

Vamos a Viajar Lesson Plan Outline Week 7

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 1-6 for review.
- ☐ Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- ☐ Objects needed for games: ball/maraca, music, microphone, paper with vocab questions, bags, paper, coloring material, stapler, stapler, *mapa del viaje* art

Week 7 Target Vocabulary: *El camión*

<i>el camión</i>	truck	<i>La camioneta</i>	van
<i>La playa</i>	beach	<i>Hace sol.</i>	It is sunny.
<i>Hace calor.</i>	It is hot.	<i>Nadar</i>	To swim
<i>¿Quieres...?</i>	Do you want?	<i>Quiero...</i>	I want...

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Vámonos!</i>	Let's go!	<i>¡Alto!</i>	Stop!
------------------	-----------	---------------	-------

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>)

Student Assessments: As we mentioned at training and via email, parents enjoy hearing how the students did during Spanish class. These simple end of the semester skills-based assessments help with that communication. Thank you for completing them outside of class with the basic information on how each student is with the skills listed. These are to be prepared and ready to give students at the end of the next class to take home. Keep things positive and try to point out specific skills when possible! Copies of the assessments were given at training but can be found on the website staff portal as well.

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. 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. Explain to the students that Dani and Beto have traveled to the coast of Nicaragua to a small coastal village called San Juan del Sur. The landscape and weather in San Juan del Sur are gorgeous. Surfing, fishing, swimming and relaxing are very popular here! **What would students prefer to do? Have they visited a playa? Encourage a discussion about their travels and how they can use the Spanish words and phrases they've learned in their next travels.** San Juan del Sur's culture also reflects Nicaragua's Spanish and indigenous heritage through music created by the marimba and festivals. Marimbas are a wooden percussion instrument played while sitting and is the national instrument of Nicaragua. **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. Cantamos: Invite students to stand with "¡Levántense!" and start the class by going through the *Vamos a viajar* chant. Model each line and have students echo you and use gestures. **Note:** You can continue to sing the greetings song before or afterwards as well.

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!

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: 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: 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?"

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

Teacher: (gestures) “*Siéntense aquí, por favor.*” Hold up flashcard of the beach.

“*Clase, vamos a la playa. Repitan: playa.*” → Class repeats.

Optional Puppet or Teacher: “*¿Clase, quieren ir a la playa ahora?*”

Prompt: “*Digan: ¡Sí!*” → Class responds: “*¡Sí!*”

Teacher: Hold up flashcard of truck. “*Clase, repitan: camión.*” → Class repeats.

Then hold up van. “*Repitan: camioneta.*” → Class repeats.

Optional Puppet: “*Quiero tomar un camión.*”

Teacher responds: “*¡Muy bien! Vámonos. Formen una fila, por favor. ¡Vamos a subirnos a la camioneta!*”

Guide students to “enter the van” in rows of two and drive to the beach by walking them before settling on the floor again.

Teacher: Hold up sun picture. “*Clase, repitan: Hace sol.*” → Students repeat with gestures (arms making a sun).

Then fan yourself dramatically: “*Clase, repitan: Hace calor.*” → Class repeats while fanning faces.

Teacher: Hold up swimming flashcard. “*Clase, repitan: nadar.*” → Students mimic swimming.

Teacher explains: “*¿Quieres? significa ‘Do you want?’ — Quiero significa ‘I want.’*”

Teacher asks one student: “*¿Quieres nadar?*” → Student answers “*Quiero nadar.*” or “*No. No quiero nadar.*”

Pass a ball/maraca so students ask/answer each other.

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: ¿Cómo va a viajar?— In this game the students will review all different ways to travel in Spanish! Ask for a volunteer by saying, “*Necesito un voluntario.*” Have the volunteer hand out the flashcards from both sets of the modes of transportation covered in class so far. Not every student will get one which is okay, flashcards can be passed around between rounds, or you can pair students together. For example: *el avión, el autobús, la bicicleta, el taxi, el coche, el barco, el camión, y la camioneta*. To further practice, repeat each word as the cards are handed out. Have the class stand and form a large circle. The volunteer will stand in the center of the circle. Have this student close his or her eyes and point them out to the circle. Once you start the music the large outer circle should start moving to the right and the center student should move to the left. When you stop the music, call out “*¡Alto!*” The students should stop in place. The center student will be pointing to a student in the outer circle (who will be holding up his or her picture of a mode of transportation). The student in the center will open his or her eyes to see what mode of transportation they have chosen and to say the corresponding Spanish word. If the student says the correct Spanish word, he or she will switch places with the student in the circle, and you can restart the music and to continue playing. If the student at the center doesn't know the answer, review the vocabulary word and start the music over to continue playing. If they choose someone without a flashcard, go to the closest person to the right with a card.

