

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

Lesson Plan 8 Virtual Learning

Note: All activities should take 5-7 minutes.

Day 8 Target Vocabulary: Las Aventuras de Panamá

¿Cómo estás?	How are you?	Estoy...	I am (feeling)...
más o menos	okay	mal	bad

Key phrases to repeat during class and encourage Spanish responses:

Use the Spanish directions and phrases from previous classes, dropping off as many English translations as possible. Check for understanding to ensure the students recognize the vocabulary words and commands in Spanish.

The Final Class: This class celebrates the culmination of all the vocabulary and conversational elements the students have learned thus far. Therefore, you really want to make this class fun and exciting. The songs, games, and vocabulary words are primarily review. Decorate your background using *Explorar* elements and use plenty of props for vocabulary review and activities. Be sure to praise all of the students to boost their self-esteem. Some of the conversational elements may be more difficult for the students, and they may not have a concrete grasp of these challenging sentences. However, be sure to praise their efforts, as this is a stepping-stone for reinforcement in future Spanish courses. This lesson plan is extensive and you will not be able to finish everything. Pick and choose the songs, games, and activities that you prefer in advance. Make sure to read this plan carefully so that you have all of the flashcards, images, and other materials prepared before 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. Note: If you are planning to do the coloring activity at the end of class, ask the students to get their coloring supplies and a white piece of paper. 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.

Marcha de exploración (*March in place while singing*)

Explore! ¡Exploramos!

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

¡Marchamos!

¡Arriba! (stand on toes with hands up)

¡Abajo! (squat down to the floor)

¡Exploramos! (jump up)

Vocabulary Introduction and 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: *Buenas tardes, Beto. Good afternoon, Beto. ¿Cómo estás?*

Beto: (with a sad voice) *Hola Dani. Estoy mal porque hoy es el final día de nuestra exploración de Panamá. Hi Dani. I am feeling bad because today is our last day to explore Panama.*

Dani: *Sí. Estoy de acuerdo. Yeah. I agree.*

Teacher: Turn to your class and teach "mal" and "más o menos" by using gestures like thumbs down with a sad voice for "mal". Encourage the students to repeat these new phrases after you. Review the question, "¿Cómo estás?" along with the other responses like "bien" and "cansado(a)". **For the older students:** Have these phrases listed on a small white board or screen share the whiteboard feature with them written out for reference. Call on a few volunteers to act out the question/answer of how they are in Spanish. Encourage the class to give "un aplauso" after each pair presents. **For the younger students:** Review the question and answer by singing the song below. During the song replace "Marta" for a student's name in the class. Encourage the class to sing the line "¿Cómo estás?" all together with you. The student called out in the song should answer how he or she is feeling in Spanish to the tune of the song. Continue singing by including a new student's name in the first line of the song.

Hola Marta- (Sing to the tune of "Frere Jacques")

Hola Marta. Hola Marta.

¿Cómo estás? ¿Cómo estás?

*Muy bien, gracias. Muy bien gracias**

*The student can substitute this line with any of the responses reviewed. For example: *Muy mal, gracias. Muy mal, gracias.*

Puppet Time Continued and Review Game: Pick up the puppets to introduce the next game.

Beto: *Fuimos a muchos lugares diferentes en Panamá. We visited so many different places in Panama.*

Dani: *Sí, todos los lugares eran muy divertidos. Yes, and all of them were very fun.*

Beto: (to the students) *¿Clase, puede recordar todos los lugares que visitaron Dani y Beto? Class, can you remember all of the places Dani and Beto went?*

Juego: Pistas- From all of the vocabulary, choose a variety of flashcards you want to review (about ten). Put the vocabulary words in a bag or hat so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for the vocabulary word you draw. Students can raise their hands to try and guess the corresponding Spanish word.



Suggested clues are listed below, but feel free to add more. Tip: For the younger students, post the picture flashcards of the possible answers on a visible wall or show them on screen to help speed up the game and to give them a reference for the vocabulary. For all students: Review the vocabulary words with the flashcards before starting the activity to ensure success.

Sample clues:

I lead fun adventures and excursions. (*el/la guía*)

I come in many colors and shapes and smell nice. (*las flores*)

Where do you sleep at night? (*la cama*)

Where can you buy el pan in a Spanish speaking country? (*la panadería*)

You look at this for food and drink options to order at el restaurante. (*la carta*)

You ask this when searching for the museum. (*¿Dónde está el museo?*)

You ask this when you want to know how much something costs. (*¿Cuánto cuesta?*)

Where can you find a good book in town? (*la biblioteca*)

Transition: Start singing the "Por favor, Quiero" song with the students from week five. Hold up the picture images of the food items while singing.

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:

Review the previous culture lessons from Panama this semester with the students.

Share with the students the following information about the popular Carnival celebrations in Panama while screen sharing the pictures from the intranet. This celebration takes place in almost every town in Panama about forty days before *Semana Santa* (Holy Week). It is similar to the Carnival in Rio de Janeiro and Mardi Gras in New Orleans. The celebration is a huge party and one of the largest celebrations in Panama. Panama City closes main roads for parades, floats, masks, costumes, and the traditional "mojadera" where people throw water at each other. Large tanks of water arrive and spray water into the crowds of people celebrating at the parade. This is actually really nice because Carnival occurs in February, which is the



summer in Panama and it is very hot. Many women from Panama dress in traditional *pollera* costumes in the parades. Each year they crown a Carnival Queen for the celebrations.

