

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

Lesson Plan 1 Virtual Learning

Note: All activities should take 5-7 minutes.

**Day 1 Target Vocabulary: La ciudad**

|                          |                |                   |        |
|--------------------------|----------------|-------------------|--------|
| <i>Vamos a explorar.</i> | Let's explore. | <i>una tienda</i> | store  |
| <i>la ciudad</i>         | city           | <i>el banco</i>   | bank   |
| <i>el cine</i>           | movie theater  | <i>una casa</i>   | house  |
| <i>la biblioteca</i>     | library        | <i>la escuela</i> | school |
| <i>¿Dónde está__?</i>    | Where is__?    |                   |        |

**Optional Vocabulary for advanced or older students:**

|                 |          |                 |        |
|-----------------|----------|-----------------|--------|
| <i>la acera</i> | sidewalk | <i>la calle</i> | street |
|-----------------|----------|-----------------|--------|

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

|                         |               |                 |             |
|-------------------------|---------------|-----------------|-------------|
| <i>Repite otra vez.</i> | Repeat again. | <i>¿Qué es?</i> | What is it? |
| <i>Me encanta__.</i>    | I love__.     | <i>aquí</i>     | here        |
| <i>ayuda</i>            | help          |                 |             |

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 it 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. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, 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. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy. On the first day of class, introduce Dani and Beto (puppets or images). Make sure to refer to them throughout the lesson.

**Who are Dani and Beto:** Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *iVamos a explorar!*, follows Dani and Beto as they explore Panamá. We hope you have fun getting to know the class "stars!"

**Materials list:** Spanish music, picture flashcards for today's vocabulary, Dani and Beto puppets and backpack or bag to pull them out of, culture images file from intranet to screen share, and an example city drawing to show the students. There is a printable document on the Futura intranet with the names and images of each place in big letters in order to create a city "tour". Any props or real-life objects that you can show to further reinforce the adventure would be great.



**Introduction:** If possible, have Spanish music playing softly in the background and greet the students by saying *¡Hola!* as they join the Virtual session. Introduce yourself and welcome your students to the first day of Spanish class. As the students are logging onto the call, take attendance by getting their name. (If there is time waiting for students to login, you can ask them to get a piece of paper and coloring supplies for a drawing activity later in class.) 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. \*Please be sure to continue clicking "admit" to any late students arriving to the Virtual call. If you are screen sharing, this can be harder to see as a pop up, so be aware you may need to check your participants list.

\*Please note: It will be important for everyone to hear you and to limit noise distractions, so remind students to raise their hand if they have a question and mute students as needed to ensure a productive class.

**La ciudad:** Some creative ways to introduce *la ciudad de Panamá* adventure to your students would be to post the culture images of *la ciudad de Panamá* on the wall behind you or use a Virtual background for the students to feel like they are in *Panamá*. Introduce the theme adventure by saying "*¡Bienvenidos a la ciudad de Panamá! Welcome to Panama City!*" Explain that this class the students are going to be exploring with the class *amigos* Dani and Beto in the city- *la ciudad*.

**Cantamos:** Encourage the students to stand in front of their computers by saying "*Levántense*" and using gestures. Teach the students the "theme song" for the class: *Marcha de exploración* (Exploration March). To help the students learn the song, sing and act out the chant first for them to see. Then break the song down and encourage the students to repeat line by line after you. Once they get a hang of the lyrics, encourage them to march with you and act out the gestures while singing. Don't forget to give instructions in both Spanish and English. Watch the video for this song on the Futura intranet or Vimeo channel to hear the beat. <https://vimeo.com/27881108>

**Marcha de exploración** (*March in place while singing*)

Explore! *¡Exploramos!*

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

*¡Marchamos!*

*¡Arriba!* (stand on toes with hands up)

*¡Abajo!* (squat down to the floor)

*¡Exploramos!* (jump up)

**Vocabulary:** After teaching the song explain what the lyrics mean: "Let's explore! To the left, to the right. We march. Up! Down! Let's explore!"



Language Professionals

**Puppet time!** Invite all of the students to sit back down in front of their computers by saying "Siéntense" and using gestures. Bring in a backpack with the puppets inside. Say to the students in a mysterious voice, "Tengo una sorpresa en mi mochila. I have a surprise in my backpack. (Hold up your backpack while saying this.) *¿Pueden adivinar qué es la sorpresa? Can you guess what the surprise is?*" After the students have given a few guesses, bring the puppets out of the suitcase and exclaim, "¡Son mis amigos! They are my friends!" Have the Dani and Beto puppets carry on the following little conversation. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

**Note:** While puppets really add to the adventure, make sure you are assessing how students respond to puppets during your class. Some students may prefer variations of these puppet skits. For example, you may choose to use a story telling approach instead of dialogues, if students seem to prefer this over puppet skits. Regardless of your method, always make sure to interact with students by asking them questions and using repetition.

