

Vamos a Viajar Lesson Plan Outline Week 1

Materials:

- ☐ Printed attendance list with Emergency numbers (on clipboard if possible)
- ☐ Students Responsibility and Voice Levels Poster, Star Chart, & printed *pasaportes* Spanish student certificates
- ☐ Name stickers or name tents for students
- ☐ Flashcards separated for today's lesson, two sets.
- ☐ Vocabulary props if possible- suitcases or bags, printed Futura tickets
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: music, ball, dice, flyswatters

Week 1 Target Vocabulary: El aeropuerto

<i>viajar</i>	to travel	<i>la maleta</i>	suitcase
<i>Vamos a viajar</i>	Let's travel	<i>el boleto</i>	ticket
<i>el avión</i>	airplane	<i>el pasaporte</i>	passport
<i>el aeropuerto</i>	airport	<i>una fila</i>	a line
<i>Me llamo...</i>	My name is...		

Key phrases to repeat during class and encourage Spanish responses:

<i>¿Listos?</i>	Ready?	<i>¡Vamos!</i>	Let's go!
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Vocabulary notes to teachers: Vocabulary lists include articles (*el, la, los, las*). For younger students, omit the articles to simplify learning. For older students, include them and explain gender agreement. Be sure they see the article as a separate word before the noun.

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. 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. **Each activity should take no more than 5-7 minutes.**

Please review and prepare the materials list above and refer to the training materials provided. Prepare nametags for all students using label stickers (provided at training) or have them create paper name tents to reuse throughout the semester.

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

Who are Dani and Beto: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos a viajar!*, follows Dani and Beto as they go on various adventures related to traveling, transportation, and excursions. We hope you have fun getting to know the class "stars!" Please note that using physical puppets is optional, but we encourage teachers to use the adventure

of the characters in class lessons and activities.

This theme-based class may include mixed ages and Spanish levels, so the lessons focus primarily on vocabulary. Teach bilingually and use gestures or cognates to aid understanding. Puppets help engage younger students—don't hesitate to be playful. For older students, feel free to skip the puppets or invite them to play the roles of Dani and Beto.

How to adapt plans for different ages: If your class has preschool students, please adapt any activities for their age by slowing the pace, using more visuals, and offering gentle guidance to help them find the answer without long waiting times. Pairing students in buddy groups encourages collaboration and builds confidence. If your class has upper Elementary level students, assign them to be team captains or the score keeper during games, or your special helper for activities. If applicable, increase the challenge by giving clues or using full sentences when calling out vocabulary during games to support comprehension and critical thinking.

Dividing teams: When dividing teams, strategically place students with similar levels to compete against each other. For example: In a mixed grades class, the younger students compete against each other and not against older students. To reinforce learning, have the whole class repeat vocabulary after the answer is given during games. For conversation practices, it may be helpful to have older students partnered with younger students so that they can help them with the activity.

1. Merienda, Attendance and Classroom Management introduction

Take attendance and hand out name tags. Ask students to be seated in an organized seating arrangement – like a circle on the floor space or at the tables/desks near you. Follow the attendance procedures by asking students to respond, “*presente*”, when their name is called. Call parents to notify them of any absentees in our after-school classes. During this attendance procedure, students should be quietly eating their snacks. **For morning classes**, no snacks are needed, and no follow-up phone calls need to be made for absences. **In the afternoon**, students must bring their own nut-free snacks—check for allergies and confirm with the school if food is allowed in the classroom. If students forget their snacks, notify your Area Manager after class to send a reminder home. Ask students to use the bathroom before class.

Classroom Management Information

- a. Introduce the **Student Responsibility Poster and Voice Levels Poster** to establish class expectations. Encourage students to repeat the expectations aloud and use gestures, such as raising their hand, to reinforce understanding.
- b. Explain that the **Star chart** is used to track how students are behaving during class using stars.
 - a. Students start each class with three stars and by following directions with appropriate behavior, will keep their stars and earn a sticker to place on their certificate at the end of class.
 - b. Students who do not follow directions or the class responsibilities lose stars after a warning. Students can earn stars back if they improve their behavior.
 - c. Students who lose stars by the end of class do not receive a sticker and if all three stars are lost may have a call home (speak with your manager to determine if a call is necessary).

