

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

Lesson Plan 4 Virtual Learning

Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary: El museo

<i>el museo</i>	museum	<i>¿Cuánto cuesta?</i>	How much does it cost?
<i>el arte</i>	art	<i>el boleto</i>	ticket
<i>Me encanta...</i>	I love...	<i>el mercado</i>	market
<i>¿Puede(s)...?</i>	Can you...?	<i>la artesanía</i>	handicraft

Optional Vocabulary for advanced or older students:

Explain grammatical concept of *me encanta*, for example: "*Me encanta*" becomes "*Me encantan*" if the thing they love is plural. I.e: *Me encantan los barcos*. To reinforce sentence building during puppet conversations and activities use *quiero*, *puedo*, *puede(s)*, and *vamos a* phrases as much as possible, showing they can be used in different ways varying the sentences.

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Mira!</i>	Look!	<i>interesante</i>	interesting
<i>Quiero comprar...</i>	I want to buy....	<i>el susurro</i>	whisper
<i>Silencio, por favor.</i>	Quiet, please.	<i>caminando de puntillas</i>	tiptoe

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 pictures of art posted on a wall behind you, posterboard, or ready to screen share for the art museum, 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*". (As students are logging in, you can ask them to have paper and coloring utensils ready for the art activity later in class.)

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.)

Beto: *Llegamos al museo.* We've arrived at the museum. (Hold up the picture of the museum and encourage the class to repeat "museo" after you multiple times.)

Dani: *Necesitamos comprar un boleto para entrar el museo.* We need to buy a ticket to get into the museum. *¡Vámonos!*

Interactive Activity: Teach the students how to ask the cost of the ticket in Spanish. "¿Cuánto cuesta el boleto?" For the younger students, you can teach them simply, "¿Cuánto cuesta?" Encourage the students to practice this question together repeating after you. If they have difficulties with the question break it down into words and clap or shake a maraca for each word in the question. After practicing, have the students volunteer to act out buying the tickets for the museum. You will play the role of the ticket vendor. Each student will ask how much the ticket costs in Spanish to you. Praise and pretend to hand each student a ticket to enter the museum. Encourage students to say "por favor" and "gracias."

Teacher: Have pictures of art posted on a posterboard or a wall behind you. You could screen share images if you prefer. Encourage the students to look at the images and continue on with the puppet conversations.

Beto: (with a loud excited voice) *¿Dani, puedes ver el arte?* Dani can you see the art? (See if the students recognize the word "puedes" and what it means. Explain that this verb can be used to express many things. Here it is used to ask if someone **can** see. On day two it was used to ask if someone **can** take a picture. Have the students repeat "puedes" after you for extra practice.)

Dani: (with a loud excited voice) *¡Sí! El arte es muy interesante.* Yes. The art is very interesting. (Encourage the class to repeat "arte" while pointing to the pictures of art.)

Teacher (Ticket Vendor): (in a whisper, placing a finger to your lips) *Silencio, por favor.* Quiet, please.

Dani: (in a whisper) *Lo siento.* Sorry.

Juego: El susurro- Explain to the students that it is respectful to speak quietly in museums. For this game all students will need to use a "susurro" (whisper). You will call on two students at a time to play the game and you will whisper one of the new vocabulary words. The fastest student to recognize the word and call out the translation wins. Continue playing by calling on a new student to play against the winner of the first round and so on for the next round. Encourage the whole class to whisper the vocabulary word in Spanish together after you once the answer is given. Praise everyone for their effort and participation by giving "un aplauso." Tip: Use review vocabulary words



as well as new words during the activity. If the students are having a hard time hearing you, feel free to use gestures or visuals of the vocabulary to help them along.

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.

Puppet Time:

Pick up the puppets and continue the conversation below.

Beto: *Me encanta el museo.* I love the museum.

Teacher: *Clase, me encanta el museo significa "I love the museum". Me encanta + (anything) is how you say you love something. For example: Me encanta sacar fotos. I love taking pictures. Me encanta la escuela. I love school. Have the students repeat "me encanta" a few times after you in different voices for extra practice. *For the older students, explain that if the noun following "me encanta" is plural, the phrase changes to "me encantan". For example: Me encantan los barcos. I love boats.*

Dani: *Ahora vamos al mercado afuera del museo.* Now we are going to the market outside the museum. (Encourage the students to repeat "mercado" while holding up the picture flashcard.)

Beto: *Muy bien.* Very good. *Quiero comprar más recuerdos.* *See if the students understand what Beto said without giving the English translation first. Give praise for all efforts and then give the translation.

Dani: *Me encanta el mercado, porque hay muchas cosas para comprar.* I love the market, because there are so many things to buy.

Teacher: (Notas Culturales) Explain to the students that there are many ways to express love in Spanish. When describing people that you love there are different ways to say that. For example: *Te amo.* = I love you. (Usually used between boyfriends and girlfriends and husbands and wives only) *Quiero a mi mamá.* = I love my mom. *Me gusta helado.* Or *Me encanta helado.* = I love ice cream.

Beto: (with excitement) *¡Mira! Look! Hay muchas artesanías aquí.* There are lots of handicrafts here. (Hold up the picture flashcard showing a Panamanian handicraft (hand made craft) and explain "artesanía" means handicraft in Spanish while encouraging the students to repeat after you. Give the students examples of handicrafts to help them understand the concept. I.e: woven baskets or patched quilts)

Reinforcement Activity: Use a small dry erase board or screen share the Whiteboard and write the phrase *Me encanta _____*. Encourage each student (as you call on them) to tell make a sentence using the phrase *Me encanta + a Spanish vocabulary word*. Help students to create the full sentences in Spanish as needed.

