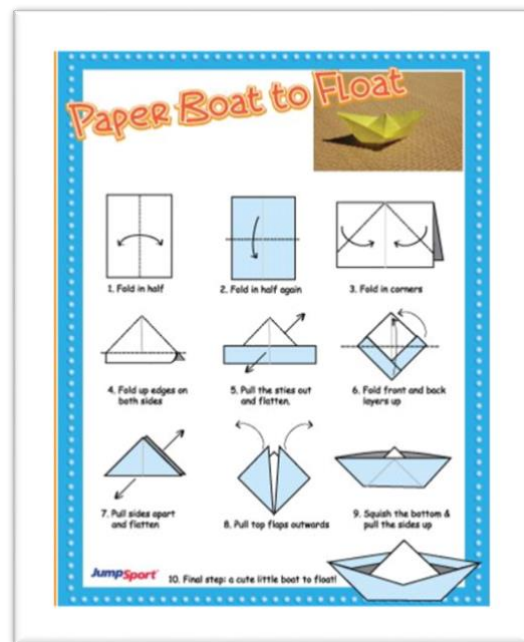
***Interactive Activity: Making a paper boat-** Ask the students to get a piece of paper (color paper would be great but you can also give your students a minute to use a crayon and color one side of a blank sheet of paper). Follow the instructions to create the paper boat.

Practice using *por favor* and *gracias* when giving instructions and praising students for their work during this activity.

For pictures or to follow along with older students, visit <https://www.wikihow.com/Make-a-Paper-Boat>

Instructions

1. Lay the paper down vertically and fold it from left to right so that its corners meet up.
2. Unfold the paper, rotate it 90 degrees, and fold it in half again.
3. Flip the paper so that the fold opens toward you. Then, fold down the top corners towards the middle of the paper while leaving 1-2 in (2.5-5 cm) of space at the bottom. Make sure the folds line up with the center crease
4. Bring the bottom of the paper up to fold it against both sides. Grab the flap at the bottom of the paper and fold it up against the bottom of the 2 folded triangles.
5. Take the bottom corners and fold them; on one side of the paper, grab the corners of the rectangle that are sticking out over the triangle. Wrap these parts of the paper around the edges of the triangle and crease them so that they stay wrapped around the edge of the triangle. Then, fold the bottom flaps around the edges of the triangle and back towards you.
6. Make the triangle into a square. Pick up the triangle, rotate it 45 degrees, then use your fingers to open up the bottom of the triangle. Pull the paper apart gently until it pops into a square-diamond shape.
7. Arrange your paper so that the bottom points of the diamond can fold upward. Fold up 1 corner, aligning it with the top corner. Then, flip the paper over and do the same thing to the other side. You will end up with a triangle shape again.



8. Just like with step 6, pick up the triangle, rotate it 45 degrees, then open up the bottom of your new triangle with your fingers. Crease the paper along its edges so that it stays in the square shape.
9. Pull out the triangles on the side of the square. Start at the top of the diamond, and gently pull the two sides apart so that the seam running down the middle of the diamond blooms. Crease the bottom of the folded-out sides to make the boat a bit stronger.

Have students save this craft to add vocabulary words and add it to *mapa de viaje* folder or poster project later.

Alternate activity (younger students): Share on screen a video of how to make a paper boat. See if students can guess what the person is doing and encourage conversation in Spanish. Ask students *¿Qué ves?* Also, use vocabulary students have learned such as *agua, azul, barco, viajar, papel, manos....* Suggest that students may try making their own paper boat with their parents after class as part of their optional homework.

Cómo hacer un barco de papel

Suart86

<https://youtu.be/EV2R0CY1t50>

Puppet Time Continued: Tell students that Dani and Beto are now on the boat. Continue the puppet conversation below.

Dani: *Yo veo muchos animales.* I see a lot of animals.

Beto: (pointing up in the air) *Yo veo un pájaro amarillo allá.* I see a yellow bird over there. (Hold up the picture flashcard and have the students repeat *pájaro* and *amarillo* separately after you.)

Dani: (pointing down at the *lago*) *Yo veo un pez verde.* I see a green fish. (Hold up the picture flashcard and have the students repeat *pez* and *verde* separately after you.)

Cantamos: Encourage the students to stand using gestures and saying "*Levántense*". Sing the *Vamos a Viajar* Chant from last week or the *Viajamos Rap* as a transition.

Juego: Yo veo (continued from last week)- 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.

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 your 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 el lago*, the students will search for the picture of the lake and call out the number on the post-it note (which is covering the word on the flashcard).

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*.

***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.

Puppet Time Continued: Continue with the puppet conversation below.

Beto: (looking all around and holding his belly) *¡Tengo hambre!* Im hungry! *Encourage the students to repeat this phrase after you while rubbing their bellies to gesture hunger.

Dani: *¿Quieres galletas o papas fritas?* Do you want cookies or chips? (Hold up the picture flashcards or actual items and have the students repeat *galletas* and *papas fritas* separately after you.)

Beto: *Mmm ¡Quiero galletas y papas fritas!*

***Interactive Activity:** Call on a volunteer to demonstrate a mini skit with you.

Ask the student, *¿Tienes hambre? ¿Tienes sed?* The student can choose, *Tengo sed.* or *Tengo hambre.* Then you will ask, *¿Quieres (listing food or drink options that have been taught in class)?* The student will answer, *Quiero_____*.

