

Vamos a Viajar Lesson Plan Outline Week 4

Materials:

- ☐ Printed attendance list with Emergency numbers (on clipboard if possible)
- ☐ Students Responsibility and Voice Levels Poster, Star Chart, & *pasaportes* Spanish student certificates
- ☐ Flashcards separated for today's lesson, two sets. Flashcards from Week 1-3 for review.
- ☐ Vocabulary props if possible- skit props, map
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: blank paper and coloring material, ball, index cards with vocabulary words, hat or bag, blindfold, stopwatch (on phone), stapler, *mapa del viaje* art, music

Week 4 Target Vocabulary: *La bicicleta*

<i>la bicicleta (bici)</i>	bicycle (bike)	<i>derecha</i>	right
<i>izquierda</i>	left	<i>derecho (recto)</i>	straight
<i>el mapa</i>	map	<i>Tengo sed.</i>	I am thirsty.
<i>¿Dónde está el baño?</i>	Where is the bathroom?	<i>Refresco (soda)</i>	soda
<i>¡Alto!</i>	Stop!		

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámonos!</i>	Let's go!
<i>Sigue</i>	Continue	<i>¡Levántense!</i>	Stand up!
<i>Voltea</i>	Turn	<i>Aquí está.</i>	Here it is.

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. You can visit Futura's Youtube page for playlists. 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

Start the attendance procedures 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. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **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: Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. See what the students remember about Costa Rica from the previous classes. Let the students know that there are many popular drinks in Costa Rica that are similar to the US. For example: Pepsi and Coca Cola are very common. Coffee, *café*, is also a popular drink as it is grown and harvested in the country. Horchata is a popular drink, which is a milky rice-based drink with sugar and spices. There are many variations to this drink as it is popular in Mexico, Spain, and many other Latin American countries. Show the students the picture of Horchata from the staff portal and if possible, bring some in for the students to sample. Optional: You could bring in soda (caffeine free from a Spanish speaking country) for the students to sample from a local Hispanic grocery store. For example: Purchase one two liter of Jarritos soda and pour a little in Dixie cups for the students to try. You can also explain that beans and rice combined together is a standard for many Costa Rican meals. This combination is called *gallo pinto*. It is often served at breakfast with a piece of cheese and eggs. Show the students the picture from the staff portal. **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 start the class with singing *En la ciudad* (tune of *Wheels on the bus*). Encourage the students to sing with you and copy the gestures. **Note:** You can continue to sing the greetings song before or afterwards as well.

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: Write the lyrics of the version you are singing on the board or pull up the PowerPoint visual for the students to visually follow along.

3. Repaso: Review: Teacher: *Estoy muy Feliz de verlos hoy.* I'm happy to see you today. *Vamos a divertirnos mientras repasamos.* Let's have fun while we review.

Juego: 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 from the previous classes 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.

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

Teacher (gestures holding handlebars): “*Clase, ¿están listos para andar en bicicleta por la ciudad?*” (Class, are you ready to ride bikes around the city?)

Encourage students to respond: “*¡Sí!*” (Yes!)

Optional Puppet or Teacher-led Intro:

- **Dani or Teacher:** “*¿Clase, quieren andar en bicicleta ahora?*” (Do you want to ride bikes now?)
→ Teacher prompts: “*Digan: ¡Sí!*” → Class responds.
- **Beto or Teacher:** “*¿Dónde está la bicicleta?*” (Where is the bicycle?)
→ Teacher: “*Repitan: bicicleta.*” → Class repeats.
(Hold up a bicycle flashcard or prop.)

Teacher: “*Clase, levántense y hagan como si tuvieran una bicicleta.*” (Stand up and act like you have a bicycle.)

Teacher (holding up respective flashcard):

“*Muy bien. Clase, repitan: ¿Dónde está el baño?*” (Where is the bathroom?)

→ Class repeats together.

“*Clase, repitan: el mapa.*” (The map.)

“*Clase, repitan: derecha.*” (Right.) → Extend right arm, students copy.

“*Clase, repitan: izquierda.*” (Left.) → Extend left arm, students copy.

(Break word into syllables if needed: *iz-quier-da.*)

“*Clase, repitan: derecho.*” (Straight.) → Point both arms forward, students copy.

