

¡VAMOS A EXPLORAR!



Written by Lindsey Stapel
Edits by Brita Schumacher
Updates by Citlali Villafuerte

Vocabulary List: Vamos a Explorar

Week 1 Target Vocabulary: La ciudad

<i>Vamos a explorar.</i> (vah-mos ah ex-ploh-raahr)	Let's explore.	<i>una tienda</i> (oo-nah tee-en-dah)	store
<i>la ciudad</i> (lah see-oo-dahd)	city	<i>el banco</i> (el bahn-koh)	bank
<i>el cine</i> (el see-neh)	movie theater	<i>una casa</i> (oo-nah kah-sah)	house
<i>la biblioteca</i> (lah bee-blee-oh-teh-kah)	library	<i>la escuela</i> (la es-kweh-lah)	school
<i>la calle</i> (lah kah-yeh)	Street	<i>la acera</i> (lah ah-ser-ah)	sidewalk
Conversation practice:			
<i>Repite por favor.</i> (reh-pee-teh por fah-vohr)	Repeat please.	<i>¿Qué es?</i> (keh es)	What is it?

Week 2 Target Vocabulary: El Canal de Panamá

<i>el océano</i> (el oh-seh-ah-noh)	ocean	<i>el barco</i> (el bar-koh)	ship/boat
<i>la cámara</i> (lah kah-mah-rah)	camera	<i>sacar una foto</i> (sah-kar oo-nah foh-toh)	take a picture
<i>grande</i> (grahn-deh)	big	<i>pequeño</i> (peh-keh-nyoh)	small
<i>¿Puede(s)...?</i> (pweh-dehs)	Can you...?	<i>con permiso</i> (kohn per-mee-soh)	excuse me
<i>¿Dónde está...?</i> (dohn-deh es-tah)	Where is...?		
Conversation practice:			
<i>el Canal de Panamá</i> (el kah-nahl deh pah-nah-mah)	Panama Canal	<i>¿Qué significa?</i> (keh seeg-nee-fee-kah)	What does it mean?

Week 3 Target Vocabulary: El centro comercial

<i>el centro comercial</i> (el sen-troh koh-mehr-syahl)	mall	<i>una camiseta</i> (oo-nah kah-mee-seh-tah)	t-shirt
<i>los dólares</i> (lohs doh-lah-rehs)	dollars	<i>un sombrero</i> (oon sohm-breh-roh)	hat

<i>un recuerdo</i> (oon reh-kwehr-doh)	souvenir	<i>una pulsera</i> (oo-nah pool-seh-rah)	bracelet
<i>¿Cuánto cuesta?</i> (kwahn-toh kwehs-tah)	How much does it cost?		
<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i> (oo-noh, dohs, trehs, kwah-troh, seen-koh, says, see-eh-teh, oh-choh, nweh-veh, dee-ehss)		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Conversation practice:			
<i>¿Qué quieres?</i> (keh kyeh-rehs)	What do you want?	<i>Quiero__.</i> (kyeh-roh)	I want__.

Week 4 Target Vocabulary: *El museo*

<i>el museo</i> (el moo-seh-oh)	museum	<i>¿Cuánto cuesta?</i> (kwahn-toh kwehs-tah)	How much does it cost?
<i>el arte</i> (el ar-teh)	art	<i>el boleto</i> (el boh-leh-toh)	ticket
<i>Me encanta...</i> (meh en-kahn-tah)	I love...	<i>el mercado</i> (el mehr-kah-doh)	market
<i>¿Puede(s)...?</i> (pweh-dehs)	Can you...?	<i>la artesanía</i> (lah ar-teh-sah-nee-ah)	handicraft
Conversation practice:			
<i>¡Mira!</i> (mee-rah)	Look!	<i>Quiero comparar...</i> (kyeh-roh kohm-prar)	I want to buy...

Week 5 Target Vocabulary: *El restaurante*

<i>el restaurante</i> (el reh-stow-rah-neh)	restaurant	<i>el mesero/la mesera</i> (el meh-seh-roh/lah meh-seh-rah)	Server (waiter/waitress)
<i>la cena</i> (lah seh-nah)	dinner	<i>el pescado</i> (el pehs-kah-doh)	fish (to eat)
<i>la carta</i> (lah kar-tah)	menu	<i>la ensalada</i> (lah en-sah-lah-dah)	salad
<i>Me gustaría...</i> (meh goo-stah-ree-ah)	I would like...	<i>el bistec</i> (el bee-tehk)	steak
Conversation practice:			
<i>Por favor</i> (por fah-vohr)	Please	<i>Gracias.</i> (grah-syahs)	Thank you.
<i>¿Dónde está?</i> (dohn-deh es-tah)	Where is...?	<i>¿Cuánto cuesta?</i> (kwahn-toh kwehs-tah)	How much does it cost?

Week 6 Target Vocabulary: El hotel

<i>el hotel</i> (el oh-tehl)	hotel	<i>la cama</i> (lah kah-mah)	bed
<i>¿Cómo estás?</i> (koh-moh es-tahs)	How are you?	<i>el cuarto</i> (el kwahr-toh)	room
<i>Estoy bien.</i> (es-toy bee-ehn)	I'm good.	<i>el pan</i> (el pahn)	bread
<i>Estoy cansado(a).</i> (es-toy kahn-sah-doh/dah)	I'm tired.	<i>la panadería</i> (lah pah-nah-deh-ree-ah)	bakery
Conversation practice:			
<i>¿Dónde está...?</i> (dohn-deh es-tah)	Where is...?	<i>¿Cuánto cuesta?</i> (kwahn-toh kwehs-tah)	How much does it cost?
<i>Me gustaría...</i> (meh goo-stah-ree-ah)	I would like...	<i>Quiero...</i> (kyeh-roh)	I want...

Week 7 Target Vocabulary: La excursion

<i>el mono</i> (el moh-noh)	monkey	<i>el/la guía</i> (el/lah ghee-ah)	guide
<i>la selva</i> (lah sehl-vah)	rainforest/jungle	<i>el café</i> (el kah-feh)	coffee
<i>el perezoso</i> (el peh-reh-soh-soh)	sloth	<i>el pájaro</i> (el pah-hah-roh)	bird
<i>las flores</i> (lahs floh-rehs)	flowers	<i>la serpiente</i> (la sehr-pyrhn-teh)	snake
<i>la rana</i> (la rah-nah)	frog	<i>la planta de café</i> (lah plahn-tah deh kah-feh)	coffee plant
Conversation practice:			
<i>¿Puedes ver...?</i> (pweh-dehs vehr)	Can you see...?	<i>Me encanta.</i> (meh en-kahn-tah)	I love it.

Week 8 Target Vocabulary: Las Aventuras de Panamá

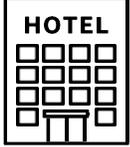
<i>¿Cómo estás?</i> (koh-moh es-tahs)	How are you?	<i>Estoy...</i> (es-toy)	I am (feeling)...
<i>más o menos</i> (mahs oh meh-nohs)	okay	<i>mal</i> (mahl)	bad
<i>¡Mira!</i> (mee-rah)	Look!	<i>Pruébalo.</i> (proo-eh-bah-loh)	Try it.
<i>Salud</i> (sah-lood)	Cheers/health		

Certificado de Exploración

la ciudad 

El Canal de Panamá 

el centro comercial 

el hotel 

el restaurante 

el museo 

la excursión 

Las Aventuras de Panamá 

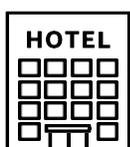


Certificado de Exploración

la ciudad 

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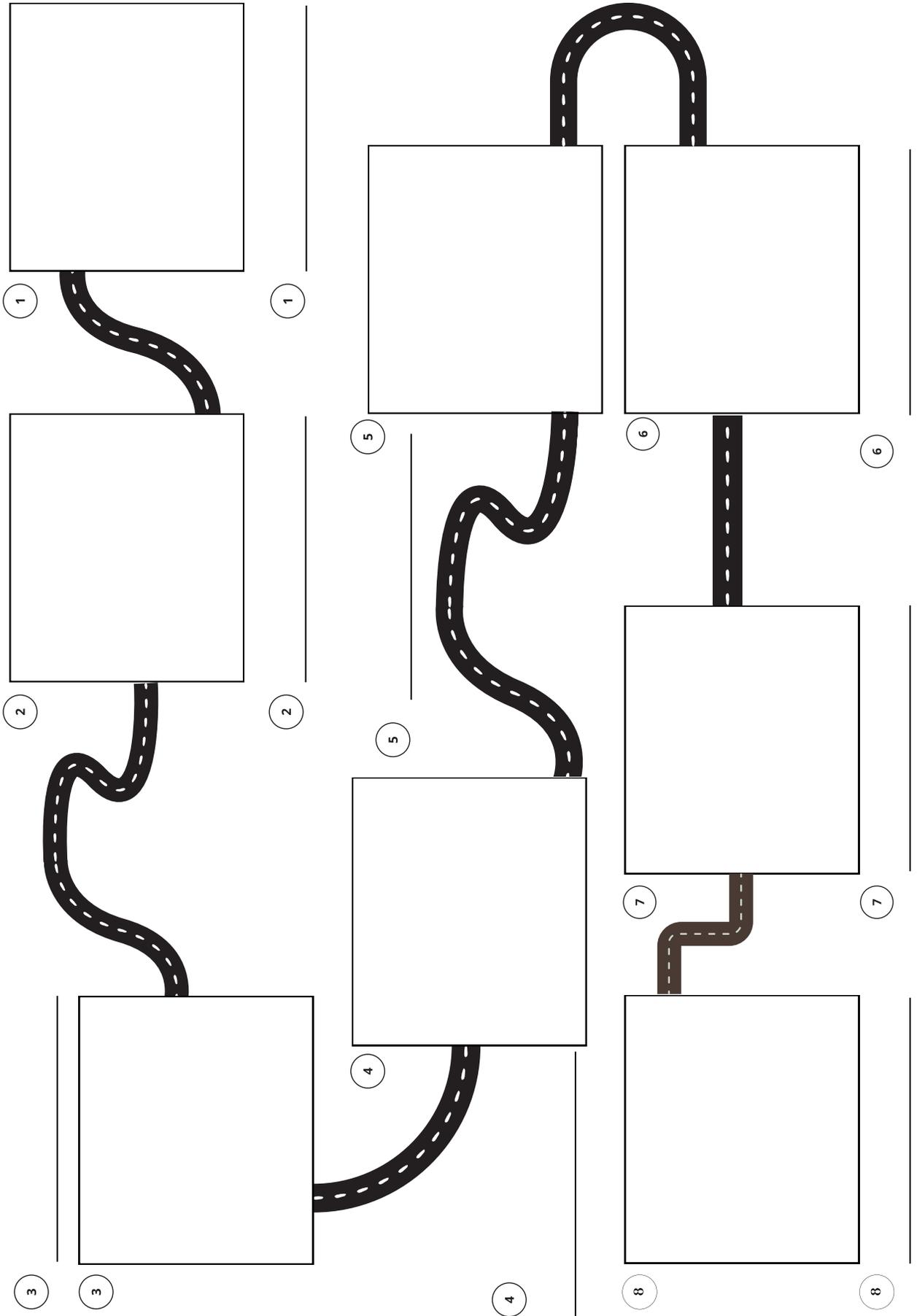
la excursión 

Las Aventuras de Panamá 



MAPA DE LA CIUDAD

Draw one location for your city per class and write the Spanish word next to it. This can be from the current day or past vocabulary. You can also draw the things that are found in these buildings on the back of the page!



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Vamos a Explorar Lesson Plan Outline Week 1

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & printed Spanish student certificates
- Name stickers or name tents for students
- Flashcards separated for today's lesson, two sets.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, 2 lists of vocabulary words for Scavenger Hunt, music

Week 1 Target Vocabulary: La ciudad

<i>Vamos a explorar.</i>	Let's explore.	<i>una tienda</i>	store
<i>la ciudad</i>	city	<i>el banco</i>	bank
<i>el cine</i>	movie theater	<i>una casa</i>	house
<i>la biblioteca</i>	library	<i>la escuela</i>	school
<i>la calle</i>	street	<i>la acera</i>	sidewalk

Key phrases to repeat during class and encourage Spanish responses:

<i>Repite por favor.</i>	Repeat please.	<i>¿Qué es?</i>	What is it?
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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.**

Please review and prepare the materials list above and refer to the training materials provided. Prepare nametags for all students using label stickers (provided at training) or have them create paper name tents to reuse throughout the semester.

