

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

Lesson Plan 5 Virtual Learning

Note: All activities should take 5-7 minutes.

Day 5 Target Vocabulary: El restaurante

<i>el restaurante</i>	restaurant	<i>el mesero/la mesera</i>	server (waiter/waitress)
<i>la cena</i>	dinner	<i>el pescado</i>	fish (to eat)
<i>la carta</i>	menu	<i>la ensalada</i>	salad
<i>Me gustaría...</i>	I would like...	<i>el bistec</i>	steak

Optional Vocabulary for advanced or older students:

<i>Tengo hambre.</i>	I'm hungry.	<i>Quiero ____.</i>	I want ____.
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Key phrases to repeat during class and encourage Spanish responses:

<i>por favor</i>	please	<i>gracias</i>	thank you
<i>¿Dónde está...?</i>	Where is...?	<i>¿Cuánto cuesta?</i>	How much does it cost?

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, images or props to create the restaurant adventure in your space, ready to screen share for the restaurant menu, and the culture images from the internet ready to screen share.

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 to 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: *Es la hora para la cena.* It is dinner time. (Hold up the picture flashcard and encourage the students to repeat "cena.")

Dani: *Qué bueno. Tengo hambre.* Good. I'm hungry. *Quiero ir a un restaurante para comer.* I want to go to *un restaurante* to eat. *For the older students, feel free to teach "Tengo hambre" by using gestures and having the students repeat after you.

Teacher: *¿Clase, qué significa un restaurante?* What does *un restaurante* mean? *Muy bien, un restaurante significa a restaurant.* *Todos repiten por favor, un restaurante* (while holding up the picture flashcard).

Beto: *Buena idea.* Good idea. *Vamos a un restaurante. ¡Vámonos!*

Interactive Activity: Invite the class to dine with Dani and Beto at the restaurant by saying, "Vamos clase. Vamos a comer en el restaurante con Dani y Beto."

Teacher: You will play the role of the *mesero(a)* in the skit. To make the role come alive you can wear an apron, a vest, or you can hold up a notepad.

Mesero(a): *Bienvenidos al Restaurante La Playa.* Welcome to The Beach Restaurant. (Encourage the students to pretend they are at the restaurant with Dani and Beto.)

Mesero(a): *Soy tu mesero(a) para la cena.* I am your server(waiter/waitress) for dinner. (Encourage the students to say "Hola mesero(a)" while holding up the picture flashcard.)

Mesero(a): *Aquí está la carta.* Here is the menu. *Encourage the students to say "gracias" together as you pretend to hand out the menu. Encourage the students to pretend to hold up a menu and say "carta" multiple times for practice.

Mesero(a): *Tenemos tres platos principales en la carta esta noche.* We have three entrees on the menu tonight. (While holding up the menu and pointing out the pictures or screen sharing the menu from the intranet.) *Tenemos pescado y es corvina.* We have fish and it is sea bass. *También tenemos bistec.* We also have steak. *Finalmente tenemos una ensalada grande.* Finally we have a large salad. *Les doy algunos minutos para discutir. Regresaré en un rato.* I will give you a few minutes to discuss. I will be back in a bit.

Teacher: Encourage the students to choose what food from the menu looks good to them. Have the students repeat the different food items after you. Teach the students the phrase "Me gustaría" which means "I would like" Have them repeat this phrase a few times after you for practice.

Mesero(a): *¿Estamos listos para ordenar la cena?* Are we ready to order dinner? Encourage each student to order dinner by saying "Me gustaría_(menu item)_" to the server.

*Screen share the menu images with the phrase and vocabulary words written out for them as a reference. Help students along as needed so that you can get through each student participating quickly.

Mesero(a): *Muy bien, gracias.* Very good, thank you.



Juego: Restaurante animado- Before starting this activity review all the vocabulary from today's lesson by holding up the picture flashcard or object and having the students repeat the word in Spanish. Explain that the restaurant in Panama where Dani and Beto are eating is very busy. The servers are moving very quickly around the restaurant. Play a fun 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.

Cantamos: Teach the students the following song to the tune of "Row, Row, Row your Boat." Before you begin each verse, hold up the vocabulary item and have the class say the word together.

