

## Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 4 - Virtual Learning

Note: All activities should take 5-7 minutes.

### Day 4 Target Vocabulary:

<i>tía</i>	aunt	<i>tío</i>	uncle
<i>hija</i>	daughter	<i>hijo</i>	son
<i>dieciséis</i>	16	<i>diecisiete</i>	17
<i>dieciocho</i>	18	<i>diecinueve</i>	19
<i>veinte</i>	20	<i>¿De dónde eres?</i>	Where are you from?
<i>Soy de _____.</i>	I am from_____.	<i>Q, R, Rr, S, T</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:** Spanish music, picture flashcards for today's vocabulary and past vocabulary, the Ana Says story ready to screen share and read, the Numbers Youtube song video to screen share, the Day 4 Culture images to screen share as a visual for the culture lesson, the alphabet song on Youtube ready to screen share, small whiteboard for the conversation visual, puppets for the conversation practice, and the Day 4 family tree visual to screen 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". Once they have done so, teach "gracias". 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 the expectations for the class as needed.

**Cantamos:** Sing the Greetings song to the tune of "Frere Jacques" from previous weeks 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

**Libro:** Screen share and read the Ana Says story that is posted on the intranet for this class. This story helps to reinforce greetings, goodbyes, and teaches the lesson between formal and informal. Encourage the students to repeat during the story when noted and use the follow up questions at the end to check their understanding.

**¡Los Números!** ~ Review counting 1-15 in Spanish by using screen share and playing the following Youtube song video to practice numbers:

Basho & Friends 1-20 in Spanish

[https://www.youtube.com/watch?v=6FEyfy5N3Nc&feature=emb\\_logo](https://www.youtube.com/watch?v=6FEyfy5N3Nc&feature=emb_logo)

Continue practicing the numbers out of order by having the students do actions for each number. For example: if you hold up 5 and say claps, they would do cinco claps.

Teach numbers 16-20 when the video gets to these numbers and encouraging lots of repetition and practice. Remind the students these numbers are easy to remember because it is diez plus whatever number you are teaching. Example: Diez y seis.

**\*Activity:** Play a Count off game by having two students at a time stand up to play. The first student says a "Uno" and the second student says the following number. They keep going like this until someone forgets a number. Whoever forgets the first sits down and then you call on a new student to replace him or her and continue the Count off game. See how high the students can count in Spanish. Tip: Help the students along as needed and give lots of praise and encouragement.

**Alternative Activity:** Play the Dice game from last week as a fun review activity.

### **Notas Culturales:**

Once the students are seated at their computers again let the students know today's culture lesson is going to be about food (la comida) in Spanish speaking countries. Explain that foods we would find at Mexican restaurants are more Tex-Mex, foods that come from Southwestern United States and the Mexican border. For example: here in the United States many Tex-Mex foods will have cheese or cream added to them and nachos would be an example of Tex-Mex. In Mexico a green sauce or mole (a traditional red sauce made of chili pepper, fruit, nut, cinnamon, or cumin) is more common. Screen share the Day 4 culture images as a visual of these food items you describe. Other traditional foods in Mexico include tamales, which are a filled cornmeal dumpling, steamed in a wrapping (like a corn husk) with different fillings such as pork or chicken. The most common Mexican street food is the taco. Taco fillings vary across different regions in Mexico including pork, beef, chicken, or seafood along the coasts. Ask the kids if they like tacos and encourage them to respond Si with thumbs up or No with thumbs down.

In Spain the most famous cuisine is called "tapas." Tapas, or small plates, consist of a variety of appetizers including olives, cheeses, meats, eggs, bread, etc.

In Spain, Chile, Perú, and other Spanish speaking countries, empanadas are found in bakeries and supermarkets. Empanadas are made from a pastry dough, rolled out, and cut into circles. The empanada is stuffed with chicken, beef, or other mixtures depending upon the country. The dough is closed in the form of a half moon and sealed on the edges. Ask the students if

they would like to try an empanada and encourage them to respond Si with thumbs up or No with thumbs down.

**iAlfabeto! Lesson~** Review the Spanish alfabeto from A-P by showing the flashcards and encouraging students to repeat after you. Then teach the letters Q-T by using the flashcards and encouraging whole class repetition. 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](https://www.youtube.com/watch?v=XpwbOz4eI4A&list=RDXpwbOz4eI4A&start_radio=1)

Encourage them to march and sing along with the song.

**\*Activity:** For the older students, play a game of Spell off. Have two students stand to compete against each other for this activity. Give the students a simple word like "Hola." If a student spells a word incorrectly, they sit down and a new student takes a turn to play. For the younger students, teach the SANCHO song (lyrics below) to the tune of "Bingo".

Un perro grande tengo yo  
Y él se llama Sancho  
S A N C H O, S A N C H O, S A N C H O  
Y él se llama Sancho.  
Un perro grande tengo yo  
Y él se llama Sancho  
-A N C H O, - A N C H O, -A N C H O  
Y él se llama Sancho

(Same verse except one letter is omitted each time)

**iLa Familia! Lesson-** Review the past family vocabulary by showing picture flashcards and having the students guess the Spanish word that each picture represents. Teach the remaining family Spanish vocabulary: tía, tío, hija, and hijo by showing pictures. Emphasize the difference between gender and plural words. Grammar note: Explain to the students that words in Spanish have genders. For example, *la familia* is feminine and *el dinero* is masculine. Usually words ending in -a are feminine and words ending in -o are masculine, however there are exceptions to this rule.

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. Sing the Family Countdown song using the new vocabulary from today's class.

Family Countdown Song

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

**Activity:** Screen share the Day 4 family tree visual to further review the family member relationships. Practice asking the students the different relationships from this visual. For



example, "¿Cómo se llama la madre? What is the mother's name?" or "¿Quién es el hermano de Isabella? Who is Isabella's brother?"

Tip: For classes with older students you can make this a competition by having two students at a time race to answer the question.

**Conversation practice:** Hold up puppets Dani and Beto to show/act out the question and answer, "¿De dónde eres?" And "Soy de \_\_\_\_." Hold up a small whiteboard with the question and answer for the students to reference as a visual. Encourage the students to repeat one of the puppets asking the question to a specific student in class. Help the student out with the response as needed. Give lots of praise and encouragement for their participation. Note: For older students you can let them be silly and pick different countries for the answers (even if they are not from that country). You can also encourage siblings to answer together to help speed up the conversation practice.

**Repaso del día- Números musicales:** Assign each student a number in Spanish and encourage them to remember their number. Play Spanish music and encourage the students to dance and have fun with it. When you stop the music, call out two numbers in Spanish. The students with those numbers will compete first. When you hold up a picture flashcard or say a vocabulary word in English, the students will race to give the Spanish word. The student with the fastest correct answer wins. Encourage the entire class to repeat the answer in Spanish for practice. Offer help as needed and give lots of praise and encouragement. Continue playing by restarting the music for the kids to dance again. When you stop the music again call out another two numbers for the game to continue another round.

**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.