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>)

Who are Dani and Beto: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos a explorar!*, follows Dani and Beto as they explore Panamá. We hope you have fun getting to know the class "stars!" Please note that using physical puppets is optional, but we encourage teachers to use the adventure of the characters in class lessons and activities.



This theme-based class may include mixed ages and Spanish levels, so the lessons focus primarily on vocabulary. Teach bilingually and use gestures or cognates to aid understanding. Puppets help engage younger students—don't hesitate to be playful. For older students, feel free to skip the puppets or invite them to play the roles of Dani and Beto.

How to adapt plans for different ages: If your class has preschool students, please adapt any activities for their age by slowing the pace, using more visuals, and offering gentle guidance to help them find the answer without long waiting times. Pairing students in buddy groups encourages collaboration and builds confidence. If your class has upper Elementary level students, assign them to be team captains or the score keeper during games, or your special helper for activities. If applicable, increase the challenge by giving clues or using full sentences when calling out vocabulary during games to support comprehension and critical thinking.

Dividing teams: When dividing teams, strategically place students with similar levels to compete against each other. For example: In a mixed grades class, the younger students compete against each other and not against older students. To reinforce learning, have the whole class repeat vocabulary after the answer is given during games. For conversation practices, it may be helpful to have older students partnered with younger students so that they can help them with the activity.

1. Merienda, Attendance and Classroom Management introduction

Take attendance and hand out name tags. Ask students to be seated in an organized seating arrangement – like a circle on the floor space or at the tables/desks near you. Follow the attendance procedures by asking students to respond, “*presente*”, when their name is called. 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—check for allergies and confirm with the school if food is allowed in the classroom. If students forget their snacks, notify your Area Manager after class to send a reminder home. Ask students to use the bathroom before class.

Classroom Management Information

- a. Introduce the **Student Responsibility Poster and Voice Levels Poster** to establish class expectations. Encourage students to repeat the expectations aloud and use gestures, such as raising their hand, to reinforce understanding.
- b. Explain that the **Star chart** is used to track how students are behaving during class using stars.
 - a. Students start each class with three stars and by following directions with appropriate behavior, will keep their stars and earn a sticker to place on their certificate at the end of class.
 - b. Students who do not follow directions or the class responsibilities lose stars after a warning. Students can earn stars back if they improve their behavior.
 - c. Students who lose stars by the end of class do not receive a sticker and if all three stars are lost may have a call home (speak with your manager to determine if a call is necessary).

Use the behavior chart consistently and encourage positive behavior. Address negative behavior immediately to set clear boundaries. Praise improvements to reinforce positive change.

- c. **Spanish Student Certificates** printed for each student: Have the students write their names on their certificate and explain that they will collect stickers as rewards during class activities for positive participation and keeping their three stars from class for good behavior. Please be sure to collect these each class so that the students don't lose them.
- d. **Attention Getter~** Try a fun one related to the theme! You say, “¿Listos?” (ready) and they respond, “¡Sí!” (yes) OR you say, “¡Exploradores!” (Explorers!) and they respond, “¡Listos para explorar!” (Ready to explore!)

- e. **Transition plan**~ Use fun signals like a theme song or a chant—say “*Uno, dos, tres*” and have students respond, “*¡Cuatro, cinco, seis!*” Use these transitions every time you change locations in the room or switch between sitting and standing activities to keep the students focused.

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 introduce the greetings song *¡Hola, mis amigos!/Bien o mal o más o menos*. Model each line and have students echo you. Once they're familiar, sing it together using gestures—waving hands when saying ‘*hola*’, *thumbs up/down* or *so so motion*, and shrugging shoulders with palms up when asking ‘*¿Cómo estás?*’. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video.

¡Hola, mis amigos!/Bien o mal o más o menos

Hola, mis amigos. Hola, mis amigos.
Hola mis amigos, hello to my friends!
¿Y cómo están mis amigos?
Bien o mal o más o menos.
Bien o mal o más o menos.
Bien o mal o más o menos.
¿Cómo estás, how are you?

Vocabulary: After teaching the song explain what the lyrics mean: “Hello my friends. Hello my friends. Hello my friends, hello to my friends. And how are my friends? Good or bad or so so (x3). How are you, how are you?”. 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.

3. Conversation Practice: Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.) Note: Puppets are optional, you can skip the puppet skit and practice the conversation interactively with the students if working with older students for example.

Hold up a suitcase or bag with puppets inside. Say in a playful tone:

“*Tengo una sorpresa en mi maleta...*” (I have a surprise in my suitcase...)

Ask: “*¿Pueden adivinar qué es la sorpresa?*” (Can you guess what the surprise is?)

Let students make a few guesses. Then pull out two puppets and say: “*¡Son mis amigos! Los vamos a usar para ver cómo se hace una conversación en español.*” (They're my friends! We'll use them to see how a conversation is done in Spanish.) Use silly voices to keep it engaging.

- **Dani:** “*¡Hola! Me llamo Dani.*”
- **Beto:** “*Y me llamo Beto.*”
- **Teacher:** “*Todos repitan: ¡Mucho gusto!*” (Nice to meet you!)
- **Dani:** “*¿Cómo te llamas tú?*”
- **Teacher:** “*Me llamo _____.*”

Then say to the class: “*Clase, ‘Me llamo’ significa ‘My name is.’ Vamos a practicarlo juntos.*” (Let's practice it together.)

Write on the board: **¿Cómo te llamas?** and **Me llamo _____.**

Shake a maraca for each syllable of the words in the question “*¿Có-mo te lla-mas?*” Have students repeat the question after you each time you **pass the maraca** to a new student to answer:

- “*¿Cómo te llamas?*”
- “*Me llamo _____.*”
- As each student answers, encourage the whole class to repeat after you, “*Hola, (Student's name).*”

Give praise, encouragement, and support pronunciation and confidence. End with praise: “*¡Muy bien, clase! Ahora sabemos cómo saludar y decir nuestro nombre.*” (Great job, class! Now we know how to greet

and say our name.) **Note:** You will probably need to help the students remember how to answer the question in Spanish.

4. 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 explorar la ciudad.*” (Today we’re going to explore the city.) (Optional: Decorate the space with a sign “¡Vamos a explorar!”)

Optional Puppet Intro:

- **Dani:** “*¡Vamos a explorar la ciudad!*” (We’re going to explore the city!)
- **Beto:** “*¡Sí! ¡Hay muchos lugares para ver!*” (Yes! There are so many places to see!)

Set puppets aside and continue teacher-led.

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

- **Teacher:** “*Clase, hoy vamos a explorar diferentes lugares de la ciudad.*”
Use a playful tone and point around the room as if discovering new places. “*Hay muchos lugares para ver.*” (There are many places to see.)
“*Repitan: ciudad.*” → (Class repeats.)
- **Continue with each vocabulary word/phrase from the list using flashcards and gestures.**

Hold up each item and say:

- “*Clase, repitan: el cine.*” (Gesture: pretend to eat popcorn or watch a movie.)
- “*Clase, repitan: la biblioteca.*” (Gesture: open hands like reading a book.)
- “*Clase, repitan: la tienda.*” (Gesture: pretend to hold a shopping bag.)

Model short sentences and have class repeat each 2–3 times:

- “*Aquí está el cine.*” (Here is the movie theater.)
- “*Aquí está la biblioteca.*” (Here is the library.)
- “*Aquí está la tienda.*” (Here is the store.)
- “*Vamos a explorar.*” (We’re going to explore.)

Use gestures and props for added comprehension — for example, point to the flashcards or move to each “station” in the room representing a location.

Ask: “*¿Listos, clase?*” (Ready, class?) Students respond: “*¡Listos!*”

End with: “*¡Vámonos, clase! Vamos a explorar la ciudad.*” (Let’s go, class! Let’s explore the city.)

5. Juego: ¡Pista! Clues: Have students sit in a circle and place the flashcards either in the center or around the room, face up. As you say a clue about a vocabulary word place in both Spanish and English, two students at a time will race to find the place by pointing to the matching flashcard. For example, if the clue is, “*Dani y Beto están comiendo palomitas aquí.* Dani and Beto are eating popcorn here. *Hay muchos asientos en filas.* There are a lot of seats in rows,” the correct answer is *el cine*. The students will find that flashcard. After the answer, have the whole class repeat it, then call on two new students and continue playing. **Alternatively**, students can stay in place and use pretend “binoculars” but creating circles with their hands and holding them up to their eyes to call out where the vocabulary word is. This can also be played in teams.

6. Juego: 4 Corners: Designate four corners in the classroom with a different flashcard posted in each one. Choose one student to be “It,” and have them close their eyes and count aloud in Spanish while the rest of the class quietly moves to any corner they choose; you can also play music while they move. When counting is done, the student who is “It” calls out one of the places on the flashcards and everyone in that corner is out and sits down. Repeat the process until only one student remains, who then becomes the new “It”. **Alternative:** As an alternative version, instead of being out, everyone in the chosen corner answers a vocabulary question together, and the game continues with a new “It” while everyone stays in the game. This keeps the students engaged and participating together. **Tip:** Help students with counting in Spanish and pronouncing the vocabulary words, since they are still new to these skills.

7. El certificado: Ask students to sit at their desks using the phrase “*Siéntense*” with gestures. Hand out the **certificates** and coloring supplies. Ask students to write their name and color the certificate. Play fun Spanish music while they work. After five minutes, say “*¡Hay dos minutos más!*” and help students begin cleaning up their coloring supplies and sit back down when they are done.

8. Notas Culturales: Once seated, ask the students in Spanish, followed by English:

¿Sabes dónde está Panamá? Do you know where Panama is? Show the students the map of Panamá and point out capital city. Show the images of *la ciudad de Panamá* from the portal. Explain that there are areas in the city that still have the older Spanish architecture known as the old quarter *Viejo Panamá*. There are also high-rise buildings and modern sky scrapers. **¿Les encanta el cine?** Do you guys like the movies? *El cine* is a movie theater. American movies are very popular in other countries around the world, like in Panama. Typically, they are shown in English with Spanish subtitles. In Panama City the biggest movie theater is called *Cinópolis*. It is very modern and even has VIP rooms. These rooms have leather reclining chairs and the ability to order drinks and food. In Panama City you can find food from all around the world French, American, Chinese, etc. Since the city is on the water, seafood is very popular as well. There are some foods that are considered the “national foods” of Panama: *Patacones de plátano* (fried plantain), *Sancocho* (Panamanian stew with chicken, meat and vegetables), *Tamales* (seasoned pie wrapped in banana leaves), *Empanadas* (turnovers filled with meat, chicken or cheese), *Ceviche* (fish marinated in lime juice, onions and peppers). After showing the students the food pictures, ask them which dish from Panama they would like to try most/least by using the phrase “*me encanta*”. **Note:** Share your travels and experiences as well as any current holidays as you go through future lessons.

9. Scavenger hunt: Vamos a explorar: Use your attention getter to have students sit down and close their eyes, saying in a suspenseful whisper, “*Siéntense y cierran los ojos.*” While their eyes are closed, hide two sets of picture flashcards around the classroom in safe, reachable locations. Once you have the images hidden, let the students know they can open their eyes. Once the cards are hidden, have students open their eyes and divide the class into two teams. Assign a team captain for each team and give them a “*Mapa de los lugares*” listing the vocabulary of today to find in order, you can print this from the portal or write your own lists. Call out “*Vamos a explorar*” to start the activity. Walk around the room and help the teams work together searching around the room for the places. Encourage them to have fun exploring and searching for the places, and encourage the use of Spanish by asking them, “*¿Dónde está la escuela?* Where is the school?” Once the teams have found all places, have them sit down together as a group to show you they are done. After both teams have finished, review the places they found in Spanish encouraging repetition. Praise the students for their hard work by having the entire class give “*aplausos.*”

10. Cantamos: Invite students to stand with “*¡Levántense!*” and teach the **class theme song**, *Marcha de exploración* (Exploration March). Model each line, then have students echo repeat. Once familiar, sing it together with gestures—e.g., looking to the left for *izquierda* and swinging arms for *marchamos*. Give instructions in both Spanish and English. **Tip:** Watch the video on the Futura Vimeo for the beat.

