

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 5 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 5 Target Vocabulary:

<i>mamá</i>	mom	<i>papá</i>	dad
<i>treinta</i>	30	<i>cuarenta</i>	forty
<i>cincuenta</i>	50	<i>sesenta</i>	60
<i>setenta</i>	70	<i>ochenta</i>	80
<i>noventa</i>	90	<i>cien</i>	100
<i>mucho gusto</i>	pleased to meet you	<i>¿Cuántos años tienes?</i>	How old are you?
<i>Tengo diez años.</i>	I am <u>ten</u> years old.	U, V, W, X, Y, & Z	(This completes 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, Day 5 culture images, the Day 5 power point visual from the Futura intranet and small whiteboard for the drawing activity sentences as a visual.

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

¡Los Números! ~ Review counting 1-20 in Spanish by having the students count along as you do exercises together. For example- count to diez while doing jumping jacks, then count to veinte while marching in place or stretching.

Teach the multiples 30-100 in Spanish by using the picture flashcards and having them repeat after you.

Juego: Play a game of Bingo using the link below from Flippity.net. You will need to share this link in the chat and ask the students to click on it for their own bingo card. They will click on the numbers you call out to keep track of their Bingo numbers during the game. It is best for you to have a card up and mark the numbers you've called as well to keep track. Have the students call out their answers in Spanish if they complete a row or four corners. To keep good pace, don't have the kids clear their cards until you've allowed a handful of students to win. If it's been 5-7 minutes, you should only play one round. If you have time within that amount you can play another round.

https://flippity.net/bi-pl.php?k=1MRp4_-u1EfmP_Tb29s4FO0MSgAAq6O5QDw8424yqx7o

Activity: Call out three numbers in Spanish. Explain to the students that if the numbers are in order, they should show their thumbs up. If the numbers are not in order, they should show thumbs down. For example: 30, 40, 50 would be thumbs up. 15, 100, 5 would be thumbs down. Note: You can call on volunteer students to choose three numbers as well. You can also divide the class into two teams to compete for the activity.

Conversation lesson~ Teach the students that "¿Cuántos años tienes?" means "How old are you (How many years do you have)?" The way to answer is "Tengo __(number)__ años." Screen share the Day 5 power point visual from the Futura intranet with the conversation and song lyrics for the students to follow along with the next activity.

Reinforce this lesson by singing the song below to the tune of "London Bridges". Each time you sing the main tune call on a student to answer the question from the song.

¿Cuántos años tienes tú, tienes tú, tienes tú?

¿Cuántos años tienes tú?

Tengo _____ años. (seis, siete, ocho, nueve, diez, once, etc.)

Note: Help the students along as needed and give them lots of praise and encouragement. Stop the screen share and move on to the next topic.

Notas Culturales:

Once the students are seated at their computers again let the students know today's culture lesson is going to be about the Día de los Muertos holiday. Note: Please be extremely sensitive when teaching this topic. Make sure to keep it light, fun, and colorful. We want to relay a very important holiday in Mexico, but we don't want to upset children or parents. For these reasons the topic needs to be handled very delicately.

Here are some pointers:

1. Make sure the children know this is PRETEND.
2. Point out the similarities to our own Halloween- costumes, candy...
3. Do not discuss their own dead relatives (example- altars)

Discuss the talking points below of the holiday using the bilingual approach with Spanish first and English translations. You can screen share and show the Day 5 culture images when

discussing the holiday. Ask the students if they have ever seen the Disney movie *Coco* for example.

- Día de los Muertos or Day of the Dead is a holiday, which is celebrated in Mexico and parts of Central America. It is most similar to our Halloween festival, but isn't a scary holiday.
- November 2nd is the official date for the Day of the Dead, although it is celebrated between October 31st and November 2nd.
- The best way to describe the holiday is that it is a time when family members who have passed away are remembered. In Mexico, this festival is considered to be the most important holiday of the year.
- Although this celebration is associated with the dead, it is not sad or depressing, but rather a time full of life, happiness, color, food, family, and fun.
- There is excitement everywhere. In many areas, outdoor markets are displayed in which they sell many symbolic goods, such as special breads, flowers, pottery, baskets, candles, paper puppets, and candy skulls. The main symbols of this holiday are colorful skulls and skeletons, which are displayed throughout the country. *Calavera* means skull in Spanish and by extension, skeleton.
- "Ofrendas" (offerings) are often set up on an altar displaying portraits, personal items, clothing, favorite foods, and other possessions of the deceased family member. During this time, people remember their family members and the joys of their lives.
- The common foods eaten on this holiday include *pan de los muertos* ("bread of the dead"), which is sweet bread baked in the shape of skulls and crossbones. Sometimes plastic toy skeletons are hidden by the baker in each loaf. Whoever bites into it will have good luck! People eat candies in the shape of coffins and skeletons.

