

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 3 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary:

<i>rosa</i>	pink	<i>negro</i>	black
<i>los colores</i>	the colors	<i>lluvia</i>	rain
<i>Llueve</i>	It rains	<i>nieva</i>	snow
<i>Nieva</i>	It snows	<i>cabeza</i>	head
<i>hombros</i>	shoulders	<i>rodillas</i>	knees
<i>pies</i>	feet	<i>las estaciones</i>	the seasons
<i>¿Cuál es tu estación favorita?</i>	What is your favorite season?	<i>Mi estación favorita es_____.</i>	My favorite season is_____.

Comprehensive Review to incorporate:

<i>¿Cómo estás?</i>	How are you feeling?	<i>Estoy muy bien, bien, más o menos, mal, muy mal</i>	I am feeling very good, good, okay, bad, very bad
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Read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Also, be sure to know each song very well so you can sing and teach them without needing to read the lyrics. There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your class. It is imperative that you instruct the class bilingually and encourage the students to guess what you are saying in Spanish by using gestures or cognates.

Materials list: Spanish music, picture flashcards for today's vocabulary, maraca, puppets optional, small whiteboard or virtual whiteboard ready to share, objects/props to represent the colors for today's lesson, poster of the colors (optional), culture images file from the intranet to screen share, and weather wheel visual. Note: Practice the new songs before class and be ready with the tune and the lyrics.

INTRODUCTION If possible, have Spanish music playing softly in the background and greet the students by saying *¡Hola!* as they join the Virtual session. Remind the students of your name and welcome them to Spanish class. As the students are logging onto the call, take attendance by getting their name. (If there is time waiting for students to login, you can ask them to get a new blank piece of paper and coloring supplies for a new activity today. They can also get their seasons' drawings to present/share later in class.) 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 with the students your designated greeting song. The lyrics for two options of greetings songs can be found on the day 1 lesson plan. After singing the song, review what *bien*, *mal*, *más o menos* means. Show visuals to show the emotions and use lots of gestures when singing the song. Offer students to volunteer by taking a turn to answer how he or she is feeling by asking them *¿Cómo estás (student's name)?* Have the student answer and show a thumbs up and happy face for *bien*, thumbs down and sad face for *mal*, and open hand facing up and flips down for *más o menos* gesture. After a few volunteers have answered, the whole class resumes the song. Tip: Feel free to use puppets to liven up the song and conversation practice for younger students.

Los Colores Lesson~ Sing the Los Colores song from last week to review the all the colors. Point to a poster with the colors or hold up the picture flashcards or props of the colors as you review each individual color. Teach the remaining colors "rosa y negro" by showing objects that represent the colors and have the students repeat after you. To further reinforce the colors in Spanish, see how fast the students can say the color in Spanish when you hold up the flashcard or prop of a specific color!

***Activity:** Have the students take out a blank piece of paper and coloring utensils. Ask the students to write the numbers 1-20 randomly around the paper in pencil. Tip: It can help to show them an example of what they should be doing with a paper and numbers on it. Review the numbers in Spanish with the students as they write them on the paper. For this activity, explain that when you call a number and color in Spanish, the students will use that color and circle the correct number with the color you called in Spanish. For example: cinco rojo- circle the number 5 with a red marker or crayon. Help students along as needed and encourage them to repeat the Spanish number and color during the activity for practice. Note: If students don't have paper they can hold up their fingers for the number and find an object of that color in their room.

Notas Culturales:

Once the students are seated at their computers again and let the students know that today you will be talking about volcanoes- volcanes in Spanish. Screen share the culture images from the Futura intranet for this lesson as you go along with the descriptions.

There are many volcanoes in Latin American countries. One of the most famous and active volcanoes is in Cholula, México. It is called Popocatepetl or "Popo." It still erupts! Before 2001 there were glaciers on the volcano. Now there is only ice on the tall peaks of the volcano. The name of the volcano means "smoking mountain."

In Guatemala close to the city of Antigua, Volcán Pacaya, is an active volcano, last erupting in May of 2010. There are trails and hiking opportunities open to the public. Tourists can be found roasting marshmallows from the heat of the volcano rock.

In Ecuador, Cotopaxi is the second highest summit, reaching a height of 19,347 feet. The volcano has one of the few equatorial glaciers in the world. The snow-covered peak is clearly visible from Quito, the capital city of Ecuador. Cotopaxi is one of the highest active volcanoes in the world with more than fifty eruptions since 1738. Its present activity is limited to a few steam fumaroles where gases emerge from the opening.

Ask the students to raise their hand if they would like to visit a volcano in central or south America someday.