***Alternate Activity: ¿Cuál vehículo? (For younger students):** Ask for a volunteer to come to the front of the room and start the game. Whisper to the student a mode of transportation. The student will act out the transportation and mimic the sound it makes. For example: If you said *el avión*, the student could put their arms out like the wings of the plane. Remind the class to raise their hand before guessing. The student with the correct guess in Spanish gets to come up and act out the next word. **Note:** You can make this into a game by dividing the class into two teams. Whichever team guesses the correct mode of transportation first scores a point. Keep playing until every student has had an opportunity to act out a mode of transportation or until five to seven minutes have expired.

6. Preguntas y Respuestas del Viaje- The goal of this activity is to practice the conversation elements that the students have learned during their travels. Have questions in Spanish on

separate pieces of paper in a bag. Have each student take a turn coming up and randomly selecting a question. Bring in a toy microphone and hand it to the students as they answer the questions to make the activity more exciting or have them hold up their hand as if they are holding one. They can then ask the question to a partner of their choice in class or to the whole class in general. The partner or the whole class will answer the question in Spanish. For example, if the student picks out “¿Tienes las monedas?” the partner/class would answer “Tengo las monedas.” Encourage the students to use silly voices and act out the questions and answers to have fun with the conversations in Spanish! **Note:** Make sure to simplify the questions for classes with younger students and help them along with both the questions and answers since it may be more difficult.

Possible questions to include:

“¿Qué ves?” → “Yo veo...”

“¿Quieres nadar?” → “Quiero nadar.”

“¿Tienes hambre?” → “Tengo hambre.” (same for tener sed)

“¿Cómo te llamas?” → “Me llamo...”

Tip: You can also vary the questions with “quieres” and “tienes” using different vocabulary. For example: “¿Tienes el mapa?” or “¿Quieres un refresco?”

7. Cantamos: Invite students to stand with “¡Levántense!” and teach them the new *El tiempo de la playa* lyrics to the tune of “London Bridges”. Demonstrate an example with the gestures before asking them to join you. Make sure to have the students mimicking the gestures as they chant along!

El tiempo de la playa

¿Qué tiempo hace hoy, hace hoy, hace hoy? (shoulder shrug)

¿Qué tiempo hace hoy?, déjame ver.. (hand over eyes looking around)

Hace sol en la playa, en la playa, en la playa. Hace sol en la playa, sol means sunny! (arms out like the sun)

Hace calor en la playa, en la playa, en la playa. Hace calor en la playa, calor means hot! (fanning face with hands)

Vocabulary: After teaching the song explain what the lyrics mean: “What weather is it today, is it today, is it today? What weather is it today, let me see.. It is sunny at the beach, at the beach. It is sunny at the beach, sun means sunny! It is hot at the beach, at the beach. It is hot at the beach, hot means hot!” Continue practicing the song in following classes. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

8. El Viaje Simón Dice - Play the **Simon Says** game in Spanish to review the travel vocabulary, select a couple from each class so it is not overwhelming. Explain that when you say “Simón dice..” they should act out the Spanish vocabulary given. However, if you just say the Spanish, they shouldn’t act it out because “Simón no dice.” For example: “Simón dice nadar. Simon says nadar.” The students would act out swimming. If you say, “Hace sol. It is sunny,” the students should not act because Simon didn’t say. Give a few examples before starting, review what gestures to do for each word. If they do the gesture when they should not, the student must answer a vocabulary question. Give help and encouragement as needed, if more than one student must answer a question they can work together to come up with the answer.

9. Proyecto del arte: El mapa del viaje: Ensure students finish and prepare their *El mapa del viaje* books to share with families after the next class.