*Note: Let the students know there will be a coloring page of a designed skull on the Parent portal if they would like to download it and color it at home.

iAlfabeto! Lesson~ Then teach the letters U-Z by using the flashcards and encouraging whole class repetition. Congratulate the students as this now completes the Spanish alfabeto! See if they can sing the Alfabeto song with you- without using the song video. Encourage the students to stand in front of their computers and march while singing. Tip: Make it fun by seeing how fast they can sing the song or how slow they can sing it with you.

***Activity:** Alphabet Race- You can play this in teams or as individuals. Call on two students (either one from each team or individuals) to compete. Explain that when you call out a letter in Spanish, the students must type in chat the correct letter. (you won't be able to call out the unique Spanish letters like the LL or ñ.) Example- if you call out zeta, the students will race to type the letter z.

For larger classes, feel free to keep this a collective activity and encourage all students to type the letter at the same time and see who can type it the fastest instead.

***Alternate Activity:** Brilla- Have the students stand by their computers to play. Give the class a simple word in Spanish like "Hola" or "Adiós." The students will go one by one giving each consecutive letter of the word to spell it. (Help them along with the order of who participates.) For example, the first student says "hache", the next says "o", and so on. After the word is done, the next person says "¡Brilla!" You will need to give the students another



word to spell. This game will work better with the older students who can read and spell for example.

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: mamá and papá by showing pictures. Explain the difference between mamá and madre and papá and padre. Ask the students what they would call their parents?

Show the picture on the Day 5 power point slide for today's class of the family from the Disney movie *Coco*. Encourage the students to imagine they are Miguel and ask them how everyone is related to him. Discuss the family members in Spanish with the students and encourage their repetition. Teach the vocabulary Señor, Señora, y Señorita by pointing them out in the family picture of *Coco*. Review the informal vs formal lesson. Review the difference between formal and informal and have the students guess "tú" or "usted" for different family members in the picture. Example: Miguel= "tú"; the abuela= "usted". Screen share and play 1 minute of the song "El mundo es mi Familia" (from the Disney movie *Coco*) from the clip below. See how many words in Spanish the students can recognize from this clip! For example: Señoras y señores, buenos días, buenas tardes y buenas noches.

https://www.youtube.com/watch?v=dAWFehpxKw8&feature=emb_logo

Nota Cultural: Briefly screen share the next slide on the power point visual for today's class to show that the Spanish word for dad and potato are very alike. the word for potato is papa. This is very similar to the word for papá, which is dad. This helps reinforce why accents and pronunciation are so important in Spanish. Practice having the students repeat the words after you and recognizing which word you are saying in Spanish.

Cantamos: Teach the new Mi Familia song to the tune of "Frere Jacques" going line by line with repetition. Screen share the lyrics from the power point visual for Day 5 posted on the Futura intranet so the students can follow along. Encourage them to stand and have fun singing the song with you.

Madre mother, Padre father
Hija daughter, Hijo son
Abuelo is grandpa
Abuela is grandma
My family, Mi familia

Conversation practice: Practice basic conversation elements with a fun rhythm clapping and slapping activity. Everyone starts the rhythm by alternately slapping their thighs then clapping their hands- slap/clap/slap/clap/slap/clap. The teacher chants the rhyme then points to a student (and says their name) who responds in Spanish with the answer.

Tip: This will work best if you give them a clear example with the answers and help them along as needed. Encourage them to have fun with the slaps and claps during the activity!

Teacher: This is a game, this is a game, this is a game where you say your name.

Calls on student- student says, "Me llamo_____."

Teacher: This is a game and you're not done until you tell me where you're from.

Calls on student- student says, "Soy de_____."



Teacher: This is a game and now it's time to tell all of us that you are fine.
Calls on student- students says, "Estoy bien."

Teacher: This is a game and I'm sad to hear how your day has gone so bad.
Calls on student- student says, "Estoy mal."

Repaso del día- Play a fun review game of Dance Freeze. Have the students stand in front of their computers while you play lively Spanish music. Encourage the students to dance as the music plays. When you stop the music, all students must freeze in place. Whoever moves first must answer a question related to what you have covered today, starting out very basic. For example: What is the word for mom in Spanish? Give praise, encouragement, and help as needed. Continue playing by resuming the music and encouraging them to dance again.

Variation Activity: Have the students take out a blank piece of paper and write the full sentences filling in the blanks about themselves shown below. Hold up a white board or use the Virtual platform whiteboard as a visual for them to reference. Then the students can color a picture of themselves with friends or their family. Encourage the students to save their drawing for next week's class where they can share to the class more about themselves.

Me llamo_____.

Soy de_____.

Tengo_____ años.

***For classes with younger students, have the students color a picture of themselves with friends or family and without writing the sentences. When they share their picture to the class you can encourage them to orally present the sentences telling about themselves in Spanish.

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.