

Vamos a Viajar Lesson Plan Outline Week 2

Materials:

- ☐ Printed attendance list with Emergency numbers (on clipboard if possible)
- ☐ Students Responsibility and Voice Levels Poster, Star Chart, & *pasaportes* Spanish student certificates
- ☐ Name stickers or name tents for students
- ☐ Flashcards separated for today's lesson, two sets. Flashcards from Week 1 for review.
- ☐ Vocabulary props if possible- seat labels, Futura tickets, scarf, pilot hat
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: Dixie cups (juice/water if allowed), scavenger hunt list, music, blank paper, coloring material

Week 2 Target Vocabulary: *El avión*

<i>el piloto</i>	pilot	<i>Por favor</i>	Please
<i>Buenas tardes.</i>	Good afternoon.	<i>Gracias/Muchas Gracias</i>	Thank you/Thank you very much.
<i>el asiento</i>	seat	<i>¿Dónde está?</i>	Where is it?
<i>Quiero...</i>	I want...	<i>la ventana</i>	window
<i>el jugo</i>	juice	<i>el agua</i>	water

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámonos!</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 pull out the paper name tents they created in the first class. If possible, arrange seats similar to how they are arranged in a plane, two seats on either side of the "aisle". Place note cards with labels of the seat numbers that can be found on the Futura printable tickets. If seats are not available, place the notecards on the ground in a similar structure.

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:

1. Merienda, Attendance, Classroom Management review and Notas Culturales

Follow the attendance procedures from the first class as students start to walk in and sit in the circle/seats. 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. If students forget their snacks, notify your Area Manager after class to send a reminder home. Remind students to use the bathroom before class.

Classroom Management Review

- a. Review the classroom management rules with the students. **Note:** Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review. Ask questions such as:
 - a. What was one of our Student Responsibilities?
 - b. What is the Star Chart?
 - c. How do we earn stickers on our *pasaporte* certificates?
 - d. What do you do if I do this attention getter (demonstrate)?
 - e. If I say we should be at level 2 in voices, what does that mean?

Notas Culturales: As students continue to eat their snack and settle in, start your culture lesson. Hold up a map or globe and point out San José, Costa Rica. Explain to the students that this is the capital city of Costa Rica and that people in Costa Rica speak Spanish. The nickname for Costa Ricans is 'Ticos'. They call themselves this too! Share that "*¡Pura vida!*" is very commonly used by Costa Ricans and is meant to express a positive, stress free way of life. Encourage them to repeat "*¡Pura vida!*" after you. Explain that many people vacation in Costa Rica to see the rainforests and beautiful beaches. Costa Rica also has a lot of wildlife, which attracts tourists like *monos* (monkeys) and *tucanes* (toucans). These animals can easily be seen in the trees! There are *¡muchos peces grandes también!* (There are a lot of big fish too.) Therefore, deep sea fishing is very popular for tourists and locals. **Have the students gone fishing and then ate what they caught? Would they want to visit the rainforest and see any of the animals?** There are also volcanoes that you can visit and even climb! The international *aeropuerto* is called Juan Santamaría. The money in Costa Rica is called *colones*. *Show the students the pictures from the staff portal about Costa Rica. See if the students would like to *Viajar a Costa Rica!* As an added visual, play this YouTube video for the students and ask them to point out what they see and share the Spanish words for the items:

<https://www.youtube.com/watch?v=xN5knQgiqDI> **Note:** Share your travels and experiences as well as any current holidays as you go through future lessons.

At the end of attendance, classroom management review, culture notes 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 reintroduce the greetings song this time with *Buenos tardes*, sing to the tune of *Frère Jacques*, and review the meaning of the lyrics. Model each line and have students echo you and use gestures.

Buenas tardes

Buenas tardes, buenas tardes
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
¿Y usted?, ¿Y usted?

Conversation Practice: Emphasize the lyrics 'Buenas tardes' and explain to the students that this means 'Good afternoon', one of their vocabulary words. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along. Pass a ball or maraca around the circle to ask and answer, "¿Cómo llamas?" with the answer, "Me llamo ____." Then, "¿Cómo estás?" with possible answers, "muy bien, bien, más o menos, o mal." (using gestures like thumbs up) Help students as needed and provide lots of praise for their participation. Writing this conversation on the board can help students follow along and participate more confidently.

3. Repaso- Review: Teacher: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.

Juego: ¿Dónde está? Before class, place flashcards under the seats and remind students not to peek (or place them face down on the ground and students sit behind them). Review "¿Dónde está?" and have everyone repeat it. Explain that when the *piloto* asks "¿Dónde está + (vocab word)?", everyone checks under their chair; anyone with the matching card holds it up and calls "¡Está aquí!" (younger students can say "¡Aquí!"). It's fine if more than one student has the same card—everyone with a match responds. You can make it a speed round or give small prizes like stickers for correct responses, helping anyone who gets stuck. Praise all Spanish attempts and play for 5–7 minutes so each student gets a turn.

