

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 3 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary:

<i>primo</i>	cousin (male)	<i>prima</i>	cousin (female)
<i>primos</i>	cousins	<i>once</i>	11
<i>doce</i>	12	<i>trece</i>	13
<i>catorce</i>	14	<i>quince</i>	15
<i>¿Cuántos (family members) tienes?</i>	How many (family members) do you have?	<i>Tengo dos hermanos.</i>	I have two brothers.
<i>de nada</i>	you're welcome	<i>L, LL, M, Ñ, O, P</i>	(Letters of the Spanish alphabet)

Read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Also, be sure to know each song very well so you can sing and teach them without needing to read the lyrics. There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your class. It is imperative that you instruct the class bilingually and encourage the students to guess what you are saying in Spanish by using gestures or cognates.

Materials list: picture flashcards for today's vocabulary, maraca, small whiteboard or virtual whiteboard ready to share, alphabet song on Youtube ready to screen share, dice or virtual dice ready to share, and Day 3 culture images from Futura intranet ready to share.

INTRODUCTION Greet the students by saying *¡Hola!* as they join the Virtual session. Remind the students of your name and welcome your students to Spanish class. Tell all the students to put their microphones on mute and use "por favor" explaining this means please in Spanish. Once they have done so, teach "gracias" as thank you. Teach the students that "de nada" means you're welcome. Use these phrases as much as possible during class to reinforce them. When you call their name for attendance they will unmute and say *presente*. Encourage the whole class to greet them with a wave and "Hola".

After attendance, encourage the students to put their microphones back on mute and review with them some of the expectations for the class. Make sure to show the students the Classroom Responsibilities poster.

Cantamos: Encourage the students to stand in front of their computers by saying "Levántense" and using gestures. Sing your designated greeting song as review with the students and practice of conversation. The lyrics and link to the vimeo channel for "Hola Mis Amigos" song can be found on the day 1 lesson plan. After singing the song, review what *bien*, *mal*, *más* o *menos* means. Show visuals to show the emotions and use lots of gestures when



singing the song. Offer each student a turn to answer how he or she is feeling by asking them *¿Cómo estás (student's name)?* Have the student answer and show a thumbs up and happy face for *bien*, thumbs down and sad face for *mal*, and open hand facing up and flips down for *más o menos* gesture. After every student has answered, the whole class resumes the song.

iLos Números! ~ Review counting 1-10 in Spanish by asking students to hold up their fingers while repeating the numbers or having the students do actions for each number. Check to see if the students can recall the numbers out of order as well by calling numbers randomly. Remember to use the bilingual approach for all of your lessons and directions. Teach numbers 11-15 with the flashcards and encouraging lots of repetition and practice.

***Activity: Dice game:** Have dice and angle your camera to show them when you toss them for the activity or screen share and use virtual dice:

<https://www.google.com/search?q=dice+roller>. When you roll the dice, ask one student to count the number of dots in Spanish. Keep rolling the dice and calling on students to answer until each child has had a chance to participate. **Tip:** For older students, you can make it a competition between two students to race and give the correct Spanish number of the dice the fastest. Encourage positive reinforcement by asking the class, "¿Clase es correcto?" And have everyone respond, "sí, es correcto."

New lesson: Review *Buenos días*, *Buenas tardes*, and *Buenas noches* by having the students repeat after you while you hold up the picture flashcards or mimic gestures for the phrases. Teach additional ways of saying goodbye in Spanish in addition to *adios* such as: *hasta luego*, *hasta pronto*, *chau*, *nos vemos*, y *hasta la vista*.

***Song:** Sing the Greetings song below to the tune of "Frere Jacques" from last week to practice. Encourage the students to stand and use the gestures while singing with you.

Buenos días, Buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias
¿Y Usted? ¿Y Usted?

****Repeat with buenas tardes & buenas noches**

***Activity:** Play the Backward/Forward game to practice greetings and goodbyes in Spanish. Have the students stay standing and facing the computer screen. Explain that when you call out a greeting in Spanish like *Hola*, *Buenos días*, or *Buenas tardes*, students should remain facing you and can wave (forward). If you say a goodbye in Spanish, they should turn away from the screen (backward). Practice with the students and increase the speed as they get used to the game. **Tip:** For older students, you can play this as an elimination game or speed game.

Notas Culturales:

Once the students are seated at their computers again and ask the students if they have traveled to Spanish speaking countries before? See if anyone knows what money is called in different countries. Screen share the culture images from the Futura intranet as you describe different money from a few Spanish speaking countries. For example: explain that in



Mexico they use the Peso and in Guatemala they use Quetzales. In Spain they use the Euro. Show images of the different currencies for the students to see. Ask the students what they notice as similarities and differences to US dollars and coins.

