

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 2 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary:

<i>verde</i>	green	<i>gris</i>	grey
<i>anaranjado</i>	orange	<i>morado</i>	purple
<i>Hace sol.</i>	It is sunny.	<i>Hace viento.</i>	It is windy.
<i>la primavera</i>	spring	<i>el otoño</i>	fall
<i>¿Qué tiempo hace hoy?</i>	What is the weather like today?	<i>¿De qué color es__?</i>	What color is__?

Comprehensive Review to incorporate:

<i>¿Cómo estás?</i>	How are you feeling?	<i>Estoy muy bien, bien, más o menos, mal, muy mal</i>	I am feeling very good, good, okay, bad, very bad
---------------------	----------------------	--	---

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, poster of the colors (optional), culture images file from the intranet to screen share, youtube videos pulled up and ready to screen share, weather wheel visual from last week, and an example seasons' drawing to show the students.

INTRODUCTION If possible, have Spanish music playing softly in the background and greet the students by saying *¡Hola!* as they join the Virtual session. Remind the students of your name 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 seasons drawings from last week or a new piece of paper and coloring supplies for the seasons 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. *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. The lyrics for two options of greetings songs can be found on the day 1 lesson plan. After singing 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 students to volunteer by taking 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 a few volunteers have answered, the whole class resumes the song. Tip: Feel free to use puppets to liven up the song and conversation practice for younger students.

Los Colores Lesson~ Start off by saying, "Vamos a repasar los colores. We are going to review the colors." Hold up an object or a flashcard with each color and say, "De qué color es?" Have the students guess. Hint: There is a fun little way to ask the colors by singing "¿De qué color es? ¿De qué color es? Díme por favor, ¿De qué color es?" This is sung to the tune of the Farmer and the Dell. You can use this little jingle to review colors each week. Review the colors "rojo, azul, amarillo, and blanco" by showing objects that represent that color. Teach the colors "verde, morado, and gris" with a poster of the colors listed or using the picture flashcards and point out the colors or hold up the objects that represent the colors. Have the students repeat the new Spanish vocabulary after you.

***Activity:** To further reinforce the colors in Spanish, assign each student a color in Spanish and see if they can find something with that specific color 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. For example- a piece of construction paper, post it note, marker, notebook, etc. Once the students are back at their computers with their color item, as you call out the colors in Spanish, have the students hold up their item if it matches the color you call out. 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. Increase the speed of calling the colors to see how fast they can wave the colors!
Tip: Encourage the students to hold up their color item during the next song activity as well when they hear it in the song.

***Cantamos: Los Colores-** Teach and Sing the Los Colores Song to the tune of "Frere Jacques". Remember to sing a line first and have the students repeat after you by saying "Vamos a cantar una canción sobre los colores. We are going to sing a song about the colores. Voy a cantar primero y Uds. me van a repetir. I am going to sing first and you are going to repeat after me." The lyrics are below and can be found on the newsletter on our parent portal for more practice.



Teacher tip: Watch this video from our Vimeo site to get the tune of the lyrics down:
<https://vimeo.com/46492141> Note: This is not to be played during class.

Los Colores

(Sung to the tune of "Frere Jacques")

Azul, rojo, blanco
Azul, rojo, blanco
Anaranjado
Anaranjado
Verde, amarillo
Verde, amarillo
Morado, gris
Morado, gris

Notas Culturales:

Once the students are seated at their computers again and ask the students if they remember where people speak Spanish in the world. Screen share the culture images for today's class and explain that the earth is divided into hemispheres. The equator divides the earth into the northern and southern hemispheres. North America, where the United States are is in the northern hemisphere and South America is in the Southern hemisphere. Seasons are opposite on the different hemispheres. So, when it is summer (el verano) in Wisconsin, it is winter (el invierno) in Uruguay. Ask follow up questions like, "¿Qué tiempo hace en Argentina ahora? What is the weather like now in Argentina?" (while pointing to this location on the map) Discuss that in most Spanish-speaking countries people use Celsius to talk about temperatures. In the United States we would say it is 72° F, but the same temperature in Spain would be 22° C. Temperature in Spanish is "temperatura" and degrees in Spanish is "grados".

Chile is a great country to discuss when talking about weather. Because it is so long and narrow, the country is divided into three distinct zones. In the South, Patagonia, and Tierra del Fuego the weather is very wintry. (hace frío) The highest temperature in the summer is 52 degrees F. In central Chile, the weather is very tropical. Summer highs can reach 125 degrees F. (hace calor) There is also an image to show the Atacama Desert in Chile. Show this short two-minute youtube video to highlight the different people, places, climate, and geography in the southernmost country of Chile.

https://www.youtube.com/watch_popup?v=Bn5XMxKRuys&t=3s

El tiempo Lesson~ Start off the review by saying, "¿Qué tiempo hace hoy? What is the weather like today?" Make a gesture for each response *hace frío* or *hace calor*, while saying them. The students can guess and then the teacher can reinforce. For example: they could respond: "Sí, hace frío hoy." Teach "hace sol" and "hace viento" this way and have the students repeat after you while mimicking the action. For example, for *hace sol* you can make a sun with your hands. Hold up the Weather Wheel visual from last class and review the weather for the day with the students. The picture flashcards for this vocabulary are also great visuals to utilize for this review.

***Activity: Weather Charades-** For this activity it is helpful to show a list of the weather phrases you've covered so far. *Hace frío, hace calor, hace sol, and hace viento.* Call on a student to pick a word from the list but to not say it out loud. The student acting out the word must use only actions to get other students to guess what their selected word is. Any student can take a guess of what the Spanish word is, reinforce that students should raise their hands to take guesses (rather than shouting the answers). The student who guesses correctly gets to continue by choosing the next weather phrase to act out and so on. Remember to encourage the entire class to repeat the Spanish word after the word is correctly guessed. Play as many rounds as possible in five minutes.

***Cantamos:** Encourage the students to stand in front of their computers by saying "*Levántense*" and using gestures. Sing the Weather song to the tune of London Bridges from last week. Make sure the students stand and use gestures while singing.

Las estaciones- Review the seasons "*el invierno*" and "*el verano*" and teach the remaining seasons "*el otoño*" y "*la primavera*" by showing pictures that represent them. Have the students repeat the words after you. Combine lessons to remind them that *hace calor en el verano* and *hace frío en el invierno*. For example: ask: "*¿En qué estación hace frío? In what season is it cold?*"

***Activity: Seasons Drawings-** Encourage the students to take out their season's drawings from last week or a blank piece of paper (preferably blank white) and coloring supplies. Note: The students can 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 finish their drawings today with adding *el otoño* and *la primavera*. Discuss what typical things they would see during each season to help them decide what to draw. Tip: It works great to have a completed example of the seasons' drawings to show the students what they are creating. Give the students 5-7 minutes to work on their drawings. They can finish their drawings after class as well. Remind the students to bring their completed season's drawings to the next class to present to the class.

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

https://www.youtube.com/watch_popup?v=U7W5oKx6g2I

Flashcard Review: Take time to review the words from the prior class and today's vocabulary with students. Use the flashcards and ask students to repeat the words after you. Tip: Use actions when possible to mimic the words for a physical connection. For example: using your arms to make a sun for *hace sol* or fan yourself for *hace calor*. After a round of review, check on students' retention by showing a flashcard (while covering up the words) and asking students to raise their hand to tell you the corresponding Spanish word.

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 does *hace calor* mean? Tip: Give the students clues and hints to help them be successful. Continue playing by resuming the music and encouraging them to dance again. 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 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.