

Vamos a Viajar Lesson Plan Outline Week 3

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 & 2 for review.
- ☐ Vocabulary props if possible- bus stop sign, monedas, boletos, hats/jackets/etc. for skits
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
Optional oxcart coloring craft on staff portal.
- ☐ Objects needed for games: paper, coloring material, music, ball, scenario cards

Week 3 Target Vocabulary: *El autobús*

<i>el autobús</i>	bus	<i>el conductor/la conductora</i>	driver
<i>los pasajeros</i>	passengers	<i>la ciudad</i>	city
<i>las monedas</i>	coins	<i>la parada de autobús</i>	bus stop
¿Tienes___?	Do you have___?	<i>Tengo___.</i>	I have___.

Optional vocabulary

<i>azafata</i>	stewardess		
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Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámonos!</i>	Let's go!
<i>¡Alto!</i>	Stop!	<i>¡Levántense!</i>	Stand up!

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.**

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>)

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 Information

- a. Review the **Student Responsibility Poster and Voice Levels Poster** with the students. Have a different student read off each of the responsibilities and the levels. Help younger students by giving gestures and showing the images and asking them what they think it means. Help them with the description of the rules or level for further clarification. Ask students to repeat after each responsibility and encourage them to copy the gestures. **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.

Notas Culturales: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.) Remind the students that the bus trip with Dani and Beto is in San José, Costa Rica. See what the students remember about Costa Rica from last week’s lesson. Explain that in Costa Rica there are a variety of different buses that people use for transportation. Some buses are very fancy and have nice comfortable seats. These buses can have movies playing, air conditioning, and even give out snacks and drinks (like being on an airplane). A popular Costa Rican handicraft is the oxcart, or *carreta*. The oxcarts are painted with unique and elaborate design in brilliant colors and fitted with a metal ring that strikes the hubnut of the wheel so that each cart has a unique “song” it plays as it bumps along the road. **What song would the students’ oxcarts play?** Show the students the pictures from the staff portal of the *carretas*. **Note:** There is an optional Oxcart coloring craft available. Explain to the students that in other countries people use different words to refer to a bus. For example, in Mexico people refer to a bus as *el camión*. In Argentina, Bolivia, and Peru people refer to a bus as *el colectivo*. **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 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 review the greetings song this time with *Buenas noches*, sung to the tune of *Frère Jacques*. Model each line and have students echo you with gestures.

Buenas noches

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

Conversation practice: Have the students turn to a partner and practice asking, “*¿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) Walk around to help students as needed. They can then change partners to keep practicing. Writing this conversation on the board can help students follow along and participate more confidently.

3.Repaso: Review: Play the *aviones* game from week one or a past game that the class enjoyed reviewing all previous vocabulary with the students. Divide students into two teams—*Equipo Dani and Equipo Beto*—and have them sit in lines facing the board/table, leave space between the students and the board/table. Hold up each picture flashcard and encourage the class to repeat the Spanish word after you for reinforcement. Then you will place each of the 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. **Tip:** Refer to Week 1 for tips on dividing students into teams.

4. Interactive Conversation Practice: Teacher: Set up your bus sign to the side. Use gestures and say, “*Siéntense, por favor.*” (Please sit down.)

Teacher: “*Hoy vamos a viajar en autobús. Vamos a practicar cómo decir lo que tenemos y preguntar a otros si tienen algo.*” (Today we are going to travel on the bus. We are going to practice how to say that we have something and how to ask if others have something.)

Optional Puppet intro:

- **Dani:** “*¿Tienes tu boleto?*” (Do you have your ticket?)
- **Beto:** “*¡Sí, tengo mi boleto.*” (Yes, I have my ticket)

Teacher explain: ‘Tengo’ means ‘I have’. Repitan, ‘Tengo’. ‘¿Tienes?’ means ‘Do you have?’. Todos repitan, ‘¿Tienes?’.

Teacher-led alternative:

Teacher explains: ‘Tengo’ means ‘I have’. Repitan, ‘Tengo’. ‘¿Tienes?’ means ‘Do you have?’. Todos repitan, ‘¿Tienes?’.

Teacher holds up a ticket: “*Clase, repitan: Tengo un boleto*” → Students repeat.

Hand out a ticket to each student. **Then ask one student:** “*¿Tienes un boleto?*” → Student replies: “*¡Sí, tengo un boleto.*”

Teacher: “*Levántense y formen una fila en la parada del autobús. Aquí están sus monedas.*”

Students receive two coins; **teacher models:** “*Tengo dos monedas.*”

Ask individual students: “*¿Tienes tus monedas?*” → Students respond: “*¡Sí, tengo mis monedas.*” (Younger students can hold up coins and say “*¡Aquí!*”)

“*Muy bien, ahora sere su conductor. Conductor means driver. Repitan, conductor.*” Students repeat.