Marcha de exploración (March in place while singing)

Explore! *¡Exploramos!*

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

¡Marchamos! (swinging arms)

¡Arriba! (Stand on toes with hands up)

¡Abajo! (squat down to the floor)

¡Exploramos! (jump up)

Vocabulary: After teaching the song explain what the lyrics mean: “Explore! Explore! To the left. To the right. We march! Up! Down! We explore!” Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

11. Juego: Cabeza abajo (Heads down 7 up): This game is a variation of *Heads Up 7 Up*. Have students sit at desks or tables with heads down, eyes closed, and one arm raised with a thumb up. Explain that you will choose two students to compete. Quietly walk around and press down two students' thumbs. When you say "¡Vamos a explorar!", all students open their eyes, and the two selected students race to call out the Spanish word for the picture flashcard you have posted or held up. Encourage all students to think of the answer even if they aren't selected. After the correct answer is given, have the class repeat it for practice. The student who answers correctly first gets to choose the next word and the next two players. Continue playing, reminding students they can ask for "ayuda" from the class if needed, until time is up

12. Juego: Sin Sillas (Musical chairs variation): Place flashcards down in a circle shape. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up a flashcard and stand on its place mark. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. Alternatively, call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say, "¡Aquí!" Have the whole class repeat for continued practice before continuing into a new round.

13. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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.

14. Adiós: Teach the "Adiós Amigos" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Adiós Amigos

*Adiós amigos, adiós amigos,
Hasta la vista, hasta la vista
Hasta luego, hasta luego,
Chau, chau, chau. Chau, chau, chau*

Hand out the parent introduction letters (first day only) and have students 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.

15. 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 Substitution: This can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **¿Dónde está Beto?:** Have them sit in a circle with the city place picture flashcards in the center. Explain that Beto is lost in the city and Dani needs their help. Lead the class in asking "¿Dónde está Beto?" in a fun, singsong voice. Place the Beto puppet next to a picture of a city place and invite students to raise their hand and say in Spanish where Beto is. After each answer, have the class repeat the location. Keep moving Beto to new spots to continue the game.

Vamos a Explorar Lesson Plan Outline Week 2

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Name stickers or name tents for students
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, music, paper or whiteboard

Week 2 Target Vocabulary: El Canal de Panamá

<i>el océano</i>	ocean	<i>el barco</i>	ship/boat
<i>la cámara</i>	camera	<i>sacar una foto</i>	take a picture
<i>grande</i>	big	<i>pequeño</i>	small
<i>¿Puede(s)...?</i>	Can you...?	<i>con permiso</i>	excuse me
<i>¿Dónde está...?</i>	Where is...?		

Key phrases to repeat during class and encourage Spanish responses:

<i>el Canal de Panamá</i>	Panama Canal	<i>¿Qué significa?</i>	What does it mean?
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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.**

Please review and prepare the materials list above and refer to the training materials provided. Prepare nametags for all students using label stickers (provided at training) or pull out the paper name tents they created in the first class.

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 Review

- a. Review the classroom management rules with the students. **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. Ask questions such as:
 - a. What was one of our Student Responsibilities?
 - b. What is the Star Chart?
 - c. How do we earn stickers on our certificates?
 - d. What do you do if I do this attention getter (demonstrate)?
 - e. If I say we should be at level 2 in voices, what does that mean?

Notas Culturales: As students continue to eat their snack and settle in, start your culture lesson. **Who has heard about the Panama Canal before?** Explain to students that the Panama Canal is like a giant water shortcut that helps boats travel much faster between countries. Show them a map from the portal and point out how North America and South America are connected by land, which used to make sea travel very long. Thanks to the Panama Canal, boats can now go *through* the land instead of all the way *around* it! Show the two oceans it connects, the Atlantic and the Pacific, and explain that the canal took about ten years to build. It opened in 1914 with help from the United States. Today, huge cargo ships carrying tons and tons of materials travel through it every day. Show the students pictures of the canal again and explain that, around this area, many places use U.S. dollars along with Panama's own money, called the Balboa. The Balboa is worth the same as a dollar, and their coins look just like U.S. coins—but with different pictures on them, such as the famous explorers Balboa and Urracá. Show the students the images so they can compare the coins.

Explain that Panamá is also known for its delicious tropical fruits. A favorite treat there is a *batido*, a yummy fruit milkshake made with fruits like papaya, strawberries, and pineapple. Many tropical fruits grow in Panamá, including mangos, melons, and some fruits students may have never seen before—like *maracuyá* (a tangy passion fruit) and *guanábana* (which tastes like strawberries, pineapple, and banana all mixed together!). Show pictures of these fruits and ask students if they'd like to try them someday.

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 reintroduce the *¡Hola, mis amigos!* song, and review the meaning of the lyrics. Ask students if they remember the gestures that go along with the words! Model each line and have students echo you and use gestures before singing it all together.

¡Hola, mis amigos!/Bien o mal o más o menos

Hola, mis amigos. Hola, mis amigos.

Hola mis amigos, hello to my friends!

¿Y cómo están mis amigos?

Bien o mal o más o menos.

Bien o mal o más o menos.

Bien o mal o más o menos.

¿Cómo estás, how are you?

Conversation Practice: Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along during this practice. Pass a ball or maraca around the circle to ask and answer, “¿Cómo te 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) Help students as needed and provide lots of praise for their participation. Writing this conversation on the board can help students follow along and participate more confidently.

3. Review: Teacher: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.

Juego: Papa Caliente (Hot Potato): Have the students sit in a circle and explain that they will play a quick game of *Papa Caliente* to review the vocabulary. Choose an object to use as the “hot potato” and start some music or sing the *Explorar* theme song. While the music plays, students pass the object around the circle. When the music stops, the student holding the object must say a vocabulary word, answer a question, or complete a prompt in Spanish (teacher choice). After they respond, start the music again and continue playing. Repeat until everyone has had a turn or as long as time allows. End by praising the group for participating and using their Spanish. **Tip:** Remind students to pass the object softly and to the person next to them with no throwing or hogging the item.

4. Interactive Conversation Practice: If possible, display the Panama Canal cultural image on a screen in a separate area of the room. Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.)

Say in a playful tone: “*Clase, ¿están listos para explorar juntos?*” (Class, are you ready to explore together?)

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

Use gestures and props for added comprehension as you go through the vocabulary.

Optional Puppet or Teacher led Intro:

- **Beto or Teacher:** “*¿Dónde está la cámara?*” (Where is the camera?) ‘*¿Dónde está?*’ means ‘Where is it?’”
- **Teacher:** “*Repitan: cámara.*” → Class repeats.
Hold up the “camera” or picture card.

Ask the students to stand up and line up behind you.

Teacher: “*¿Listos? ... ¡Hora de explorar!*” → Students walk *en una fila* (in a line) to the “Panama Canal” area or designated exploration spot in the classroom.

Teacher: “*Clase, ¡llegamos al Canal de Panamá!*” (Class, we’ve arrived at the Panama Canal!)

Teacher pointing to the cultural image: “*Es muy grande.*” (It is very big.)

Encourage students to repeat “*grande*” in a big, deep voice while stretching arms wide.

Teacher (acting out looking around): “*Hmm... ¿Dónde está la cámara?*”

Teacher asks: “*Clase, what am I looking for?*”

Confirm understanding: “*Yes, I’m looking for the camera.*”

Hold up the flashcard: “*Everyone repeat: la cámara.*”

Teacher (excited tone): “*¡Qué divertido! Quiero sacar una foto.*” (How fun! I want to take a picture.)

Teacher acts out taking a photo using a prop or their finger with an eye closed “looking through the lens”.

Students hold pretend cameras and repeat: “*sacar una foto.*”

Teacher asks a student: “*¿Puedes sacar una foto, por favor?*” (Can you take a picture, please?)

“*Clase, puedes* means ‘can you.’

Repeat: *puedes.*”

Praise: “*¡Muy bien, clase! Ahora sabemos cómo explorar el Canal y usar la cámara.*”

Teacher: “*Clase, ¿quieren ver el océano?*” (Do you want to see the ocean?)

- **Teacher prompts:** “Say: ‘*¡Sí!*’” → Class responds enthusiastically with thumbs up.

Teacher points to the flashcard of the ocean: “*Clase, miren. Este es el océano.*” (This is the ocean.)

Students repeat: “*el océano.*”

Teacher exaggerates a big gesture: “*El océano es muy grande.*” (The ocean is very big.)

Students repeat *grande* in a deep, wide-armed motion.

Teacher points to the flashcard of the ship/boat: “*Aquí hay un barco.*” (Here is a ship/boat.)

Students repeat: “*el barco.*”

Point to the smaller boat in the image.

"Este barco es pequeño." (This ship is small.)

→ Students repeat *pequeño* in a tiny voice.

Teacher: "What do you say if you are moving through a crowd and need to move past people? You say excuse me! Excuse me is 'con permiso'.

→ Students repeat *con permiso*.

Demonstration idea (optional):

Have several students stand close together.

Choose a volunteer to walk through the "crowd" politely saying *con permiso*.

End with: "Muy bien, clase. ¡Practicemos con un juego!" (Great job, class. Let's practice with a game!)

5. Juego: Simón dice (Simon says): Assign gestures or movement actions to each vocabulary word. For example, jump for "*grande*," crouch for "*pequeño*," make a circle with arms for "*el océano*", or pull a horn for "*barco*". The teacher, or a chosen student, is "*Simón*" and gives commands to the other players, who must only follow instructions preceded by the phrase "*Simón dice*". Players who incorrectly follow a command must answer a vocabulary question before the game continues. Students can switch being *Simón* or the teacher can remain in that position.

6. Juego: Encuentra a tu pareja: Give each student a flashcard from the vocabulary, include last week's cards for continued practice. Explain that when the phrase "*¡Explorar!*" is called out, students need to hurry and find their matching pair. Once everyone has found their matching pair, they need to work together to say the word on their flashcards. Help students as needed to move the game along and have the whole class repeat after each pair.

7. Cantamos: Invite students to stand with "*¡Levántense!*" and review the class theme song, *Marcha de exploración*. Model each line, then have students echo repeat. Once familiar, sing and act it out together with gestures. Give instructions in both Spanish and English. *Tip: Watch the video on the Futura vimeo for a reminder on the beat.*

Marcha de exploración (March in place while singing)

Explore! *¡Exploramos!*

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

¡Marchamos! (swinging arms)

¡Arriba! (Stand on toes with hands up)

¡Abajo! (squat down to the floor)

¡Exploramos! (jump up)

8. Transition: Quickly transition to the next activity with an attention getter such as, "*¡Manos arriba, exploradores!* Hands up explorers! *¡A marchar!* March!" March with them back to their seats/area for the next activity or in place if you are staying in the same spot.

9. Juego: Pictionary: Divide the students into teams, with one person at a time from a team drawing a secret word while their teammates try to guess it within a time limit. After the first team gets their guesses in, the next team goes with a new secret word. Help students draw as necessary or give a clue to the team. Explain to the teams that only you are allowed to help, and they should only guess when their teammate is at the board.

10. Juego: Paso por Paso (Red light, Green light): Have students line up on one side of the room while you stand at the other. Make sure there is enough moving space for this activity. When you say "*luz verde*" (green light), they walk, hop, or skip toward you (depending on the space you can set this expectation). When you say "*luz roja*" (red light), they must stop and freeze. To practice vocabulary, hold up two different

flashcards and call out one of them, students should point to the correct flashcard. If they get it correct, they can stay in the same spot, if they are wrong then they take a small step backwards. The first student to reach you wins.

11. Juego: Dance Freeze: Play music and have students dance or move around. Once the music stops call out a vocabulary word or phrase. Students must freeze and make a gesture representing that word (Jump with arms out for “*grande*,” crouch for “*pequeño*,” pretend to take a photo for “*sacar una foto*”). Everyone must be doing the gesture in order to continue the music.

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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 play this extra game. This can be substituted for games within the lesson plan or adapted for later classes as well.

- **Memoria:** Lay out all the flashcards face down on a table or the floor. Students will sit in a circle around the cards and take turns, going around the circle, trying to find matching cards. If they find a match, they must say the vocabulary word. Have the whole class repeat before continuing to the next person. If they do not find a match, the next person continues.

