



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

Lesson Plan 6 Virtual Learning

Note: All activities should take 5-7 minutes.

**Day 6 Target Vocabulary: El hotel**

|                          |              |                     |        |
|--------------------------|--------------|---------------------|--------|
| <i>el hotel</i>          | hotel        | <i>la cama</i>      | bed    |
| <i>¿Cómo estás?</i>      | How are you? | <i>el cuarto</i>    | room   |
| <i>Estoy bien.</i>       | I'm good.    | <i>el pan</i>       | bread  |
| <i>Estoy cansado(a).</i> | I'm tired.   | <i>la panadería</i> | bakery |

**Key phrases to repeat during class and encourage Spanish responses:**

|                        |                 |                        |                        |
|------------------------|-----------------|------------------------|------------------------|
| <i>Me gustaría...</i>  | I would like... | <i>Quiero...</i>       | I want...              |
| <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.

**Specifics for today's class:** Have the Youtube song video Bistec ready to screen share and play along with the students' names on slips of paper in a hat or bowl. Make sure to have the picture flashcards for today's and previous week's vocabulary. During the games and activities, be sure to review and reinforce vocabulary and conversation elements from the entire semester. To make the role of the hotel employee come alive you can wear a tie, a scarf, or a vest. Screen share the culture images from the intranet to share with the students. Have the Day 6 *Panadería* document from the Futura intranet open and ready to screen share for the activity.

**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.

**Juego de repaso-** Review the past vocabulary with the flashcards by holding up the images and encouraging the class to repeat the Spanish after you. Explain that you will be playing a review game to practice the vocabulary. Screen share and play the youtube song video Bistec: <https://www.youtube.com/watch?v=TkD TTM4Pe7I>

When you stop the music (pause at any time during the song), you will draw a students' name randomly from a hat or bowl. When you hold up a picture vocabulary flashcard from a past class, that student will give the Spanish vocabulary word. If the student is struggling offer to see if anyone in the class can give "ayuda". Praise the students for their efforts and participation. You could also ask questions related to the vocabulary, for example: "¿Cómo se dice T-shirt en español? ¿Qué significa biblioteca?" Continue playing by restarting the music and pausing again to call a new student to answer a question.

**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.)

**Teacher:** *Dani y Beto tomaron el autobús y ahora llegaron al Boquete.* Dani and Beto took the bus and have arrived in Boquete. (Show the map of Panama and point out their journey to the students.)

**Beto:** (with a tired voice and yawn) *Estoy cansado.* I am tired. *El paseo fue muy largo al Boquete.* The ride was really long to El Boquete.

**Dani:** *Ahora necesitamos buscar el hotel.* Now we need to find the hotel. (Hold up the picture flashcard and encourage the students to repeat "el hotel" after you. Help the students with pronunciation by explaining that the "h" is silent.)

**Beto:** *¡Mira! Allá está el hotel.* Look! Over the hotel is over there.

**Teacher:** You will play the role of the hotel desk employee (*empleado*) for the following conversations. To make this role come alive you can wear a tie, a scarf, or a vest.

**Hotel employee:** (with an upbeat voice) *¡Hola! Bienvenidos al Hotel Escondido.* Hello! Welcome to the Hidden Hotel. *¿Cómo están?* How are you doing?

**Dani:** *Estamos muy cansados.* We are very tired. *Necesitamos un cuarto.* We need a room. (Hold up the picture flashcard and encourage the students to repeat "el cuarto" after you.)

**Hotel employee:** *Está bien. Tenemos un cuarto con dos camas.* Okay. We have a room with two beds. (Hold up the picture flashcard and encourage the students to repeat "la cama" after you.)

