

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

Lesson Plan 7 - Virtual Learning

Note: All activities should take 5-7 minutes.

**Day 7 Target Vocabulary: El Camión**

<i>el camión</i>	truck	<i>la camioneta</i>	van
<i>la playa</i>	beach	<i>Está soleado./ Hace sol.</i>	It is sunny.
<i>Hace calor.</i>	It is hot.	<i>nadar</i>	to swim
<i>¿Quieres?</i>	Do you want?	<i>Quiero</i>	I want

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

<i>¿Qué tiempo hace hoy?</i>	What is the weather like today?
------------------------------	---------------------------------

**Key phrases or vocabulary to repeat during class:**

<i>¡Vámonos!</i>	Let's go!	<i>¡Alto!</i>	Stop!
------------------	-----------	---------------	-------

**Background & Materials:** Read this plan carefully so that you have all of the flashcards, images, and other materials prepared in advance. If possible, have a blue blanket to represent *la playa*. For today's lesson Dani and Beto are going to the beach. Some helpful props would be a toy truck, sunglasses, sun hat or a swimsuit. One of the activities calls for a suitcase or a bag. Prepare your flash cards and note cards for activities in advance.

**Introduction:** As the students log in, welcome them back by saying *¡Hola clase!*

*Vamos a continuar nuestro viaje de Nicaragua! We will continue our travels through 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 up using *gestures* and saying *Levántense*.

Sing your greeting song with students once. Recall the answers to "*¿Cómo estás?*"

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 *gestures* and phrases as they answer. After every student has answered, the whole class resumes the song.

**Vocabulary Introduction and Puppet time:** Encourage the students to sit back in their chairs by saying, *Siéntense, por favor*. Bring out the Dani and Beto puppets and use an excited voice to carry on the small conversation below. As an alternative to presenting a puppet skit, you may explain the scenario using the bilingual method, as long as you feel comfortable creating a lot of excitement around the adventure just using story telling. Make sure to have the flashcards and props nearby, so that you can hold them up as you introduce each word.

**Dani:** *Vamos a la playa.* We are going to the beach. (Hold up the picture flashcard of the beach and have the students repeat in Spanish after you, *playa*.)

**Beto:** *¿Podemos tomar un camión?* Can we take a truck? (Hold up the picture flashcard of the truck and have the students repeat in Spanish after you *camión*.)

**Dani:** *Sí. O podemos tomar una camioneta.* Yes, or we can take a van. (Hold up a picture flashcard of the van and have the students repeat in Spanish after you, *camioneta*.)

**Beto:** *Quiero tomar un camión.* I want to take a truck.

**Dani:** *¡Muy bien! ¡Vámonos!*

**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 along with some words from last week. Review the words with the flash cards once again by having students 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.

**Juego: ¿Cómo va a viajar?**- Explain to the class that just like Dani and Beto, many times you can choose between different modes of transportation. In this game the students will review all different ways to travel in Spanish!

Read the following sentences in Spanish without translating any of the words to English. Students should listen for key words (underlined>) and raise their hands to guess which mode of transportation would be the correct one to go with the sentence (some are fill in the blank). Make a lot of emphasis on key words as you read. Some statements may have more than one answer. In this case, take multiple guesses by giving turns to more than one student until all correct answers are mentioned. Ask students to translate their answer and explain why it goes with the sentence (explanation in English ok). Have the rest of the class repeat the answers in Spanish for additional practice.

<u>Sentence</u>	<u>Answer(s)</u>
-----------------	------------------

Necesito un <u>boleto</u> para viajar.	El avión, el autobús, el barco
Viajamos por <u>el lago</u> .	El barco
Llegamos al <u>aeropuerto</u> para ir de viaje.	El avión
Vamos por <u>la ciudad</u> .	El coche, la bicicleta.
La <u>azafata</u> trae agua.	El avión
Traigo <u>monedas</u> para viajar.	El autobús, el taxi
El <u>taxista</u> va rápido por la ciudad.	El taxi
Hoy, Dani y Beto van a la playa en _____.	El camión, la camioneta
Mi mamá tiene un _____ rojo.	El coche
Me gusta viajar en _____.	(Any answer. Have students explain their choice.)