Also, **older students** may be more excited about props such as two different color hats that you may switch back and forth as you pretend you are Dani and Beto when you are acting out the skit. Think TikTok!

**Dani:** *¡Hola! Me llamo Dani. Hi! My name is Dani.*

**Beto:** *..Y me llamo Beto. ..And my name is Beto.*

**Teacher:** Let's say nice to meet you to Dani and Beto. *Todos repiten por favor, "¡Mucho gusto!"*

**Dani:** *¿Cómo te llamas tú? What is your name? (Have Dani look at the teacher while saying this.)*

**Teacher:** *Me llamo \_\_\_\_\_.* My name is \_\_\_\_\_.

*Clase, me llamo means my name is. Vamos a practicarlo. Let's practice!*

\*Interactive Activity: Have a basket with individual students' names. Draw a name and show it to the class. The selected student will take a turn practicing conversation. Make sure students mics are unmuted. Encourage the class to ask with you:

i.e. Teacher: (Draws name Sam & shows to class) *"Todos decimos: ¿Cómo te llamas?"*

Sam: *Me llamo Sam.*

Teacher: (Draws student's name & shows to class) *"Todos decimos: ¿Cómo te llamas?"*

Student: *Me llamo \_\_\_\_\_.*

**Dani:** *¡Muy bien clase! Nice work class! ¡Mucho gusto! Nice to meet you.*

### **New vocabulary lesson:**

**Dani:** *Vamos a explorar la ciudad. We are going to explore the city.*

**Teacher:** Encourage the class to repeat "Vamos a explorar." Use a gesture to kinesthetically appeal to the students. For example: have them repeat while holding up pretend binoculars searching around the room.

**Beto:** (using an excited voice) *¡Qué divertido! How fun! Hay muchos lugares para ver. There are so many places to see.*

**Interactive Lesson:** As you continue with the puppet conversations below, show each "Lugar de la ciudad" as it is mentioned on the tour. \*Have props or real-life objects to represent the buildings if possible.

**Dani:** *Aquí está el cine. Here is the movie theater. Todos repiten por favor el cine. (Encourage the class to say the word with you.) \*A gesture to physically associate with this word would be to pretend eating popcorn! Encourage the students to mimic this gesture with you.*



**Beto:** *Me encanta el cine.* I love the movies. (Hold up the movie theater picture again while saying *el cine*.)

**Dani:** *¿Dónde está la biblioteca?* Where is the library? (Encourage the students to repeat the question "¿Dónde está?" while shrugging their shoulders and putting their hands up to gesture the question.)

**Beto:** *¡Aquí está la biblioteca!* (While having Beto point to the library picture or books.)

**Teacher:** *Clase repite, por favor, "la biblioteca."* \*To ensure practice of this new vocabulary encourage the students to repeat multiple times saying "otra vez." To make this more fun have them use different voices each time they repeat like a mysterious voice, a robotic voice, or a squeaky voice. To help with the pronunciation of this long word you can break it down by syllables and have the students clap while repeating each syllable. "Bi-bli-o-te-ca"

**Dani:** (with an excited voice) *Aquí está una tienda con dulces, juguetes, y ropa.* And here is a store with candy, toys, and clothes. (Encourage the students to repeat "tienda" multiple times.)

**Beto:** *Hay muchas casas allá.* There are a lot of houses over there. (Encourage the students to repeat "casa" multiple times while holding up the picture of the house.)

**Dani:** *Sí. ¿Dónde está el banco?*

**Teacher:** See if the students understood what Dani asked and encourage them to raise their hands if they know the answer. Praise the students for their participation and explain what Dani asked in English. Hold up the bank image and encourage repetition of the new word.

**Beto:** *Hay un lugar más.* There is one more place. *¡La escuela!*

**Teacher:** *¿Clase qué piensas es la escuela?* What do you think is *la escuela*? *Muy bien, la escuela* is the school. *Todos repiten por favor, la escuela.*

**Repaso del vocabulario nuevo:** After acting out the puppet skit above, reinforce this new vocabulary by encouraging the students to repeat each word after you while you point to the picture or object that represents it. For example: "*El cine significa* movie theater. *El cine* means movie theater. *Todos repiten por favor, el cine.*" Check the understanding of the students by asking "*¿Qué es?* What is this?" as you hold up the picture flashcards. Remind the students to raise their hands if they know the answer. Praise them for their responses by saying "exelente, buen trabajo, or muy bien."

