

Vamos a Viajar Lesson Plan Outline Week 5

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 1-4 for review.
- ☐ Vocabulary props if possible: coins, hat/scarf
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: ball, microphone (optional), paper, coloring material, stapler, *mapa del viaje* art

Week 5 Target Vocabulary: *El taxi*

<i>el taxi</i>	taxi	<i>rojo</i>	red
<i>el coche (el carro)</i>	car	<i>azul</i>	blue
<i>¿Qué ves?</i>	What do you see?	<i>Yo veo...</i>	I see...
<i>¿Cuánto nos cobra?</i>	How much will you charge us?	<i>el lago</i>	lake

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámonos!</i>	Let's go!
<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.**

For this class, set chairs out next to each other in rows of two to represent the taxi (**Note:** This "taxi" will be much longer than one, but that is okay as you will want all students together for teaching purposes.)

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. Show the picture of Nicaragua on the map again for the students. Explain that they are visiting the city of Granada, Nicaragua. Granada has a warm temperature year-round. This city is on the Northern side of Lake Nicaragua (Lago de Nicaragua). There are forests and volcanoes in the city with many kinds of plants and animals. The buildings in Granada have unique, colorful, and colonial architecture. Show the students the pictures from the staff portal. Many Nicaraguan towns have bakeries, *pastelerías*, that serve turnovers with pineapple or cheeses baked into the dough called *empanadas*. Fresh fruit *refrescos* (fruit juices, sugar, and ice) are also popular. *Chicharrones* (fried pork skin) are a popular snack sold on the streets in Nicaragua. **Engage the students by asking if they would like to try these foods and drinks.**

Tip: These would be fun to bring in and let the students try if food is allowed and there are no allergies/restrictions. You can find them in the Hispanic section of your grocery store or at a Hispanic grocery store. Ask if the students remember *gallo pinto* and explain that this is also popular in Nicaragua. You can also discuss the difference in size and typical color of the taxis in Nicaragua versus in the United States. Typically, taxis in the U.S. are yellow, but that is not the case in Nicaragua or other Latin American countries where taxis can be all different colors. Some of the taxis in Nicaragua are much smaller than a regular taxi car and are called moto taxis. Share a couple of minutes from this YouTube video and discuss what is seen: <https://www.youtube.com/watch?v=3d8wLvKeVc> **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 by doing the *El Viajamos Rap* together. Use gestures and encourage students to follow along with you. **Note:** You can continue to sing the greetings song before or afterwards as well.

El Viajamos Rap
Viajamos, Viajamos
Tú y Yo
Tú y Yo
Vamos al aeropuerto
Llevo mi maleta
Tú y Yo
¡Vámonos!

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: *¿Están listos, superestrellas?* Are you ready, superstars? *Hoy vamos a jugar en español y repasar juntos.* Today we're going to play with Spanish and review together.

Juego: Memoria: Have all the students sit in a circle and quickly review the words they have learned so far. Start to place the flashcards from both sets on the floor face down in the middle of the circle. One by one,

each student will take a turn to turn over two cards. If they are a match, they need to read off the Spanish word they found and keep the cards. Have the whole class repeat the word as well. If they do not find a match, they turn the cards face down again and the next student goes. Continue for 5 minutes or until the cards are gone.

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

Teacher (gestures, arms out like a line):

"Clase, formen una fila aquí, por favor." (Form a line here, please.) → Students line up.

Teacher (once students are in line):

"¡Estamos en Granada, Nicaragua!" (We are in Granada, Nicaragua!)

Teacher (holding up taxi flashcard):

"Necesitamos buscar un taxi rojo. Repitan: taxi... rojo." → Class repeats each word.

Teacher (interactive):

"Clase, ¿hay otras cosas rojas en el salón? ¿Dónde están?" (Are there other red things in the classroom? Where are they?)

→ Students raise hands, point, and repeat "rojo/roja."

Teacher (holding up coins):

"Clase, repitan: las monedas." (The coins.) "¿Qué significa las monedas?" (What does "las monedas" mean?) → Praise guesses.

Pass out a few coins to each student or ask them to use their imagination:

"Digan: gracias." → Students respond.

Teacher (model with puppet optional):

"Digan: Tengo las monedas." (I have the coins.) → Class repeats while holding up their coins.

