

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

Lesson Plan 7 Virtual Learning

Note: All activities should take 5-7 minutes.

Day 7 Target Vocabulary: La excursión

<i>el mono</i>	monkey	<i>el/la guía</i>	guide
<i>la selva</i>	rainforest/jungle	<i>el café</i>	coffee
<i>¡Mira!</i>	Look!	<i>Pruébalo.</i>	Try it.
<i>las flores</i>	flowers	<i>Salud</i>	Cheers/health

Optional Vocabulary for advanced or older students:

You can teach the additional animals found along the tour to the older students. For example: *la rana, el serpiente, el pájaro, etc.*

Key phrases to repeat during class and encourage Spanish responses:

<i>¿Puedes ver...?</i>	Can you see...?	<i>Me encanta.</i>	I love it.
------------------------	-----------------	--------------------	------------

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 *Cinco Monitos* ready to screen share and play. 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. Wear a scarf, a hat, or a vest when playing the role of the tour guide and use a toy microphone. Screen share the culture images and website images from the intranet to share with the students. Note: Prior to class, please watch the song videos from Futura's Vimeo site so that you are comfortable with the tune and lyrics when presenting and teaching the songs to the students in class.

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 in front of their computers by saying "Levántense" and using gestures. Sing the greetings song from last class with the students. (¿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>) Recall the answers to "¿Cómo estás?", which you introduced last week, "Estoy cansado" using a big sigh as a gesture to model this answer, or "Estoy feliz" using a big smile and pointing to it, or "Estoy triste", showing students a sad face gesture as you model this phrase for them. Give each student a turn to answer how he or she is feeling by asking them ¿Cómo estás (student's name)? Encourage the students to use of new gestures and phrases as they answer. After every student has answered, the whole class resumes the song.

Repaso: Encourage the students to sit on their chairs by saying *¡Siéntense! Por favor.* Ask your students to recall some of the vocabulary words from last week. Each student may take a turn saying a vocabulary word that they remember. You may also hold up two flash cards or objects from the vocabulary from prior weeks and call out a word corresponding to one of the flash cards. See if students can guess which picture/object correlates to the word you are saying in Spanish. Students can raise their hands to answer. Praise students for their participation and keeping up with the vocabulary.

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: ¿Cómo estás Dani?

Dani: Estoy bien, gracias.

Teacher: Ask the students if they understand the mini conversation with Dani and Beto. Then have Dani ask each student, "¿Cómo estás?" Encourage the students to respond using "Estoy bien or Estoy cansado(a)." from last week.

Beto: Estoy muy emocionado para nuestra excursión hoy. I am very excited for our excursion today.

Dani: Vamos a explorar la selva. We are going to explore the jungle.

*You will play the role of the tour guide, *guía*, for the following conversations. To make this come alive you can wear a hat, a vest, or a scarf and hold a toy microphone. Act out the conversations creating the tour making the adventure as real as possible for the students.

Guía: ¡Hola! Bienvenidos a la selva. Welcome to the jungle. Soy el/la guía para tu excursión. I am your tour guide for the excursion. *While pointing to yourself repeat "guía" and encourage the students to repeat after you. *Vamos a explorar la selva.* We are going to explore the forest.

Guía: Aquí están muchas flores bonitas. Here are lots of pretty flowers. *While holding up the flower pictures encourage the students to repeat "las flores."

Beto: ¿Cuáles animales hay en la selva? What animals are in the forest?

Guía: Buen pregunta Beto. Good question Beto. Hay muchos monos, perezosos, serpientes, pájaros, y ranas. (While holding up images of each).

Dani: ¡Mira! Look! Puedo ver un mono en el árbol. I can see a monkey in the tree. ¿Puedes ver el mono? Can you see the monkey? *Reinforce the phrase "¡Mira!" by pointing to different pictures in



the forest and having the students point and repeat after you. Have each student take turns pointing to the monkey picture and saying, "*¡Mira! El mono.*" Encourage the younger students pretend being a monkey and making monkey noises while repeating the Spanish multiple times. *Note: You can teach the other animals listed above in Spanish to the older students.