Vamos a Explorar Lesson Plan Outline Week 3

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & 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- t-shirt, gat, bracelet, small souvenir or any small item, fake money
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: shopping bag, vendor costumes (optional), price tags on paper, paper, coloring material, *el mapa de la ciudad* copies, flyswatters, Price is Right costs list

Week 3 Target Vocabulary: El centro comercial

<i>el centro comercial</i>	mall	<i>una camiseta</i>	t-shirt
<i>los dólares</i>	dollars	<i>un sombrero</i>	hat
<i>un recuerdo</i>	souvenir	<i>una pulsera</i>	bracelet
<i>¿Cuánto cuesta?</i>	How much does it cost?		
<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	

Key phrases to repeat during class and encourage Spanish responses:

<i>¿Qué quieres?</i>	What do you want?	<i>Quiero__.</i>	I want__.
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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 Review

- 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: As students continue to eat their snack and settle in, start your culture lesson.

Explain that Panamá City has some very big and exciting malls—much bigger than most malls they've seen! Two of the most popular malls are Multiplaza and Albrook Mall. Explain that Multiplaza is a fancy, modern mall with lots of well-known stores from around the world, like Nike, Adidas, Guess, and even the Apple Store. It even has a movie theater and a giant food court with places they might recognize like McDonald's and Cinnabon. Another mall, Albrook Mall, used to be part of a U.S. Air Force base! Now it's one of the largest malls in Panamá, and people can even take buses from all over the country to get there. This mall has tons of stores, many restaurants, and lots of fun things to see. Show students some pictures so they can imagine how huge and colorful these malls are. When people in Panamá want a cold treat, they often get a *raspado*, which is what they call a snow cone. Kids buy *raspados* from friendly vendors pushing little carts. They can choose yummy tropical flavors like *fresa* (strawberry), *maracuyá* (passion fruit), or *uva* (grape). Let students know that in Panamá, they pour *leche condensada* (sweet condensed milk) on top to make it extra creamy and delicious! Fun fact about hats in Spanish: There are two words. A *sombrero* can mean a wide-brimmed hat like the ones worn in México or a traditional straw hat in Panamá. The word *gorra* means a cap—like a baseball cap kids might wear to PE or recess. Show pictures so students can see the difference. End by asking students: “¿Qué te gustaría visitar: el centro comercial, un cine en Multiplaza, o comprar un raspado?” (What would you like to visit: the mall, a movie theater at Multiplaza, or a raspado cart?)

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 teach the new greeting song, and review the meaning of the lyrics. Model each line and have students echo you. Once they're familiar, sing it together using gestures—slowly raise arms to make a sun with arms above head in a circle for morning, slowly bring arms down to side for afternoon, and pretend to be sleeping for goodnight. Give directions in both Spanish and English for support.

Greeting song

Buenos días, buenos días, buenos días is good day.
Afternoon is *buenas tardes, buenas tardes* we will say.
Buenas noches, buenas noches, buenas noches is goodnight.
We can say *hasta la vista*. Til the next time we're in sight.

Vocabulary: After teaching the song, go over the lyrics and their meanings. Ask students how they would greet someone depending on the time of day by providing different time examples. 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.

3. Repaso: Teacher: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.

Juego: Simón dice (Simon says): Review the gestures or movement actions to each vocabulary word from last class. For example, jump for “*grande*,” crouch for “*pequeño*,” make a circle with arms for “*el océano*,” or pull a horn for “*barco*”. The teacher is “*Simón*” and gives commands to the other players, who must only follow instructions when the phrase “*Simón dice*” is said first. Players who incorrectly follow a command or act when “*Simón dice*” is not said must answer a vocabulary question before the game continues. **Note:** Review the flashcards from Day 1 and 2 with the whole class repeating after each word. Make it fun and engaging with different voices and lots of gestures!

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

Teacher: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.)

Teacher: Briefly explain: “*Ahora vamos a visitar el centro comercial.*” (Now we are going to visit the mall.)

Tip: You can bring a shopping bag to carry everything the students will be “shopping for”.

Optional Puppet Intro:

- **Dani (looking around):** “*¿Qué vamos a comprar?*” (What are we going to buy?)
- **Teacher:** “*¡Vamos a ver!*”

Set puppets aside and continue teacher-led.

Hold up flashcard/props while saying:

- “*Clase, repitan: una camiseta.*” (t-shirt)
- “*Clase, repitan: un sombrero.*” (hat)
- “*Clase, repitan: un recuerdo.*” (souvenir)
- “*Clase, repitan: una pulsera.*” (bracelet)
- “*Clase, repitan: los dólares.*” (dollars)

Guide students to do small hand gestures (point to shirt, pretend to put on a hat, shake a bracelet arm, etc.).

Teacher: “*Clase, repitan: ¿Cuánto cuesta?*” (How much does it cost?)

- Practice 2–3 times.

Teacher: “*Repitan: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.*”

Have students count with fingers or clap once per number.

Model short sentences and have class repeat each 2–3 times:

- “*Yo quiero una camiseta.*”
- “*Yo quiero un sombrero.*”
- “*Yo quiero una pulsera.*”
- “*¿Cuánto cuesta?*”

Teacher: “*Ahora vamos a practicar!*” (Now let’s practice!)

5. Interactive Conversation Practice:

Teacher: “*Clase, ¿están listos para ir al centro comercial?*” (Class, are you ready to go to the mall?)

Encourage students to respond: “*¡Sí!*”

Ask students to stand and line up behind you.

Teacher: “*¿Listos? ... ¡Vámonos!*”

Students walk *en una fila* (in a line) to the pretend mall area.

Teacher: *Clase, piensen... ¿Qué quieres del centro comercial?*” (Think... What do you want from the mall?) *Pueden querer ropa, comida, juguetes... cualquier cosa.*” (You might want clothes, food, toys... anything.)”

Call on 3–5 students to share ideas in English so everyone starts imagining the options. Write them on the board.

Then say: “*Muy bien. Ahora vamos a practicar en español.*”

Teacher: “*Clase, repitan: ¿Qué quieres?*” → Class repeats.

“*¿Qué quieres?* means ‘What do you want?’”

Hold up an item and say:

“*Clase, repitan: Quiero...*” → Class repeats.

Go around the group and ask:

- **Teacher:** “*¿Qué quieres?*”

- **Student:** “Quiero...” + their chosen item.

Then direct them to their seats:

- **Teacher:** “*Siéntense, por favor.*”

Once everyone is seated:

Teacher: “*Clase, repitan una vez más: ¿Qué quieres? / Quiero...*” → Class repeats.

Praise: “*¡Muy bien, clase! Ahora sabemos cómo decir que queremos.*”

- Note: You will probably need to help the students remember how to ask/answer the question in Spanish.

End with: “*¡Súper, clase! ¡Es el tiempo para un juego!!*” (Super, class! It’s time for a game!)

6. Juego: Telephone: Have students sit or stand in a line or circle. Whisper a Spanish word or short phrase (like *el barco* or *¿Dónde está...?*) to the first student. Each student quietly whispers what they heard to the next person in line. The last student says the word or phrase out loud. Compare it to the original and laugh at any funny changes! Repeat with different words so everyone gets a turn. Remind students to keep things appropriate. **Alternative:** Divide the students into teams and see which team can pass along the word/phrase correctly the quickest.

7. Cantamos: Invite students to stand with “*¡Levántense!*” and teach the following song, *Dólares Countdown*. Model each line, then have students echo repeat. Once familiar, sing it together with gestures—e.g., counting on fingers. Give instructions in both Spanish and English. **Tip:** Watch the video on the Futura vimeo for the beat.

Dólares Countdown

*Uno, dos, y tres dólares
Cuatro, cinco, seis dólares
Siete, ocho, nueve dólares
¡Diez dólares son!*

Vocabulary: After teaching the song explain what the lyrics mean: “One, two, three dollars. Four, five, six dollars. Seven, eight, nine dollars. There are ten dollars!” Write the lyrics on the board for the students to visually follow along.

8. Transition: Quickly transition to the next activity with an attention getter such as, “*¡Exploradores!*” Class responds, “*¡Listos para explorar!*” “*¡Vámonos!*” *Pretend to march while swinging your arms as you move to the next space or just guide them in a circle before stopping in the same area.

9. Skit: Act out a fun shopping-mall scene together as a class. Place the items (*una camiseta, un sombrero, una pulsera, un recuerdo*) on a table or display the flashcards on the board with new price tags, such as “\$7.00.” Begin by singing the verse to the tune of “*Farmer in the Dell*”: “*Vamos a comprar. Vamos a comprar. ¡Al centro comercial, quiero comprar!*” Then point to an item with excitement and model saying, “*Quiero comprar ____.*” and have the students repeat after you. Hand a student a shopping bag and have them step forward as the shopper. Encourage the shopper to ask, “*¿Cuánto cuesta?*” when approaching the shops. Choose three students to act as different vendors. Each vendor “owns” a different shop—one selling hats, one selling shirts, and one selling souvenirs or bracelets. Give them simple props, like a vest, apron, hat, or a name tag, to make it more fun (optional). When the shopper approaches a vendor, that vendor picks up the item, reads the price tag in Spanish, and says something like, “*Cuesta siete dólares.*” The shopper can hand the vendor play money or pretend to and the vendor places the item in the shopper’s bag. Praise the students and have the whole class repeat key phrases together. Continue the scene by calling on new students to take turns as shoppers or vendors, rotating roles so everyone gets to participate.

10. Proyecto de arte: El mapa de la ciudad: Students will create a weekly drawing to record the places they “explore” through Panama, building a semester-long keepsake map.

1. **Introduce the Activity**

- o Explain to students that each week they will add a new “location” to their map. At the end of the semester, these maps will be shared with their families as *El mapa de la ciudad*.

2. **Today’s Task**

- o Hand out one copy of the map to each student along with coloring utensils. (PDF can be found on the portal for extra copies)
- o Ask them to draw *el centro comercial* for this week’s front page and label it on the corresponding line.
- o If they wish, they may also add a place from last week’s stop: *el cine, la escuela, la casa, etc.*

3. **Incorporating Vocabulary**

- o Remind students to include any Spanish vocabulary they remember in their drawing.
- o On the back, encourage students to draw any additional vocabulary that can be found in or around the location they drew. Older students: label 1-2 drawings 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 the end of the semester.

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 exploration map.

6. **Closure & Transition**

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

11. Juego: El Precio es Correcto: Explain to the students that in Panama there are fun game shows on television, similar to the U.S., like “100 Panameños Dicen” and “Tu día de Suerte.” Today, the class will play a game like “The Price is Right.” Divide the students into teams. Show an object to the class and ask, “¿Cuánto cuesta?” Each team secretly discusses a price between 1 and 10 dollars, they can also write it on a piece of paper. When you say “basta,” teams hold up their answers and say the amount in Spanish or just say it one at a time, for example, “Nueve dólares.” The team with the closest price without going over wins the round. Continue with several objects, rotating which team guesses first, and keep score if desired. (For example: a pencil = \$2.00, a backpack, \$10.00, a poster = \$5.00, an erase marker = \$3.00, etc.)

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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

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 play this extra game. This can be substituted for games within the lesson plan or adapted for later classes as well.

- **Sombrero, Sombrero, Pulsera (Duck, Duck, Goose):** Have students sit in a circle. One student walks around tapping heads, saying "sombrero" each time. When they say "pulsera", the tapped student must get up and chase them around the circle. The tagger has only **three rounds** around the circle to catch the first student. The first student tries to sit in the empty spot before being tagged. If they make it, the chaser answers a vocabulary question. If they get tagged, the first student answers a question. After each answer, the whole class repeats the word in Spanish.
- **Vamos a comprar...:** Have students stand together in the center of the room. Place two matching sets of vocabulary flashcards around the room so that each word appears in two different spots. Quickly review the vocabulary by pointing to each card and having students say the word out loud. When the game begins, call out one vocabulary word in Spanish. Students must listen carefully and move quickly to one of the flashcards that matches the word. Once they choose a card, they must stay there and cannot switch. Check to see who is standing at the correct card. If any students are at the wrong card, briefly review the correct location. Hold up the correct flashcard and have the whole class repeat the vocabulary word together. Continue calling out new words, reviewing and repeating each term as the game continues.