Actividad: Snowman game: This activity works best with older students who are able to read and spell. Use a small whiteboard or the Virtual whiteboard feature to play this game. Review the vocabulary words that could be included in the game with the students. Start by choosing a vocabulary word and put dashes underneath the drawing for each letter of the puzzle leaving spaces between separate words. For example: _ _ _ _ = *cama*. Students will take turns guessing the letters in Spanish. If they guess correct, fill in the letter(s). If the guess is correct, keep playing. If a student misses a letter of the secret word, you draw a circle (representing the snowman's head). That would be followed by remaining parts of the snowman- middle snowball, bottom snowball, two arms, top hat, two eyes, and a sad face. This would be nine mistakes total for example. Keep doing this until they guess the word or you have completed the all of the pieces matching your snowman or spaceman. You can choose to have teams for this game competing, as well. Once an answer is given, encourage the class to repeat the Spanish after you. Here are some vocabulary words you can use: *la cámara, la camiseta, el sombrero, la pulsera, el recuerdo, el arte, el boleto, la artesanía, el pescado, la ensalada, el bistec, el pan, el mono, el café, o las flores, etc.*

Alternative game for younger students: Choose a successful or favorite review game like the Dance Freeze game from Day 3 or the Carrera de Sillas review game from Day 5.

Juego de repaso: Jeopardy- Explain to the students that you are going to play a fun game to review all of the adventures Dani and Beto took this semester. Using the categories and questions below, write the categories and then the numbers 5, 10, 20 underneath them (on a small whiteboard or piece of paper to hold up). Divide the class into two teams- *Equipo Dani* and *Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *El restaurante por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team has the opportunity to answer a question.

Tips:

- Be sure to divide the teams as fairly as possible. I.e: Mix young and old students
- Vary the difficulty of the questions based on the level of your students.
- Encourage the students to ask for the numbers/questions in Spanish by writing *cinco, diez, y veinte* on the board. You should also write *por*. That way they can say *El hotel por cincuenta, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- Even though Jeopardy can take up a lot of time, **remember to keep it to 5-7 minutes**. If there is more time at the end of class you can always pick up where you left off. (Perhaps start the game with only three categories.)
- You may want to quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.

La ciudad de Panamá



- 5-¿Qué significa *la escuela*? What does *la escuela* mean?
10-¿Cómo se dice *library* en español? How do you say library in Spanish?
20-Translate the following question, "¿Dónde está el cine?"

El Canal de Panamá

- 5-¿Qué significa *el barco*? What does *el barco* mean?
10- ¿Cuál es la diferencia entre *grande* y *pequeño*? What is the difference between *grande* y *pequeño*?
20- How do you say 'to take a picture' in Spanish?

El centro comercial

- 5-¿Cómo se dice *bracelet* en español?
10-Count to ten in Spanish.
20-¿Cómo se dice, "How much does it cost?" en español?

El museo

- 5-¿Qué significa "*me encanta*"? What does "*me encanta*" mean?
10-¿Cómo se dice "ticket" en español?
20-¿Qué significa "¿Puedes ver el arte?"?

El restaurante

- 5-¿Qué significa *el mesero(a)*? What does *el mesero(a)* mean?
10-¿Cuál es la diferencia entre "*la cena*" y "*la carta*"? What is the difference between "*la cena*" and "*la carta*"?
20- How do you order a steak in Spanish?

El hotel

- 5-¿Qué significa "*el cuarto*"? What does "*el cuarto*" mean?
10-¿Dónde se compra *el pan*? Where do you buy *el pan*?
20-How do you ask how someone is feeling in Spanish?

La excursión

- 5-¿Qué es *la selva*? What is *la selva*?
10-¿Cómo se dice *flowers* in Spanish?
20-Translate this sentence, "*Pruéballo.*"

Alternate game (younger students): ¿Qué falta?- Divide the class into two teams, *equipo Dani* and *equipo Beto*. The objective of this game is to catch which flashcard is missing. Select a student from each team to compete against each other. Unmute their mics. Show the class ten flash cards as a group (six flash cards for younger groups). Include vocabulary words from previous weeks. Have the two students competing against each other turn around with their backs facing the screen. Remove a card from the group of ten. Have the students turn around and look at the remaining cards. Once one of the players catches which card is missing, they can raise their hand for a turn to answer. If the student gives the correct answer to the missing flashcard using the



corresponding Spanish word, they collect a flashcard/point for their teams. Collect the flashcards in a stack for each team every time they guess. Start with the older students to make the challenge more appropriate for the younger ones (less cards remaining after every turn as your older students collect some of the cards earlier during the game).

Cantamos: Sing the "¿Dónde está la cámara?" song from week five to the tune of "Frere Jacques" or the "Selva Rap" from week seven.