Teacher as conductor: “*¡Buenas tardes, pasajeros!*” Students respond: “*¡Buenas tardes, conductor!*”

Students give their boleto and monedas to the conductor.

Conductor asks each: “*¿Tienes tu boleto y tus monedas?*” Student replies: “*¡Sí, tengo el boleto y las monedas.*” or “*Aquí.*” Encourage polite words: “*por favor*” and “*gracias.*”

End with praise: “*¡Muy bien, clase! Ahora sabemos cómo subimos al autobús.*” (Great job, class! Now we know how to get on the bus.) **Note:** You will probably need to help the students remember how to answer the question in Spanish.

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

Teacher: “*Siéntense, por favor.*” (Sit down, please.) Briefly explain: “*Hoy vamos a viajar por la ciudad en el autobús.*” (Today we’re going to travel through the city on the bus.)

Optional Puppet Intro:

- **Dani:** “*¿Dónde está la parada de autobús?*”
- **Beto:** “*¡Aquí está la parada de autobús!*” (points to the bus-stop sign)

Set puppets aside and continue teacher-led.

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

- **Teacher:** “*Clase, vamos a viajar en el autobús.*” (Show flashcard)
“*Repitan: autobús.*” → Class repeats.
- **Continue with each vocabulary word/phrase from the list using flashcards and gestures.**
- Hold up each item and say:
 - “*Clase, repitan: la parada de autobús*” (bus stop)
 - “*Clase, repitan: la ciudad*” (city)
 - “*Clase, repitan: las monedas*” (coins)

- o "Clase, repitan: los pasajeros" (passengers)
- o "Clase, repitan: el conductor/la conductora" (driver)

Use gestures and props for added comprehension.

"¿Estamos listos para recorrer la ciudad?" → Students answer: "¡Sí! ¡Listos!"

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

6. Juego: La Parada del autobús (musical chairs): Place picture flashcards representing the vocabulary from today's class and previous classes underneath the chairs in the "autobús." There should be one picture flashcard under each seat. Explain to each student that this is a bus stop game and the word for stop is "¡Alto!" Further explain that when you start playing the music, the students must start walking slowly around the chairs. When the music stops, you should call out, "¡Alto!" and each student must find a chair and sit down. You will then say the name of the "item" that just got on at the bus stop. For example: *el conductor*. Everyone must look under their chair and see if they have that word. If they do, they must hold it up and repeat the Spanish word. Keep playing for 5-7 minutes. Be sure to follow up the game by having the students hold up the cards and everyone repeating the words to reinforce learning.

7. Practice Activity: ¡Paseo desigual! (Bumpy ride!): Have the students form a u-shape facing you on the classroom floor. Review all the vocabulary from both today's class and the previous weeks. Hand out a picture flashcard to each student. Let the students know that bus rides can get a bit bumpy! *¡El paseo puede ser desigual!* So, when you call out a vocabulary word in Spanish, the student with that picture flashcard should "pop up" like the bus hit a bump in the road. Make sure to have the student call out the word in Spanish as they pop up. For the older students, you can encourage them to call out "Tengo (vocabulary word)." *To make this more fun you could have them use different voices like a high-pitched voice, whisper, or loud voice. You can also make this a speed activity for the older students.*

8. Practice Activity La Moneda Caliente: Have the students sit in a circle and use a ball calling it the "moneda". Explain to the students that they will need to gently pass around the "moneda" to the person next to them as you play music. When the music stops, whoever has the ball needs to answer a vocabulary question, which can be simply giving the translation for the picture flashcard you hold up. Help students if they get stuck along the way. Continue the game for 5-7 minutes or until everyone has had a turn.

9. Cantamos: Encourage the students to stand by saying "Levántense" and using gestures. Teach the students the new song below to the tune of "The wheels on the bus." Sing the song first for the students to hear and use the gestures. Have the picture of *la ciudad* up on the board so that you can point to it during the song or hold up the picture flashcard when you sing it. Encourage the students to sing along with you following the gestures. After singing the song a few times, review what the verses mean in English to check student understanding.

En la ciudad

Vamos a viajar por la ciudad, por la ciudad por la ciudad
Vamos a viajar por la ciudad, por el autobús (gesture pretending to drive the bus)

Vamos a viajar por la ciudad, por la ciudad, por la ciudad
Vamos a viajar por la ciudad, con los pasajeros (gesture pointing to other students)

Vamos a viajar por la ciudad, por la ciudad, por la ciudad
Vamos a viajar por la ciudad, a la parada (gesture hold up their hand like a stop signal)

Vocabulary: After teaching the song explain what the lyrics mean: "We're going to travel in the city, in the city, in the city. We're going to travel in the city, on the bus. We're going to travel in the city, in the city, in the city. We're going to travel in the city, with the passengers. We're going to travel in the city, in the city, in the city. We're going to travel in the city, to the stop." Write the lyrics on the board for the students to visually follow along.

