

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

Lesson Plan 2 Virtual Learning

Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: El Canal de Panamá

<i>el océano</i>	ocean	<i>el barco</i>	ship/boat
<i>la cámara</i>	camera	<i>sacar una foto</i>	take a picture
<i>grande</i>	big	<i>pequeño</i>	small
<i>¿Puede(s)...?</i>	Can you...?	<i>con permiso</i>	excuse me
<i>¿Dónde está...?</i>	Where is...?		

Optional Vocabulary for advanced or older students:

After introducing the vocabulary, insert the following brief grammar lesson for the older or advanced students. Write the vocabulary words on a small white board or the screen-shared whiteboard that have accents or a tilde in the word. (*océano, pequeño, cámara, etc*) Explain the use of these symbols and the pronunciation of the words. You can do this by showing how the words would be pronounced without the accents. Encourage repetition of the vocabulary words by breaking them down to syllables to show the stressed accent. Encourage the students to clap or "pop up" when saying the stressed syllable of the word. I.e: Pa-na-má You can also give the students an example of how the accents can change the meaning of a word. I.e: papá vs. papa

Key phrases to repeat during class and encourage Spanish responses:

<i>el Canal de Panamá</i>	Panama Canal	<i>¿Qué significa?</i>	What does it mean?
<i>Siéntense por favor.</i>	Sit down please.	<i>Levántense por favor.</i>	Please stand up.

*If a student can't think of the answer in Spanish, encourage him or her to ask the class for "ayuda."

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.

Materials list: Spanish music, picture flashcards for today's vocabulary and last week's vocabulary, objects or images to show the difference between grande o pequeño, culture images



from the internet and site listed to screen share during culture lesson. Post the images of the Panama Canal on the wall behind you or on a posterboard. Any props or real-life objects that you can show to further reinforce the adventure would be great. For example- have a camera for the lesson.

Introduction: If possible, have Spanish music playing softly in the background and greet the students by saying "¡Hola! ¡Bienvenidos al Canal de Panamá! Welcome to the Panama Canal!" as they join the Virtual session. Introduce yourself and welcome them to 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 their Ciudad drawings from last week's class to share later.) 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. *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.

Cantamos: Encourage the students to stand in front of their computers by saying "Levántense" and using gestures. Sing with the students the "theme song" for the class: *Marcha de exploración* (Exploration March). Encourage them to march with you and act out the gestures while singing.

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!"

Juego de repaso: Play the Pista (Clue) or *¿Qué falta?* game from last week to review the day one vocabulary with the students. Make sure to hold up the picture images and have the students repeat the Spanish after you for good practice before starting the game. Be sure to keep this game between five to seven minutes to ensure time for the new lessons and activities. *Note: Review of vocabulary from previous classes is very important for each class. This review can also be incorporated through other games by including the picture flashcards and objects with the new vocabulary during the games. Whenever possible, make sure to encourage repetition and recognition of all vocabulary taught throughout the semester.

Puppet time! Use your attention getter to regroup and transition to the next lesson. Bring out the Dani and Beto puppets and have them greet the students. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: (pointing to the Panama Canal picture) *¡Llegamos el Canal de Panamá!* We are at the Panama Canal!
Beto: *Sí. Es muy grande.* Yes. It is very big. (Encourage the students to repeat "grande" in a deep loud voice as they hold their hands out to gesture something big.)

Dani: (searching and looking around in a curious voice) *¿Dónde está la cámara?*

Teacher: *¿Clase qué dijo Dani?* What did Dani say? *Sí muy bien.* Dani is looking for her camera. *Todos repiten por favor, la cámara.* (while holding up the camera or picture flashcard)

Beto: (using an excited voice) *¡Qué divertido!* How fun! *Quiero sacar una foto.* I want to take a picture.

Teacher: Act out taking a picture with the camera and encourage the students to hold up their pretend cameras and mimic the gesture of taking a picture while repeating "sacar una foto."

Dani: (to a student) *¿Puedes sacar una foto por favor?* Can you take a picture please?

Teacher: *Clase, puedes significa 'can you'. Puedes means 'can you.' Todos repiten por favor "puedes."* This is how you would ask a friend or someone your age if they can do something. If you want to ask an adult you could say "puede." *Puedes* is the "tú" form of the verb or the informal usage. *Puede* is the "Usted" form of the verb or the formal usage. Give the students some real-life examples of how they could use this builder phrase. For example: To ask an adult stranger to take a picture for you, you would say "Puede sacar una foto por favor." To ask a friend to go shopping with you, you would say "¿Puedes ir al centro comercial conmigo?"