*Please also feel free to share your own experiences traveling or living in Spanish speaking countries.

iAlfabeto! Lesson~ Review the Spanish alfabeto from A-K by playing the Eliminator game, by writing the letters in order on a small whiteboard or the Virtual Whiteboard feature. Have the students repeat the letters as you point to them in order. Then erase a letter and repeat in order again. When you get to the missing letter, only the class should say it. Each time through, erase one more letter until the whole list is memorized. If the students need help give them hints to help them along. Then teach the letters L-P by using the flashcards and encouraging whole class repetition.

***Activity:** Encourage the students to stand in front of their computers by saying "Levántense" and using gestures. Screen share and play the "Alfabeto March" from Barbara MacArthur from Youtube: *NOTE: Make sure to click share computer sound when you screen share so the students can hear the song. Verify they can hear the song once you start playing it. https://www.youtube.com/watch?v=XpwbOz4eI4A&list=RDXpwbOz4eI4A&start_radio=1

Let the students know you will be teaching them this song throughout the semester line by line. Encourage them to march and sing along with the song.

***Activity:** Hold up two flashcard letters up to the screen and call on two students to compete at a time. When you call out one of the letters, the students will race to point to the correct flashcard you have on the screen, or use the chat feature to type the correctly matching letter. Praise the students for their effort and encourage the whole class to repeat the correct answer as you hold up the letter flashcard. Continue playing by calling on two new students to compete and holding up new cards to practice.

iLa Familia! Lesson- Review the past family vocabulary by singing the Family Countdown song (lyrics below). Teach primo, prima, primos. Emphasize the difference between gender and plural words. To reinforce the vocabulary, have the students repeat after you. To make this more fun have the students use different voices like a whisper, high pitched voice, or a loud voice.

Family Countdown Song

Uno, dos, y tres hermanos,
Cuatro, cinco, seis hermanos,
Siete, ocho, nueve hermanos,
¡Diez hermanos son!

Hint: You can vary this song by adding all of the family vocabulary and having the students act out their roles or hold up pictures of family members. Sing the song again with "primos" for example.

Conversation practice: Teach the students *¿Cuántos ____ tienes?* and the response *Tengo ____*. Have this on a small whiteboard as a visual or use the Zoom Whiteboard feature. Use the family vocabulary this week by asking how many siblings or cousins they have. For



example: a student would ask *¿Cuántos hermanos tienes?* and the response could be *Tengo dos hermanos*.

Show & Tell~ Ask the students if anyone brought a picture of their family or friends to share with the class. Encourage the student to hold the image up to the screen and tell the class who is in his or her family- using the Spanish words from class as much as possible. Limit this to one minute per student and give lots of praise for their participation.

Repaso del día- Snowman game: This activity works best with older students who are able to read and spell. Use a small whiteboard or the Virtual whiteboard feature to play this game. Review the vocabulary words that could be included in the game with the students. Start by choosing a vocabulary word and put dashes underneath the drawing for each letter of the puzzle leaving spaces between separate words. For example: _ _ _ _ = hola. Students will take turns guessing the letters in Spanish. If they guess correct, fill in the letter(s). If the guess is correct, keep playing. If a student misses a letter of the secret word, you draw a circle (representing the snowman's head). That would be followed by remaining parts of the snowman- middle snowball, bottom snowball, two arms, top hat, two eyes, and a sad face. This would be nine mistakes total for example. Keep doing this until they guess the word or you have completed the all of the pieces matching your snowman or spaceman. You can choose to have teams for this game competing, as well. Once an answer is given, encourage the class to repeat the Spanish after you. Here are some vocabulary words you can use: *¿Cómo estás?*, *¿Cómo te llamas?*, *Estoy bien*, *Buenos días*, *Hasta luego*, *Buenas tardes*, *Buenas noches*, *muchas gracias*, *de nada*, *por favor*, *gracias*, etc.

Alternative game for younger students: Pictionary- Using the Zoom Whiteboard or small whiteboard, start drawing a vocabulary word from today or previous classes. Encourage the students to guess the vocabulary word you are drawing in Spanish. Praise the students for their efforts and encourage repetition of the correct answer when given. Continue playing by clearing the drawing and starting again drawing a different vocabulary word and so on.

CLOSING Thank the students for their participation in today's class. Review that "por favor" means please, "gracias" means thank you, and "de nada" means you're welcome. Encourage the students to use these phrases in their daily lives and teach it to their friends and family. Review that *Hola* means hello and *Adiós* is goodbye. Sing the *Adiós Amigos* song to the tune of "Frere Jacques" at the end of class. *Adiós Amigos* (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,
Hasta la vista, hasta la vista
Hasta luego, hasta luego,
Chau, chau, chau. Chau, chau, chau

Ask students to take a look at the Parent Portal for the newsletter and encourage them to do their optional homework. Have the students say goodbye to you in Spanish before leaving the virtual meeting.

Extra time: If there is extra time, you can play a fun game of *Alrededor del Mundo* with the flashcards. **This game can be adapted for future lessons.**



*How to play ***Alrededor El Mundo***: For this game, 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 first. 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 continues by competing with another student to continue the game. 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 may need to use the same vocabulary flashcards more than once.