Note to teachers: Depending on your class preferences and ages, please choose between the following conversation skit activity or mural drawing activity.

Actividad: La obra de Panamá- Explain to the class that they are going to put on a small play to act out all of the adventures from Dani and Beto's trip around Panama. Before starting the play, review all of the conversational elements the students learned this semester related to the travel vocabulary. For example: *¿Dónde está?, Puede(s), con permiso, ¿Cuánto cuesta?, Me encanta, Quiero, Me gustaría, por favor, gracias, salud, ¡Mira!, Pruébalo, ¿Cómo estás?, Estoy bien/cansado(a)/mal/más o menos.* Assign the students roles or parts for the play. If you have a large class, you may want to break the class into small groups that present portions of the play. For small classes you can all work in a group together. Some example skits are below. You can add roles and lines to the skits for larger classes. Feel free to use your creativity to enhance these skits. Give the students a few minutes to practice their roles before presenting to the class together. Encourage the students to have fun and get excited about the skits.

La obra del restaurante (4 students)

Mesero(a): *Bienvenidos al Restaurante La Playa.*

Persona 1: *Muchas gracias. Reservación por Sanchez.*

Mesero(a): *Muy bien. Aquí por favor. (seat the people at a table)*

Persona 2: *Tengo hambre. (rubs belly)*

Mesero(a): *(Hands each person a menu) Aquí está la carta. Tenemos tres platos principales para la cena.*

Persona 2: *Mmm... Me encanta el bistec.*

Persona 1: *Me gustaría la ensalada grande, por favor.*

Persona 3: *Me encantan todos los platos. Pero, me gustaría el pescado por favor.*

Mesero(a): *Muy bien, gracias.*

La obra del mercado (4 students)

Vendedor(a): *¡Hola! ¿Cómo están?*

Persona 1: *Estoy muy bien gracias. Me encanta el artesanía.*

Persona 2: *Yo también. ¿Cuánto cuesta el arte aquí?*

Vendedor(a): *Diez dólares.*

Persona 2: *Muy bien, gracias. (Act out buying the art.)*

Persona 3: *¿Puedo ver otras recuerdos? Quiero una pulsera.*

Vendedor(a): *Muy bien, aquí tenemos pulseras, camisetas, y sombreros. (Showing the items)*



Persona 1: *Me gustaría el sombrero por favor.* (Act out buying the hat.)

Vendedor(a): *¡Muchas gracias!*

Persona 1, 2, & 3: *Hasta luego.*

La obra del Canal de Panamá (3 students)

Persona 1: *¡Mira! Es el Canal de Panamá.*

Persona 2: *El Canal es muy grande. Quiero sacar un foto.*

Persona 1: (to Persona 3) *¿Puedes sacar una foto por favor?*

Persona 3: *Sí. ¿Dónde está la cámara?*

Persona 2: *Aquí, gracias.* (Handing the camera over and posing with Persona 1 for photo)

Persona 3: *Bueno, la foto es una recuerda buena.*

After each skit is presented review with the students the translations to reinforce the conversation elements. Praise all students for their participation in the skits by asking the class for "un aplauso."

Proyecto: Las Aventuras de Panamá- Explain to the students that they will be creating a mural depicting all Panamanian places and adventures. Encourage the students to get out a white piece of paper and coloring materials. For this activity you will want to show and review the following vocabulary words for the students to use in their drawings. Vocabulary words to use: *la ciudad, el cine, la tienda, el banco, la biblioteca, la casa, la escuela, el barco, el océano, el centro comercial, el museo, el mercado, el restaurante, el hotel, y la selva.* For older students, have them to label the drawings in Spanish. Encourage them to be creative and have fun with the project. Tip: It works great to have a completed example of the city drawing to show the students what they are creating. While the students are working you can play fun Spanish music in the background. As the students work, ask each of them to tell you about their town. Encourage them to use as much Spanish as possible by asking, "¿Dónde está el banco en tu ciudad? Where is the bank in your city?" After five minutes say, "¡Hay dos minutos más!" before students put the coloring utensils away. Note: Ask the students to finish their drawings after class if they need more time.

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. Use your attention getter to regroup the students and pick up your puppets to carry on the small conversation below.

Dani & Beto: *El viaje de Panamá fue muy divertido.* The trip to Panama was really fun. *¡Gracias para venir con nosotros!* Thank you for coming with us! *Nos vemos la próxima vez para una aventura nueva.* We'll see you next time for a new adventure.

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

Extra Activities (If there is 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".

Juego: Micrófono Descompuesto: Encourage the students to sit back in their chairs by saying *Siéntense, por favor*. Start by sharing a list of vocabulary or by reviewing the flashcards once again with students by having them repeat the words after you. Demonstrate speaking a vocabulary word or phrase while on mute. Students will have to raise their hand and try to guess the Spanish word or phrase you just said. Select a student to speak a vocabulary word while on mute for the rest of the students to guess what they are saying. Facilitate students taking turns being the speaker while on mute. Tip: Show a list of the vocabulary words or images for 20 seconds in between students' turns. That way, students can easily recall the vocabulary before their turn. Also, for additional practice, have students repeat the words after each correct guess.