Interactive Lesson: Encourage the class to imagine exploring the Canal with you by saying "¡Vamónos clase! Vamos a explorar el Canal de Panamá." Encourage the students to pretend like they are tourists looking at the pictures of the Panama Canal and taking "fotos." Screen share this link: <https://www.marinevesseltraffic.com/PANAMA-CANAL/ship-traffic-tracker> to show an ariel view of the Panama Canal. Zoom in and explore the Canal and click on some of the ships to show the students. While "exploring" the Panama Canal pictures, act like a tour guide and point out interesting things to really make the exploration come alive.

Los hechos del Canal de Panamá

Es una de las ocho maravillas del mundo. It is called the 8th wonder of the world.

El Canal conecta el océano Pacífico y Atlántico. The canal connects the Pacific and Atlantic oceans.

El Canal fue construido por los Estados Unidos y fue abierta en 1914. The canal was built by the US and opened in 1914.

Tardó diez años para construir el Canal. It took ten years to engineer and build the canal.

Millones personas han viajado al Canal de Panamá para visitarlo. Since the opening millions of people have traveled to the Panama Canal to see it.

Un barco toma diez horas para pasar a través del Canal entero. It would take a ship about 10 hours to pass through the entire canal.

Nunca había un huracán o terremoto en Panamá, por eso fue elegido para el Canal. Panama has never had a hurricane or earth quake in recorded history, which was part of the reason it was chosen for the canal.

Juego: ¡Foto!- Let the students know that Dani and Beto are having so much fun taking pictures that they are both racing to snap a picture of everything they see in Panama! Divide



the class into two teams for this game. One player from each team will stand to play at a time. When you hold up a vocabulary image the two players standing will race to hold their hands up mimicking a camera up to their eyes and call out "¡Foto!" Whoever does this first has an opportunity to score a point by saying the Spanish word for the image. Encourage the whole class to repeat the Spanish vocabulary word after the answer is given. As needed, offer the students to ask for "ayuda" from their teammates. Continue playing until all students have had a turn to play.

Transition: Use your attention getter to regroup the students after the game. Ask the students to sit down in front of their computers using gestures and saying "Siéntense por favor." Continue with the puppet conversation.

Beto: *¿Dónde están los barcos? Where are the ships?*

Dani: (pointing) *Allá. Over there. Hay muchos barcos. There are a lot of ships.*

Teacher: Hold up the picture of the ship and have the students repeat "barco" after you multiple times.

Teacher: *Dani y Beto están muy emocionados a ver el Canal y los barcos. Dani and Beto are really excited to see the Canal and the boats. Beto está caminando rápidamente entre las turistas. Beto is walking very fast through the tourists.*

Beto: (as he is walking by other tourists along the Canal) *Con permiso. Excuse me. Con permiso.*

Teacher: Clase repite por favor "con permiso". *Explain the usage of this phrase by giving more examples. I.e: You can use "con permiso" as you are trying to walk by like you would say "Excuse me can I have permission to get by?" You can also give the students a visual by having a group of students stand in a crowd. Have a volunteer student "be" Beto trying to get by. Beto needs to say "con permiso" to anyone in his way. To check understanding, ask the students for examples of when they would use this phrase.

Dani: *El océano es muy grande. The ocean is very big. (Point to the ocean in the picture and encourage the students to repeat "océano" at least three times using fun different voices.)*

Beto: *Hay un barco pequeño aquí. There is a small ship over here. (Encourage the students to repeat "pequeño" in a small or quiet voice.)*

Interactive Activity: ¿Grande o pequeño?- For this activity have a variety of objects (or pictures of objects) that are small or big. Tip: You can clip images from a magazine like cars and houses to represent big items and dogs or babies to represent small items. Hold them up asking the students "¿Grande o pequeño?" to reinforce the two adjectives. *For the older students, divide the class into two teams. The first player from each team will race to call out "grande o pequeño" as you hold up a different object or image. The student who calls out the correct adjective first scores a point for his or her team. Continue playing by having the next student in line compete. Play until each student has had a turn.*

For the younger students, bring in the book Perro grande...Perro pequeño by PD Eastman to read to them. This is a great visual for them to see the difference between the two adjectives. Hint: Check your local library to see if they have this book available.

