

## Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 5 - Virtual Learning

Note: All activities should take 5-7 minutes.

### Day 5 Target Vocabulary:

<i>el cuerpo</i>	the body	<i>los brazos</i>	arms
<i>las manos</i>	hands	<i>los dedos</i>	fingers
<i>la camisa</i>	shirt	<i>la camiseta</i>	T-shirt
<i>el vestido</i>	dress	<i>la chaqueta</i>	jacket
<i>el perro</i>	dog	<i>el gato</i>	cat
<i>el pez</i>	fish	<i>el pájaro</i>	bird
<i>la araña</i>	spider	<i>la mascota</i>	pet

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, stuffed animals if possible, for animal lesson, culture images file & book [La Familia Martinez Visita Los Galapagos](#) from the intranet to screen share. Have the Youtube song videos ready to screen share and play. Note: Practice the songs before class and be ready with the tune and the lyrics. During the games and activities, be sure to review and reinforce vocabulary and conversation elements from the entire semester.

**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.

**El Tiempo-** Sing the weather song from Day 3 or the weather chant from last week with gestures. Review all past weather phrases by showing gestures and flashcard pictures. Have the students repeat after you while mimicking the actions. Ask the students *¿Qué tiempo hace hoy?* Have volunteers answer in Spanish and mimic the gestures. Feel free to incorporate review of seasons and clothing. Example: *¿Qué llevas cuando hace frío?*

**\*Activity:** Screen share this song video of [La Araña Pequeñita](#) to the tune of the Itsy Bitsy Spider. Have the students make the gesture of the spider climbing and encourage them to try and sing along.

**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.

**\*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.

**La Ropa-** Review the clothing items "*el sombrero, el suéter, la falda, los zapatos, los pantalones, y los pantalones cortos*" and teach "*la camisa, la camiseta, el vestido, y la chaqueta*" by holding up the actual clothing and having the students repeat the Spanish word after you while you hold it up. You then ask for a volunteer to stand up and point out his or her clothing. For example, *¿De qué color es su camiseta?* 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.

**\*Activity:** Play the Guess Who game by having all students stand up. Describe one child (his or her face or clothes). Make sure to use descriptions that focus on the clothing vocabulary covered in class as well as review colors by adding the color description of the clothing. For example: "*Alguien tiene los pantalones azules. Alguien lleva la camisa negra.*" When each student is certain you are not talking about him or her, the student sits down. Keep describing until only one student is left standing- the one you were describing!

**Los Animales-** Teach the animals "*el perro, el gato, el pez, el pájaro, y la mascota*" by using the picture flashcards or stuffed animals to represent the animals. Have the students repeat the new vocabulary after you. Another fun way to introduce these is to act out the animal and have the students guess which animal it is. For example: if the animal is *perro* then you would bark. The class will say dog, and then you can follow up by saying "*clase la palabra para dog es*



perro. The word for dog is *perro*." Then the class can repeat. Follow this by asking what color the animals are.

**Libro:** Screen share and read the Story titled La Familia Martinez Visita Los Galapagos found on the Futura intranet. This story helps to reinforce animals, colors, and numbers in Spanish. Make sure to show the students a map of where the islands are found off the coast of Ecuador. Encourage the students to repeat during the story when noted and use the follow up questions at the end to check their understanding.

**Notas Culturales:**

Once the students are seated at their computers again and let the students know that today you will be talking about Frida Kahlo and Diego Rivera. See if any of the students have heard of these famous Mexican artists. Frida Kahlo is one of the greatest Mexican artists who primarily painted self-portraits. These self-portraits were personal and sometimes shocking. Her paintings are often magical or surreal with people floating and animals taking on human features. Screen share the culture images for today's class to show her paintings and her portrait. Her father was one of the most famous photographers in Mexico and was immensely proud of her strength, intellect, and talents. He made sure when she was ready, she was enrolled in the finest high schools in all of Mexico. It was there that Frida first met Diego Rivera, another popular artist. He was twenty years older, an artist who had been hired to create a mural at her school. Around this same time, Frida was in an accident. While riding a school bus, the bus was hit by a streetcar. She suffered bad injuries and was unable to return to school after the accident. This is when she began to paint while in bed recovering. Years later Frida Kahlo married Diego Rivera. Show the students pictures of Diego's work and explain what a famous and important artist he is in Mexico for his famous murals. He wanted art to be in public places, so he decided to work with the same style of frescoes that the artist Michelangelo had used to paint the Sistine Chapel. Diego focused primarily on Mexican culture, indigenous people and workers.

Tip: A great children's book to find in the library and read with your children would be Frida by Jonah Winter.

**El Cuerpo-** Review the body parts by having the students stand and sing the the "Cabeza, hombros, rodillas, y pies" song from week 3. For the body parts not included in the song, review by quizzing the students. For example: Point to your *brazos*. Teach the new body parts from the vocabulary list above with the picture flashcards. Encourage the students to stand and point to the body parts you call out as well to physically connect to the lesson.

**\*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".

**Los Colores-** Review *los colores* by holding up colored construction paper or the picture flashcards and having the students call out the Spanish colors. Screen share the [Los Colores song from Sing, Dance, Laugh, and Eat Tacos](#). Encourage the students to sing along with the song.

**Optional Additional Activity:** Play a variation of the game I spy. As you call out a color in Spanish have the students find an object in the classroom of that color and bring it back to the screen to show. Example: If you call out *negro* they can run to find something of that color in their space. You can also add the clothing items they are wearing as well or body parts.

**\*Activity: Mi Mascota drawings-** Encourage the students to take out a piece of paper (preferably blank white) and coloring supplies. Have the students draw one of the animals from today's lesson or their own *mascota* (pet). For the older students, have them write the Spanish word of their animal under the picture. If there is time have the students briefly present their *mascotas* and discuss the colors of each animal. Or you could have them save their drawings and present at the next class.

**Adiós:** Sing the Adiós Amigos song to the tune of "Frere Jacques" at the end of class. Have the students say goodbye to you in Spanish before leaving the virtual meeting.

**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.

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.