Guía: *Después de la excursión en la selva vamos a visitar una finca de café.* After the jungle excursion we are going to visit a coffee plantation.

Beto: (with a sad voice) *No tomo café.* I don't drink coffee.

Dani: (with an upbeat voice) *Yo tampoco, pero vamos a probarlo.* I don't either, but we are going to try it.

Teacher: Hold up the picture images of the coffee plants and the coffee. Have the students to repeat "*el café*" multiple times after you. To make this fun you can have them repeat using different voices. For example: an excited voice, a disgusted voice, or a curious voice.

Juego: ¿Dónde está en la selva?- Explain to the students that Dani and Beto are having a hard time seeing some of the different plants and animals in the forest. Explain that the students will be racing to find the vocabulary word that you call out in the "*selva*" or "jungle of vocabulary flashcards." Have the picture flashcards for today's vocabulary mixed in with picture flashcards from all previous classes in a bag. Divide the class into two teams. Have one player from each team stand to compete. When you pull out a vocabulary word from today's class in Spanish, the students will race to call out the matching English word. So, if you hold up and call out "*las flores*" the students will race to say "flowers". The student with the fastest correct answer scores a point for his or her team. Continue playing until five to seven minutes is up. Throughout the activity make sure to hold up the picture flashcards after the answer is found and encourage the entire class to repeat the Spanish word for additional practice.

Cantamos: For the younger students: Screen share [Cinco Monitos song video](#).

Note: For the Youtube video, you can click to turn on "CC" Closed captions on the bottom line of the video screen so the students can see the lyrics in Spanish during the song videos.

Please also click to remove any ads that pop up and it will be best to have it in full screen for viewing.

Encourage the students to count *los monitos* with you in Spanish and point out the vocabulary word "*la cama*" before playing the video for them to listen to. Encourage them to sing along with the video while watching. **Note:** After watching review what Spanish from the video the students recognized.

For the older students: Review the meaning of the question, "*¿Dónde está?*" with the students and have them repeat the Spanish after you for additional practice. Explain to the students that this question can be asked in many different situations. For example: *¿Dónde está el banco? ¿Dónde está el barco? ¿Dónde está tu boleto? ¿Dónde está el mono?, etc.* Ask the students to raise their hand and give you more examples using vocabulary from this semester. Praise the students for their hard work by saying, "*buen trabajo.*" Teach the following chant by singing each verse first and having them repeat after you. Once they have a handle on the lyrics, rap the whole song together. During the rap you can have the students use gestures to make it come alive. For example: they can point up, like in a tree, when they say, "*¡Allá!*"



Here is the Futura Vimeo Link to watch and learn how to sing the song and get the tune/beat down prior to class. <https://vimeo.com/27881945>

La Selva Rap

*¿Dónde está? ¿Dónde está?
La planta del café
La planta del café
¡Mira! ¡Mira!
Hay un mono.
¿Dónde está? ¿Dónde está?
¡Allá! ¡Allá!*

*Keep the rap going by adding different review vocabulary to the lines like this example verse below.

*¿Dónde está? ¿Dónde está?
el mercado
el mercado
¡Mira! ¡Mira!
Hay artesanía en el mercado.*

Notas Culturales:

Latin America, including Panama, is home to many rainforests. These lush areas have unique flowers, plants, and animals. The region of *Chiriqui* on the Western side of Panama has rivers, waterfalls, and high mountains. There is a national park around the *Volcán Baru*, the highest point in Panama. This volcano has seven craters, but is no longer active. There is a popular scenic trail at this park that is where people go to see the rare *quetzal* bird, the colorful Mayan bird of paradise.