Use the behavior chart consistently and encourage positive behavior. Address negative behavior immediately to set clear boundaries. Praise improvements to reinforce positive change.

- c. **Pasaportes Spanish Student Certificates** printed for each student: Have the students write their names on their certificate and explain that they will collect stickers as rewards during class activities for positive participation and keeping their three stars from class for good behavior. Please be sure to collect these each class so that the students don't lose them.
- d. **Attention Getter~** Try a fun one related to the theme! You say, “¿Listos?” (ready) and they respond, “¡Sí!” (yes) OR You say, “¡Vamos!” (Let's go!) and they respond, “¡Viajamos!” (We travel!)

- e. **Transition plan~** Use fun signals like a theme song or a chant—say “*Uno, dos, tres*” and have students respond, “*¡Cuatro, cinco, seis!*” Use these transitions every time you change locations in the room or switch between sitting and standing activities to keep the students focused.

At the end of attendance, classroom management information, and snack time, ask students to put snacks away before starting the lesson. If snacks are not finished, they can have them once class is over. Use a countdown in Spanish to transition to the next activity!

2. Greetings song: Cantamos: Invite students to stand with “*¡Levántense!*” and introduce the greetings song *Buenos días*, sung to the tune of *Frère Jacques*. Model each line and have students echo you. Once they're familiar, sing it together using gestures—make a sun shape with your arms overhead for *buenos días*, shrug with palms up for *¿cómo estás?*, and wave for *ya me voy*. Give directions in both Spanish and English for support. To extend the song, swap *buenos días* with *buenas tardes* or *buenas noches*. You can preview the melody on the Futura Vimeo video.

Buenos días

*Buenos días, buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
Ya me voy, ya me voy*

Vocabulary: After teaching the song explain what the lyrics mean: “Good morning, good morning. How are you? How are you? Very good thank you, very good thank you. I'm going now, I'm going now.” Continue practicing the song in following classes. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

3. Conversation Practice: Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.) Note: Puppets are optional, you can skip the puppet skit and practice the conversation interactively with the students if working with older students for example.

Hold up a suitcase or bag with puppets inside. Say in a playful tone:

“*Tengo una sorpresa en mi maleta...*” (I have a surprise in my suitcase...)

Ask: “*¿Pueden adivinar qué es la sorpresa?*” (Can you guess what the surprise is?)

Let students make a few guesses. Then pull out two puppets and say: “*¡Son mis amigos! Los vamos a usar para ver cómo se hace una conversación en español.*” (They're my friends! We'll use them to see how a conversation is done in Spanish.) Use silly voices to keep it engaging.

- **Dani:** “*¡Hola! Me llamo Dani.*”
- **Beto:** “*Y me llamo Beto.*”
- **Teacher:** “*Todos repitan: ¡Mucho gusto!*” (Nice to meet you!)
- **Dani:** “*¿Cómo te llamas tú?*”
- **Teacher:** “*Me llamo _____.*”

Then say to the class: “*Clase, ‘Me llamo’ significa ‘My name is.’ Vamos a practicarlo juntos.*” (Let's practice it together.)

Write on the board: **¿Cómo te llamas?** and **Me llamo _____.**

Shake a maraca for each syllable of the words in the question “*¿CÓ-mo te lla-mas?*” Have students repeat the question after you each time you **pass the maraca** to a new student to answer:

- “*¿Cómo te llamas?*”
- “*Me llamo _____.*”
- As each student answers, encourage the whole class to repeat after you, “*Hola, (Student's name).*”

Give praise, encouragement, and support pronunciation and confidence. End with praise: “*¡Muy bien, clase! Ahora sabemos cómo saludar y decir nuestro nombre.*” (Great job, class! Now we know how to greet and say our name.) Note: You will probably need to help the students remember how to answer the question in Spanish.

4. New Vocabulary Lesson: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: “*Siéntense, por favor.*” (Sit down, please.) Briefly explain: “*Ahora vamos a viajar y necesitamos empacar.*” (Now we’re going to travel and need to pack.) (Decorate with a sign “*¡Bienvenidos al aeropuerto!*” and props like a suitcase, toy airplane, play ticket, and passport.)

Optional Puppet Intro:

- Dani: “*¡Vamos de viaje en avión!*” (We’re going on a trip by plane!)
- Beto: “*¡Sí! ¡Es hora de empacar!*” (Yes! It’s time to pack!)