### **Juego:**

**For the younger students,** sing "¿Dónde están Dani y Beto?" to the tune of the theme song "Where in the world is Carmen San Diego?" from the television show. \*Hint: If you are unfamiliar with this tune search it on YouTube. After singing the line, show one of the puppets next to a picture or object representing a "Un lugar de la ciudad." Encourage the students to raise their hands and answer in Spanish where Dani and Beto are.

**For the older students,** play a quick game of *iPista!* (Clue) to reinforce the vocabulary learned so far. Call on two students to play the first round. Read a clue in Spanish and English about one of the places. These two students will race to call out the place that you are describing in Spanish. For example: if you say, "*Dani y Beto están comiendo palomitas aquí.* Dani and Beto are eating popcorn here. *Hay muchos asientos en filas.* There are a lot of seats in rows." The students should race to call out, "el cine." After the answer is given encourage the entire class



to repeat and continue playing by calling on two new students to play and giving another set of clues for a vocabulary word from today's class.

### **Notas Culturales:**

Ask the following questions in Spanish followed by English:

¿Saben dónde está Panamá? Do you know where Panama is? \*Remind them to raise their hands if they have an answer or comment.

Screen share the map of Panamá and point out capital city. Continue to screen share the images of *la ciudad de Panamá* from the Futura intranet. Explain that there are areas in the city that still have the older Spanish architecture known as the old quarter *Viejo Panamá*.

There are also high-rise buildings and modern sky scrapers.

¿Les encanta el cine? Do you guys like the movies?

*El cine* is a movie theater. American movies are very popular in other countries around the world, like in Panama. Typically, they are shown in English with Spanish subtitles. In Panama City the biggest movie theater is called *Cinopolis*. It is very modern and even has VIP rooms. These rooms have leather reclining chairs and the ability to order drinks and food. In Panama City you can find food from all around the world French, American, Chinese, etc. Since the city is on the water, seafood is very popular as well. There are some foods that are considered the "national foods" of Panama. They are listed below and there are pictures on the intranet for download. After showing the students the food pictures, ask them which dish from Panama they would like to try most/least.

- *Patacones de plátano* (fried plantain)
- *Sancocho* (Panamanian stew with chicken, meat and vegetables)
- *Tamales* (seasoned pie wrapped in banana leaves)
- *Empanadas* (turnovers filled with meat, chicken or cheese)
- *Ceviche* (fish marinated in lime juice, onions and peppers)

**Repaso del día: ¿Qué falta?:** Divide the class into two teams. Hold up the picture flashcards of the places vocabulary from today's class and call out the word in Spanish for each place as you show it. Set them on the floor or table or tape onto a poster for the students to see. Encourage the students to try and remember all of the places. Have one player from each team stand up to play. Explain that they will close their eyes and you will be taking away one of the places. When you call out "¿Qué falta?" the players standing will open their eyes and race to call out the missing place in Spanish. If the players don't know the answer, encourage them to ask for "ayuda" from their teammates. The team that calls out the answer first scores a point. Continue playing by having a new player from each team stand to compete and take away a different place. Remember to show the picture flashcard and encourage the entire class to repeat the word in Spanish after each answer is found. Note: This doesn't need to be a team competition game. For younger students you can play all together and have the students take turns competing.

**La ciudad:** Ask students to retrieve their color pencils or markers and paper (preferably blank white). Have the students color pictures of the city places. They can use their imagination and draw their own complete city! For older students, have them to label the buildings in Spanish. Encourage them to be creative and have fun with the project. Tip: It



works great to have a completed example of the city drawing to show the students what they are creating. While the students are working you can play fun Spanish music in the background. As the students work, ask each of them to tell you about their town. Encourage them to use as much Spanish as possible by asking, "¿Dónde está el banco en tu ciudad? Where is the bank in your city?" After five minutes say, "¡Hay dos minutos más!" before students put the coloring utensils away. Note: Ask the students to finish their drawings after class if they need more time. Encourage them to bring the drawings to next class to share.

**Adiós:** Teach the "Les Digo Adiós" song to the tune of "Jingle Bells" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

**Les Digo Adiós**  
Adiós--ya me voy  
Hasta luego  
Vamos a la casa ya  
Les digo adiós

Have the students say goodbye to you in Spanish before leaving the virtual meeting.

**Closing:** Thank the students for their participation in today's class. Reivew that Hola means hello and Adiós is goodbye. Share with students that for next class your adventure will be exploring the Panama Canal.

"Adiós, clase. Nos vemos al Canal de Panamá la próxima clase. We'll see you at the Panama Canal next class." Encourage the class to respond "Adiós" or "Nos vemos."

Ask the students to visit the Parent Portal on the Futura website for the newsletter and optional homework for today's class for further practice at home.

**Extra time:** If there is extra time, you can offer more time for students to work on their art projects or play **Viajamos Alrededor El Mundo** with the picture 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. 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 guest. 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.