Vamos a Explorar Lesson Plan Outline Week 4

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-3 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, music, notecards/paper, coloring material, *el mapa de la ciudad* art project

Week 4 Target Vocabulary: *El museo*

<i>el museo</i>	museum	<i>¿Cuánto cuesta?</i>	How much does it cost?
<i>el arte</i>	art	<i>el boleto</i>	ticket
<i>Me encanta...</i>	I love...	<i>el mercado</i>	market
<i>¿Puede(s)...?</i>	Can you...?	<i>la artesanía</i>	Handicraft

Key phases to repeat during class and encourage Spanish responses:

<i>¡Mira!</i>	Look!	<i>Quiero comparar...</i>	I want to buy...
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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: Talk to students about *Panamá Viejo*, the very first capital of *Panamá*. Long ago, in 1671, pirates burned the city down! Today, you can visit the *Museo de Sitio Panamá Viejo*, where people can see old stone ruins, cool artifacts, and a giant model showing what the city looked like before it was destroyed. Right next to it is the *Mercado Nacional de Artesanías*, a colorful craft market where Indigenous artists from all around *Panamá* sell beautiful handmade items. Show students the culture pictures of bright *molos*—colorful fabric designs sewn by Cuna women—as well as woven *Emberá* baskets, special Ngöbe-Buglé dresses, and tiny carved tagua-nut animals. **¿Qué colores ven? What colors do you see?** Encourage the students to call out the colors they see in the images in Spanish, helping them when they do not know. You can also introduce *El Centro de Exhibiciones Marinas*, a marine museum run by the Smithsonian near the Panama Canal. Folks can see two aquariums, walk on a little forest trail to look for iguanas and sloths, and compare fish from the Caribbean Sea (big and colorful!) with fish from the Pacific Ocean. Outside, visitors can look at drawings of big ships and even use a telescope to watch boats moving through the Canal, with signs in both English and Spanish for tourists from all over the world. Show the students the picture from the staff portal. **What would they prefer to go and see, the fish at the aquarium or the iguanas and sloths on the forest trail? 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 the greeting song they learned last week. Encourage the students to sing with you and copy the gestures.

Greeting song

*Buenos días, buenos días, buenos días is good day.
Afternoon is buenas tardes, buenas tardes we will say.
Buenas noches, buenas noches, buenas noches is goodnight.
We can say hasta la vista. Til the next time we're in sight.*

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: Papa caliente (Hot potato): Have the students sit in a circle and quickly go through the vocabulary from the previous class for a refresher. After having them repeat after you for each flashcard, explain that the game will be using a ball and calling it the “dólar”. Explain to the students that they will need to gently pass around the “dólar” 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: Use gestures and say, “*Siéntense, por favor.*” (Please sit down.) In a playful tone, start the conversation:

“*Clase, ¿están listos para explorar el museo juntos?*” (Class, are you ready to explore the museum together?) Encourage students to respond with: “¡Sí!”

Use gestures and props to support understanding as you introduce vocabulary.

Ask the students to stand up and line up behind you.

Teacher: “¿Listos? ... ¡Hora de explorar!”

Students walk *en una fila* (in a line) to the “museum” area or exploration spot.

Optional Puppet or Teacher-Led Intro

- **Beto or Teacher:** “¡Mira!” (Look!)
Point to the museum flashcard.
- **Teacher:** “Repitan: ¡Mira!” → Class repeats.

Teacher acts out going up to the museum:

Teacher: “Clase, ¡llegamos al museo!” (Class, we’ve arrived at the museum!)

“Clase, repitan: museo.” → Class repeats.

Teacher: “Tenemos que comprar un boleto, repitan: boleto.” → Class repeats.

Hold up an item like a small toy, postcard, or bracelet flashcard from last class.

Teacher: “Hmm... ¿Cuánto cuesta?” (How much does it cost?)

“Clase, repitan: ¿Cuánto cuesta?” → Class repeats.

→ Teacher rubs fingers together like money; students copy.

Then say:

Teacher: “Quiero comprar...” (I want to buy...)

“Repitan: Quiero comprar...” → Class repeats.

Continue with the rest of the vocabulary while holding up respective flashcards:

“Muy bien. Clase, repitan: Me encanta..” (I love...) → Class repeats.

“Clase, repitan: el arte.” (Art.) → Class repeats.

“Clase, repitan: Me encanta...” (I love...) → Class repeats.

“Clase, repitan: ¿Puede(s)...?” (Can you...?) → Students repeat with hand gesture of asking for help.

“Clase, repitan: el mercado.” (Market.) → Class repeats.

“Clase, repitan: la artesanía.” (Handicraft.) → If possible, show a small craft or picture.

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

5. Juego: El susurro (Telephone): Explain to the students that it is respectful to speak quietly in museums. For this game all students will need to use a “susurro” (whisper). Divide the class into two teams and have them sit in lines facing you. You will call up the first person from each team and you will whisper one of the new vocabulary words to each of them, use different words for each team. That person then returns to their spot in line and waits for you to say, “¿Listos? ¡Vamos!” which is their sign to then whisper their word in Spanish to the student behind them. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in the line, they will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is always a new first player for each game. **Tip:** Quickly review the vocabulary before starting. You can include past vocabulary in some rounds for additional practice.

6. Stations: For these next few activities you will have the students follow you around to the room to different stations as listed below, prepare these before starting. For station 1 you will need to have the flashcards on display around the room, station 2 and 3 will need the flashcards separated back into their two sets before starting. If possible, prepare these before starting. Explain to the students that you will be going on an exploration in Panama. As you move between stations sing the *marcha de exploración* theme song with gestures. Keep each station brief, no more than 5-7 minutes to keep students engaged and moving at a fast pace.

Marcha de exploración (March in place while singing)

Explore! ¡Exploramos!

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

¡Marchamos! (swinging arms)
¡Arriba! (Stand on toes with hands up)
¡Abajo! (squat down to the floor)
¡Exploramos! (jump up)

Station #1: Racing game: Set out different flashcards (and props if possible) either on a table, the floor, or all around a small area of the classroom like art in a museum (whatever your space allows). Divide the class into two teams and have them sit or stand in a line. When you call out, “¿Dónde está....” along with a vocabulary word, the first person in each team will race to grab the correct card/prop. The fastest player to grab the correct item scores a point for their team. After each round hold up the card or prop and have the class repeat the Spanish word. **Older students:** For a class of older students, you can instead place labels of the words around the room, table or floor. While in teams, the first student receives a flashcard (no words) or a prop. They then have to race to place it by the correct label.

Station #2: ¿Dónde está? (Sentence translation): 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 arte?” 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 señora quiere un sombrero y una pulsera. Nos subimos en un barco en el océano. Me encanta el museo.*

Station #3: Busca tu amigo del mercado (Find your pair): Explain to the students at the market in *Panamá Viejo* is very crowded so people have a hard time finding each other. In this game the students will need to find their *amigo del mercado* or friend for the market. Their *amigo del mercado* will have the matching picture or vocabulary word to the card they receive. Have both your sets of flashcards ready to distribute among the students giving half of them the flashcard with the word and the other half the flashcard without the word. The students should keep their cards secret to other students and need to start walking around the room while you play music. When the music stops, the students must find their matching partner. Encourage the students to only use *con permiso* if they need to pass by someone in the crowd. Otherwise, they should be finding their partner without talking. After all students have found their partner, they should quietly stand next to each other to show they are ready. Go around to each set of partners and ask them to say the word on their flash card. Have the whole class repeat after each pair. You can then switch cards and do another round.

7. Transition: Teacher: “¡Uno, dos, tres!” **Clase:** “¡Cuatro, cinco, seis!” **Teacher:** “Clase, vamos a continuar la aventura. ¿Están listos?” **Clase:** “¡Listos!”

8. Juego: Caminata de puntillas (Cake walk): In this game the students are back in the museum and have to be very quiet and will need to walk on their tip toes. Place pieces of paper on the floor in a circle. Each paper should have a number (1-10) on it. If you have more than 10 students in class you will need to add more numbers, there should be one number paper for each student. Have the students stand next to a number outside of the circle. Once you start playing music, the students should tiptoe around the circle from number to number. When you stop the music, use a whisper and call out a number in Spanish. The student with that number answers a question in Spanish and the game continues. **Tip:** Quickly review the numbers in Spanish before

starting. Remind students with phrases like, “*silencio, por favor*” and “*caminando de puntillas*” during the game.

9. Juego: Matching Game: Divide your class into two teams and 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:** 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 museo?*”

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

- Hand back the student’s sheet from last week and coloring utensils
- Have the students add the museum as their new city location.
- Students draw and include any Spanish vocabulary on the back of the sheet that connects with the museum using the vocabulary words they learned in class today. 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 papers to keep safe for next week.

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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 or one from previous weeks. This game can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **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 ticket en español?*”

Vamos a Explorar Lesson Plan Outline Week 5

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-4 for review.
- Vocabulary props if possible: plastic silverware, paper plate and table cloths, menu
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, *el mapa de la ciudad* art, white board/paper, music

Week 5 Target Vocabulary: *El restaurante*

<i>el restaurante</i>	restaurant	<i>el mesero/la mesera</i>	server (waiter/waitress)
<i>la cena</i>	dinner	<i>el pescado</i>	fish (to eat)
<i>la carta</i>	menu	<i>la ensalada</i>	salad
<i>Me gustaría...</i>	I would like...	<i>el bistec</i>	steak

Key phrases to repeat during class and encourage Spanish responses:

<i>Por favor</i>	Please	<i>Gracias.</i>	Thank you.
<i>¿Dónde está?</i>	Where is...?	<i>¿Cuánto cuesta?</i>	How much does it cost?

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 up the tables and chairs to look like a restaurant as much as possible. Have preassigned "reservations" based on the teams you will be using later in the activities. Set up your tables with the plastic silverware and table cloths if you have them (optional).

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. 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. Ask students what they think food in Panama is like, then show them pictures and sample menus from Spanish-speaking restaurants to spark curiosity. Explain that Panama has lots of delicious dishes, starting with *sancocho*, a warm, cozy chicken soup made with a special root vegetable called *namé* and flavored with fresh green herbs. Tell them that *corvina*, a tasty fish also known as sea bass, is very popular and can be cooked in different ways—fried, baked, or even served as *ceviche*, which is fish “cooked” in lime juice. **Has anyone ever had tamales? What do they look like or what is usually inside them?** Describe Panamanian tamales as soft, square “corn pillows” made from ground corn dough filled with chicken or pork, wrapped in a banana leaf, and gently boiled—almost like opening a food present! Share that the word *Panamá* means “abundance of fish,” and because the country touches both the Atlantic and Pacific Oceans, people enjoy lots of fresh seafood like shrimp (*camarón*), lobster (*langosta*), and fish (*pescado*). Encourage students to react to the foods and discuss which dishes they’d like to try.

In Panamá, people love to shop in little neighborhood stores and busy outdoor markets, which makes shopping feel like an adventure. A bakery is called a *panadería*, and you can smell fresh bread as you walk by. On many streets, you might see carts selling colorful fruits and vegetables. One exciting place is *El Mercado de Mariscos*, the Seafood Market, where fishermen bring in tuna and octopus, and vendors call out their best deals while filleting fish right in front of everyone. There are also small food stands that sell yummy snacks like *ceviche*. Another popular spot is *El Mercado Público*, a big covered farmers’ market in Panama City where people buy fruits, vegetables, meat, spices, and nuts, and grab quick meals from *fondas*, which are simple food stands with homemade Panamanian dishes. Explain to students that in Spanish-speaking countries, people often call the menu *el menú* instead of *la carta*, and servers can be called *camareros* or *mozos* instead of *meseros*. Just like in English—where people in England say “lift” for elevator or “loo” for bathroom—different Spanish-speaking places sometimes use different words for the same thing, which is part of what makes learning languages fun! **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 introduce the greetings song *Buenos días*, sung to the tune of *Frère Jacques*. Model each line and have students echo you. Once they’re familiar, sing it together using gestures—make a sun shape with your arms overhead for *buenos días*, shrug with palms up for *¿cómo estás?*, and wave for *ya me voy*. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video. **Tip:** Sing the first line and have the students respond back with the repetition.

Buenos días
Buenos días, buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien gracias, muy bien gracias
Ya me voy, ya me voy

Vocabulary: After teaching the song explain what the lyrics mean: “Good morning, good morning. How are you? How are you? Very good thank you, very good thank you. I’m going now, I’m going now.” 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.