10. Proyecto de arte: El mapa del viaje: Students will create a weekly drawing to record their "travels" through Costa Rica and beyond, building a semester-long keepsake book.

1. Introduce the Activity

- o Explain to students that each week they will add a new "page" to their travel book. At the end of the semester, these pages will be collected, stapled, and shared with their families as *El mapa del viaje*.

2. Today's Task

- o Hand out one sheet of paper to each student along with coloring utensils.
- o Ask them to draw *el autobús en Costa Rica* for this week's page.
- o If they wish, they may also create a page from last week's stop: *en el aeropuerto*.

3. Incorporating Vocabulary

- o Remind students to include any Spanish vocabulary they remember in their drawing.
- o For older students, encourage them to label one or two items in Spanish using the vocabulary list on the board as a guide.

4. Work Time

- o Play Spanish music softly in the background while students draw.
- o Walk around the room to support students, answer questions, and encourage creativity.
- o Remind them to work neatly since their drawings will be saved for their final book.

5. Wrap-Up

- o After about five minutes, give students a friendly reminder to finish their drawings.
- o Have them clean up their materials and organize their workspace.
- o Collect each student's sheet to save for their ongoing travel book.

6. Closure & Transition

- o Use the class theme song as a fun transition into the next activity.

Repeat this process each week. Each new drawing becomes a page in *El mapa del viaje*. At the end of the semester, bind the pages by stapling them along the left side to create a finished travel book.

11. Conversación del autobús: Divide the students into partners and explain that they are going to act out scenarios while meeting new people on the *autobús*. Hand each partner an example question/scenario that has been covered in class (below). Tip: Make sure to practice these before starting the activity and have the answers posted on the board for the students to reference. Encourage the students to practice acting this out by asking and answering the question in Spanish. After 30 seconds, call out "¡Alto!" At this time, the students should rotate conversation scenarios. Bring in fun props like hats or jackets to make these scenarios come alive. Encourage the students to act out the skits by using gestures like shaking hands or different voices like a loud strong voice for *el conductor*. **Tip:** For the younger or mixed age classes you may need to read the scenarios for them and have them guess what is happening, since they may not yet be reading at a high level. You can also partner the older students with younger ones so that the older students can read the question from the scenario first to start the conversation. **Variation:** For younger grades, you can separate the students into two groups. The groups will be playing as the two different roles in the scenarios instead of students working alone in pairs. Give students the line they need to repeat as the conversation continues so this is a teacher-led activity.

Example Scenarios:

- 1- You have just met each other on the *autobús*. Introduce each other in Spanish. "¿Cómo te llamas?"
"Me llamo ____." ¡"Mucho gusto!"

- 2- Take turns switching between playing the role of the *conductor* and the *pasajero*. The *conductor* asks "*¿Tienes las monedas?*" and the *pasajero* responds, "*Sí. Tengo las monedas.*"
- 3- Take turns switching between playing the role of the *conductor* and *pasajero*. The *conductor* asks "*¿Dónde está el boleto?*" and the *pasajero* responds, "*Aquí está el boleto.*"
- 4- Take turns switching between playing the role of the *azafata* (flight attendant) and the *pasajero*. The *azafata* asks "*¿Quieres agua o jugo?*" The *pasajero* answers "*Quiero___.*"

12. 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.

13. 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.

14. 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 offer more time for students to work on their art projects or play an extra game. Both games can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **¿Tienes?:** Play a fun variation game of *Mata la mosca* to reinforce the new vocabulary. Divide the class into two teams. Have the *autobús* items (props or picture flashcards) on a table and have the teams stand so that everyone can see the objects. Hand one player from each team a flyswatter. When you call out "*¿Tienes?*" the students with the flyswatters will race to 'swat' the correct object that you need. For example: if you say "*¿Tienes las monedas?*," the students should swat the coins. The student who hits the correct object/flashcard first scores a point for his or her team. Encourage the entire class to repeat the answer in Spanish once it has been found. Continue playing until each student has had a turn to play. Praise the students for their hard work by giving "*un aplauso.*"
- **Memory game:** Spread the flashcards from all the classes so far face down on the floor or on a table. Direct the students to stand/sit around the cards. Explain that they will take turns flipping two cards over. If the cards are a match, they read off the Spanish vocabulary word and the whole class repeats. Help students with the words as needed. If they are not a match, the cards are flipped back over, and the next student continues. Students keep the matches that they find.