

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

Lesson Plan 3 Virtual Learning

Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: El centro comercial

<i>el centro comercial</i>	mall	<i>una camiseta</i>	t-shirt
<i>los dólares</i>	dollars	<i>un sombrero</i>	hat
<i>un recuerdo</i>	souvenir	<i>una pulsera</i>	bracelet
<i>¿Cuánto cuesta?</i>	How much does it cost?		
<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	

Optional Vocabulary for advanced or older students:

When teaching the numbers, feel free to challenge the older or advanced students to learn higher numbers like 11-15 in addition to the 1-10.

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Vámonos!</i>	Let's go!	<i>¿Qué quieres?</i>	What do you want?
<i>Quiero__.</i>	I want__.	<i>Vamos a comprar.</i>	Let's buy.

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class.

Materials list: Spanish music, picture flashcards for today's vocabulary and past vocabulary, have the objects including T-shirt, hat, and bracelet with price tags for the shopping activity set up, and the culture images from the internet ready to screen share. 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 Spanish class. As the students are logging onto the call, take attendance by getting their name. 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 using gestures and saying "Levántense." Sing the "theme song" for the class: *Marcha de exploración*. Encourage the students to march and act out the gestures while singing.

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: *Vamos al centro comercial.* We are going to the mall. (Hold up the picture of the shopping mall and encourage the class to repeat "centro comercial" after you multiple times.)

Beto: *Quiero comprar un recuerdo de Panamá.* I want to buy a souvenir from Panama. *¡Vámonos!*

Teacher: *Clase, un recuerdo significa souvenir. Un recuerdo is a souvenir. Todos repiten por favor, un recuerdo.*

Beto: *¡Vámonos!*

Have a table with the shopping items and pretend to be shopping with Dani and Beto at the mall. Ask the students what Dani and Beto would say if there was a large crowd in the mall that they were trying to pass through. Review the phrase "con permiso" with the students acting out examples "at the mall."

Dani: (while looking at the different items on the table) Hmm... *¿Qué quieres Beto?* Beto what do you want?

Beto: *Quiero una camiseta.* I want a t-shirt. (Have Beto hold up the t-shirt from the table and encourage the class to repeat "camiseta" multiple times. See if students in class are wearing t-shirts and point them out as further reinforcements.)

Dani: *Quiero una pulsera.* I want a bracelet. (Have Dani hold up the bracelet from the table and encourage the class to repeat "pulsera" multiple times.)

Beto: *¡Hay un sombrero también!* (Put the sombrero on and encourage the students to repeat "sombrero" after you. Explain to the students that the word *sombrero* originates from the traditional Mexican hat that is brightly colored with a large brim. In Panama the *sombrero Panamá* is a straw hat that originates from Ecuador. Show the students pictures of both these hats from the intranet. If possible, have a Mexican *sombrero* and a straw hat to show the differences.)

Juego: ¿Qué quieres?- Play a fun game with the shopping items to reinforce the new vocabulary. Divide the class into two teams. Have the shopping items from the mall to show the students. Tip: You should include previous vocabulary from the semester for this game by adding the objects or pictures. For example: add a camera and a picture of the boat. Note: You can have these items on a desk and angle your camera for them to see or hold up a few at a time to the camera for them to see during the activity. Have one player from each team stand to play first. When you call out "Quiero_(vocabulary word)_" The two students playing will race to call out the correct object that you want. For example: if you say "Quiero una camiseta" the students should say the t-shirt. The student who says the correct object first scores a point for his or her team. Encourage the entire class to repeat the answer in Spanish once it has been found. Continue playing until each student has had a turn to play. Praise everyone for their hard work by giving "un aplauso."

Variation for classes with younger students: Instead of playing a competitive game, hold up two items and ask each student, "¿Qué quieres?" encouraging them to chose one they would



prefer to buy at the mall and say the word in Spanish. Help them along with answers and praise their participation.

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: *Quiero comprar mi recuerdo.* I want to buy my souvenir.

Dani: *¿Cuánto cuesta?* How much does it cost?

Beto: (looking at the price tag and holding it up for the class to see) *Ocho dólares.* Eight dollars. (Hold up real or play money or the picture of money and have the students repeat "dólares" after you multiple times.)

Beto: *¿Cuánto cuesta tu pulsera?* How much does your bracelet cost?

Dani: (looking at the price tag and holding it up for the class to see) *Tres dólares.* Three dollars.

Teacher: Teach the students numbers 1-10 in Spanish by holding up dollar bills (or fake money). When you hold up one dollar say "uno" and have the class repeat, then hold up two dollars and say "dos" having the class repeat, and so on. As the students are repeating you can encourage them to hold up the correct number on their fingers as they call it out to physically connect. For the older or advanced students, feel free to challenge them to learn numbers 11-15 as well.

Note: Many kids may already know these numbers. Ask for volunteers to unmute themselves and count in Spanish to see how well they know the numbers. Praise them for their excellent work. If the students need more practice with the numbers continue on to the following reinforcement activities. For classes who know the numbers well, challenge the students to recognize the numerals out of order by playing a quick game of *Alrededor el centro comercial* (variation of Around the World) with the price tags. Have two students stand and show them a price in Spanish (I.e: \$5.00). The two students will race to call out the number in Spanish. The fastest student will continue to compete with the next student in class and so on.

Reinforcement Activities:

Reinforce the numbers by having the students do exploration exercises for the numbers you call out. Call out a command like "Cinco seconds running in place" the students will need to run in place for five seconds counting together in Spanish as a class. Other possible exercises: jumping jacks, sit ups, stretches, seconds dancing, push-ups, side bends, or seconds marching in place.