Repaso: Teacher: *¿Están listos, exploradores? Are you ready, explorers? Hoy vamos a jugar un juego de la semana pasada y repasar juntos.* Today we’re going to play a game from last week and review together.

Juego: Caminata de puntillas (Cake walk): In this game the students have to be very quiet and will need to walk on their tip toes. Place pieces of paper on the floor in a circle. Each paper should have a number (1-10) on it. If you have more than 10 students in class you will need to add more numbers, there should be one number paper for each student. Have the students stand next to a number outside of the circle. Once you start playing music, the students should tiptoe around the circle from number to number. When you stop the music, use a whisper and call out a number in Spanish. The student with that number answers a question in Spanish and the game continues. **Tip:** Quickly review the numbers in Spanish before starting. Remind students with phrases like, “*silencio, por favor*” and “*caminando de puntillas*” during the game.

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

Teacher: “*Hoy vamos a viajar a un restaurante. Vamos a practicar cómo pedir comida y cómo hablar con el mesero o la mesera.*” (Today we are going to travel to a restaurant. We are going to practice how to order food and talk to the waiter/waitress.)

Teacher explains (hold up flashcards as you go through vocabulary): “‘*Me gustaría*’ means ‘I would like.’
Repitan: Me gustaría.”

“‘*¿Cuánto cuesta?*’ means ‘How much does it cost?’ *Repitan: ¿Cuánto cuesta?.*”

“‘*La carta*’ means ‘the menu.’ *Repitan: la carta.*”

Teacher: “*Ahora vamos a entrar al restaurante. El mesero es la persona que nos ayuda a pedir.* (Now we are going to enter the restaurant. The server is who will be helping us order.)

Repitan: el mesero / la mesera.” →Students repeat.

Teacher (acting as the server) approaches students: “*Buenas tardes. Soy su mesero. ¿Qué les gustaría para la cena?*” (Good afternoon. I am your server. What would you like for dinner?)

Teacher points to pictures: “*Repitan: el pescado.*” →Students repeat.

Repitan: el bistec.” →Students repeat.

Repitan: la ensalada.” →Students repeat.

Teacher asks a student: “*¿Qué te gustaría?*”

→ Student replies: “*Me gustaría el pescado.*” (Younger students can simply point and say the word.)

Teacher: “*¡Muy bien! Cuando pedimos algo, necesitamos usar por favor y gracias. ‘Gracias’ means thank you y ‘por favor’ means please. Repitan: ‘Gracias.’... ‘Por favor.’*”

“*Ahora lo van a hacer ustedes.*” (Now you’re going to do it.)

Pick one student from each table to be the waiter/waitress and ask their partners what they would like in Spanish. Then each student at the table will respond using “*Me gustaria...*” and “*por favor/gracias*”. You can call out the phrase that each role should be using and they can say it together when it is their turn to speak.

For example: “*Meseros y meseras, pregunten: ¿Qué te gustaría?*” and all waiters repeat after you.

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: Restaurante (Racing game): Before starting the game, quickly review today’s vocabulary by showing each flashcard and having students repeat the Spanish word. Explain that the restaurant in Panama is very busy and the servers move fast. Divide the class into two teams, and have each team sit at a table. Spread the flashcards around the room. When the teacher calls out a word, one player from each team races to find that flashcard and bring it back to their table like a fast restaurant server. Students can

even carry the card on a paper plate to pretend it's a serving tray. The first player to bring the correct card earns a point for their team. Keep playing with new players each round and call out a different vocabulary word each time, having the whole class repeat the words as extra practice.

6. Juego: Me gustaría (pass around the circle): Stand with the students around a table with vocabulary cards spread out in the middle. Explain that when you say “Me gustaría + vocabulary item.” The student on your right will search for that item and take it from the center of the table. He or she will then pass it to the right so that it will go all the way around the table to get to you. When each student receives the item he or she must say the word in Spanish. For example if you say “Me gustaría la carta.” The student will pick up the menu and say “carta” and pass it to the right. Each student will say “carta” while passing the menu to get to you. Continue playing by having the next student at the table (to the right of the first student) grab the next item you call out to pass, and so on. **Tip:** Once the students understand the activity, encourage them to see how quickly they can say the object in Spanish and pass it around the circle for more fun. **Note:** Make sure to also add vocabulary from previous lessons to this activity for review.

7. Cantamos: Invite students to stand with “¡Levántense!” and introduce the song *Por favor, Quiero*, sung to the tune of *Row, Row, Row your Boat*. Model each line and have students echo you. Once they're familiar, sing it together using gestures— Hands together for *por favor*, moving hands like a fish, hands to chest for *quiero*. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video.

Por favor, Quiero

Por, por, por favor

Pescado por favor

Quiero, quiero, quiero, quiero

Pescado por favor

Por, por, por favor

Bistec por favor

Quiero, quiero, quiero, quiero

Bistec por favor

Por, por, por favor

Ensalada por favor

Quiero, quiero, quiero, quiero

Ensalada por favor

Vocabulary: After teaching the song explain what the lyrics mean: “Please, please, please. Fish please. I want, I want, I want, I want. Fish please. Please, please, please. Steak please. I want, I want, I want, I want. Steak please. Please, please, please. Salad please. I want, I want, I want, I want. Salad please.” Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

8. Transition: Teacher: “¡Exploradores!” **Clase:** ¡Listos para explorar!”

9. Juego: ¿Qué falta para la cena? (What card is missing): Ask students if they have ever gone to a restaurant where their server ever forgot something they ordered. Today they are going to be the restaurant manager and help remind the server what they forgot. Place all of the picture flashcards representing the vocabulary from today's class in the center of the table. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to turn around. You will then remove a card from the table before calling the students back over. The

first person from each team to remember the name of the object that is missing when you ask, “¿Qué falta?” and say it correctly in Spanish scores a point for his or her team. Teams are not allowed to help those answering and must stay quiet. Switch out the student who is guessing and which card is missing each round.

10. Juego: 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.

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

- Hand back the student's sheet from last week and coloring utensils
- Have the students add the restaurant as their new city location.
- Students draw and include any Spanish vocabulary on the back of the sheet that connects with the restaurant using the vocabulary words they learned in class today. 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 papers to keep safe for next week.

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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.

- **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.

Vamos a Explorar Lesson Plan Outline Week 6

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-5 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, *mapa de la ciudad* art, ball, paper/notecards, music

Week 6 Target Vocabulary: *El hotel*

<i>el hotel</i>	hotel	<i>la cama</i>	bed
¿Cómo estás?	How are you?	<i>el cuarto</i>	room
<i>Estoy bien.</i>	I'm good.	<i>el pan</i>	bread
<i>Estoy cansado(a).</i>	I'm tired.	<i>la panadería</i>	bakery

Key phrases to repeat during class and encourage Spanish responses:

¿Dónde está...?	Where is...?	¿Cuánto cuesta?	How much does it cost?
<i>Me gustaría...</i>	I would like...	<i>Quiero...</i>	I want...

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

- 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. *El Boquete* is a beautiful town in the mountains of Panama, and many tourists visit because it feels like stepping into a real jungle adventure! Show students where *El Boquete* is on the map and explain that people go there to explore rainforests, zip-line through the trees, go white-water rafting, and enjoy amazing views. Ask students what they think hotels in Panama might look like, then show them the picture of *El Hotel Escondido* and explain that it's a real hotel in Boquete where visitors stay to relax and enjoy the scenery. Ask students, **what do you usually get at a café or bakery?** Tell them that Boquete also has yummy *panaderías*, or bakeries, like Sugar and Spice, where people buy bread, pastries, sandwiches, and soups, and Garden Bakery, where you can enjoy treats like cinnamon buns, ice cream cones, or a big breakfast. Share that people in Panama enjoy special breakfast foods too, like *hojaldras*, which are like flat, hot doughnuts with sugar on top, and *carimañolas*, which are rolls made from yucca and filled with meat and boiled egg. These foods, along with the fun adventures and pretty views, help make *El Boquete* a very exciting place to visit in Panama. **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 reintroduce the greetings song this time with *Buenos tardes*, sing to the tune of *Frère Jacques*, and review the meaning of the lyrics. Model each line and have students echo you and use gestures.

Buenas tardes

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

Conversation practice: Emphasize the lyrics ‘*Buenas tardes*’ and explain to the students that this means ‘Good afternoon’. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along. Have the students turn to a partner and practice asking, “¿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. **Tip:** Use your expense allotment to purchase finger puppets to make this conversation practice more fun and engaging!

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 of the places they have learned 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. Set up the flashcards around the room to “visit” as they learn the words.

Teacher: (with gestures) “*Formen una línea, por favor.*” (Form a line please.)

Teacher: “*Clase, hoy vamos al hotel. ¿Listos?*” (Class, today we are going to the hotel. Ready?)

Class responds: “¡Sí!”

Teacher: “¡Vámonos!” (Let’s go!) March to the hotel flashcard.

“*Aquí está el hotel. Repitan: el hotel.*” → Students repeat.

Teacher: “*Ahora, vamos a el cuarto.*” (Now, let’s go to the room.) March to the room flashcard.

“*Repitan: el cuarto.*” (Repeat: the room.) → Students repeat.

Teacher (pretending to lie down): “*En el cuarto, hay la cama.*” (In the room, there is the bed.)

“*Repitan: la cama.*” → Students repeat and act out lying down.

Teacher: “*Clase, repitan: ¿Cómo estás?*” (Repeat: How are you?)

Model two answers:

- “*Estoy bien.*” (I’m good.)
→ Students repeat with a happy gesture.
- “*Estoy cansado / cansada.*” (I’m tired.)
→ Students repeat with a sleepy gesture.

Invite individual students to answer you: “¿Cómo estás?”

Teacher: “*Dentro del hotel hay la panadería.*” (Inside the hotel there is the bakery.)

“*Repitan: la panadería.*” → Students repeat.

“*En la panadería, hay pan.*” (In the bakery, there is bread.)

“*Repitan: el pan.*” → Students repeat and pretend to eat as a gesture.

Teacher: “¡Muy bien! Ahora repitan todo conmigo.” (Very good! Now repeat everything with me)

Point to flashcards as you say each word and include gestures where possible.

- *el hotel* — hotel
- *el cuarto* — room
- *la cama* — bed
- *la panadería* — bakery
- *el pan* — bread
- *¿Cómo estás?* — How are you?
- *Estoy bien.* — I’m good.
- *Estoy cansado(a).* — I’m tired.

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: Papa Caliente (Hot Potato): Invite the students to sit in a circle on the floor using gestures and saying, “*Siéntense aquí por favor.*” Explain that you will be playing a variation of Hot Potato where the potato is actually a *pan*. You can use a ball for this and call it a *pan*. The students will pass around the *pan* as you play music. When they hear the music stop, the person holding the *pan* will need to answer a vocabulary question in Spanish. Once they have answered, have the whole class repeat the Spanish word before continuing the music. Continue for a few rounds, and try to get a different person each round. **Tip:** Give reminders before starting the game on the Student Responsibilities and using gentle passes as the game goes on. There should be no throwing or hogging the *pan*.

6. Juego: Simón quiere... (Simon Says): Have all the students stand in front of you with plenty of space to move. Together, assign gestures to the vocabulary words you will be using in the game. For example: *el barco* = row a boat, *la cama* = pretend to sleep, *el arte* = pretend to paint, *la ensalada* = mixing salad hands, *la cámara* = take a picture. Explain that they should only do the gesture to the word you call out if you start by saying “*Simón quiere...*”. For example, “*Simón*

quiere.. el barco.”and they have to do a rowing gesture. If you *don't* say “*Simón quiere*” and a student still does the action, they have to answer a vocabulary question about a word not being used in the game. Continue giving commands faster or slower to make it fun.

7. Cantamos: Invite students to stand with “*¡Levántense!*” and do the class theme song, *Marcha de exploración*. Sing it together with gestures—e.g., looking to the left for *izquierda* and swinging arms for *marchamos*. **Tip:** Watch the video on the Futura Vimeo for the beat.

