

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

Lesson Plan 8 - Virtual Learning

Note: All activities should take 5-7 minutes.

**Day 8 Target Vocabulary: El Viaje**

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

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

**The Final Class:** This class celebrates the culmination of all the vocabulary and conversational elements the students have learned thus far. The songs, games, and vocabulary words are primarily review. You want to really make this class fun and exciting. Decorate your background using viajar elements and use plenty of props for vocabulary review and activities. Be sure to praise all of the students to boost their self-esteem. Some of the conversational elements may be more difficult for the students, and they may not have a concrete grasp of these challenging sentences. However, be sure to praise their efforts, as this is a stepping stone for reinforcement in future Spanish courses. This lesson plan is extensive and you will not be able to finish everything. Therefore, you will need to pick and choose the songs, games, and activities that you prefer in advance. Make sure to read this plan carefully so that you have all of the flashcards, images, and other materials prepared in advance.

**\*Important:** You will need to have the students finish their *El mapa del viaje* art project if they haven't already.

**Introduction:** As the students log in, welcome them back by saying *¡Hola clase, vamos a viajar más con Dani y Beto!* 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 by using gestures and saying *Siéntense, por favor*. Bring out the Dani and Beto puppets or images and use an excited voice to carry on the small conversation below. Make sure to 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:** *¿Cuál fue tu viaje favorite, Beto?* What was your favorite trip, Beto? (Emphasize to the students that *viaje* means trip and have them repeat *viaje* after you.)

**Beto:** *Hmmm. Mi viaje favorito fue el avión.* My favorite trip was the airplane. (Hold up the picture flashcard of the airplane and have the students repeat *avión*.)

**Beto:** *¿Cuál fue tu viaje favorito Dani?* What was your favorite trip Dani?

**Dani:** *Mi viaje favorito fue el barco en Lago Nicaragua.* My favorite trip was the boat in Lake Nicaragua. (Hold up the picture flashcard of the boat and have the students repeat *barco*.)

**Teacher:** Ask the class what their favorite trip was by saying, *¿Cuál fue tu viaje favorito?* Encourage students to raise their hands to answer and ask them to respond using Spanish they have learned from class this semester. For example, *La bicicleta*. The answers do not need to be in full sentences.

**Juego: El Mapa de Tesoros-** For this game, you will need to review vocabulary from previous weeks. Have your flash cards with the words used on this game and do a quick review by holding up the flash card to see if students can recall the word for the image.

Ask students to get their drawing and coloring supplies. Read the paragraph below and have the students draw a treasure hunt map with the elements in the story. Emphasize the underlined words, and read only translating a few words (as provided) to test comprehension. Give students a moment to sketch each element. Tell students to first draw the elements, then you can read a second time for students to add color (or words for the colors if they don't have color pencils or crayons) and draw lines in the order that you read each of the elements, for the path to get to the treasure on the beach. A good way to time drawing the elements and check for understanding is for you to follow along, drawing as you read, to create a final sample for students to see what the map should look like (a finished map is also available on the intranet). Limit this activity to 5-7 minutes and have students add it to their *el mapa de viaje* folder.

Tip: For the second time going over the story, you may share the story on your screen for students to reference the words.

*Vamos a encontrar un tesoro. We are going to find a treasure*

*¿Dónde está el tesoro? Está en la playa (pause for drawing).*

*Where is the treasure? It is on la playa.*

*Primero, yo veo un lago azul. First yo veo un lago azul. (pause for drawing)*

Voy a nadar al otro lado del lago.

I am going to nadar to the other side of the lake. (pause for drawing)

Luego voy a montar una bici roja. Then I am going to ride una bici roja. (pause for drawing)

Hasta la ciudad abandonada. To the abandoned ciudad. (pause for drawing)

Luego me subo en una camioneta amarilla, hasta la playa. (pause for drawing)

Un pájaro verde me dice "camina nueve pasos". (pause for drawing)

A pájaro verde tells me to walk nueve steps.

Yo veo una maleta con tres monedas a la derecha. (pause for drawing)

Aquí está el tesoro!

**Alternative activity (for younger students):** Use the map from the intranet and, instead of reading the story, show your students the pictures and ask them raise their hands to tell you what they see on the map. Ask them *¿Qué ves?* and encourage students to use "yo veo \_\_\_\_\_" and the Spanish words they already know when answering. Make sure to review the vocabulary before starting this activity by showing your flashcards and having students repeat the words after you.

**Review Game: Pistas-** From all of the vocabulary, choose a variety of flashcards you want to review (about ten). Put the vocabulary words in a bag or hat so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for the vocabulary word you draw. Students can raise their hands to try and guess the corresponding Spanish word. Suggested clues are listed below, but feel free to add more. Tip: For the younger students, post the picture flashcards of the possible answers on a visible wall or show them on screen to help speed up the game and to give them a reference for the vocabulary. For all students: Review the vocabulary words with the flashcards before starting the activity to ensure success.

**Sample clues:**

I am round and blue and you can swim in me. (*lago*)

I have feathers and I make chirping sounds. (*pájaro*)

What do the sun, a duck, a lemon, a banana have in common? (*amarillo*)

You sit on this in the airplane. (*asiento*)

You look at this for directions. (*mapa*)

You ask this when searching for the bathroom. (*¿Dónde está el baño?*)

**Transition:** As a transition, ask students to *levántense* take a vote and sing the students' favorite song from all of the *viajar* songs they have learned in previous classes.

