

Vamos a Viajar Lesson Plan Outline Week 6

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 1-5 for review.
- ☐ Vocabulary props if possible: tickets, blue paper/blanket/or picture
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: paper, coloring material, if possible: string and paper clip attached to sticks/pencil/pole, ball, optional: lotería cards, stapler, *mapa del viaje* art

Week 6 Target Vocabulary: *El barco*

<i>el barco</i>	boat	<i>las papas fritas</i>	chips
<i>Tengo hambre.</i>	I'm hungry.	<i>las galletas</i>	cookies
<i>el pájaro</i>	bird	<i>verde</i>	green
<i>el pez</i>	fish	<i>amarillo</i>	yellow

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Allá!</i>	Over there!	<i>¡Vámonos!</i>	Let's go!
<i>merienda</i>	snack	<i>¡Pesca!</i>	Go fish!

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 boat. The chair formation will be the makeshift "*barco*". You can also bring in a blue blanket, blue fabric, blue paper, or a picture to represent the "*lago*".

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

- 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.

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 a picture of Lago Nicaragua from the staff portal. Let the students know that this is the largest lake in Central America and that it is the only freshwater lake in the world that has sharks! Explain to the students that many tourists and native “Nicas” go fishing in Lake Nicaragua. Some people still use traditional ways to fish using a wood plank and string or a net. The wildlife around Lake Nicaragua is very lush and you can find many different types of birds and animals. You can even take a boat ride to a very small island to see monkeys. Ask the students if they would enjoy visiting Lake Nicaragua to see the birds and animals. A common snack in Nicaragua is *tostones*, deep fried plantains, which are also known as *plátanos fritos*. *Quesillo* is also a popular snack. This is a tortilla filled with cheese and served with cream, onion, vinegar, and chile. Show the pictures of these snacks from the staff portal. **Optional:** If there are no conflicts with allergies or food in the room, bring in *tostones* or Latin American chips or snacks for the students to try. You may be able to find some of these items in the Hispanic section of your grocery store, at a local Hispanic grocery store, or at Trader Joes. Here is a video featuring the bull sharks in Lake Nicaragua. Only play the first 3 minutes, skipping any “thrilling encounters” that could be seen as scary. Pause and ask students check in questions and share the Spanish for what they are seeing:

<https://youtu.be/umLLrCvp80w?si=3LI9luqaGa3V5zrZ> **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 complete the start of class routine by going through the *Buenos días* song. If it is an after-school class, change the lyrics to the *Buenas tardes* version. Model each line and have students echo you and use gestures.

Buenos días

Buenos días, buenas días
¿Cómo estas?, ¿Cómo estas?
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: Teacher: *Vamos a repasar lo que hemos aprendido.* We’re going to review what you’ve learned. *¡Esta es su oportunidad de mostrar cuánto saben!* This is your chance to show how much you know!

Juego: Four Corners: Place 4-6 flashcards around the room and review them with the class. Have one student stand in the middle with their eyes closed. Once their eyes are closed, the rest of the class must quickly and quietly move to one of the flashcards. Count down from 10 in Spanish and then students must stop moving. With their eyes still closed, the student in the middle then calls out one of the flashcard words.

All students standing by that flashcard must do a quick challenge like 5 jumping jacks before rejoining the game (instead of being out- so they can continue to play). Have the whole class repeat the word after it is given for continuous practice. Continue for about 5 minutes. You can switch out the flashcards for every new person in the middle.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for this lesson from both sets. Place the boat flashcard with no word across the room in an open area before going back to the class.

Teacher: (with gestures) "*Siéntense aquí, por favor.*" (Please sit here.) Hold up lake flashcard.

"*Clase, este es el Lago Nicaragua. Repitan: lago.*" → Class repeats.

Teacher: "*¿Dónde está el barco?*" (Hold up the picture/flashcard for *barco*.)

"*Repitan: barco.*" → Class repeats.

Point across the room and say: "*¡Allá está el barco!*"

Teacher: (gesturing) "*Formen una fila, por favor.*"

Hand out tickets one by one: "*Aquí está tu boleto para el barco.*"

Once all are lined up: "*¿Dónde están los boletos?*" → Students hold them up and reply: "*Aquí.*"

Collect tickets as they enter the "*barco*," practicing *por favor* and *gracias*.

Teacher: "*Clase, repitan: asiento.*" → Students sit.

Teacher: (gesturing out the "window") "*Yo veo muchos animales. Repitan: animales.*"

Hold up picture of a bird. "*Yo veo un pájaro. Repitan: pájaro*"

Hold up picture of a fish. "*Yo veo un pez. Repitan: pez.*"

"*Yo veo cosas de color amarillo. Repitan: amarillo.*"

"*Yo veo cosas de color verde. Repitan: verde.*"

Teacher: (rubbing stomach) "*Clase, repitan: Tengo hambre.*" → Class repeats while mimicking gesture.

Hold up snack flashcards: "*¿Quieres galletas o papas fritas? Repitan: galletas... papas fritas.*"

Model choice: "*Yo quiero galletas.*"

Invite students to try: "*Clase, ¿Tienes hambre? ¿Qué quieres?*"

Students respond: "*Quiero ____.*"

Teacher models with a volunteer: "*¿Tienes hambre o tienes sed?*"

Student chooses.