4. Interactive Conversation Practice: Teacher: Use gestures and say, "Siéntense, por favor." (Please sit down.) Hand out tickets to the students before going to the front of the class. Hold up a suitcase or bag and your ticket and say in a playful tone: "Clase, ¿están listos para abordar el avión?" (Class, are you ready to board the plane?) Encourage students to respond with: "¡Sí!" (Yes!)

Optional Puppet or Teacher led Intro:

- **Dani or Teacher:** "¿Clase, quieren ir al avión ahora?" (Do you want to go to the plane now?)
- **Teacher prompts:** "Digan: ¡Sí!" → Class responds.
- **Beto or Teacher:** "¿Dónde están sus boletos?" (Where are your tickets?)
 - Students hold up tickets.
- **Teacher:** "Repitan: boleto." → Class repeats.

Ask the students to stand up and line up behind you.

Teacher: "¿Listos? ... ¡Vámonos!" → Students walk *en una fila* (in a line) to the airplane seating area with tickets.

Teacher:

- "Clase, repitan: ¿Dónde está?" → Class repeats.
- "¿Dónde está tu asiento? significa 'Where is your seat?'"
- "Repitan: asiento." → Class repeats.

(Optional Puppets: Dani & Beto peek at their tickets—Dani has 2A, Beto has 2B—then sit down to model finding seats.)

As each student enters: **Teacher asks:**

- "¿Dónde está tu asiento?" → Students show ticket and find their seat.
- Students: respond "Está aquí."
- "Siéntense, por favor." (Sit down, please.)

Once seated, **Teacher:** "Clase, repitan: asiento." → Class repeats.

Praise: "¡Muy bien, clase! Ahora sabemos cómo encontrar nuestro asiento."

- Note: You will probably need to help the students remember how to ask/answer the question in Spanish.

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

Teacher: Briefly explain: "Ahora vamos a viajar en el avión." (Now we are going to travel on the plane.) Ask for a volunteer or choose an older student to be your special helper for the next activity (or use a puppet). Have the student act out the *piloto* in the next skit. **Tip:** If you can bring in a captain hat for the student to wear while acting out the pilot or a suit jacket. Encourage the volunteer to have fun with this role!

Optional Puppet Intro:

- **Dani (looking around):** "¿Dónde está el piloto?" (Where is the pilot?)
- **Teacher:** "¡Vamos a ver!"

Set puppets aside and continue teacher-led.

Teacher: "Estamos listos para volar, pero... ¿Dónde está el piloto?" (We're ready to fly, but... where is the pilot?)

- **Piloto (volunteer, teacher, or puppet):** "¡Buenas tardes! Soy el piloto para este vuelo." (Good afternoon! I'm the pilot for this flight.)
- Class responds: "¡Buenas tardes!" (Wave to greet.)

Teacher explains:

- "Clase, piloto significa 'pilot' en español."
- "Repitan: piloto." → Class repeats 2–3 times. (Show a pilot visual or make flying gestures.)

Teacher: "Clase, siéntense en sus asientos. Pónganse el cinturón." (Sit down in your seats. Buckle up.)

Teacher puts on scarf/prop to become *azafata* (flight attendant).

Teacher (Azafata): "Buenas tardes, pasajeros. Soy la azafata de este vuelo." (Good afternoon, passengers. I'm the flight attendant for this flight.)

Hold up flashcard/props while saying:

- "Tengo jugo o agua para tomar." (I have juice or water to drink.)

Teacher prompts:

- "Clase, repite por favor: jugo." → Class repeats.
- "Clase, repite por favor: agua." → Class repeats.

Teacher explains:

- "Clase, 'Quiero...' significa 'I want / I would like' en español."
- "Repitan: Quiero..." → Class repeats.
- "También decimos 'por favor' para ser amables. Por favor significa 'please.'"
- "Repitan: por favor." → Class repeats.
- **Continue with each vocabulary word/phrase from the list using flashcards and gestures.**
- **Hold up each item and say:**
 - "Clase, repitan: la ventana" (window)
 - "Clase, repitan: Gracias" (Thank you)

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

- "Yo quiero jugo."
- "Yo quiero agua."
- "¿Dónde está el asiento?"

Use gestures and props for added comprehension.

End with: "Muy bien, clase. ¡Practiquemos con un juego rápido!" (Great job, class. Let's practice with a quick game!)

