

Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 4 - Virtual Learning

Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary:

<i>Está nublado</i>	It is cloudy	<i>temperatura</i>	temperature
<i>los ojos</i>	eyes	<i>la boca</i>	mouth
<i>las orejas</i>	ears	<i>la nariz</i>	nose
<i>la cara</i>	face	<i>el sombrero</i>	hat
<i>el suéter</i>	sweater	<i>la falda</i>	skirt
<i>los zapatos</i>	shoes	<i>los pantalones</i>	pants
<i>los pantalones cortos</i>	shorts	<i>¿Qué tiempo hace en (season)?</i>	What is the weather like in (season)?

Comprehensive Review to incorporate:

<i>Buenos días</i>	Good morning	<i>Buenas tardes</i>	Good afternoon
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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: picture flashcards for today's vocabulary and past classes' vocabulary, small whiteboard or virtual whiteboard ready to share for full sentence Q & A, clothing items for today's lesson, 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 Greet the students by saying *¡Hola!* and *Buenas tardes* 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. 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. Quickly practice that "Buenos días" means good morning and "Buenas tardes" means good afternoon. Encourage the students to make the shape of a sun as a gesture for buenos días and wave while repeating buenas tardes.

El Tiempo- Review all past weather phrases and introduce "Está nublado" by showing gestures and flashcard pictures. Have the students repeat after you while mimicking the actions.

***Activity:** Teach and sing the weather and seasons chant below with gestures. For example: When you say Nieva galore at the end, have the students pretend to make snowballs and throw them. This will also be on this week's newsletter.

En la primavera	llueve mucho
En el verano	hace sol Hey!
En el otoño	hace viento
En el invierno	nieva "galore"

***Optional Activity:** As review you can sing the Qué tiempo hace song from last week with gestures and the students standing. Show the weather wheel and ask the students ¿Qué tiempo hace hoy? Have volunteers answer in Spanish as you move the weather wheel to point to the pictures that represent the phrases.

***Juego: Pictionary-** Using the Zoom Whiteboard or small whiteboard, start drawing a weather 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.

Las Estaciones- Review all the seasons by showing the picture flashcards that represent them. As you show the pictures ask the students, "¿Cuál es la estación aquí?" and "¿Qué tiempo hace en _(season)_" Teach the question "¿Cuál es la temperatura?" and possible answers. Have the students *levanta la mano* and call on them for the answers. You can reward them by giving them *aplausos* for correct answers.

La Ropa- Teach the clothing items "*el sombrero, el suéter, la falda, los zapatos, los pantalones, y los pantalones cortos*" by holding up the actual clothing and having the students repeat after you. For example: Hold up or wear *el sombrero* and say "*Llevo un sombrero. I am wearing a hat. Clase repite por favor, sombrero.*" To further reinforce the lesson, hold up two clothing items and ask the students which one is a specific vocabulary word in Spanish. For example, if you have *la falda* and *el suéter* you can say, "*¿Cuál es el suéter? Which is el suéter?*" Encourage the students to raise their hand to guess. To combine lessons, you can



also review the colors of the clothing and what season they should be worn in. For example, you can ask the students, "*¿De qué color es la falda?* What color is *la falda*?" or "*¿Qué llevas en el invierno?* What do you wear in *el invierno*?" Note: For older students you can make this into a game where they "buzz in" to answer or compete against one other student to see who can answer the fastest.

Notas Culturales:

Once the students are seated at their computers again and let the students know that today you will be talking about Bolivia, a beautiful country in South America. Point out this country on the map and show the culture images from the Futura intranet while you explain the culture lesson.

The traditional clothing of the indigenous Bolivian people is brightly colored. Men typically wear light cotton pants with vibrant colored ponchos and a chulla, woolen cap. Women wear a pollera (pleated skirt), bowler hat, and a silky shawl known as a manta.

Salar de Uyuni is a truly out of this world travel destination. One of the flattest places in the world, the 4,000 square mile salt flats were formed by a prehistoric lake. Visitors travel in 4x4 vehicles across the expanse of the salt flats to view the mirror-like effects that occur when it rains, and water is sitting atop the cemented salt, perfectly reflecting the sky above. Each year, just before Ash Wednesday in February, the city of Oruro hosts the Carnaval de Oruro, one of the most important cultural events in all of South America. The festival features over 28,000 dancers, performing a broad variety of ethnic dances. Around 10,000 musicians accompany the dancers. It is considered to preserve most of the artistic expression from pre-Colombian America.

El Cuerpo- Review the body parts "*cabeza, hombros, rodillas, piernas, y pies*" and teach "*la cara, los ojos, las orejas, la boca, y la nariz*" by pointing to them and having the students repeat after you. Encourage the students to stand and point to the body parts you call out as well to physically connect to the lesson. You can also utilize the picture flashcards as a visual reinforcement.

***Activity:** As the students are still standing, sing the "*Cabeza, hombros, rodillas, y pies*" song from last week to the tune of "Head, Shoulders, knees, and toes" with the gestures.

***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. Tip: Use a variety of topics like body parts, colors, numbers, and clothing. For example: "Toca la boca", or "Toca los pantalones", or "baila por cinco segundos", or "toca algo rojo".

Repaso del día- 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: _ _ _ _ = rojo. 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: rojo, azul, verde, morado, negro, gris, blanco, amarillo, otoño, verano, primavera, invierno, cabeza, hombros, pies, ojos, boca, cara, nariz, orejas, sombrero, falda, zapatos, etc.

Alternative game for younger students: Choose a successful review game like the Dance Freeze game from Day 2 or the Carrera de Sillas review game from Day 1.

CLOSING Thank the students for their participation in today's class. Review that "por favor" means please, "gracias" means thank you, and "de nada" means you're welcome. Review that *Hola* means hello and *Adiós* is goodbye. Encourage the students to use these phrases in their daily lives and teach it to their friends and family. 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.