**\*Alternate Activity: Charades- (For younger students)** Show on screen a list of the means of transportations you have reviewed so far, or use images to do a quick review of this vocabulary with the flashcards by holding them up to the screen and having students repeat the words after you. After reviewing, ask for a volunteer to stand up to start the game. Have the student think of a vehicle, without saying the word out loud, and act out the transportation, mimicking the sound it makes. For example: If they pick *el avión*, the student could put their arms out like the wings of the plane. Remind the class to raise their hand before guessing. The student with the correct guess in Spanish gets to act out the next word. (Note: You can make this into a team game by dividing the class into two teams. Whichever team guesses the correct mode of transportation first scores a point. Keep playing until every student has had an opportunity to act out a mode of transportation or until five to seven minutes have expired.)

**Vocabulary Introduction Continued:** Encourage the students to sit back in their chairs by saying, *siéntense, por favor*. Have your picture flashcards available to continue the vocabulary introduction below. Use your available props such as sunglasses or sun hat.

**Teacher:** *¡Viajar en camión es muy divertido!* To travel on the truck is really fun! (show a picture or a toy truck)

*¡Miren! La playa es tan bonita.* The beach is so pretty (show your visual or your flashcard).

**Teacher:** *Está soleado hoy.* (While holding up a picture of a sun or your sunglasses, have the class repeat *Está soleado*. Then have the students make a sun with their arms or pretend to shade their eyes as they repeat the phrase a few more times for practice.)

**Teacher:** (fanning your face and in an exaggerated voice) *Hace calor también.* (Have the class repeat *Hace calor* after you and mimic the gesture of fanning their faces.) \*For the older students, you can teach them the question *¿Qué tiempo hace hoy?* and practice the phrase asking the students what the weather is like in your area.

**Teacher:** (calling on students), (*student's name*) *¿Quieres nadar?* Do you want to swim? (show the swimsuit prop or make a swimming gesture with your arms).

Encourage each student to answer "*Sí. Quiero nadar*", or "*No. No quiero nadar*", when their turn comes up.

(Have the class repeat *nadar* after you while holding up the picture flashcard. Have the students mimic the gesture of pretending to swim with their arms while repeating *nadar* a few more times for practice.)

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

**Juego: Vocabulary review-** For this game students will need a chair. The objective of the game is to recall words from this week's and last week's vocabulary. 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 this week and last week, 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.

**Notas Culturales:**

Explain to the students that Dani and Beto have traveled to the coast of Nicaragua to a small coastal village called San Juan del Sur. Surfing, fishing, swimming and relaxing are very popular here! The landscape and weather in San Juan del Sur is gorgeous. Even though it is breathtakingly beautiful, Nicaragua is a very poor country. It is the second poorest country in the Western Hemisphere. (Haiti is the poorest.) Although there are nice highways and houses similar to ours, there are also many dirt roads and small villages where the people live in small huts. Further explain that some children in Nicaragua won't be able to continue school past fifth grade, because they must work to help support their families. Show the students the pictures from the intranet and engage them in a conversation about what they see.

**Additional cultural resources** - Watch this video with your class and have students tell you about the modes of transportation, foods, colors and other words they saw from the vocabulary they have learned in class so far. Additionally, see if they can recall any of the previous cultural lessons about Nicaragua. Ask them about their favorite parts of the video.

San Juan del Sur, Nicaragua (on Youtube)  
[Fundacion A. Jean Brugger](#)

<https://youtu.be/BzHTKYKhccA> (5:44 min)

**El tiempo de la playa**- Encourage the students to stand using gestures and saying, *¡Levántense!* Start singing *Qué tiempo hace hoy, hace hoy, hace hoy* to the tune of London Bridge. Have the students repeat after you and give the meaning of the lyrics. Continue singing with *Hace sol en la playa, en la playa, en la playa*. *Hace sol en la playa, sol* means sunny! Encourage the students to repeat this part of the song with you and using gestures with their arms to make a sun. Continue singing with *Hace calor en la playa, en la playa, en la playa*. *Hace calor en la playa, calor* means hot! Have the students repeat this with you using a fanning gesture to show that they are hot. After the students have learned the lyrics, sing the song again all together.

**Preguntas y Respuestas del Viaje (The Gameshow Twist)**- The goal of this activity is to practice the conversation elements that the students have learned during Dani's and Beto's travels. For the game rules, in order to have as many students as possible take turns, this game will use a short format of Who Wants to be a Millionaire.

