

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 1 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 1 Target Vocabulary:

<i>rojo</i>	red	<i>azul</i>	blue
<i>amarillo</i>	yellow	<i>blanco</i>	white
<i>Hace frío.</i>	It is cold.	<i>Hace calor.</i>	It is hot.
<i>el invierno</i>	winter	<i>el Verano</i>	summer
<i>¿Qué tiempo hace hoy?</i>	What is the weather like today?		

Comprehensive Review to incorporate:

<i>por favor</i>	please	<i>gracias</i>	thank you
<i>hola</i>	hello	<i>amigo</i>	friend
<i>adiós</i>	goodbye	<i>¿Cómo te llamas?</i>	What is your name?

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, maraca, puppets optional, small whiteboard or virtual whiteboard ready to share, objects/props to represent the colors for today's lesson, map visual, culture images file from the intranet to screen share, weather wheel visual, and an example seasons' drawing to show the students. Note: Create the Weather Wheel visual before class from the template on the Futura intranet by placing the weather images in the four corners of the wheel and attach the arrow with a fastener to spin the wheel.

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.

Cantamos: Encourage the students to stand in front of their computers by saying "Levántense" and using gestures. Sing with the students your designated greeting song. This will be the song you will sing at the start of every class. "Hola Mis Amigos" song can be found on Futura's Vimeo channel <https://vimeo.com/293020648> . After teaching the song, review what *bien, mal, más o menos* means. Show visuals to show the emotions and use lots of gestures when singing the song. Offer each student a turn to answer how he or she is feeling by asking them *¿Cómo estás (student's name)?* Have the student answer and show a thumbs up and happy face for *bien*, thumbs down and sad face for *mal*, and open hand facing up and flips down for *más o menos* gesture. After every student has answered, the whole class resumes the song.

Hola Mis Amigos

Hola mis amigos

Hola mis amigos

Hola mis amigos

Hello to my friends

Y ¿Cómo están mis amigos?

Bien o mal o más o menos

Bien o mal o más o menos

Bien o mal o más o menos

¿Cómo estás? How are you?

Another Greetings song option is to the tune of "Frere Jacques"

Buenos días, Buenos días

¿Cómo estás?, ¿Cómo estás?

Muy bien, gracias, Muy bien, gracias

¿Y usted?, ¿Y usted?

**Repeat using Buenas Tardes and Buenas Noches.*

Name game: Review with the students that "¿Cómo te llamas?" means what is your name. The response is "Me llamo ____." Have the students repeat the phrases after you. If possible, have a small white board with the question and answer written out for the students to see. To practice this conversation, encourage the whole class to repeat the question with you while you shake the maraca. Then you will call on a student to answer by pointing to a student on your screen and say his or her name. That student will answer the question using the full sentence in Spanish. Continue repeating the question together and choosing students to answer until each student has participated. Feel free to also use puppets to engage the younger students in the conversation practice.

Los Colores Lesson~ Invite all of the students to sit back down in front of their computers by saying "Siéntense" and using gestures. Remember to use the bilingual approach for all of your lessons and directions. Teach the colors "rojo, azul, amarillo, and blanco" by holding up objects that represent that color. For example: Show an apple to represent rojo. Hold the apple up and say, "Esta manzana es roja. This apple is red. Red in Spanish is rojo. Clase repite por favor, rojo."

***Activity: Muéstrame-** To further reinforce the colors in Spanish, ask the students to find things of a specific color you call out in the room they are in. Note: Encourage the students to stay in the same space and not run around their house for this activity. Make sure the entire class repeats the colors in Spanish together while showing the items up to the screen. Give *aplausos* for the students to praise their participation and effort.

***Activity: Yo veo-** This activity is just like I spy, but you will be specifically "spying" colors the students are wearing or that are very clear in their screen view. You will start the game by giving the students clear expectations that you will be calling out colors that everyone can see from the screen view currently, so they don't need to move around to find them. Give an example first by describing (bilingually-Spanish first then English translations) a specific color a student is wearing or is clear in their screen. IE: *Alguien está llevando algo rojo.* Someone is wearing something red. *Es una camiseta.* It's a T-shirt. *Sí, es la camiseta de Suzie.* *Muy bien.* Yes, it's Suzie's T-shirt. Very good.

Notes: Remind the students to raise their hand to "buzz in" for a guess/answer instead of shouting out. Keep playing with you as the leader calling out descriptions. You could have the student who figures out the color item chose the next color item by sending you a private chat. But you would still give the descriptions bilingually.