**Beto:** *Perfecto, gracias.* Perfect, thank you.

**Interactive Activity: Los saludos del hotel-** Explain to the students while Dani and Beto take a little nap (*siesta*), the class will take turns playing the role of the hotel employee (*empleado*) and the hotel guest (*huésped*). Teach the students the question "¿Cómo estás?" having them repeat the question after you several times for practice. Teach the students that "Estoy bien" is how they would answer to say they are good. Make a thumbs up gesture and use a positive voice while repeating this phrase and encouraging the students to repeat after you. Then teach the phrase Dani and Beto used, "Estoy cansado(a)" by using a tired sleepy voice while repeating with the students. Note: Explain the gender usage for "cansado" and "cansada" to the students by giving



specific examples like "*Dani dice estoy cansada*" and "*Beto dice estoy cansado*". Tip: For the younger students you may want to simplify the responses to "bien" or "cansado(a)." After practicing the question and answer for this conversation skit together as a class, divide the students into pairs. Have one partner be the hotel clerk and the other will play the role of the hotel guest. The hotel clerk will greet the new guest in Spanish and ask how they are doing, just like in the puppet skit. The guest will respond in Spanish with how they are doing. Call on a pair to act out the skit. Encourage the students to have fun with their roles and use fun or silly voices. Help the students along as needed and give them lots of praise and encouragement. Continue by calling on a new pair to present.

**Optional song to practice this conversation element:** *¿Bien o mal o mas o menos?* Prior to class, listen to this song from the Futura Vimeo video for the tune and sing it with your students to practice this lesson. <https://vimeo.com/255116726>

**Puppet Time:** Say in an excited voice, "*Dani y Beto despiertan y ahora quieren explorar*. Dani and Beto woke up and now they want to explore."

**Beto:** *Me encanta nuestro cuarto del hotel*. I love our hotel room.

**Dani:** *Sí. La cama es muy suave*. Yes. The bed is really soft.

**Beto:** *Pero...¡Quiero explorar el Boquete!* But, I want to explore *el Boquete!*

**Dani:** *Hay una panadería cerca del hotel*. There is a bakery close to the hotel. (Hold up the picture flashcard and encourage the students to repeat "la panadería" after you.)

**Beto:** *Mmm...Quiero el pan ahora. ¡Vámonos!*

**Teacher:** *¿Clase, qué dice Beto?* What did Beto say? \*Praise the students for their participation and give the English translations. Encourage the students to repeat "el pan" as you hold up the picture flashcard or object representing bread.

**Juego: Yo veo-** Encourage the students to sit back in their chairs by saying *Siéntense, por favor*. Review the conversation elements *¿Qué ves?* and the answer *Yo veo* with the students repeating after you.

Play a game of *Yo veo* or **I spy** with the students. Have picture flashcards of past vocabulary and today's vocabulary taped on a wall or dry erase board (alternatively, you may show the flashcards on a table if your device allows a good view).

Tip: Review the vocabulary by having students repeat the words as you tape them on to your wall or board.

Next, cover the words on the flashcard with a numbered post-it note. Explain to the students that you will start the game by calling out *Yo veo* (vocabulary word). The students must look to find that picture flashcard and tell you the corresponding number on the post-it note for the flashcard. For example, if you call out *Yo veo el hotel*, the students will search for the picture of the hotel and call out the number on the post-it note (which is covering the word on the flashcard).

Call on the first student who raises his or hand and ask, *¿Qué ves?* The student will then be able to tell you the number for the picture (in Spanish), then he or she should respond, *Yo veo (vocabulary word in Spanish)*. Reveal the correct answer by removing the post-it note and revealing the word underneath. Give lots of praise for a correct guess, and have the class repeat the vocabulary words. The student who answers, will call out the next vocabulary word from the board with the clue *Yo veo*.



**\*Variation (older ages, auditory, no flashcards needed):** Play this game as a translation competition by having two teams, and using the chat feature. You will have to select one player from each team to "race" to the vocabulary word that you call out. For example: If you say *Yo veo el hotel*, the first player to type the correct English translation into the chat box (I see the hotel), earns a point for his or her team. Be sure to review the Student Responsibilities before playing this competitive game.

### **Notas Culturales:**

Screen share pictures of el Boquete and point it out on the map of Panama. Explain that el Boquete is a popular tourist location in Panama because of the beautiful mountains and scenery. There are many jungle-like things to do in el Boquete. For example: touring the rainforest, zip-lining, white water rafting, and other adventures in nearby locations. Ask the students what they think hotels would be like in Panama. Show the picture of El Hotel Escondido and explain that this is an actual hotel in Boquete, Panama. This is a luxury resort where tourists may stay. There are many other hotels in Boquete with lush landscaping and beautiful views.