6. Interactive Activity: Bring in Dixie cups (one for each student) and fill them half full of water or juice (or just have labels on paper if drinks are not allowed in the room). Ask for *un voluntario* to be your special helper for this activity to help you hand out the drinks. Have the flight attendant (you!) and the student volunteer go around to each student asking what they want to drink. Encourage each student to respond "Quiero jugo por favor" or "Quiero agua por favor." Help the volunteer to hand out the small samples of water or juice in the Dixie cups. Once all of the students have had their drink served, ask what they should say afterwards to be polite. "Sí, gracias significa thank you en español. Todos repiten, gracias." (Or Muchas gracias.)

7. Juego: ¡Avión Divertido! (Similar to Musical chairs) Ask students to stand around chairs that are arranged in a circle facing outwards (with one less than the number of students). Once the students are seated, explain to the class that you are going to put on music, and everyone should start walking around the plane while dancing. When the music stops you will call out,

“¡Siéntense!” Everyone will scramble to find a seat. Whoever sits down last will have to answer a question about a vocabulary word in Spanish. You can use vocabulary from today’s class or last week’s class. For example: ¿Qué significa asiento? What does *asiento* mean? Feel free to vary the difficulty depending on the age of your students. Review words beforehand so that the game is a success. **Alternative:** Place flashcards on the seats (everyone should have a chair) and once the music stops, they all take a seat. You then call out one of the vocabulary words and whoever has that flashcard on their seat needs to stand and hold up the card. Have the whole class repeat the word after you for practice.

8. 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!

9. Transition: Quickly transition to the next activity with an attention getter such as, “Pasajeros, ¿están listos?” Class responds, “¡Sí, listos!” “¡Vámonos!” *Pretend to be an airplane with your arms out as you move to the next space or just guide them in a circle before stopping in the same area.

10. Juego: ¿Dónde está...en el avión?- This is a scavenger hunt game. Before the activity starts, hide picture flashcards around the room in safe, easy-to-see places. Give each student or team a scavenger hunt list (with clipart for non-readers) and go over the items together so everyone knows what to look for. You can play in different ways: 1. hide two of each item on the lists and mark them for specific teams with different colored stickers, or 2. hide a larger number of items (15-20) for students to find individually or in teams (like an Easter egg hunt). Explain that they are searching for missing items in the “avión” and that the goal is to find as many items on the list as possible. The individual or team that finds the most of the hidden items on the list wins. Allow 5–7 minutes for the hunt while you walk around to help and supervise. When time is up, gather the class in a circle, check the list together, and celebrate what was found.

Tip: Make sure to go over the Student Responsibilities and Voice Levels expectations before playing. Refer to Week 1 for tips on dividing students into teams. **Variation:** Complete this activity collectively and orally for younger students where they all work along with you to find the cards.

Sample Scavenger Hunt List for playing in teams

1. Jugo
2. Piloto
3. Avión
4. Asiento
5. Boleto
6. Ventana
7. Pasaporte
8. Maleta
9. Agua

10. Aeropuerto

11. Arte~ Coloring activity: Ask the students to sit down at their desks or a table and hand each a blank piece of paper along with coloring materials, crayons and markers can be shared. Students can choose to either draw Dani and Beto on the airplane from the skits or create a drawing about their own airport or airplane experience. Encourage them to include as many Spanish vocabulary words as possible in their drawings, and for older students, challenge them to write the Spanish words next to the items, using the word list on the board for support. Remind students to draw and color neatly so they can share their work with their parents after class. Walk around to help as needed and play fun Spanish music while they work. After about five minutes, remind them with "*Tenemos dos minutos más.*" After seven minutes, help them put away supplies and leave their drawings on the table to take home at the end of class.

12. Juego: Asiento Caliente: Encourage the students to return to their airplane seats. Have two seats up at the front of the plane that are empty with a table in front with the flashcards spread out on top. Explain that the *avión* will be divided into two teams. One person from each will come sit in *los asientos calientes* (hot chairs). The *piloto* (you) will call out a word in Spanish. The first person who calls out or points to the picture with the corresponding word in English first, scores a point for his or her team. Keep playing for 5-7 minutes.

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: Sing the "Adiós Amigos" song to the tune of "Frere Jacques" at the end of class.

Adiós Amigos

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

Encourage students to 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 Substitutions: If there is extra time, you can play this extra game. This can be substituted for games within the lesson plan or adapted for later classes as well.

- **El piloto (played like Hangman):** This game is played collectively as a class. You (or a student) think of a secret word from what has been taught so far and draw a blank line for each letter. Students then take turns guessing letters, they can work together to think about what the best guess would be. If the letter is in the word, write it in the correct blank space. If the letter is NOT in the word, draw a part of the pilot (head, body, arm, leg, tie, hat, etc.) Students keep guessing letters until either the word is finished, or they guess it before it's completed and they win, or the picture is finished and the game is over. A new round can then be started with a different word. Draw an example of what a completed *piloto* looks like on the side so students know how many guesses they have.