After the demonstration, have the students practice asking and answering if they are hungry or thirsty. Start by calling on a student and asking them either question *¿Tienes hambre?* or *¿Tienes sed?* They will answer in Spanish as to what they want using the vocabulary taught so far this semester. That student will now pick the next student and ask one of the questions for them to answer. Continue with this sequence until all students get a turn to ask and answer.

Note: Remember to share on screen the vocabulary questions and *Quiero_____* along with a list of food vocabulary for the older students to reference.

For the younger students you may want to separate the questions into two activities, and be the one asking the questions, first *¿Tienes sed?* then *¿Tienes hambre?* For your students to answer. To make this activity livelier, encourage the students to use silly voices and gestures.

To further reinforce the vocabulary introduced above play one of the following games with the students:

Juego: Dance Freeze- Encourage the students to stand using gestures and saying "Levántense". 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 amarillo?* What does *amarillo* 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

Juego: Micrófono Descompuesto: Encourage the students to sit back in their chairs by saying *Siéntense, por favor*. Start by sharing a list of today's vocabulary or by reviewing the flashcards once again with students by having them repeat the words after you.

Demonstrate speaking a vocabulary word or phrase while on mute. Students will have to raise their hand and try to guess the Spanish word or phrase you just said.

Select a student to speak a vocabulary word while on mute for the rest of the students to guess what they are saying. Facilitate students taking turns being the speaker while on mute. Tip: Show a list of the vocabulary words or images for 20 seconds in between students' turns. That way, students can easily recall the vocabulary before their turn. Also, for additional practice, have students repeat the words after each correct guess.

Notas Culturales:

Show a picture of *Lago Nicaragua* from the intranet. Let the students know that this is the largest lake in Central America and that it is the only freshwater lake in the world that has sharks! Explain to the students that many tourists and native *Nicos* go fishing in *Lake Nicaragua*. Some people still use traditional ways to fish using a wood plank and string or a net. The wildlife around *Lake Nicaragua* is very lush and you can find many different types of birds and animals. You can even take a boat ride to a very small island to see monkeys.

A common snack in Nicaragua is *tostones*, deep fried plantains, which are also known as *plátanos fritos*. *Quesillo* is also a popular snack. This is a tortilla filled with cheese and served with cream, onion, vinegar, and *chile*. Show the pictures of these snacks from the intranet.

*If you can, bring in *tostones* or Latin American chips or snacks for the students to see. You

may be able to find some of these items in the Hispanic section of your grocery store, at a local Hispanic grocery store, or at Trader Joe's.

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

Juego: Speed Vocab- Call on two students to compete against each other. Have the students turn around and face away from the screen. When you say, *listo* the students can turn around. Hold up a piece of paper or an item of a particular color. Whichever player types (chat box) or says the correct color first, wins. For the older students, you can hold up pictures of travel vocabulary in a specific color and have them give you the full translation. Example: If you show a picture of a blue boat, the student must say, *barco azul*. If they only know one of the words, the other player can steal and give the full answer for the win. Continue playing until each student has had a turn or until the five to seven minutes is up.

Alternate activity (younger students) -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 galletas, el barco, el lago, el jugo, el agua, el refresco, el avión, las papas fritas, la bicicleta* and any other previous vocabulary words. Assign two teams. 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.

Proyecto del arte: El mapa del viaje- You can continue this project by having the students draw a picture of the boat trip today on *Lago Nicaragua* or write Spanish words and color the boat craft you worked on earlier. See the previous weeks lesson plan for more details. Help the students label their pictures in Spanish. Limit the activity to 5-7 minutes.

Juego de repaso: Alrededor del barco (Around the World Variation)- For this game you will need to share on your screen a visual board -like the one available on our intranet for day one- with 5 to 8 stops (again, either by sharing your screen or using a quick 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 barco*" and row to the following stop or the student may need to repeat a Spanish tongue twister after you. 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.

Teacher: *Dani y Beto quieren pescar.* Dani and Beto want to go fishing.
¿Clase quieren pescar con nosotros? Do you want to go fishing with us?

Juego: ¡Pescado! The catch! Divide the class into two teams, *equipo Dani* and *equipo Beto*. Explain to students that in Spanish caught fish are called *pescados* while live fish are simply *pez*. The objective of this game is to collect as many *pescados*/fish as possible by "catching" which flashcard is missing. Select a student from each team to compete against each other. Unmute their mics. Show the class ten flash cards as a group. Include vocabulary from today and from previous classes. Have the two students competing against each other turn around with their backs facing the screen. Remove a card from the group of ten. Have the students turn around and look at the remaining cards. Once one of the players catches which card is missing, they raise their hand for a turn to say the word *¡pescado!* and their answer. If the student who raises their hand to say *¡pescado!* first gives the correct answer to the missing flashcard using the corresponding Spanish word, they collect a flashcard/point for their teams. Collect the flashcards in a stack for each team every time they guess. Start with the older students to make the challenge more appropriate for the younger ones (less cards remaining after every turn as your older students collect some of the cards earlier during the game).

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

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

Beto: *¡Sí. ¡Vámonos!*

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. 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*. Remind your students to practice their Spanish at home by using the words they learned today when they are around other people. For example, if they eat *pescado* or go by *el lago*, they may teach these new words to their parents, siblings and friends!

Extra time: If there is extra time, you can practice colors and numbers vocabulary with a scavenger hunt game. Call out a color from the vocabulary, then have students find a certain number of things with that color. For example: "*Busca tres cosas rojas en tu cuarto*" "*Find tres cosas rojas (while showing three fingers up) in your room*".