Teacher (excited):

"¡BIP! ¡BIP! El taxi rojo está aquí." (The red taxi is here!) → Students follow teacher in line to the "taxi" chairs.

Teacher (as taxi conductor, with name tag/prop):

"Hola, soy el conductor del taxi. Tres monedas, por favor." (Three coins, please.)

Teacher (practice as a group first):

"Clase, repitan: ¿Cuánto nos cobra?" (How much will you charge us?) → Class repeats a few times.

Interactive Activity:

Each student takes a turn entering the taxi, asking:

"¿Cuánto nos cobra?" → **Teacher replies:** "Tres monedas, por favor."

Students pay coins and greet classmates inside using: "Hola, Buenas tardes."

Teacher: "¡Qué chévere! Hay mucho que ver por la ventana." (How cool! There is a lot to see out the window.) "Clase, repitan: la ventana." → Class repeats while pretending to look outside.

"Clase, repitan la pregunta: ¿Qué ves?" (What do you see?) → Class repeats.

"Clase, repitan: coche." → Class repeats.

"Clase, repitan: azul." → Class repeats.

"Clase, repitan: lago." → Class repeats.

"Clase, repitan: Yo veo el coche y el lago azul." → Class repeats.

Teacher (to close):

End with: "¡Muy bien, clase! Ahora vamos a jugar un juego para practicar." (Very good class! Now let's play a game to practice.)

5. Juego: Los taxis: Divide the class into two teams (One team for each column/side of the makeshift taxi). Two students from each team will stand in front of the "taxi" to compete. There should be four students in total at the front. Teammates should link arms to form "un taxi". Have two sets of picture flashcards of the new vocabulary on a table at the front of the room, past words can be added for future rounds. Make sure to set this table a few feet in front of the group so the students have a little distance to race to the cards. When you call out a vocabulary word in Spanish, the two linked students will race to the table to pick out

the correct matching picture. For example: If you call out “*el lago*” the students will race to find the picture of the lake. The team who finds the correct picture first scores a point. Continue playing by having two new students from each team come up to compete. The taxi team that scores five points first wins! Give all students applause for participating.

6. Juego: Yo veo: Encourage the students to stand and move into an open area in the room by saying “*Levántense y formen un círculo aquí por favor.*” Review the conversation elements *¿Qué ves?* and the answer *Yo veo* with the students repeating after you. **Tip:** You can also encourage the students to practice this phrase by passing a maraca. Have the class ask the question and each student individually answer “*Yo veo..*” Play a game of *Yo veo* or *I spy* with the students. Have picture flashcards of the vocabulary from today’s class and some from previous lessons placed around the room. Explain to the students that you will start the game by calling out “*Yo veo (vocabulary word)*”. The students must look around the room to find that picture flashcard and quietly go to stand by it and raise their hand. For example, if you call out “*Yo veo la bicicleta,*” the students will search for the picture of the bicycle in the room and go stand by it. **Optional:** You can challenge the students by putting up pictures of red and blue bicycles or red and blue cars for a variety of options to see if they understand the color and object. Call on the first student who raises his or hand and ask, “*¿Qué ves?*” The student will then be able to respond, “*Yo veo.. (vocabulary word in Spanish).*” **Variation:** Play this game as a competition by having two teams. One player from each team will race to the vocabulary word in the room that you call out. For example: If you say “*yo veo un avión*” the first player to touch the airplane flashcard earns a point for his or her team. Be sure to review the Student Responsibilities and Voice Levels before playing this active game.

7. Cantamos: Invite students to stand with “*¡Levántense!*” and do the class theme song, *Vamos a viajar* chant. 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.

Vamos a viajar chant

Vamos a viajar
¿Cómo?
En avión (making airplane wings with arms)
¿Cómo?
En autobús (making a horn noise)
¿Cómo?
En coche (pretending to hold a steering wheel and drive)
Muchas maneras, Muchas maneras de viajar
¡Vámonos!