Set puppets aside and continue teacher-led.

Using the picture flashcards and gestures, teach and have students repeat:

- **Teacher:** “*Clase, vamos a viajar en avión.*” (Gesture- arms out like an airplane)
“*Repitan: avión.*” → Class repeats.
- **Continue with each vocabulary word/phrase from the list using flashcards and gestures.**
- Hold up each item and say:
 - “*Clase, repitan: la maleta*” (suitcase)
 - “*Clase, repitan: el boleto*” (ticket)
 - “*Clase, repitan: el pasaporte*” (passport)

Optional: Have students pretend to pack each item as they say it.

Model short sentences and have class repeat each 2–3 times:

- “*Yo tengo un avión.*”
- “*Necesito un boleto.*”
- “*Aquí está la maleta.*”
- “*Este es mi pasaporte.*”
- “*¡Vamos de viaje!*”

Use gestures and props for added comprehension.

Ask: “*¿Listos, clase?*” (Ready, class?)

Students respond: “*¡Listos!*”

End with: “*Muy bien, clase. Vamos a jugar un juego para practicar.*” (Great job, class. Let’s play a game to practice.)

5. Game to practice~ Packing Race: Divide students into two teams—*Equipo Dani* and *Equipo Beto*—and place two “*maletas*” (bags) at the front and place one set of the picture flashcards from today’s lesson next to each bag. When you call out a Spanish word, one person from each team will race to find the matching flashcard and “pack” it in the bag to score a point. The game continues until one team reaches five points and earns a sticker reward. For words like “*aeropuerto*” that can’t be packed, students should still race to place the correct image in the bag.

6. Vamos a Viajar Scavenger Hunt Activity: Post picture flashcards or objects representing vocabulary words around the room. Pair students (*older with younger if needed*) and have them link arms or hold hands to stay connected. Tell them, “*Vamos a ser un avión,*” and lead them flying around the room. When you call out a Spanish word, pairs race to the matching image or object; the first to arrive earns a sticker. After each round, repeat the word together as a class. Ensure all pairs get a chance to earn a sticker. End with a group “*¡aplausos!*” and fun airplane sounds to celebrate everyone’s effort.

7. El pasaporte: Ask students to sit at their desks using the phrase “*Siéntense*” with gestures. Hand out the **passport certificates** and coloring supplies. Ask students to write their name, draw themselves, and add their place of birth (in English) and date of birth (in numerals) on the front, help students as needed. Then, have them fold the paper into a passport booklet, explaining it will be used later in class. Play fun Spanish music while they work. After five minutes, say “*¡Hay dos minutos más!*” and help students begin cleaning up their coloring supplies and sit back down when they are done.

8. Notas Culturales Culture lesson: Once seated, ask the students in Spanish, followed by English:

¿Has viajado a otro pueblo? Otra ciudad? Otro estado? Otro país?

(Have you traveled to another town? City? State? Country?)

Explain that in some small villages in Spanish-speaking countries, people rarely leave and may never fly in an airplane. Ask students why they think this is. Share your own travel experiences by showing a map and pointing out Spanish-speaking countries. Mention that some airports in Latin America are "open-air," with no walls and thatched roofs, and show a picture of the Punta Cana International Airport in the Dominican Republic as an example. Here is a video for an added visual. Be sure to pause and ask questions on what the students see or give Spanish translations: <https://youtu.be/0nfRcNPleas?si=4HIQJa0AUrIA0Axn> End the lesson by asking where they would like to travel and if they would like to take an *avión* to get there. **Note:** Share your travels and experiences as well as any current holidays as you go through future lessons.

9. Los aviones Mata la mosca game: Divide students into two teams—*Equipo Dani* and *Equipo Beto*—and have them sit in lines facing the board/table, leaving space between the students and the board/table. Place the sets of flashcards reviewed on the board with some tape or spread them out on a table, one set per team. Call up one student from each team to face away from their set of flashcards. Call out one vocabulary word per pair in Spanish. Using a fly swatter with a plane image, they race to turn around and hit the correct word; the first correct answer scores a point. Continue until all students have a turn, matching opponents by age when needed. Add fun by encouraging students to "fly" to the board as it's their turn.

