

## Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 6 - Virtual Learning

Note: All activities should take 5-7 minutes.

### Day 6 Target Vocabulary:

<i>el caballo</i>	horse	<i>el cerdo</i>	pig
<i>la vaca</i>	cow	<i>el pato</i>	duck
<i>el conejo</i>	bunny	<i>la granja</i>	farm
<i>el pelo</i>	hair	<i>el estómago</i>	stomach
<i>los dientes</i>	teeth	<i>la lengua</i>	tongue
<i>la blusa</i>	blouse	<i>los calcetines</i>	socks
<i>los guantes</i>	gloves	<i>los anteojos (gafas) del sol</i>	sunglasses

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 or toy animals if possible, for animal lesson, & culture images file 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 *iHola* 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 or weather chant from past classes 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?*

**El Cuerpo-** Review the body parts from past weeks by using flashcards or pointing to the body parts and having the students repeat the Spanish after you. Encourage the students to stand and point to the body parts you call out as well to physically connect to the lesson. Teach "el pelo, el estómago, los dientes, y la lengua" with visuals and having the students point to these body parts.

**\*Activity:** Encourage the students to stand for the fun *Baile Loco* song/dance. (Sung to the Hockey Pokey- lyrics below) As they sing, they should put the body part called out in Spanish out in front of them shaking it when it says to "put it in" and put it behind them when it says to "put it out". Stand and show them the moves as you are singing to help them out. Note: You can add additional body parts in Spanish to the lyrics.

Put your *cabeza* in, put your *cabeza* out  
You put your *cabeza* in and you shake it all about  
You do the *baile loco* and you turn yourself around  
That's what it's all about! (clapping)  
Put your *brazo* in, put your *brazo* out  
You put your *brazo* in and you shake it all about  
You do the *baile loco* and you turn yourself around  
That's what it's all about! (clapping)  
Put your *pierna* in, put your *pierna* out  
You put your *pierna* in and you shake it all about  
You do the *baile loco* and you turn yourself around  
That's what it's all about! (clapping)

**\*Activity next class:** Show & Tell- Invite the students to bring their favorite stuffed animal or doll to the next Spanish class. Let them know they will be pointing out their body parts in Spanish.

**La Ropa-** Review the clothing items "el sombrero, el suéter, la falda, los zapatos, los pantalones, los pantalones cortos, la camisa, la camiseta, el vestido, y la chaqueta" and teach "los calcetines, los guantes, la blusa, y los anteojos del sol" by holding up the actual clothing and having the students repeat after you. You could also use the picture flashcards to review the items.

**\*Activity:** Introduce the conversation question "¿Qué llevas hoy?" by using puppets, stuffed animals, or pictures to demonstrate the question and answer. Practice this by encouraging the whole class to repeat the question after you and calling on a student to answer. Explain to the student that he or she can name one clothing item like "camiseta" for example. For older students you can challenge them to say it in a full sentence, "Llevo una camiseta." You can also encourage them to list as many items as they remember or add the colors like "pantalones azules." Adjust this activity based on the ages of the students in your class and help them along as needed.

**Los Animales-** Review the animals by showing picture flashcards or stuffed animals of the vocabulary from the previous week and having the students guess what the animals are in Spanish. Teach "el caballo, el cerdo, la vaca, el pato, y el conejo" by playing a mini game of Pictionary. Example: Start by drawing *el caballo*. Once the students guess what animal you are drawing "horse", tell them "sí es el caballo. Repite clase." Feel free to have the winner or a volunteer come up and draw the next animal.

**\*Activity:** Teach and sing Señor Lopez had a Granja to the tune of Old McDonald. Make sure to hold up pictures of the animals as you sing the song.

**Señor Lopez Had a Granja**

(Sung to Old McDonald)

*Señor Lopez* had a *granja ee-ii-ee-ii-oo*  
And on his *granja* he had a *vaca ee-ii-ee-ii-oo*  
With a moo-moo here and a moo-moo there  
Here a moo there a moo, everywhere a moo-moo  
*Señor Lopez* had a *granja ee-ii-ee-ii-oo*  
And on his *granja* he had a *cerdo ee-ii-ee-ii-oo*  
With an oink-oink here and an oink-oink there  
Here an oink there an oink, everywhere an oink-oink

(\*Feel free to change the animal and sounds,  
like *gato* with meow.)

**\*Activity:** Stories- Check your local library to see if they have any bilingual or Spanish books related to animals for you to share with the students. Here are some suggestions: *Perro grande, Perro pequeño* by P.D. Eastman or *¿Dónde está Spot?* By Eric Hill

**Notas Culturales:**

Once the students are seated at their computers again and explain to the students that people make animal sounds differently in other languages. In Spain, for example, a dog doesn't say bow-wow, but "guau-guau." Birds don't say chirp-chirp they say, "pío, pío." The rooster says, "cu-curru-cu-cú" instead of cock a doodle doo! Encourage the students to repeat these animal noises in Spanish after you.

Screen share the map of Nicaragua. Nicaragua is a beautiful country in Central America with volcanoes, beaches, and tropical wildlife. Discuss with them that Nicaragua has the only fresh

water lake in the world with sharks in it. The word for shark in Spanish is *tiburón*. The Nicaraguans call Lake Nicaragua, "the sweet sea." This is because the lake has everything that makes up a sea, but the salt! Show the picture of a shark and have them repeat the Spanish word, *tiburón*, after you. Continue showing the culture images of the lake from the intranet to the students. Show the image of Nicaraguan children as students love to see pictures of children close to their age.

Also talk about the strange foods that are eaten in different countries. For example: Guinea pig (*cuy*) is really common in Ecuador, Peru, and Bolivia. Fried grasshoppers (*chapulines*) are a popular treat found in markets (*mercados*) in Mexico. Ask the students if they would be brave enough to try these foods.

**Los Colores-** Review *los colores* by holding up (or screen sharing) pictures of animals (or toy animals) and saying *¿De qué color es el gato?* for example. Screen share the [Los Colores song from Sing, Dance, Laugh, and Eat Tacos](#). Encourage the students to sing along with the song. Or sing the *Los Colores* song to the tune of *Frere Jacques* from earlier classes.

**Repaso del día-** Divide the class into two teams, and have one person from each team stand. When you hold up a picture flashcard, the students competing will race to call out the matching translation. Whichever player says the correct vocabulary word in Spanish first scores a point for his or her team. It will work best to start with vocabulary they are more comfortable with such as the colors and weather. Then you can make it more difficult by adding clothing items, animals, body parts, etc. Example: If you show a picture of pants and the student must say, "*pantalones*". Continue playing by calling on new students from the teams to stand and compete. Play until each student has had a turn or it has been 5-7 minutes and congratulate the winning team with the most points. Note: For classes with younger students, this can be a fun collective game and doesn't need to be focused on points or winning.

**\*Activity: Mi Mascota drawings-** If you had the students create *mascota* drawings last week and didn't get time to share them, ask the students to take out their drawings to share with the class. Discuss the colors in Spanish of each animal as the students share.

**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.