Juego: Palomitas calientes- (This is a great game for younger students with a lot of energy!) Explain to the students that Dani and Beto are so excited about their tour of the Panama



Canal that they keep jumping up and down like popcorn (palomitas)! In this game the students will get to do the same. Assign each student a vocabulary word covered in class today or the previous class. Have the students start jumping in place. When you call out "palomitas" everyone must freeze. Call a word in Spanish and whoever was assigned that vocabulary word must call out the word in Spanish. Encourage the entire class to repeat the word before the "popping" begins again. Praise the students for the effort and participation.

Notas Culturales:

The Panama Canal was created to help trade and transportation between countries and continents. Screen share a map and explain the importance and benefits of being able to travel by sea through the land locked continents of North and South America. Point out the two oceans the canal connects and how long it would take to go around if the canal were not there. The canal took about ten years to construct and opened in 1914 by the help of the United States. Most ships or vessels that travel through the canal are cargo ships carrying tons of materials (about 50,000 tons). Show the students pictures of the Canal again.

Around the Panama Canal many businesses accept the U.S. dollar, even though the currency in Panama is the Balboa. The Balboa is equal to the U.S. dollar. Their coins are also identical in the size and shape of the coins in the U.S. only they have the image of the bust of Balboa and on the penny a bust of Urac, a legendary Indian folk hero. Screen share the images of the currency from the intranet.

Tropical fruits are popular treats in Panamá. A popular dessert or snack is a milk shake (*batido*) made with tropical fruits like papaya, strawberry, and pineapple. Many different tropical fruits are common in Panamá and provide an inexpensive treat. Some of these delicious fruits are: mangos, papaya, pineapple, a variety of melons, and some fruits you've never seen before like *maracuyá* (a passion fruit) or *guanábana* (soursop- has a combination sour citrus flavor like strawberries and pineapple with a creamy flavor like a banana or coconut). Screen share the pictures of these two unique fruits from the intranet and ask the students if they would ever be interested in tasting them.

Cantamos: Teach the students the song below by singing it first for them. Make sure to use the gestures and have fun with the song. The more fun you have with it, the more excited the students will be to sing with you. Have the students repeat each line of the song after you. After singing the song, explain the meaning of the lyrics to the students. *Teacher tip: Listen to the song before class to get the correct beat. Here is the video link from Vimeo:

<https://vimeo.com/27881448>

¿Dónde está la cámara? (Sing to the tune of "Frere Jacques.")

¿Dónde está?, ¿Dónde está? (looking around)

la cámara, la cámara (hold up pretend camera)

Quiero sacar una foto, Quiero sacar una foto (pretend to take picture)
del Canal, del Canal

(optional second verse)

¿Dónde está?, ¿Dónde está? (looking around)

el barco, el barco (holding up the picture flashcard)



Language Professionals
*Quiero sacar una foto, Quiero sacar una foto (pretend to take picture)
con permiso, con permiso*

Repaso del día: Charades or Pictionary-

Dani y Beto están esperando para el barco al Canal. Dani and Beto are waiting for a boat ride at the Canal.

Beto: *Debemos jugar un partido de adivinar! We should play a guessing game!
Voy a actuar algo y tú necesitas adivinar lo que estoy haciendo. I am going to act out something and you need to guess what I am doing.
(Have Beto pretend to take a picture)*

Dani: *¡Sacar una foto!*

Beto: *Muy bien, Dani. (to the class) ¿Clase, quieres jugar con nosotros? Do you want to play with us?*

Encourage the class to get excited for the game! Divide the class into teams again to play a fun game of Charades or Pictionary. One player from each team will come up and you will secretly show them the picture of what they need to act out (for Charades) or draw on the board (for Pictionary). For example if the phrase is "sacar una foto" the students can draw someone taking a picture or act it out. Make sure to include vocabulary from day one and two. The teammates will race to raise their hand if they know the answer in Spanish. Remind them that they need to answer in Spanish. The teammate to answer correctly first scores a point for his or her team. After the answer is given, hold up the picture flashcard and ask the entire class to repeat the word in Spanish. Continue playing by having two new players come up and draw or act. Play until the seven minutes is up.

La ciudad: Ask the students if they have their *ciudad* drawings from last week's class to share. Call on volunteer students to briefly share their picture by holding it up to the screen and describing it. 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?" Praise the students for their participation and excellent work.

Adíos: Sing the "Les Digo Adiós" song to the tune of "Jingle Bells" at the end of class.

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 a shopping mall in Panama.

"Adiós, clase. Nos vemos al centro comercial la próxima clase. We'll see you at the shopping mall 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 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.