**Notas Culturales:**

Review the previous culture lessons from Nicaragua and Costa Rica this semester with the students. Show a map to the students and point out Panama. Explain that Dani and Beto will be traveling to Panama next (If the next course is *Vamos a Explorar*) or review that Dani and Beto have already traveled to Panama (If they have taken *Vamos a Explorar*). Explain to the

students that Boquete is a town in Panama. The indigenous or native population in this town is the Ngobe Bugle. The women wear colorful clothes that are all handmade. They often come into the city of Boquete to pick the coffee cherries during the summer. Another native population from the San Blas islands is the Cuna (or Kuna). They are popular for *molas*, the traditional costume. Cuna women sew for many hours to create these beautiful textiles. Show the students the pictures from the intranet.

**Cantamos-** Encourage the students to stand using gestures and saying, *Levántense*. Sing the El tiempo de la playa song from last week to the tune of London Bridges. Encourage the students to make the gestures with you while singing.

### ***El Tiempo de la Playa***

*¿Qué tiempo hace hoy, hace hoy, hace hoy?*

*Hace sol en la playa, en la playa, en la playa.*

*Hace sol en la playa, sol means sunny!*

*Hace calor en la playa, en la playa, en la playa.*

*Hace calor en la playa, calor means hot!*

\*After the song make sure to reinforce the vocabulary words from the song (*hace sol, hace calor, y la playa*) by having the students repeat after you and showing the picture images or making the gestures.

### ***Derecha or Izquierda:***

Divide students into teams. 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 raising their right or left hand 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 correct hand 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.

**Juego: ¡Avión Divertido!** (Dance Freeze) 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 Hace calor?* What does *Hace calor* 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 de repaso: Jeopardy-** Explain to the students that you are going to play a fun game to review all of the trips Dani and Beto took this semester. Using the categories and questions below, write the categories and then the numbers 10, 50, 100 underneath them. Divide the class into two teams- *Equipo Dani* and *Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *El aeropuerto por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team has the opportunity to answer a question.

Tips:

- ✍ Be sure to divide the teams as fairly as possible.
- ✍ Vary the difficulty of the questions based on the level of your students.
- ✍ Encourage the students to ask for the numbers/questions in Spanish by writing *cinco, diez, y veinte* on your visual for jeopardy. You should also write *por*. That way they can say *El avión por cincuenta, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- ✍ Even though Jeopardy can take up a lot of time, **remember to keep it to 5-7 minutes**. If there is more time at the end of class you can always pick up where you left off. (Perhaps start the game with only three categories.)
- ✍ You may want to quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.

### **El aeropuerto**

5-¿Qué significa el pasaporte? What does el pasaporte mean?

10-¿Cómo se dice ticket en español? How do you say ticket in Spanish?

20-Answer the following question in Spanish, ¿Cómo te llamas?

### **El avión**

5-¿Quién es el piloto? Who is el piloto?

10-¿Qué significa ventana?

20-Translate this sentence into Spanish, I want juice please.

### **El autobús**

5-¿Cómo se dice passengers en español?

10-¿Qué es la parada de autobús?

20-¿Cómo se dice Do you have the coins? en español?

### **La bicicleta**

5-¿Cuál es la diferencia de derecho y derecha? What is the difference between derecho y derecha?

10-¿Cómo se dice Im thirsty en español?

20-¿Qué significa ¿Dónde está el baño??

### **El taxi**

5-¿De qué color es el lago? What color is el lago?

10-How do you respond to the question, ¿Qué ves?

20-How do you ask a taxi driver how much he or she will charge you?

### **El barco**

5-Dime un animal en español. Tell me one animal in Spanish.

10-¿Cuál es la diferencia entre las papas fritas y las galletas?

20-¿Cómo se dice Im hungry en español?

### **El camión**

5-¿Qué es la playa? What is la playa?

10-¿Qué significa Hace sol. y Hace calor.?

20-Translate this sentence, ¿Quieres nadar?

**Alternate game (younger students): ¿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 previous weeks. 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).

**Transition activity:** Have students gather their *mapa de viaje* projects and give each student one minute to share their favorite *viaje* picture with the rest of the class. Make sure to unmute the students' mic and keep track of the time so every student can get a turn.

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

**Dani & Beto:** *El viaje de Costa Rica y Nicaragua fue muy divertido. The trip to Costa Rica and Nicaragua was really fun. ¡Gracias para venir con nosotros! Thank you for coming with us! Nos vemos la próxima vez para una aventura nueva. Well see you next time for a new adventure.*

**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 as they are cleaning and packing up. Also, remind students that this will be the last class of the semester and that they can view their *Vamos a Viajar* certificates on the parent portal. Ask the group for *aplausos* to celebrate the group's hard work. If there's enough time, engage in interactive conversation and have students raise their hand to share what their favorite game/phrase/adventure was this semester. Have the students say goodbye to you in Spanish before leaving the virtual meeting.

**Extra Activities (If there is 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*".

**Juego: Micrófono Descompuesto:** Encourage the students to sit back in their chairs by saying *Siéntense, por favor*. Start by sharing a list of 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.