Marcha de exploración (March in place while singing)

Explore! *¡Exploramos!*

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

¡Marchamos! (swinging arms)

¡Arriba! (Stand on toes with hands up)

¡Abajo! (squat down to the floor)

¡Exploramos! (jump up)

8. Actividad: El hotel (Matching race): Explain that the hotel employee in Panama is very busy and is trying to accommodate a lot of guests. Divide the class into two teams. Each team is going to race to help the hotel sort out the requests from guests. To start the game have two players from each team come to the front of the room. The pairs will work together competing against the other team. Before starting be sure to review the following vocabulary: *Me gustaría*, *cuarto*, *cama*, *grande*, *pequeño*, 1-3, and *por favor*. Have the flashcards for *cuarto* and *cama* set out for each team. Give each pair pieces of paper or note cards with 1, 2, 3, *pequeño*, and *grande* written on them. You will then say one of the sentences shown below and the pairs have to work together to label the flashcards with the correct details. First pair to label the flashcards correctly wins a point for their team. **Tip:** Try to pair an older student with a younger student for the *amigo mayor* and *amigo menor* method.

“Me gustaría dos cuartos con una cama por favor.”

“Me gustaría un cuarto con dos camas por favor.”

“Me gustaría tres cuartos con dos camas por favor.”

“Me gustaría un cuarto grande por favor.”

“Me gustaría un cuarto con una cama grande por favor.”

“Me gustaría un cuarto con dos camas pequeñas por favor.”

9. Juego: Sin Sillas (Musical chairs without the chairs): Place flashcards down in a circle shape. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up a flashcard and stand on its place mark. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. Alternatively, call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say, “*¡Aquí!*” Have the whole class repeat for continued practice before continuing into a new round.

10. Juego: Pasos del Explorador (Following directions): Invite all students to stand shoulder to shoulder in a line on one side of the room. Bring out the flashcards of different places taught this semester and review them as you set them in different areas. Explain that you will give students simple movement commands using the vocabulary, such as “*Da tres pasos hacia el restaurante*,” “*Da dos pasos hacia la panadería*,” or “*Da un paso hacia el museo*.” Go over what the phrase, “*Da __ pasos hacia __*.” means. Students will need to listen carefully and move around the room, taking the correct number of steps toward the place you name. They must stay alert, because whenever you say “*¡Con permiso!*” they must freeze immediately. Any student who moves after “*¡Con permiso!*” will need to answer a vocabulary question. Continue for a few

rounds. Whoever reaches the last location called first will announce where they are. Have the whole class repeat.

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

- Hand back the student's sheet from last week and coloring utensils
- Have the students add the hotel and bakery as their new city locations.
- Students draw and include any Spanish vocabulary on the back of the sheet that connects with the hotel and bakery using the vocabulary words they learned in class today. 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 papers to keep safe for next week.

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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.

- **Alrededor de la panadería (Around the World Variation):** Gather your flashcards and have the students sit in their seats on the “*panadería*.” 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 de la panadería*”- 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.

Vamos a Explorar Lesson Plan Outline Week 7

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & 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: coloring material, *mapa de la ciudad* art, music, paper/notecards

Week 7 Target Vocabulary: *La excursión*

<i>el mono</i>	monkey	<i>el/la guía</i>	guide
<i>la selva</i>	rainforest/jungle	<i>el café</i>	coffee
<i>el perezoso</i>	sloth	<i>el pájaro</i>	bird
<i>las flores</i>	flowers	<i>la serpiente</i>	snake
<i>la rana</i>	frog	<i>la planta de café</i>	coffee plant

Key phrases to repeat during class and encourage Spanish responses:

<i>¿Puedes ver...?</i>	Can you see...?	<i>Me encanta.</i>	I love it.
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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

- 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. Latin America, including Panama, is full of amazing rainforests that look like real-life jungles. These green, leafy places are home to tons of cool plants, bright flowers, and animals you won't see in most parts of the United States. In the western region of Panama, called *Chiriquí*, you can find sparkling rivers, big waterfalls, and tall mountains. One of the most famous places there is *Volcán Barú*, the highest point in all of Panama. Even though it's a volcano, don't worry, it isn't active anymore! The national park around it has a beautiful trail where people hope to spot a rare and colorful bird called the quetzal, sometimes called a "bird of paradise." Show students pictures and ask if they think *they* could spot such a bright bird on a rainforest walk. Next, ask students: **¿Ustedes toman café? ¿Les gusta el café?** Many kids will say no—but you can explain that coffee is very important in many Latin American countries like Panama, Colombia, Costa Rica, and Guatemala. Panama's coffee is extra special because the weather and soil help grow very high-quality beans. However, students should also learn that growing coffee takes a lot of work. Farmers clear areas of forest to plant rows and rows of coffee plants. Whole families often move to work on coffee plantations. Introduce Kotowa Coffee, a real coffee plantation in Boquete, Panama. Explain that visitors can go on tours there to learn how coffee grows, see the plants up close, and even taste the coffee (grown-ups only!). Show pictures from the staff portal or their website so students can imagine walking through the plantation like explorers.

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 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?

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. Go over the difference of *Buenos días*, *tardes*, and *noches* and when you would use each of them.

3. Repaso: Review days 1-6 vocabulary and encourage the whole class to repeat after you. Choose your most successful game/activity from the past lessons to review with the students. Some examples are:

- *Sin sillas* (page: 11)
- *Papa caliente* (page: 14)
- *Simon dice* (page: 15)
- Telephone (page: 20)

Start with:

Teacher: *Estoy muy feliz de verlos hoy. I'm happy to see you today. Vamos a despertarnos un poco con un juego de repaso. Let's wake up a little bit with a review game.* **Tip:** Encourage the whole class to repeat the answers during the games to ensure reinforcement of the lessons for retention.

4. New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for this lesson from both sets. Set the *selva* card a few feet away from your starting point before starting.

Teacher (with gestures): "Formen una línea, por favor." (Form a line, please.)

Optional Puppet or Teacher: "Clase, hoy vamos a la selva en Panamá. ¿Listos?" (Class, today we are going to the rainforest in Panama. Ready?)

Class: "¡Sí!"

Teacher: "¡Vámonos!" (Let's go!) → March to the jungle flashcard.

Teach the remaining vocabulary with the same structure as the past classes.

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: Selva Scramble: Take out matching flashcards from today and previous weeks. Randomly hand out flashcards to students, making sure that they all have a partner with the same card. Students should not show anyone else their card. Once you start the music, students should quietly move around the room and try to find their partner with the matching card. Once they find their match, they can sit down. After everyone has found their match, go around to each pair and have them call out their vocabulary word. Encourage the whole group to repeat after each pair. Give out new cards and do another round.

6. Juego: ¿Dónde está en la selva? (Choose the correct card): Divide the students into two teams and then invite them to sit in a circle where they sit on the same side as their team. Explain that the students will be racing to find the vocabulary word that you call out in the "selva". Have the flashcards for today's vocabulary mixed in with flashcards from all previous classes set out on a table or up on the board. Have one player from each team scoot up a little from their spot to compete. When you call out a vocabulary word in Spanish, the students will race to put a hand on the matching picture flashcard. So, if you call out "las flores" the students will race to pick up the flower picture. The student to choose the correct picture flashcard the fastest scores a point for his or her team. Continue playing until five to seven minutes is up. Throughout the activity make sure to hold up the picture flashcards after the answer is found and encourage the entire class to repeat the Spanish word for additional practice. **Tip:** Review any words from past classes that you will be using before starting the game.

7. Cantamos: Invite students to stand with "¡Levántense!" and sing the *Countdown Song*. Make sure to have the students mimicking the gestures as they chant along!

Countdown Song

*Unos, dos, y tres monos
Cuatro, cinco, seis monos
Siete, ocho, nueve monos
¡Diez monos son!*

8. Juego: Pictionary: Have students sit where they can see the board clearly. Choose one student to come to the front and quietly show them a vocabulary word. The student draws a picture of the word on the board without talking, using letters, or numbers. The rest of the class raises their hand to guess the word in Spanish. Once someone guesses correctly, have the whole class repeat the word together for practice. Choose a new student and a new word and continue playing until several students have had a turn. **Alternative:** Split the class into two teams and have them take turns sending a teammate to the board to draw. Students can only guess if someone from their team is at the board. **Older student classes** can send one person from their team each and race to figure out the word before the other team.

9. Proyecto del arte: El mapa de la ciudad: Ensure students finish and prepare their *mapa de la ciudad* 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 map of exploration to their parents.
- Hand back all sheets so students can review their work.
- Give students time to finish any drawings or labels.
- Walk around to help with organization and spelling.
- If a student finishes early, invite them to share their map with a partner and practice saying some of the Spanish words they included. They can also add things from today's class in any blank spaces or things from the culture lessons.
- Collect the completed sheets at the end of class.
- End with excitement: "*Mañana vamos a terminar nuestros mapas de la ciudad y mostrarlos a sus padres.*"

10. Juego: Lotería: Hand out the *lotería* cards from the portal along with pieces of paper, a pencil, or beans to use as "markers" for the card. Review a few of the pictures or words on the cards before starting. You will call out the words in Spanish one at a time, and students will listen carefully and cover or mark the matching picture on their card. When a student fills their board, they should quietly raise their hand and say "*¡Lotería!*" Check the card together as a class. Continue playing until several students have filled their cards, reviewing and repeating the vocabulary words as you go. **Note:** Prizes are optional for this game. You can also give extra stickers as a simple reward.

11. Juego: Guía, Guía (Red Rover): Divide the students into two groups and have them stand in lines facing each other a few feet apart. Each team should stand an arm's length away from each other so there is space between each student. You can measure this by having them raise their arms and space out accordingly. Give every student a different vocabulary flashcard and have them practice saying it aloud. Then you call out a single vocabulary word. The student who has that word must respond by saying it clearly and then run across to the other line without being tagged. The opposite line tries to tag the runner gently before they cross over without moving from where they are standing. If the runner makes it safely, they join the new line. If they are tagged, they return to their original line and say their word again for practice. Continue calling vocabulary words so new students run each round. **Tip:** Remind students to use gentle tags and that this is just a game for fun and practice. Review the Responsibility Poster if needed.

12. Closing: Gather the students to stand in a line to place a sticker or stamp on their 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.

- **Heads up, 7 Up:** Have students sit at their desks or on the floor with their heads down and one thumb up. Choose 4-7 students, depending on your class size, to quietly walk around the room. Each of the roaming students gently taps one thumb. When all roamers have tapped someone, say, "Heads up, 7 up!" The students who were tapped stand up and try to guess who tapped them. However, instead of calling out names, the roaming students will have a flashcard that needs to be called. Have the class repeat all the vocabulary words as they are guessed. Continue playing for several rounds so many students get a turn. Switch out the students each round with those whose fingers are tapped and use new vocabulary words each time.

Vamos a Explorar Lesson Plan Outline Week 8

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, Spanish student certificates & completed Student Assessments
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-7 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, student *mapa de la ciudad* art, bag

Week 8 Target Vocabulary: *Las Aventuras de Panamá*

<i>Pruébalo.</i>	Try it.	<i>Salud.</i>	Cheers/health
<i>¿Cómo estás?</i>	How are you?	<i>Estoy...</i>	I am (feeling)...
<i>más o menos</i>	okay	<i>mal</i>	bad
<i>¡Mira!</i>	Look!		

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. Reach out to your manager with any questions. The student assessments are to be handed out at the end of the class with lots of praise along with their certificates with all their stickers.

Prizes are optional: If you choose to reward the students for their work this semester at this last class, please be sure to keep these items small and affordable. For example: stickers, pencils, erasers, healthy treats, etc. **You will also need to keep it fair where all students receive the same prize.** To minimize distractions, these should only be handed out at the end of class.