Notas Culturales:

Once the students are seated at their computers again and ask the students if they know where people speak Spanish in the world. Screen share the map image from the Culture images document from the Futura intranet and see if the students remember the different countries that speak Spanish starting with *España (Spain)* and then showing Central America, the Caribbean, South America, and even Africa. Let the students know that a lot of Spanish-speaking people in Latin America love bright colors. Many families in Mexico and Puerto Rico, for example, paint their buildings in bright colors such as blue, pink, and yellow. Scroll down on the culture image document to show the pictures as examples of this for the students to see. In Guatemala, there are many indigenous Mayan people. Even today, they wear traditional clothing, which is very bright. Each village has it's own unique pattern, which differentiates it from other villages. Again, share the images from the culture document for the students to see. Note: Remember this portion of class should last no more than 5-7 minutes.

El tiempo Lesson~ Teach the weather phrases "Hace frío" and "Hace calor" by showing gestures and having the students repeat after you while mimicking the action. For example,



for *hace calor* you can pretend to fan yourself with your hands and for *hace frío* you can hug yourself acting like you are cold.

Create a Weather Wheel visual from the template on the Futura intranet by placing the weather images in the four corners of the wheel and attach the arrow with a fastener to spin the wheel. Use the weather wheel to point out the pictures of the sun or snow to review the vocabulary. Then teach "¿Qué tiempo hace hoy?" by having the students repeat after you. Ask what the real weather is like (students can look out their window), and help them along with any of the phrases you haven't covered yet. This is a nice daily routine to discuss the weather in Spanish with the students.

***Activity:** Encourage the students to stand in front of their computers by saying "Levántense" and using gestures. Teach and sing the Weather song to the tune of London Bridges. Make sure the students stand and use gestures while singing. You can let the students know the lyrics for this song are on today's newsletter that they can find on our websites' parent portal for extra practice. There are a lot of great resources there like Quizlet links, optional homework, and pre-recorded lesson videos.

The Weather Song

(Sing to the tune of London Bridges)

It is sunny out today, out today, out today. It is sunny out today, **sol** means sunny!

It is cloudy out today, out today, out today. It is cloudy out today, **nublado** means cloudy!

It is raining out today, out today, out today. It is raining out today, **lloviendo** means raining!

It is snowing out today, out today, out today. It is snowing out today, **nevando** means snowing!

It is cold out today, out today, out today. It is cold out today, **frío** means cold!

It is hot out today, out today, out today. It is hot out today, **calor** means hot!

What's the weather like today, like today, like today? What's the weather like today? I want to play!

¿Qué tiempo hace hoy, hace hoy, hace hoy? ¿Qué tiempo hace hoy?

¡Quiero salir!

Las estaciones- Introduce the seasons "el invierno" and "el verano" by showing picture flashcards for each one. Have the students repeat the words after you. To make this more fun, you can have them use different voices like a whisper, high pitched voice, or loud voice. Combine lessons to remind them that *hace calor en el verano* and *hace frío en el invierno*. Example: Say "¿En cuál estación hace calor? In what season hace calor?" These questions can be accompanied by gestures.

***Activity:** Encourage the students to take out a piece of paper (preferably blank white) and coloring supplies. Note: You can have the students divide the paper into four sections by drawing a line down the center and middle for the four season drawings. Or they could use one paper for each season. Ask the students to start by drawing "el invierno". Discuss what typical things they would see during that season like snowmen, ice skating, skiing, etc. Next have the students draw "el verano" on another section of the paper or new paper. Discuss what typical things they would see during that season like the sunshine, a beach or lake, etc.



Tip: It works great to have a completed example of the seasons' drawings to show the students what they are creating. Remind the students to save their drawings for the next class and have the paper and coloring supplies to continue the seasons' drawings.

***Youtube Song Video:** While the students are working, you can play this song video as a visual to reinforce the weather in Spanish.

https://www.youtube.com/watch_popup?v=CGImwvqwycc&feature=emb_logo

Repaso del día- Play a fun review game of **La Carrera de Sillas**. For this game students will need a chair. The students' "buzz in" method will be running around their own chair once then taking a seat before being given the opportunity to answer. Demonstrate a safe way to do this buzz in method for the students. Using the vocabulary from class today, show a picture vocabulary image with the word removed and have the students "buzz in" to tell you the corresponding word for the image. If a student buzzes in but doesn't say the correct word(s), encourage someone to offer "ayuda" if they know the answer. Please remind students to clear the area around their chair before starting the game. The goal for this activity is to have fun playing and practicing the vocabulary. Encourage the whole class to repeat the answer (vocabulary word in Spanish) together after you for practice during the game.

CLOSING Thank the students for their participation in today's class. 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. 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.