Sugar and Spice is the name of a popular *panadería* in Boquete, Panama. They serve bread (pan), pastries (pasteles), sandwiches (sandwiches), and soups (sopas). At Garden, another *panadería* in Boquete, you can get a cinnamon bun and coffee for \$.65 or an ice cream cone for \$.25.

A typical breakfast treat that is served with eggs are *hojaldras*, "Panamanian donuts." The flattened piece of dough deep fried and served hot, with sprinkled sugar on top. A *carimañola* is a delicious roll in Panama made with dough from the tropical root *yucca* and stuffed with a bit of meat and boiled eggs. This is another popular breakfast treat in Panama. Screen share the pictures of these food items from the intranet.

**Note:** If you have lived or traveled abroad to different Spanish speaking countries, please feel free to share stories related to what hotels or bakeries are like in those countries as well.

**Cantamos:** Have the students stand to sing the *Por favor, Quiero* song from last week to the tune of "Row, Row, Row your boat." Before you begin each verse, show the vocabulary item in question and have your students repeat its name.

**Actividad: ¿Cuánto cuesta el pan?**– Screen share the *Panadería* template from the Futura intranet with the different bread and pastries images with price tags for this activity. Have the students pretend to be shopping for the bread at the bakery. You will play the role of the bakery employee (empleado). Have the students each take turns asking you, "¿Cuánto cuesta?" while calling the number to a specific pastry or bread. As you give the price, encourage the entire class to repeat the Spanish number after you. Reinforce the difference between *pequeño* and *grande* by pointing out the different sizes of breads. Quiz the students by pointing to a bread or pastry and asking "*¿pequeño o grande?*" encouraging the students to call out the correct Spanish adjective. **\*Note:** You can make this a skit where the students order the bread or pastry by saying, "*Me gustaría el pan (by number),*" then asking the price, "*¿Cuánto cuesta?*".



**Juego: Alrededor la panadería-** After practicing, play this game of competition with the students. This is a variation from the game Around the World. Have two students stand to compete at a time. When you point to a pastry or bread, the students will race to call out the Spanish price for the item. For example, if you pointed to the loaf of bread for \$3, they will say "tres dólares." You can continue playing this game by adding more vocabulary flashcards. For example: when you hold up a picture of the hotel room, the students will race to say "el cuarto." The student who answers the correct Spanish translation the fastest wins and continues compete against another student in class. If a student successfully "goes around the room (or bakery)" they have won the game.

**Actividad: El hotel-** Explain that the hotel employee in Panama is very busy and is trying to accommodate a lot of guests. Divide the class into two teams. Each team is going to race to help the hotel sort out the requests from guests. Before starting be sure to review the following vocabulary: *Me gustaría, cuarto, cama, grande, pequeño, 1-3, por favor*. For the older students, give each pair a "hotel request" from below in Spanish. Note: You can chat it or tell the students. The students will race to write the English translation (using the chat feature). The fastest pair of students to write the correct answer, scores a point for their team. For the younger students, this will be an oral competition. You will read one of the sentences below and the pairs will work together to translate the sentence and "buzz in" when they have the correct answer.

"Me gustaría dos cuartos con una cama por favor."

"Me gustaría un cuarto con dos camas por favor."

"Me gustaría tres cuartos con dos camas por favor."

"Me gustaría un cuarto grande por favor."

"Me gustaría un cuarto con una cama grande por favor."

"Me gustaría un cuarto con dos camas pequeñas por favor."

**Adíos:** 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 the jungle.

**Dani:** *Estoy cansada otra vez. I am tired again. Vamos al hotel. Let's go to the hotel.*

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

**Teacher:** Encourage the class to respond "*Adiós*" or "*Nos vemos*."

**Extra time:** If there is extra time, you can practice colors and numbers vocabulary with a scavenger hunt game. Call out a color from the vocabulary, then have students find a certain number of things with that color. For example: "*Busca tres cosas rojas en tu cuarto*" "*Find tres cosas rojas (while showing three fingers up) in your room*".