Pop up Game- To further reinforce the numbers in Spanish, assign each student a number in Spanish and encourage them to try and remember his or her number. Explain that when you call out a number in Spanish, the student assigned to that number will "jump up" and repeat the number in Spanish. Continue playing by calling different numbers.

Interactive Activity: ¿Cuánto cuesta?- Before starting this activity, have the entire class repeat the question *¿Cuánto cuesta?* multiple times to ensure success during the activity. Act out a scene from a shopping mall together as a class. Have the objects to buy on a table or as a visual to screen share for the students to see. Place new price tags next to the items I.e:



\$7.00. You can use the price tag template from the Futura intranet. Sing the following verse to a fun tune like "Farmer in the Dell" to excite the students. "*Vamos a comprar. Vamos a comprar. ¡Al centro comercial, quiero comprar!*" Then point to an object saying with excitement, "*Quiero comprar _____. I want to buy_____.*" Call on a student and encourage him or her to ask how much it costs in Spanish. Praise the students for their efforts and help as needed. Encourage the class to repeat all together "*¿Cuánto cuesta?*" Call on another student to choose another object from the table and as you play the role of the vendor stating the price in Spanish. Continue acting out the shopping scene by calling on new students to ask for items and their prices. Praise their efforts and participation.

Cantamos: As a transition, have the students sing the "*¿Dónde está la cámara?*" song from last week.

Notas Culturales:

There are several shopping malls in Panama City, Panama. Screen share the pictures from the Futura intranet of the malls while describing them. Two popular malls in Panama City are the Multiplaza and the Albrook Mall. These malls are very high end and are typically where the wealthy people shop. The Multiplaza is one of the newest and most upscale malls in Panama City. It has a variety of international stores like: Tommy Hilfiger, Guess, Calvin Klein, Liz Claiborne, Adidas, Nike, and the Apple store. There is also a movie theater (the Cinopolis) and supermarket at the mall. The food court also has international selections like: McDonald's, Kentucky Fried Chicken, Cinnabon, and Haagen-Daz. The Albrook Mall is the old home of the U.S. Air Force base in Panama. The large shopping complex has a bus terminal that receives routes from all over Panama. This mall also has many department stores, two food courts, and many full dining restaurants. Here is the link to the Albrook Mall website:

<http://www.albrookmall.com/>

Screen share the images from the website.

Raspados are what snow cones are locally called in Panama. You will find them served everywhere from a friendly vendor with a mobile cart. You can choose from a variety of tropical flavored toppings and Panamanians top their snow cones off with a dollop of condensed milk to create a cooling and refreshing drink. The flavors are a variety of fruits like: strawberry, passion fruit, or grape.

There are two words that mean hat in Spanish. *Sombrero* is the word for a Mexican hat or a Panamanian straw hat. *Gorra* also means hat in Spanish, but refers more to a cap like a baseball cap.

Juego: El precio es correcto- Explain to the students in Panama there are game shows on television just like in the United States. Popular shows in Panama are "100 Panameños Dicen" (Version of Family Feud), "El Familion" (Version of Deal or No Deal), and "Tu día de Suerte" (A show that gives away prizes to deserving people). For the next activity, explain that you will be playing a game like the popular television show in the U.S. "The Price is Right." Have different objects from home with a list of "prices." You will play the television host and the students are the contestants. Ask the "contestants" to use a blank piece of paper and a



writing utensil. Note: If students don't have pen/paper you can allow them to hold up their fingers for the number or use the chat feature if needed. As you, the show host, hold up an object and ask, "¿Cuánto cuesta?" The students will secretly write down a number for how much they think it costs. Tip: Even the younger students can play this and write the numeral. When you say "basta" the students have to hold up their signs and one by one say the amount in Spanish. Encourage them to say for example, "Nueve dólares." Whoever has the closest amount (without going over) is the winner. Continue playing by holding up the next object for the students to guess the price for.

Repaso del día: El maestro/La maestra Dice Muéstrame: Play this game like Simon Says, only it is you giving the directions. When you say, "Muéstrame ____ [Spanish vocabulary word]" the kids should act out the vocabulary word or hold up the matching number of fingers for a number you call out. If you only call out a vocabulary word without the correct command of "Muéstrame," that would be like Simon not saying, so the students shouldn't do it. It is best to encourage all kids to keep playing during the game. For older students, you may choose to make this an elimination game and the last student or few students wins the game. Before starting, practice the vocabulary from today and past classes that you will be using in the activity by showing the gesture and having the class mimic the gesture: la cámara, grande, pequeño, el cine, la biblioteca, el sombrero, una camiseta, los dólares, & numbers 1-10.

Alternative Activity: Play the 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 is the word for bracelet in Spanish? Tip: Give the students clues and hints to help them be successful. Continue playing by resuming the music and encouraging them to dance again.

Optional Activities students can do at home: Remind the students of the weekly newsletter and optional homework posted on the Futura Parent Portal for them to practice with each week. This week there are some additional activities they can do at home. Encourage the students to find the Panama Flag Coloring Page from the Futura Parent Portal on the website. They can print and color this at home. Show them the Panama flag in color (from the culture images file) and describe the colors in Spanish so they know what colors to use.

For older or advanced students, you can also encourage them to create a "Tarjeta Postal" post card using the template from the site. They can write their friends of family telling them about Panama and use some of the new words they have learned from class. Note: There is a word box and example sentences for the students to reference on the template. The students can use English to fill in the Spanish since they won't be able to construct complete sentences in Spanish. Ie: Dani and Beto went to el Canal de Panamá. They saw barcos grandes.

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

"Adiós, clase. Nos vemos al museo la próxima clase. We'll see you at the museum 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 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.