Ask the students if they drink coffee and if they like it. "*¿Ustedes toman café?*" "*¿Les gusta el café?*" Explain that coffee is a very important crop in many Latin American countries including: Panama, Colombia, Costa Rica, and Guatemala. The coffee from Panama has been known for its high quality. The climate conditions in Latin America provide great growing conditions for the coffee plants. To create plantations forests are cleared to cultivate the crops. Many families move to work on the coffee plantations. Children also have jobs at the plantations harvesting the coffee in the fields. Sometimes these children work instead of going to school. Show the students images from the intranet and start a discussion with them about the idea of working instead of going to school. Would they enjoy working at a coffee plantation or would they prefer to go to school?

Kotowa Coffee is a coffee plantation in el Boquete, Panama. They give tours to visitors who want to learn about the coffee making process and see the plants. On the tour you also get to taste their coffee. Screen share their website to show the students the pictures in class: <http://www.coffeoadventures.net/coffeetour.html>



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.

Physical Activity: Música en la selva- Explain to the students that the animals in the forest make a lot of noises almost like music. In this activity, play Spanish music while the students pretend to explore or dance around the forest. Assign each student a vocabulary word from class and tell them to remember their word. It is okay if there are repeats. When you stop the music, the students must find their chair or "*lugar de la selva*" to sit down in as quickly as possible. Then you will call out a Spanish vocabulary word. The student(s) assigned that word will pop up and call out the English translation. For example, "*¿Dónde está el mono?*" The student(s) assigned that word will pop up and say "monkey". Praise the students for their efforts and participation. Continue playing by starting the music again and encouraging the students to explore/dance in the forest. Be sure to review vocabulary from previous classes in addition to today's topics.

Puppet Conversation Continued: Bring out the puppets for the following conversation.

Dani: *Quiero probar el café.* I want to try the coffee.

Guía: *Sí claro. Tenemos el café para ustedes.* Yes of course. We have coffee for you. (while handing a cup of coffee to Dani) *Pruébalo.* Try it.

Dani: *Mmm... Me encanta este café.*

Dani: (while handing a cup of coffee to Beto) *Pruébalo.* Try it.

Beto: *Salud. Cheers.*

Nota Cultural: You hear Dani and Beto saying, "salud" while drinking their coffee. "Salud" is used in a cheer before drinking, also after someone sneezes instead of "bless you", and means good health.

Actividad de repaso: Pictionary- Using the Zoom Whiteboard or small whiteboard, start drawing a vocabulary word from today or previous classes. Encourage the students to guess the vocabulary word you are drawing in Spanish. Praise the students for their efforts and encourage repetition of the correct answer when given. Continue playing by clearing the drawing and starting again drawing a different vocabulary word and so on. Note: You can make this into a competitive game by dividing the class into teams. They would need to raise their hand to give answers so that you can track points for each team.

Bingo! For this fun traditional game, the students can click on the link below that you will share in the chat feature for them. They will need to click "play" and the bingo board should come up with a variety of 26 vocabulary words in Spanish from this course. So, this game will be most successful with older students who can read. When you call out a word in Spanish, the students will click that word on their board. Once a student has five in a row, they can call out "Bingo!" and share their answers to ensure they match what you have called. **Tip:** You can keep playing without the kids clearing their cards to get a few more winners and save time.

Note: If you prefer them to have the vocabulary words in English, they would need to select "Use Alt terms" before clicking to play.

<https://www.flippity.net/bi.php?k=1RTO-SCj6V6bUhgslbv1tnxxIVk6IIFmHmDIWHOcOjrQ>



Adíos: Sing the "Les Digo Adíos" 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 *Adíos* is goodbye. Use your attention getter to regroup the students and pick up your puppets to carry on the small conversation below.

Dani: *Es el fin de la excursión.* It's the end of the excursion.

Dani & Beto: *Adíos, 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 "Adíos" or "Nos vemos."

Extra time: If there is extra time, you can play review games from previous lessons.