Instructions:

- Remind students that the next class is the last day of the project and they will show their travel books to their parents.
- Hand back all previous pages so students can review their work.

- Give students time to finish any drawings or labels and help them staple the pages into a finished book.
- Walk around to help with organization and check for missing pages.
- If a student finishes early, invite them to share their travel book with a partner and practice saying some of the Spanish words they included.
- Collect the completed sets at the end of class so they are ready to bind/staple into books tomorrow.
- End with excitement: *"Mañana vamos a terminar nuestros libros de viaje y mostrarlos a sus padres."*

10. ¿Qué falta? Explain that Dani and Beto had packed their suitcases for the beach trip, but they think they forgot a few things. Divide the class into two teams. Give each team a bag to represent a *"maleta."* This can be a paper or plastic bag or a travel bag that you bring into the classroom. You will also need two sets of picture flashcards representing the following vocabulary: *el boleto, el pasaporte, el jugo, el agua, las monedas, el mapa, el refresco, las galletas, y las papas fritas.* **Note:** Make sure to review this vocabulary with the students before starting the game by holding up the picture and having the class repeat the word in Spanish. You can also write this list on the board for the students to reference during the game. Secretly place only six or seven of the nine vocabulary words in each bag. Let the students know they will be checking the bag to see if Dani and Beto packed everything on the list (They will be searching for what is missing.). Give each team a bag with some of the flashcards missing. The teams will race to figure out what items are missing from the bag. You can have them race to the board to write the Spanish word for the missing items or raise their hand to tell you the answers. The team to give the correct answer first, scores a point. You can take the bags and put back the missing items, taking out two new items. Give the bags back to the teams and have them continue with the race. The team to score five points first wins! **Variation:** Hand each team a bag and place the flashcards or objects listed above around the room (one for each team). Have the students "travel" around the room searching for the items and placing them in the bag. After the students have found all the items, review them in Spanish. For example, you can ask *"¿Tienes el mapa?"* and have the students pull out the map from the bag and repeat *"mapa"* after you.

11. Juego: La playa (similar to cake walk): For this activity you will need both sets of flashcards, at least one card per student. Place these flashcards on the floor in a winding row (forming the coast of the beach). **Tip:** Tell students "Let's imagine the coastline is over here..." to bring the activity to life. Play music and have the students walk along *"la playa"* stepping next to each picture. (When the students reach the end of the "beach", they will need to walk back to the start of the "coastline" to continue playing.) When you stop the music, the students should stop on or next to the picture. Randomly call out one of the vocabulary words in Spanish. You can have the words in a hat and blindly pick one or just call it out randomly. The student standing on that picture needs to raise his or her hand and call out the Spanish word. Have the class repeat the vocabulary together, making sure they understand the translation. Play the music again and continue the game. **Variation:** Have the students answer a question if you call out the Spanish word for the picture they are standing on. For example: If you call out *"el camión"* the student standing on that picture will need to answer a quick question. **Possible questions are:** *"Díme una bebida en español. Tell me a drink in Spanish."* *"¿Qué significa 'hace calor'?"* What does *hace calor* mean?" *"¿Cómo se dice airport en español?"*

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

- **Swimming Challenge- (For the older students)** For this activity you will need one set of picture flashcards (without the words) representing the vocabulary from all the classes to date. If you can, bring in actual objects whenever possible to liven up the vocabulary! You will also need a corresponding set of cards with only the Spanish words and not the pictures. In this activity the students will be racing to match the Spanish words to the pictures or objects. Have the pictures or objects spread out around the room. Divide the class into two teams- *Equipo Dani* y *Equipo Beto*. Hand the first team the Spanish word cards. Time them as they race to place the Spanish word flashcards next to the matching pictures. (Encourage them to "swim" during this game!) After the team is done, check with the students asking "¿Es correcto, sí o no?" to verify the answers. Have the next team see how fast they can match the objects. **Tip:** You may want to move the objects for the second team to make it fairer. **Variation:** You can have the picture flashcards and the incorrect Spanish flashcards paired up around the room. Have each team see how quickly they can move the cards to the correctly matching words and pictures.