Guess the word: Grab a white dry erase board and a marker or screen share the Whiteboard feature. Pick some of the words from today's vocabulary or from previous classes for your list of words to guess. Jot down the first letter of the word and blank spaces for the rest of the letters in the word. Ask students to take guesses for the other letters that make up for the vocabulary word. Note: You can play this as a collective game together as a class or divide the class into teams. As a rule, guessing letters will get teammates closer to the answer, but only complete word guesses earn the points which you will be tracking for this game! Praise students when they guess correctly and keep track of



the points they earn for their teams. For incorrect guesses draw the parts of a museum one at a time (basic walls and ceiling like drawing a house structure). Students can have as many opportunities to guess letters as it takes you to draw the basic parts of the museum, until it is complete. After the answers are given, encourage the entire class to repeat the Spanish word for practice.

Cantamos: As a transition, have the students sing the "¿Dónde está la cámara?" song or count in Spanish from 1-10 holding up their fingers.

Notas Culturales:

Explain to the students that Dani and Beto went to the *Museo de Sitio Panamá Viejo* today. This is a popular museum with historic monuments, artifacts, and an impressive scale model of *Panamá Viejo* (Old Panamá) before 1671. *Panamá Viejo* is the old capital city in Panamá. In 1671 the city was burned down by pirates. The capital city was rebuilt in 1671 and is now *la ciudad de Panamá*. *Panamá Viejo* is where the original settlement was and still has some historic ruins and is a tourist attraction. Dani and Beto also visited the *Mercado Nacional de Artesanías*, which is adjacent to the museum. This is where many Panamanian indigenous populations from around the country sell their *artesanía*. Popular handicrafts are the *molos*, beautiful and colorful textiles, from the Cuna (or Kuna) tribe. Cuna women will sew these textile panels for many hours. These panels can be found sewn onto beach bags, a T-shirt, or can be sold separately for one to sew onto anything they would like. Other popular handicrafts are Ngobe-Buglé dresses, Emberá Indian baskets and masks, and tiny figurines carved out of tagua nuts or vegetable ivory. Screen share the culture images from the Futura intranet to help the students visualize these concepts.

El centro de exhibiciones marinas is another popular museum, which is located at the Pacific entrance of the Canal just outside of Panamá City. This marine museum operated by the Smithsonian Tropical Research Institute has two aquariums and a nature trail through a forest for visitors to see iguana and sloth. In the aquariums you can compare and contrast the fish from the Pacific Ocean and the Caribbean. You would be surprised to see the differences. Fish from the Caribbean are larger and more colorful than fish from the Pacific. Outside the museum are large detailed drawings of vessels and a telescope to view the boats in the Canal. The signs at the museum are in Spanish and English as they get many tourists from other countries.

Juego de repaso: Caminando de puntillas - (Calk walk variation) Explain that in this game the students are back inside the museum with Dani and Beto and they have to be very quiet (*silencio, por favor*) and to do so need to walk on their tiptoes (*caminando de puntillas*). Repeat these Spanish phrases and actions throughout the game to reinforce understanding and help create the quiet museum scene. Assign each student a number (1-10). If you have more than ten students in class, you will need to add higher numbers. Once you start playing music the students should tiptoe in a circle in front of their computers. When you stop the music, use a whisper and call out a random number in Spanish. The student with that number answers a question in Spanish that you give them. Continue playing by starting the music again so that each student gets a turn. Be sure the questions you ask are reviewing the Spanish the students have learned so far this semester. Example questions: "¿Cómo se dice mall en



español? How do you say mall in Spanish?" "¿Qué significa pequeño? What does pequeño mean?"
Tip: This is a great game to reinforce the numbers in Spanish. Be sure to challenge the students to recognize the Spanish numbers and repeat when possible to reinforce this concept.

Juego: Recordar la Exploración - Let the students know this game is similar to "I am going on a picnic" Have the class review the phrases, "Voy a explorar y llevo" "I am going to explore and I am bringing_____". The first student says the phrase and then adds a vocabulary word from any previous class. For example: "Voy a explorar y llevo una camiseta" The next student says, *camiseta* and then adds a new word: "Voy a explorar y llevo una camiseta y un boleto" If you call on a student and they can't think of a word or repeats one already said you will write their name on a list and at the end of the game, they get to do a challenge (like ten jumping jacks or repeating a tongue twister after you). Keep playing for 5-7 minutes or until only a few students remain. tip: Have fun with this activity by adding a teacher challenge! For example, for every correct word students string together, you will do a jumping jack, or track points for class to reach a favorite game or activity to start with for next class.

Arte del Museo- Ask the students to get a blank piece of paper and coloring utensils for this art activity. Explain that the students are going to create artwork for the museum in Panamá. Encourage the students to draw a picture representing their favorite part of Panamá. This can be the Panama Canal, Panamá City, the museum, or the shopping mall. Have pictures representing these locations to help the students recall the images. Help the students with any questions. As they work you can ask questions in Spanish like, "¿Puedo ver tu arte? Can I see your art?" "¿Dónde está el cine en la ciudad? Where is the movie theater in your city?" Have the students write their names at the top of the artwork. Encourage the students to share with their parents.

Adiós: 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 restaurant.

"*Adiós, clase. Nos vemos al restaurante la próxima clase. We'll see you at the restaurant 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.