Divide your students into two teams. Have questions and multiple-choice answers in Spanish on notecards. Put the notecards in a suitcase or travel bag. Flip a coin to select the team who will go first. Call on a student from the lucky team to kick off the game.

Tip: Have the group do a drumroll by drumming on their tables or desk at home as you stir your questions in the bag. The student who is up must say *¡alto!* for the class to stop the drumroll and for you to draw the question immediately after the stop command.

Instead of having many levels to reach the "millionaire" prize, each player gets to answer one multiple choice question to win a point for their team. If they answer correctly, they get to select a student from their team for the next turn, having more chances for points. If they fail to answer a question, the other team gets a turn. The list of questions is provided below. After the teacher draws the question, the student may answer the question in Spanish, or if they don't know the answer, they can use one of three life-lines to remain in the game; they can "ask the audience" (ask their team to say the answer), call a friend (another student from their team), or choose 25/75 to drop one of the choices for a better chance to answer correctly (give them two choices instead of three, with one being the correct answer).

1. How would you answer if someone asks *¿Tienes las monedas?* (b)  
a) *Hace calor.* b) *Tengo las monedas.* c) *Quiero las monedas.*
2. When Beto asked *¿Quieres nadar?* Dani answered: (c)  
a) *Estoy bien.* b) *Vamos a la playa.* c) *Quiero nadar.*
3. *¿Qué tiempo hace hoy?* (a)  
a) *Hace calor.* b) *¡Mucho gusto!* c) *Tengo hambre.*

4. *¿Dónde está el boleto? (b)*  
a) *La parada del autobús. b) Aquí está. c) Aquí está el autobus*
5. *¿Cómo te llamas? (b)*  
a) *¡Mucho gusto! b) Me llamo Dani c) Gracias*
6. *¿Quieres agua o jugo? (c)*  
a) *Tengo sed b) Tengo jugo o agua c) Jugo, por favor*
7. *¿Cuánto nos cobra para ir al Lago? (a)*  
a) *Tres monedas, por favor b) Tengo las monedas c) Yo veo el lago azul*
8. *¿Dónde está la parada de autobús? (c)*  
a) *¡Siéntense b) ¡Alto! c) Derecho*

**Alternate game (younger students) -Dance Freeze Phrases:** 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 phrase. You can use conversation phrases from today's class or last week's class. For example: What would you answer if someone says *¿Cómo te llamas?...* 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 phrases beforehand so that the game is a success

**Juego: El Viaje Simón Dice** - Play the *Simón Says* game in Spanish to review the travel vocabulary. Explain that when you say *Simón dice*, they should act out the Spanish vocabulary given. However, if you just say the Spanish, they shouldn't act it out because *Simón no dice*. For example: *Simón dice nadar. Simón says nadar.* The students would act out swimming. If you say, *Está soleado.* It is sunny, the students should not act because *Simón* didn't say. Give a few examples before starting. Once the students understand the rules, play it as an elimination game. For example, if the students act out what you say (when *Simón* didn't say) they should sit down. Continue playing until only one or two players are left. They are the winners!

**Proyecto del arte: El mapa del viaje-** Continue this project by having the students draw a picture of the truck trip along the beach coast. See the previous week three or five lesson plan for more details. Be sure to have the students label their pictures in Spanish. Show the students a sample of how to finish this project by decorating the front of their folder and adding vocabulary words. If

students choose to make a poster, let them know that they can bring glue and scissors to cut and paste their drawings on the open folder and finish the project next week. Limit the activity to 5-7 minutes.

**Juego de Repaso: ¿Qué falta?**- Divide the class into two teams, *equipo Dani* and *equipo Beto*. The objective of this game is to catch 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 (six flash cards for younger groups). Include vocabulary words 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 can raise their hand for a turn to answer. If the student 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).

\*Make sure to review this vocabulary with the students before starting the game by holding up the picture and having the class repeat the word in Spanish.

**Closing:** 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. Remind students that the next class will be the last one of this semester, and that they should bring their projects for a show and tell.*

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, play Pictionary using today's vocabulary, or practice *¿Qué tiempo hace hoy?* song from today's lesson.