Teacher: "*¿Quieres ____?*"

Student: "*Quiero ____.*"

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: Merienda Pop-Up game: You will need the picture flashcards for the food and drink items like: *refresco, jugo, agua, papas fritas, y galletas*. Place the flashcards in a large circle and gather your students to stand around the circle. Explain that you will be playing music and students will walk around the circle. When the music stops, students should pick up the flashcard they landed on and wait to hear if their word gets called. For example: when you call out *las papas fritas*, the student(s) with that picture should jump up.

Tip: Make the second round more difficult by challenging them to pop-up and call out the word in Spanish at the same time! **Alternate for the older students:** Play a variation of **Family Feud**. Divide the students into two teams. Have one person from each team come up to the front of the room and put a bell or a buzzer onto a desk or table in the middle of two students, they can also race to raise their hand or slap the table. Hold up a picture of a snack or drink vocabulary word. Whoever rings the bell, pushes the buzzer, or slaps the table first has the first opportunity to say the answer. If the player calls out the correct word in Spanish, he or she scores a point. If the answer is incorrect, the other team has an opportunity to steal the point. Keep playing for 5-7 minutes or until every player has a turn.

6. Juego: Alrededor del barco (Around the World Variation): Gather your flashcards and have the

students sit in their seats on the “barco.” Have one student get up and stand by the person in the chair next to him or her. As you hold up a picture flashcard, the first student to say the word correctly in Spanish moves to the next chair to challenge that student. The losing student sits down in the chair where s/he was challenged and lost. The game keeps going until someone gets “*alrededor del barco*”- all the way back to where s/he started. **Alternatively:** You can call out the word in Spanish and students can point to the correct flashcard out of two you are holding.

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 barco (pretending to hold a giant steering wheel)

Muchas maneras, Muchas maneras de viajar

¡Vámonos!

8. Los colores del viaje- Hand out blank pieces of paper to the students along with crayons or markers. Students may need to share so give them enough time to complete the quick drawing. Explain to the students that they will be coloring following the directions from the story you are about to read. If they hear you say a new color or vocabulary word they have learned from the adventures with Dani and Beto, they should switch to use the designated color and draw the corresponding item. For example: if you start talking about *un autobús verde*, the students should try to quickly draw a green bus. Encourage them to draw quickly so they are ready for the next change in the story! **Tips:** If they are sharing crayons, they don't need to color the items in order if there are not enough crayons or markers. Try to use as much Spanish as possible and use gestures or hold up picture flashcards to help the students understand. Give the English translations when necessary. Make sure to emphasize the part of the story that they should be coloring and give a thumbs-up to the students who recognize this. Speak slowly and pause after each item. You can even write these phrases up on the board for the students to refer back to. After the activity, review the travel vocabulary items and colors with the students by asking them, “*¿Dónde está el autobús verde?*”, for example. The students can point out the green bus they drew on their papers while repeating, *autobús verde* after you.

Example Drawing Directions Story:

*Dani y Beto tienen sus **maletas rojas** para el viaje a Costa Rica. Están esperando el avión en el aeropuerto. En el avión la azafata les da **agua azul**. Dani y Beto dicen, “gracias.” Cuando buscaron el autobús, Dani y Beto ven la **parada del autobús que es rojo**. Tienen sus monedas para el conductor. ¡Bip! ¡Bip! Aquí está el **autobús verde**. Cruzando por la ciudad, Dani y Beto ven una **bicicleta amarilla** a la ventana. Ellos toman el **taxi rojo** al lago. En el taxi ellos pueden ver muchas cosas. Dani ve un **pájaro amarillo**. Ellos toman un **barco azul** en el lago. Tienen una merienda de galletas y papas fritas. Ven un **pez verde**. ¡Qué chévere! Hay muchos colores del viaje.*

9. Juego: ¡A pescar! Let the students know that they are going to go fishing from “*el barco*” with Dani and Beto in this game! For this activity you can use a pole/pencil/stick with paper clip hook on the end (like a fishing pole). Have picture flashcards placed face down in the “lake”. Divide the class into two teams. One person from each team will race to “catch a fish”. When he or she casts their “line”, they'll pick up the first card it touches and gets the flashcard will need to give

the corresponding Spanish translation. If the student can give the translation without help, the team receives two points. If the student does not know the answer, he or she can ask for help from the team to score one point. Continue playing by having a new player from each team come up to compete. **Tips:** Students can also pretend fish with poles by simply picking up the cards. Encourage them to "swim" to the cards in this case.

10. Telephone game- ¡Pesca!: Divide the group into different teams and ask them to sit in rows with the two teams facing each other. Place flashcards for each team at one end of the row. You then go to sit at the opposite end. The game starts with you whispering a vocabulary word to the first person in each team next to you. Once you start the game by saying "¡Vámonos!" students must whisper the word to the person next to them until it reaches the last person by the flashcards. That student then grabs the card for the word they heard and pass it back down the line towards you. First team to present the correct card gets a point. Students can continue to pass cards along if one team has not made the point yet. For the next round the student who was at the front of the line moves to the other end. **Tip:** Alternate between ages in the rows so that younger students can ask for help from the older students next to them. Refer to Week 1 for team tips.

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 "Frère 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 the following game. This can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Lotería:** Hand out the *lotería* cards along with either pencils or pieces of paper to use as space markers. Call out the vocabulary words and show the flashcard after a few seconds for those who are still trying to figure out the picture they should cross out. To keep the game short, students can complete a *lotería* either across, up and down, or diagonally. To elongate the game, students can complete a bingo by completely filling their *lotería* card. Encourage students to call out, "¡Lotería!" when they get a bingo.