

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 7 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 7 Target Vocabulary:

<i>el gato</i>	cat	<i>el perro</i>	dog
<i>Hasta luego</i>	See you later	<i>¿De dónde eres?</i>	Where are you from?
<i>Soy de_____.</i>	I am from_____.	<i>¿Cómo te llamas?</i>	What is your name?
<i>Me llamo_____.</i>	My name is_____.	<i>el amigo/la amiga</i>	friend (male/female)

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.

Tip for teachers: Chose activities from the lesson plan or previous lesson plans that will work best for your group of students. For example- if they enjoyed a game to practice the letters from a previous week, feel free to play that again if you don't think the game this week will be successful.

Materials list: Spanish music, picture flashcards for today's vocabulary and past vocabulary, deck of cards for numbers visual, the youtube videos and Flippity game links pulled up and ready to share as mentioned in the lesson plan, and the Day 7 Thanksgiving culture document 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 either of the greeting's songs in Spanish from the semester so far with the students. Encourage them to stand and sing along using gestures. Review the conversational introduction phrases (like *¿Cómo te llamas?*, *¿Cómo estás?*, *¿De dónde eres?*, and *¿Cuántos años tienes?*) by using a visual aid with pictures to check the students' retention of the vocabulary they remember.

Juego de Conversaciones: This is a good listening activity to encourage the students to hear real life Spanish conversations and understand the meanings. As you read each of the sentences below, ask the students the follow up questions. You can encourage students to raise their hand to answer. For older classes you can turn this into a team competition game having them type the answer via the chat feature. The fastest correct answer scores a point for the team.

- Is the person a tú or an Usted?
 - What country is the person from?
 - How old is the person?
1. ¡Hola! Me llamo Maria Gomez. Soy de Guadalajara, México. Tengo trece años.
 2. Buenas tardes. Me llamo Señor Rodriguez y soy de Lima, Peru. Tengo cuarenta y cinco años.
 3. ¡Hola! ¿Qué tal? Me llamo Luis Rafael Gutierrez. Soy de San Juan, Puerto Rico. Tengo quince años.
 4. Me llamo Lupe Muñoz. Soy de Honduras. Tengo treinta años. ¡Hasta luego!
 5. Buenas noches. Me llamo Señor Sanchez. Soy de Santiago de Chile. Tengo cincuenta años.
 6. Me llamo Juan Carlos. Tengo diecisiete años. Soy de Los Estados Unidos. ¡Nos vemos!

¡Los Números! ~ Review counting 0-100 by pretending to throw a ball to a student and saying their name and a number in English. Encourage the student to pretend to catch the ball and say the number in Spanish. Continue pretending to throw the ball around to the students practicing the numbers out of order in Spanish. If the students are getting the hang of it and want to "throw" the ball to other students and say a number in English for them to translate, encourage them to continue the game.

Deck of Cards- Use a deck of cards to practice the numbers in Spanish. Show them to the students while you practice counting in Spanish. Then have all the students put their heads down while you chose a card. When you say, "Listos" the students will look up and call out the number in Spanish. You can also practice math in Spanish with the deck of cards. Hold up two cards and have the students add the numbers together and give the total/sum of the two in Spanish. For older students, you can challenge them to compete by calling two students to play at a time to race to give the sum in Spanish.

Variation: Math with Dice- Use the link below for an online dice link for 2 dice. In this activity, have the students add the dice and give the total/sum of the two in Spanish. For younger students, do this activity together collectively. Again you could have the students compete in twos racing to give the sum in Spanish for this activity.

<https://dice.virtuworld.net/>

Optional Song video: Screen share and play the fun song video to review numbers 1-20 in Spanish with the students.

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

Notas Culturales:

Let the students know today's culture lesson is going to be learning vocabulary related to the Thanksgiving holiday. Be sure to explain that Thanksgiving is only celebrated in the United States. In Spanish the holiday is called *El día de Acción de Gracias*. Review that *Gracias* is thank you in Spanish. In Spanish you can say "Yo doy gracias por..." to explain what you are thankful for in Spanish. Below are some basic vocabulary words you can share with the students to complete the sentence (some they are familiar with). Feel free to screen share the turkey handout or the Thanksgiving tree handout that are available for students to download on our Parent portal. These are posted under the Day 7 information on the Futura intranet as well.

Vocabulary list: amor- love, comida-food, familia-family, amigos- friends, casa- house, hermanos-siblings, juguetes- toys, animales- animals, cama- bed, escuela- school, dinero- money, juegos- games, dulces- sweets, salud- health, maestros- teachers.

If there is time, encourage the students to share what they are thankful for in Spanish from this list.

Cantamos: Sing the students the song called "Buenos días" to the tune of the Happy Birthday song from last week. Then you can substitute "buenas tardes and buenas noches" for buenos días. Hold up the picture flashcards for these three greeting phrases along with the various ways of saying goodbye in Spanish and encourage the students to repeat the Spanish for extra practice.

¡La Familia! Lesson- Reinforce the family members by holding up the picture flashcards randomly and encouraging the students to call out the matching Spanish words. Review the word for friend in Spanish and explain a friend that is a girl is "amiga" and a friend that is a boy is "amigo." Teach the students the two animals, dog and cat, since they are common pets that would also be part of the family. Dog is *el perro* and cat is *el gato*. Hold up the picture flashcards as visuals and encourage their repetition.

Pictionary: Screen share the Whiteboard feature or use a small whiteboard for drawing in this game. Draw a family member and have the students raise their hand to guess the correct Spanish word. The student who guesses correctly can draw the next family member and have the class continue to raise their hand to guess the Spanish word.

¿Adivinas Quién? Ask for a volunteer for this activity. Ask the student to briefly put their head down or cover their eyes. You will hold up a family member flashcard to the rest of the students- this is who the student is. They will keep this secret. Then the student will look up and the class will raise their hand to give clues on "Who the student is". Encourage this to be in Spanish or for them to use gestures. For example- *La hermana de mi madre es mi = tía*. For younger students, they can give gestures or act out the family member like pretending to hold/rock a baby for "la mama." They can even call out the English word (if it is more



challenging) for the student to give the Spanish family member. Continue playing by calling on another student to cover their eyes and be the guesser.

Song video: Screen share and play the song video for *Mi familia grande* with the link below. Encourage the students to dance and sing along having fun with the song.

<https://www.youtube.com/watch?v=s9iUXEhEMh8>

Alfabeto~ Encourage the students to stand and sing the alfabeto march song to review the Spanish alphabet. You can also sing the *SANCHO* song with the students from the previous classes.

Alfabeto Race- Ask your students to have blank pieces of paper and a writing utensil OR use the chat feature for this activity. When you call out a letter in Spanish, the students will write the correct letter on the paper and hold it up or type it in the chat feature. Example: If you call zeta, the students will write the letter z.

Actividad: Have the students "show off" their skills with mini interviews using the introductory questions. One student will act as the interviewer and the other students will be the interviewees. The interviewer will say a greeting to a specific student. Example: Buenos días. The chosen student will then need to say the correct greeting back. Then the interviewer will ask a series of introductory questions. See the examples below. Help the students along as needed and give lots of praise and encouragement for their participation.

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|--------------------------|-----------------|
| 1. ¿Cómo te llamas? | Me llamo _____. |
| 2. ¿De dónde eres? | Soy de _____. |
| 3. ¿Cómo estás? | Muy bien. |
| 4. Gracias. Hasta luego. | De nada. Adiós. |

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.