

## Essential Spanish- Live Virtual Spanish Foundations Course

Lesson Plan 7 - Virtual Learning

Note: All activities should take 5-7 minutes.

### Day 7 Target Vocabulary:

<i>el serape</i>	cape	<i>el traje</i>	suit
<i>el traje de baño</i>	bathing suit	<i>el ratón</i>	rat/mouse
<i>el serpiente</i>	snake	<i>la tortuga</i>	turtle
<i>los animales</i>	animals	<i>la espalda</i>	back
<i>el cuello</i>	neck	<i>¿Cuál es tu color favorito?</i>	What is your favorite color?

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/chants with gestures and/or screen share this song video of [La Araña Pequeñita](#) to the tune of the Itsy Bitsy Spider. 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? ¿En qué estación hace calor?*

**El Cuerpo-** Review all the past body parts by singing the *Baile Loco* or *Cabeza, hombros, rodillas y pies*. Be sure to have all of the class standing and use movements and gestures to create a dynamic review. Teach "la espalda y el cuello" and any other body parts not in the songs by pointing to them and having the students guess the Spanish word.

**\*Optional:** If you have a Potato Head doll, use this as a fun visual to review body parts.

**\*Activity: Show & Tell-** Invite the students to take turns sharing their favorite stuffed animal or doll to the class. Help them to use as much Spanish as possible. For example, "Se llama \_\_\_\_\_. Es un (animal)\_\_\_\_\_." Ask the student follow up questions like, "¿Cuántos brazos tiene tu amigo? How many arms does your friend have?" "¿De qué color es tu amigo? What color is your friend?"

**La Ropa-** Review all clothing items by holding up actual clothing items or the picture flashcards. Play the **Guess Who game** from week 5 to practice the clothing items. Teach "el serape, el traje de baño, y el traje" and have the students repeat after you.

**\*Activity: Buzz In-** For this game, explain that you will describe clothes someone will need for different weather, seasons, or activities. Divide the class into two teams. One person from each team will start to play by buzzing in if they know the clothing item you are describing. They can buzz in by raising their hand or saying "buzz". The student with the correct answer scores a point for his or her team. Continue playing by calling a new student from each team to take a turn and describe a new clothing item. Some example descriptions are below.

- Ella necesita \_\_\_\_\_ por el verano cuando hace calor y quiere nadar. (el traje de baño)
- Él necesita \_\_\_\_\_ por el invierno cuando hace frío. (la chaqueta)
- Ella necesita \_\_\_\_\_ por el verano cuando hace calor. (pantalones cortos)
- Él necesita \_\_\_\_\_ por sus manos en el invierno cuando hace frío. (guantes)

**Los Animales-** Start off the animal review by singing Señor Lopez Had a Granja from last week while holding up the pictures of the animals when they are called in the song. Continue the animal review by playing a shorter version of Charades. Call on a volunteer to start the activity. The student can choose an animal vocabulary word and act it out for the class. Have



the class guess the name of the animal and be sure to reinforce by having the whole class repeat the word out loud together. Teach "el ratón, el serpiente, la tortuga, el mono, y los animales" by using the picture flashcards. Ask follow-up questions to reinforce lessons of colors and body parts with the animals. Example: *¿De qué color es el ratón? ¿Cuántos pies tiene el perro?*

Screen Share the Song video for [La Cucaracha](#) and teach the students the main chorus of the song. Teach them that a cockroach is *la cucaracha* in Spanish. Encourage the students to stand up and dance to make this more fun.

*La Cucaracha  
La cucaracha, la cucaracha  
Ya no puede caminar  
Porque no tiene, porque le falta  
La patita principal*

#### **Notas Culturales:**

Ask the students if they have heard of Mariachi bands or music before? Explain that this is a genre (type of music) that has a long history in Mexico and is still very popular today in Mexico and many Spanish speaking countries. The usual mariachi group has as many as eight violins, two trumpets, and at least one guitar. All players sing as well. Screen share the images of Mariachis and describe what they typically wear like *charros* or suits. Mariachis usually wear large sombreros, short jackets, white shirts, and bow ties. Some of them wear *serapes* or capes over their jackets. Explain that a *serape* is a shawl or blanket worn in Latin America. As you show the images, encourage the students to tell you the colors they see in Spanish. Screen share and play just the first minute and a half [this video about Mariachi music in Mexico](#): Ask the students to give a "pulgarcito arriba" if they like Mariachi music.

**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.

**\*Optional:** Play a quick game to quiz the students on their colors. As you call out a color in Spanish for example "rojo" the students should quickly find and touch something of that color. You can have them work individually or in teams scoring points.

**\*Activity:** Introduce the conversation question "*¿Cuál es tu color favorito?*" and demonstrate the question and answer. For classes with older students, you can pair the students up and have them ask each other the question and answer in a full sentence, "*Mi color favorito es \_\_\_\_\_.*"

**Repaso del día- Muéstrame-** To review colors, clothing items and body parts in Spanish, ask the students to "*Muéstrame \_\_\_\_\_.*" For example: they can find things of a specific color you call out in the room they are in or point to a body part or clothing item you call out. Note: Encourage the students to stay in the same space and not run around their house for this



activity. Make sure the entire class repeats the colors in Spanish together while showing the items up to the screen. Give *aplausos* for the students to praise their participation and effort.

**Adíos:** 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.