El tiempo Lesson~ Review the weather concepts from the previous weeks by saying, "Vamos a repasar el tiempo. We are going to review the weather." Hold up a picture flashcard of a particular weather scene and ask, "¿Qué tiempo hace?" Have the students guess. After reviewing all past weather phrases, introduce "llueve" and "nieva" by showing gestures and having the students repeat after you while mimicking the action or showing pictures. Hold up the Weather Wheel visual from last class and review the weather for the day with the students.

***Cantamos:** Teach and sing the Qué tiempo hace song (lyrics below) to the tune of 99 bottles of Coke on the wall. Encourage the students to stand and use gestures while singing. After a few rounds, see if they want to see how fast they can go singing it with you and speed up the singing. Teacher tip: Listen to the Futura vimeo video for the tune/beat of the song. (This is not to be played in class.) <https://vimeo.com/73642382>

¿Qué tiempo hace?

¿Qué tiempo hace? What's the weather like?
Hace buen tiempo, means weather that we like.

When it's sunny, hace sol.
Hace frío, when it's cold.
When it's windy, hace viento.
In bad weather, mal tiempo.

¿Qué tiempo hace? What's the weather like?
Hace buen tiempo, means weather that we like.

Llueve, it's raining.
Nieva, it's snowing.
Está nublado, when it's cloudy.
When it's hot, hace calor.

¿Qué tiempo hace? What's the weather like?
Hace buen tiempo, means weather that we like.

Las estaciones- Review all the seasons by showing pictures that represent them. Have the students repeat the words after you. Check their understanding by asking questions on what weather occurs in the different seasons. For example: *¿Qué tiempo hace en el verano?* Teach the question *¿Cuál es tu estación favorita?* And the answer "Mi estación favorita es ____." This would be great to have written out on a small whiteboard visual or screen share the whiteboard feature on Zoom.

***Activity: Seasons Drawings' Presentations-** Encourage the students to take out their season's drawings from the past weeks' classes. Ask students to volunteer to present/share their season drawing by holding it up to the camera and pointing out the different seasons and what they drew for them. Encourage them to use as much Spanish as possible while sharing to discuss the seasons and weather. Have each student answer the question, *¿Cuál es tu estación favorita?* with the answer "Mi estación favorita es ____." After each student presents, ask the class to give one big clap as praise and encouragement. Continue by having new students' share their work. Feel free to ask follow up questions as needed to help the students along with sharing quickly. Facilitate this so that you can keep all students' attention and keep the activity to 5-7 minutes.

El Cuerpo- Teach the body parts "cabeza, hombros, rodillas, piernas, y pies" by having all the students stand up. Point to each body part as you teach it and have the students repeat after you. You can also show the picture flashcards for this vocabulary lesson.

***Cantamos:** Teach and sing the "Cabeza, hombros, rodillas, y pies" song to the tune of "Head, Shoulders, knees, and toes". The lyrics are below and included on the newsletter for today's class on the parent portal for students.

Cabeza, Hombros, Rodillas, y Pies (Sung to Head, Shoulders, Knees, and Toes)

Cabeza, hombros, rodillas y pies,
Cabeza, hombros, rodillas y pies,
Rodillas y pies (repeat)
Ojos, orejas, boca, y nariz
Cabeza, hombros, rodillas y pies,
Rodillas y pies.

***Activity: Play Simón Dice-** Simon Says to review the body parts in Spanish. Review the regular rules of the Simon Says game with the students. IE: You don't touch a body part unless the command begins with "Simón dice." If you touch the wrong body part or the right one without the proper command, you sit down. Begin by saying "Simón dice toca la cabeza." or just "toca la cabeza." Once the students understand the game, speed up the commands until only one player is left. Tip: For classes with younger students, it can be best to play this non-elimination style and encourage them all to continue playing as you continue calling out commands even if they make mistakes. For classes with older students, you can play elimination style for the competition.



Repaso del día- Colores musicales: Assign each student a color in Spanish and encourage them to remember their color. Play Spanish music and encourage the students to dance and have fun with it. When you stop the music, call out two colors in Spanish. The students with those colors will compete first. When you hold up a picture flashcard or say a vocabulary word in English, the students will race to give the Spanish word. The student with the fastest correct answer wins. Encourage the entire class to repeat the answer in Spanish for practice. Offer help as needed and give lots of praise and encouragement. Continue playing by restarting the music for the kids to dance again. When you stop the music again call out another two colors for the game to continue another round.

CLOSING Thank the students for their participation in today's class. Review that *Hola* means hello and *Adiós* is goodbye. Sing the Adiós Amigos song to the tune of "Frere Jacques" at the end of class. *Adiós Amigos* (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,
Hasta la vista, hasta la vista
Hasta luego, hasta luego,
Chau, chau, chau. Chau, chau, chau

Ask students to take a look at the Parent Portal for the newsletter and encourage them to do their optional homework. Have the students say goodbye to you in Spanish before leaving the virtual meeting.

Extra time: If there is extra time, you can play a fun game of *Alrededor del Mundo* with the 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.