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

5. Juego de las direcciones: (Simon says variation) Explain to the students that they will be practicing these three new directions with matching gestures in a fun game. Call un *voluntario* to come up and be the “*mapa*” or the guide. Hand the student a sequence of directions that he or she will read to the class in Spanish. For example: *derecha, izquierda, derecha, derecho*. **Note:** For the younger students you will need to whisper each direction to them. The rest of the students must mimic the correct gesture for each direction as it is called. The game is a “last man standing” competition. If a student in the class makes an incorrect gesture, they should quietly “*sentarse*” for the remainder of the round. Continue playing until the winning student is left standing. This student can be the next “*mapa*” at the front of the room giving directions. Once the students understand the game and the directions, encourage them to speed up the commands! Have fun with the activity and give praise to the students for their participation. **Tip:** It may be fun to have the students actually move around the room in each direction once they get the hang of the Spanish directions and the activity-kind of like a dance! You can also add in “*¡Alto!*” into the directions when you want the students to stop moving. **Alternative:** Instead of having students sit if they get the direction wrong, take the opportunity to encourage the whole class to repeat the direction and do the gesture again before continuing the game.

6. Juego: ¿Dónde están las bebidas?: Explain to the students that they need to help Dani and Beto find the drinks in *la ciudad* since they are so thirsty. Divide the class into two teams. Have an open space in the room for this activity. You will need a stopwatch on your phone to time each team for this race or look at the class clock. Each team will compete separately. The first team to compete will have one player standing in the center of the open space closing his or her eyes. You will place out the flashcards of three beverages the students have learned in class: *agua*, *jugo*, and *refresco*. Make sure to review these with the entire class before starting. The teammates will need to direct the student in the center (using only Spanish) to the correct drink you call out. For example, if you call out “*¿Dónde está el jugo?*” and the juice box is to the right of the student,

the teammates will need to call out “*derecha*”. The student in the center will then move to the right to find the juice. Once the student finds it, you will call out the next drink for the teammates to direct the student to. After the student has found all three drinks, stop the time. The next team gets to race to beat that time! Give *aplausos* for both. You can move the drinks to a different location and play again as well. **Note:** Teams can discuss before giving directions, they can also have the flashcards of the directions in front of them to reference. Have each group assign a team captain so there isn't a ton of shouting over each other. **Tip:** Refer to Week 1 for tips on dividing students into teams.

7. Cantamos: Invite students to stand with “*¡Levántense!*” and do the class theme song, *El Viajamos Rap*. Rap it together with gestures—e.g., point to self for *yo*, pretend to carry a suitcase for *llevo mi maleta*. **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!

8. El mapa de direcciones: Hand the students a blank piece of paper with coloring supplies. Read the following description in Spanish and English (when necessary) for the students. Encourage them to draw the images from your description in the correct location on the paper. See how much Spanish they can understand from the description without giving the translations right away.

En la ciudad la bicicleta está en el centro. A la derecha está el autobús. A la izquierda está el refresco. sigue derecho y ahí está el aeropuerto.

Make sure to walk around the room and help the students with any questions. Show the students a correct drawing after the activity and review the Spanish vocabulary with the students repeating after you. **For the older students:** Divide the class into small groups or pairs. Have the students write a skit that involves asking for directions in Spanish. For example: tourists asking for directions to a bus station, friends finding a restaurant in Costa Rica, students describing how they get from their home to school. The skits can be short, a sentence each. Encourage the students to try and use as much Spanish as possible in the skits. To help the students, write phrases and questions that have been covered in class up on the board for them to reference. For example: *¿Dónde esta(n)?*, *¿Cómo te llamas?*, *¿Tienes?*, *Quiero..*, etc. Walk around the room as the students work to help them with translations. After about five minutes, use your attention getter to regroup the students. Have the groups take turns presenting their skits in Spanish. To make these presentations more fun, bring in fun props like hats, scarves, or jackets for the students to get into character! Ask follow up questions to the audience to ensure understanding. Give the students high fives after their participation saying “*¡Dame cinco!*” **Note:** You can start to set up the stations for the next activity as students work through this one.