8. Transition: Teacher: “*¡Uno, dos, tres!*” **Clase:** “*¡Cuatro, cinco, seis!*” **Teacher:** “*Clase, vamos a subirnos en el taxi. ¿Están listos?*” **Clase:** “*¡Listos!*”

9. Las Conversaciones del viaje: Have the students sit in a circle on the floor with you included. Explain to the students that they will be practicing typical travel conversations with you. Explain one scenario in Spanish and English. Ask the basic question from the skit and help the student answer in Spanish. For example: *¿Cómo te llamas? Me llamo__.* Encourage the class to repeat the questions and answers all together. Have two objects to pass around the circle. The two students with objects will go in the circle, or stay in their spots, to have them practice asking and answering the question with each other. After each student has had a turn to practice, they move on to the next scenario. **Tip:** You can change the scenarios by increasing or decreasing the level of difficulty depending upon the ages in your class. For example, you may be able to challenge the older students to use more Spanish and for the younger students you will want to keep the

questions and answers brief. After the five to seven minutes is up, give the students a round of *aplausos* and praise them for their Spanish skills!

Scenario Dialogue examples:

1. **Security guard:** Hola. ¿Dónde está tu maleta, tu boleto, y tu pasaporte?

Pasajero: Buenas tardes. Aquí está mi maleta, mi boleto, y mi pasaporte.

Security guard: ¿Cómo te llamas?

Pasajero: Me llamo Raúl Luis.

Security guard: Gracias. Adiós.

Pasajero: Adiós.

2. **Azafata:** Hola. ¿Qué quieres para tomar?

Pasajero: Hola. Quiero jugo por favor. Gracias.

Azafata: Aquí. (Gesture handing the juice to the passenger.)

3. **Conductor(a):** Buenas tardes. ¿Tienes las monedas?

Pasajero: Buenas tardes. Sí. Tengo las monedas.

Conductor(a): Muy bien. Gracias.

Pasajero: Gracias. Adiós.

4. **Student A:** ¿Dónde está el baño?

Student B: A la izquierda y derecho.

5. **Pasajero:** ¿Cuánto me cobra al aeropuerto?

Conductor(a): Tres monedas, por favor.

6. **Amigo(a) 1:** Hola. ¿Qué ves?

Amigo(a) 2: Buenas tardes. Yo veo el lago azul. ¿Qué ves?

Amigo(a) 1: Yo veo el coche rojo.

10. El programa: "El Taxi": Divide the class into two teams, *Equipo Dani* and *Equipo Beto* and have them sit in their team "taxi". Explain to the students that you are going to play a game like the television game show *Cash Cab* from the Discovery Channel, which has contestants answer trivia questions to earn cash. (It's okay if they are not familiar with this show.) In this game they will earn points for each correct answer given. Each team will get to work together to come up with the answers for this game and have their "conductor" be the spokesperson. You will play the role of the T.V. show host. You can liven up this activity by wearing a hat or tie and using a silly voice while speaking into a pretend microphone. Each team will take turns answering questions. You will let the team know how many points the question is worth before giving the question. You can even have a small timer or count to a specified number to give a time limit for answering. If the students answer the question correctly, they get the points. If they don't know the answer, you can help them come up with the answer and they get half the points. **Note:** You can vary the type of questions with multiple choice options, yes or no responses, translations, or asking for examples based on the ability and age of the class. Here are a few examples of questions you can use during the game:

10 puntos: ¿Qué significa *maleta*? What does *maleta* mean?

20 puntos: Give an example of how you would greet someone in Spanish.

30 puntos: ¿Cómo se dice "go right" en español? Multiple choice responses:

a. a la izquierda b. sigue derecho c. sigue derecha d. tengo sed

40 puntos: Dime dos maneras de viajar en español. Name two ways to *viajar* in Spanish.

50 puntos: Give the response in Spanish to the question, "¿Qué quieres para tomar?"

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.

- **Pictionary:** Divide the students into two teams. Explain that you will be drawing pictures of the vocabulary words they have learned so far. Teams will take turns in guessing the vocabulary words you are drawing. If they guess the drawing correctly, they get a point for their team. Teams should not guess when it is not their turn. **Alternatively:** Students can be the ones to draw and have their teams guess what they are drawing.
- **Papa caliente:** Have students stand or sit in a circle. Students will gently pass around a ball to the person next to them as you play some music. When the music stops, the person holding the ball must answer a vocabulary question. Help students as needed if they get stuck, and have the whole class repeat each answer.