Por favor, Quiero (To the tune of "Row, Row, Row your Boat")

Por, por, por favor

Pescado por favor

Quiero, quiero, quiero, quiero

Pescado por favor

Por, por, por favor

Bistec por favor

Quiero, quiero, quiero, quiero

Bistec por favor

Por, por, por favor

Ensalada por favor

Quiero, quiero, quiero, quiero

Ensalada por favor

Notas Culturales:

Ask the students what they think food in Panama is like. Show the students some examples of menus from Spanish speaking restaurants from the intranet. Explain the following popular main courses in Panama by describing the meals and showing pictures. *Corvina* is Panama's premier fish that is internationally known as sea bass. This can be served with a variety of sauces, fried, or as *ceviche*. *Sancocho* is a hearty chicken soup with a starchy root called *namé*. It is spiced with a green herb. Panamanian tamales are like square burritos which are made from ground corn dough, usually with a chicken or pork filling and spices. The tamales are wrapped in a banana leaf and boiled. Panamá means "abundance of fish" in the original language of Panama's native people. There is definitely a lot of fresh seafood given the extensive coastlines of the Atlantic and Pacific oceans. Shrimp (*camarón*), lobster (*langosta*), and fish (*pescado*) can be



found on many menus.

Little shops or open-air markets are a common way for people in Panamá to shop. You will find these all over the country as well as in many other Central American countries. The bakery in the town would be called the *panadería*. There may be carts along the streets selling fresh fruits and vegetables. *El Mercado de mariscos* (Seafood market) is another popular market in Panama. This market sells seafood from the Pacific and Caribbean. It has a lot of action as the vendors shout advertisements and fillet fish in the open-air market. You can find tuna, octopus, and several food stands that sell snacks like *ceviche*. *El Mercado público* (Public market) is a covered Farmer's market in Panamá City with a variety of fruits and vegetables, meats, and dried spices and nuts. There are also many *fondas* (cheap food stands) serving Panamanian fare.

Explain to the students that in different Spanish speaking countries people call the menu, *el menú* instead of *la carta*. Also, in some countries people call servers *camareros* or *mozos* instead of *meseros*. Even in English there are different words to describe the same thing. For example: In England they call an elevator a "lift" and a bathroom is the "loo."

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.

Actividad de repaso: Me gustaría- Explain that when you say "*Me gustaría + vocabulary item.*" The students will raise their hand to answer the translation in English. For example if you say "*Me gustaría la carta.*" The student you call on will say, "I would like the menu." Continue playing by calling out another sentence related to the restaurant theme and vocabulary or add review sentences and vocabulary into the activity. Encourage the students to raise their hand if they know the answer and call on a variety of students to participate. This is a great way for the students to practice using the vocabulary with full sentences.

Actividad: Preguntas del restaurante- Dani and Beto have a lot of questions and comments for the server at the restaurant. They want to know where things are, how much things cost, and they want to order food in Spanish. Review these questions and statements in Spanish with the students for success during the activity: "*¿Dónde está? ¿Cuánto cuesta? and Me gustaría.*" For this activity, divide the class into two teams- *Equipo Dani y Equipo Beto*. As you read each statement below in Spanish, the teams will work together, racing to translate the statement to English. Once the team knows the answer they will "buzz in" to give their answer. If the team that buzzes in first has the correct answer, they score a point. If the team is incorrect, the other team can try to steal the point by giving the correct answer. For example: the teams will be racing to say, "How much does the steak cost?" for number one. Continue playing until one team scores five points or the seven minutes is up.

1. *¿Cuánto cuesta el bistec?*
2. *¿Dónde está la carta?*
3. *Me gustaría la ensalada grande.*
4. *¿Cuánto cuesta el pescado?*
5. *¿Dónde está el mesero?*

6. *¿Cuánto cuesta la cena?*
7. *¿Dónde está la cámara?*
8. *Me gustaría el bistec.*

Juego: La cena- Explain to your class that every time Dani and Beto have dinner at the restaurant the server forgets something. So, the class needs to help the restaurant remember the items that were forgotten. Divide the class into two teams. Hold up the picture flashcards of the places vocabulary from today's class and call out the word in Spanish as you show it. Set them on the floor or table or tape onto a poster for the students to see. Feel free to include review vocabulary in this activity as well. Encourage the students to try and remember all the images. Have one player from each team stand up to play. Explain that they will close their eyes and you will be taking away one of the vocabulary images. When you call out "¿Qué falta?" the players standing will open their eyes and race to call out the missing place in Spanish. If the players don't know the answer, encourage them to ask for "ayuda" from their teammates. The team that calls out the answer first scores a point. Continue playing by having a new player from each team stand to compete and take away a different place. Remember to show the picture flashcard and encourage the entire class to repeat the word in Spanish after each answer is found. Note: This doesn't need to be a team competition game. For younger students you can play all together and have the students take turns competing.

Adiós: Sing the "Les Digo Adiós" song to the tune of "Jingle Bells" at the end of class (or any other Spanish goodbye song).

Closing: Thank the students for their participation in today's class. Review that *Hola* means hello and *Adiós* is goodbye. Share with students that for next class your adventure will be exploring a hotel.

Dani: *El restaurante está cerrando.* The restaurant is closing.

Dani & Beto: *Adiós, clase. Nos vemos para una exploración nueva la próxima clase.* We'll see you for a new exploration the next class.

Teacher: 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 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.