9. Transition: Teacher: “*¡Uno, dos, tres!*” **Clase:** “*¡Cuatro, cinco, seis!*” **Teacher:** “*Clase, vamos a subimos en la bicicleta. ¿Están listos?*” **Clase:** “*¡Listos!*”

10. Stations~ Sigue al líder: For this activity you will have the class follow you around the room to the different station activities listed below. Have each of the following stations set up around the room before starting the game. Explain to the students that as a class you will be traveling (or bicycling) around the room for some

short, fun games! Pair up the students and have them pretend to be on a *bicicleta* next to their partner in a line behind you by holding onto the “handlebars”. **Tip:** Have fun with the students following you around the room to each station. Make lots of turns using commands in Spanish like, “*Vuelta a la izquierda. ¡Alto! Sigue derecho. Vuelta a la derecha.*” Use gestures to signal the directions while calling out the commands and dropping off the English translations to challenge the students. Try to keep the activities at each station brief (under five minutes) so that you can keep the students engaged and having fun at a faster pace!

Estación 1: Charades: Divide the class into two teams. Have one player from each team competing against each other in a game of charades at the front of the class. Draw a flashcard from a hat/bag for the students to act out: *el autobús, la ciudad, las monedas, el piloto, el asiento, el avión, el mapa, y la bicicleta* (and any other previous vocabulary words). The students must use only actions to get their teammates to guess what the Spanish word is. The team to respond with the correct Spanish word first scores a point for his or her team. Encourage the entire class to repeat the Spanish word after the image is correctly guessed. Play this activity for about five minutes and then move on to the next station with the students following you on the *bicicleta* again!

Estación 2: Matching Game: Keeping the class in two teams, play the next game as a race to the whiteboard or table. Have the Spanish vocabulary words for a variety of vocabulary words written on the board in a column on the left side of the board. On the right side tape the picture flashcards that match each word randomly in a column. You can alternatively have the words on index cards and place them on a table with the flashcards. One student from each team will come up to the board and you will say a word in English. The students will race to draw a line from the corresponding picture to the Spanish word. The student who draws the correctly matching line the fastest scores a point for his or her team. **For the younger students:** Have a shape of a map drawn up on the board with the picture flashcards taped up on the board in it or just lay the flashcards on the table. Have two students at a time compete to point out the correct picture matching the Spanish word you call out saying “*¿Dónde está el autobús?*” After about five minutes, move on to the next station!

Estación 3: Sentences in Spanish: Keeping the class in two teams, you will be playing a sentence translation game. Hand each team a set of notecards with a Spanish word on each or use a mix of the flashcard sets. These words will be the words in the sentences you call out. The students in each team will work together racing to pick out the correctly matching words and hold them up in the air. For example: If you call out “*¿Dónde está el baño?*” students will work with their teammates to pick up the correct flashcard and hold it up in the air. If the team that raises their card first is correct, they earn a point. If they are not correct, both teams can continue working to find the correct translation. **Variation:** Instead of just calling out the vocabulary words, say a sentence so students must listen for the vocabulary term. Have the students race to raise their hands to give the English translation of what was used in the sentence. For example: *La mesera preguntó si quería agua o jugo. El piloto nos voló a la ciudad. El mapa dice que vaya a la izquierda.*

After the students have completed all the fun station activities have them give *un aplauso* for their hard work. You can hand out stickers for their positive participation!

11. Proyecto de arte: El mapa del viaje: refer to the week 3 lesson plan for more details.

- Hand back the student's sheet from last week, coloring utensils, and extra paper.
- Have the students add the new vocabulary words they learned in class today on the back of their paper or on a new sheet.
- Students draw and include any Spanish vocabulary. Older students: label 1–2 items using the board word list.
- Play Spanish music during work time; circulate to support. After ~5 minutes, remind students to finish and clean up.

- Collect drawings to add to their travel book. If students have more than one paper at this point, staple the sheets together.

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*

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!)

Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more!

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 one of the following games. Both games can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Simón dice:** Instruct the students to stand in rows in front of you. Review the vocabulary words you are going to be using in the game along with the gestures you will be using. Explain that students should do the action or gesture for the vocabulary word only if they hear "*Simón dice*." If they do not hear you say that before the vocabulary word, they should stay still. Go through the words and gestures, trying to trick students to do the gestures even when you do not say *Simón dice*. If students move when the word was not said, they are out of the game and should sit quietly at their spot. **Alternatively**, students can answer questions to stay in the game.
- **Dance Freeze:** Explain to students that you will be playing music as they dance around the designated space. Once the music stops, they need to freeze in place. Whoever moves must answer a vocabulary question. If no one moves, play the music again. If you go a couple of rounds without anyone moving, call whoever does the slightest movement or pick at random for someone to answer a question. For example: hold up a flashcard and ask "*¿Qué es?*" or ask a full question such as "*¿Cómo se dice map en español?*"