Variation: Older students can write the English equivalent of the Spanish word you say.

10. Cantamos: Invite students to stand with "*¡Levántense!*" and teach the **class theme song**, *El Viajamos Rap*. Model each line, then have students echo repeat. Once familiar, rap it together with gestures—e.g., point to self for *yo*, pretend to carry a suitcase for *llevo mi maleta*. Give instructions in both Spanish and English. **Tip:** The rap follows the tune of "Frère Jacques." Watch the video on the Futura Vimeo for the beat.

El Viajamos Rap

Viajamos, Viajamos

Tú y Yo

Tú y Yo

Vamos al aeropuerto

Llevo mi maleta

Tú y Yo

¡Vámonos!

Vocabulary: After teaching the rap explain what the lyrics mean: "Let's travel. You and I, We're going to the airport. I have my suitcase, you and I- Let's go!" Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

11. Hands-on Security Activity: Guide students to a "security checkpoint" in another area of the room. Choose 1–2 student volunteers to be security guards. Bring in grocery or shopping bags to hand out to each student to represent "*la maleta*." For "*el boleto*" use the Futura provided tickets you received at training and available on the Futura website. Hand back the *pasaportes* the students created from earlier in class.

Teacher: "*¡Ay caramba! Miren, estamos en el aeropuerto. Vamos a practicar pasar por seguridad.*" (Oh wow! We're at the airport. Let's practice going through security.)

Teacher: "*Clase, repitan conmigo:*"

- "*Tengo la maleta.*"
 - "*Tengo el boleto.*"
 - "*Tengo el pasaporte.*"
- (Repeat each word 2–3 times.)



Teacher explains: "Vamos a practicar hablar con el guardia de seguridad." Encourage the students to *formen una fila* in front of security

Model the exchange: (you can choose to use the puppets for this demonstration.)

- **Guardia:** "¿Cómo te llamas y dónde está tu pasaporte?"
- **Estudiante:** "Me llamo [nombre] y Tengo el pasaporte."
(Have students repeat lines as a group before individual turns.)

Each student takes a turn speaking with the security guard using the sentence frame.

Teacher: "¡Muy bien, clase! Todos pasamos por seguridad. ¡Estamos listos para volar!"

End with a group cheer: "¡Uno, dos, tres... al avión!"

12. Telephone game: Divide the class into two teams—*Equipo Dani* and *Equipo Beto*—and have them sit in lines each with a set of picture flashcards at the end. Whisper a Spanish vocabulary word to the first student in each line (furthest away from the flashcards), who then whispers it to the next person like in the game Telephone. The last student retrieves the correct flashcard and holds it up for you to check- like the security check. If correct, give the team praise. If not, say "BEEP!" and send it back encouraging them to try again. The first team to get the correct item through wins a point. Rotate positions and repeat for 5–7 minutes. The team with the most points at the end of the game wins. Give all students applause for participating.

13. Closing: Gather the students to stand in a line to place a sticker or stamp on their *pasaporte* certificate or do it yourself after class. Then, ask them to "*Formen una fila en la puerta*" (form a line at the door) after getting their things.

14. Adiós: Teach the "Adiós Amigos" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Adiós Amigos

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

Hand out the parent introduction letters (first day only) and have students say goodbye to you in Spanish before leaving (as shown below). Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more! **For morning classes**, send students directly to their homerooms. **For afternoon classes**, walk them to the pick-up area and ensure each student is safely picked up by a parent or guardian.

15. Teacher (to whole class): "Todos repitan: ¡Adiós!" (Everyone repeat: Goodbye!)
(Wave as a group and repeat together:)
"¡Adiós! ¡Nos vemos la próxima clase!" (Goodbye! See you next class!)

Extra time or Optional Game Substitution: If there is extra time, you can offer more time for students to work on their art project or play the game below. **This can be adapted for future lessons or substituted for games within the lesson plan if preferred.**

- **Viajamos Alrededor del Mundo:** Have students sit at desks or in chairs while two stand next to each other to compete. Show a picture flashcard, and the first to correctly say the word in Spanish "flies" like *un avión* to face the next challenger while the other student sits back down. The student who wins the most rounds travels *Alrededor del mundo* and wins the game. After each round, the class repeats the word together for reinforcement. Reuse flashcards throughout the game to provide extra practice.