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: Explain to the students that Panama has a giant party every year called *Carnival*, and show them fun pictures from the staff portal as you talk. Tell them that *Carnival* happens in almost every town in Panama about forty days before *Semana Santa* (Holy Week). You can explain that it's kind of like Mardi Gras in New Orleans or the big parades in Rio, but Panama has its own special traditions. During *Carnival*, people fill the streets to celebrate with colorful parades, huge floats, bright masks, and amazing costumes. One of the most exciting parts is the "*mojadera*," when everyone sprays water at each other! Giant water trucks spray cool water into the crowds, and people laugh, dance, and splash around. This feels great because *Carnival* happens in February, which is summer in Panama, and the weather is very hot. Many women wear beautiful traditional dresses called *polleras*, decorated with bright designs and lots of details. Every year, a *Carnival Queen* is chosen to lead the celebrations. Encourage students to look closely at the pictures. **What costumes do they notice? What looks fun about the water spraying?**

What do they recall from past culture lessons? As a quick review, remind students that in Panamá City, you can see both the old Spanish buildings of *Viejo Panamá* and tall, shiny skyscrapers, and visit cool movie theaters like Cinepolis with comfy VIP seats. You can try delicious foods like *patacones*, *sancocho*, tamales, empanadas, and ceviche, or explore giant malls like Multiplaza and Albrook Mall, where you might spot your favorite stores and taste yummy *raspados* with tropical flavors. The Panama Canal is a giant shortcut for ships between the Atlantic and Pacific Oceans, and you can learn about dollars, Balboas, and tropical fruits like papaya, pineapple, and maracuyá. Visit Panamá Viejo to see old ruins, colorful crafts at the Mercado Nacional de Artesanías, and marine museums with iguanas, fish, and sloths. Up in Boquete, adventure awaits with zip-lining, rainforest walks, and tasty pastries from local bakeries. Panamá's jungles are full of animals like sloths, frogs, snakes, and bright tropical birds, plus amazing coffee plants that show how this country grows its world-famous coffee. **Which culture lesson was their favorite? Which would they be most excited to try or experience?** **Note:** Share your travels and experiences as well as any current holidays.

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 *Hola mis amigos* song that they learned in the first class, review it with them first as necessary. Model each line and have students echo you and use gestures. You can preview the melody on the Futura Vimeo video.

¡Hola, mis amigos! /Bien o mal o más o menos

Hola, mis amigos. Hola, mis amigos.

Hola mis amigos, hello to my friends!

¿Y cómo están mis amigos?

Bien o mal o más o menos.

Bien o mal o más o menos.

Bien o mal o más o menos.

¿Cómo estás, how are you?

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: La bolsa: Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards from previous weeks make sure it is a mix of word and no word so it is fair. They should all have the same vocabulary to work with. Review before playing the game by holding up the flashcards or objects and having the students repeat the Spanish words after you. Place two "bolsas" at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will race to find the matching picture from the set of cards they have and send one player to race to the front of the room to "pack" it into *la bolsa*. The team that correctly does this first scores a point. For example: If you call out, "*la pulsera*", the students must find the picture of the bracelet and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

4.New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for today's lesson as well as from lessons 1-7 for review.

Teacher: Use gestures and say, "*Siéntense aquí, por favor.*" (Sit here, please.)

(In playful tone): "*Clase, ¿cuál fue su exploración favorita?*" (Class, what was your favorite exploration?)

→ Encourage the class to respond with *la ciudad, El Canal de Panamá, el centro comercial*, etc. based on what they enjoyed learning about.

Pass around a ball/maraca and ask them "*¿Cuál fue tu exploración favorita?*" As they say their favorite lesson, pull out the flashcard and call out, "*¡Mira! Este fue el ____.*" (Look! This was the ____.) "*Repitan: ¡Mira! Es el ____.*" Point to the flashcard and encourage students to point and repeat.

Continue the review by asking: "*¿Qué mas vimos en el/la ____?*" (What else did we see at the ____?) Pull out some of the flashcards from the matching lesson to quickly review and have students repeat.

Optional Puppet Intro:

- Dani: "*¿Cuál fue tu exploración favorita, Beto?*" (What was your favorite exploration, Beto?)
- Beto: "*Mi exploración favorita fue el museo.*" (My favorite exploration was the museum.)
→ Teacher shows museum picture, class repeats: *museo*.
- Dani: "*Mi exploración favorita fue la excursión a la selva.*" (My favorite exploration was the rainforest.)
→ Teacher shows *selva* picture, class repeats: *selva*.

Teacher: "*¿Y cómo estamos en el final de nuestra exploración?*" (How are we at the end of our exploration?)

"*¿Estamos bien, mal, o más o menos? ¿Quién recuerda qué es bien, mal, y más o menos?*"

Invite students to raise their hand and answer.

Teacher: "*¡Sí. Bien is good, más o menos is okay, and mal is bad. Repitan: bien, mal, y más o menos.*" Show thumbs up, down, and so so hands as you talk. → Students repeat.

Teacher: "*Ahora vamos a preguntarle a un amigo, '¿Cómo estás? ¡Pruébalo!'*" (Now we're going to ask a friend, how are you? Try it!)

"*Amigos, responden, estoy bien/mal/más o menos*" (Friends, respond, I am good/bad/so so.)

Teacher: "*Hicieron un muy buen trabajo aprendiendo todas las palabras este semestre. Cuando celebramos algo o brindamos, decimos: ¡Salud!*" (You did such a great job learning the words this semester. When we celebrate or toast, we say: Cheers!) → Students repeat *Salud!* and pretend to toast.

Teacher (to close): "*¡Muy bien, clase! Ahora vamos a jugar para repasar la ciudad.*" (Very good class! Now let's play a game to review the city.)

5. Juego: Pistas- From all the vocabulary, choose a variety of flashcards you want to review (about ten). Keep the students in the teams from the previous activity. Line the teams up facing you. Put the vocabulary words in a bag or hat so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for

the vocabulary word you draw. The players at the front of the line must race to say the word in Spanish. Whoever says the right word the fastest scores a point for his or her team. Those players then go to the end of the line, and the game proceeds with the next students. Suggested clues are listed below, but feel free to add more. **Tip:** For the younger students, post picture flashcards of the possible answers on the board to help speed up the game and to give them a reference for the vocabulary. **For all students:** Review the vocabulary words with flashcards before starting the activity to ensure success.

Sample clues:

I have a lot of seats and you eat popcorn while watching movies in me. (*el cine*)

I have fur, a long tail, and swing from trees. (*mono*)

I float, people can use me to cross the ocean. (*el barco*)

You can see art, statues, and history when you visit me. (*el museo*)

I bring you your food and drinks when you go out to eat. (*el mesero/a*)

You use me to buy things you want. (*Los dólares*)

6. Charades: Invite the class sit in a line or at their tables to get a clear view of the front of the class. Choose one student to come to the front and silently act out a word or phrase you show them from the flashcards used this semester without speaking or making sounds. The rest of the class guesses the word in Spanish. The first student to guess correctly gets a turn to act out the next word. Continue until several students have had a turn. Encourage everyone to use Spanish words when guessing. **Tip:** Be sure to select vocabulary words that have clear gestures that can be assigned to the vocabulary. Review the words and some optional gestures before starting the game.

7. Cantamos: Invite students to stand with “¡Levántense!” and review the song *Marcha de exploración* lyrics. Make sure to have the students mimicking the gestures as they chant along!

Marcha de exploración (March in place while singing)

Explore! ¡Exploramos!

A la izquierda (use pretend binoculars to look left)

A la derecha (use pretend binoculars to look right)

¡Marchamos! (swinging arms)

¡Arriba! (Stand on toes with hands up)

¡Abajo! (squat down to the floor)

¡Exploramos! (jump up)

Vocabulary: Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

8. Review Game: Memoria: Lay out all the flashcards face down on a table or the floor. Students will sit in a circle around the cards and take turns, going around the circle, trying to find matching cards. If they find a match, they must say the vocabulary word. Have the whole class repeat before continuing to the next person. If they do not find a match, the next person continues.

9. Comprehensive Review Game: Jeopardy- Explain to the students that you are going to play a fun game to review all the trips Dani and Beto took this semester. Using the categories and questions below, write the categories and then the numbers 10, 50, 100 underneath them on the board. Divide the class into two teams- *Equipo Dani and Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *El museo por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team can answer a question.

- Be sure to divide the teams as fairly as possible.

- Vary the difficulty of the questions based on the level of your students.
- Encourage the students to ask for the numbers/questions in Spanish by writing *cinco*, *diez*, y *veinte* on the board. You should also write *por*. That way they can say *El restaurante por cinco, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- Quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.
- Explain that you will give clues as needed and it is not considered cheating as everyone is there to learn.

La ciudad de Panamá

- 5- ¿Qué significa *la escuela*? What does *la escuela* mean?
10- ¿Cómo se dice *library en español*? How do you say library in Spanish?
20- Translate the following question, "¿Dónde está el cine?"

El Canal de Panamá

- 5- ¿Qué significa *el barco*? What does *el barco* mean?
10- ¿Cuál es la diferencia entre *grande y pequeño*? What is the difference between *grande y pequeño*?
20- How do you say 'to take a picture' in Spanish?

El centro comercial

- 5- ¿Cómo se dice *bracelet en español*?
10- Count to ten in Spanish.
20- ¿Cómo se dice, "How much does it cost?" *en español*?

El museo

- 5- ¿Qué significa "*me encanta*"? What does "*me encanta*" mean?
10- ¿Cómo se dice "*ticket*" *en español*?
20- ¿Qué significa "*¿Puedes ver el arte?*"?

El restaurante

- 5- ¿Qué significa *el mesero(a)*? What does *el mesero(a)* mean?
10- ¿Cuál es la diferencia entre "*la cena*" y "*la carta*"? What is the difference between "*la cena*" and "*la carta*"?
20- How do you order a steak in Spanish?

El hotel

- 5- ¿Qué significa "*el cuarto*"? What does "*el cuarto*" mean?
10- ¿Dónde se compra *el pan*? Where do you buy *el pan*?
20- How do you ask how someone is feeling in Spanish?

La excursión

- 5- ¿Qué es *la selva*? What is *la selva*?
10- ¿Cómo se dice *flowers* in Spanish?
20- Translate this sentence, "*Pruébalo.*"

10. Proyecto del arte: El mapa de la ciudad: Students will finish their drawings and add labels to take home and share with their families.

Instructions:

- Return all student sheets and review that today is the final day to complete *El mapa de la*

ciudad.

- Give students time to finish any drawings or labels.
- Encourage neatness, since they'll be showing their parents.
- If a student finishes early, invite them to share their locations and drawings with a partner and practice saying some of the Spanish words they included.
- Celebrate the completion of the project and remind students to take their maps home to share with their families. "¡Gracias por su excelente trabajo en *El mapa de la ciudad!* Estoy muy orgullosa de ustedes." ("Thank you for your excellent work on *El mapa de la ciudad!* I am very proud of you.")

12. Praise & Encouragement: Gather the students on the carpet or at the tables/chairs, and give them praise for completing the classes.

"Estoy muy orgulloso/a de ustedes. I'm very proud of you. *Han aprendido palabras nuevas, canciones, y han jugado muchos juegos en español.* You've learned new words, songs, and played many games in Spanish."

Then prepare to give out the student certificates, student assessments, and their final art project along with any last stickers or prizes you have for them.

"Ahora quiero reconocer a cada estudiante por su esfuerzo. Now I want to recognize each student for their effort. *Cuando llame tu nombre, ven al frente por tu certificado.* When I call your name, come to the front for your certificate. *La clase les va a dar un fuerte aplauso.* The class will give you a big round of applause." Lead the students in giving applause for each student while moving at a relatively good pace to end class on time.

¡Sigán aprendiendo español! (Keep learning Spanish)

Speak, sing, and have fun with new words every day. Every word brings you closer to new friends, places, and adventures. ¡No paren de explorar! (Don't stop exploring!)

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*

Closing: Ask them to "Formen una fila en la puerta" (form a line at the door) after getting their things.

Teacher (to whole class): "Denme un último fuerte '¡Adiós, clase!' Give me one last big '¡Adiós, clase!'" (Wave as a group and repeat together)

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 Substitution:

- **Lotería:** Hand out the *lotería* cards from the portal along with pieces of paper, a pencil, or beans to use as "markers" for the card. Review a few of the pictures or words on the cards before starting. You will call out the words in Spanish one at a time, and students will listen carefully and cover or mark the matching picture on their card. When a student fills their board, they should quietly raise their hand and say "¡Lotería!" Check the card together as a class. Continue playing until several students have filled their cards, reviewing and repeating the vocabulary words as you go. **Note:** Prizes are optional for this game. You can also give extra stickers as a simple reward.

Spanish Student Assessment

Class: *Vamos a Explorar*

Name: _____

D= Developing skill; recognizes the concept
U= Understands the skill and can reproduce the concept independently

Your child can say places vocabulary in Spanish such as *el cine, el banco, la casa, la escuela, una tienda, el restaurante, & la ciudad.* D U

Your child recognizes the question *¿Cuánto cuesta?* (How much does it cost?). Additionally, your child can answer with a price using "dólares" (dollars) and numbers 1- 10 in Spanish. D U

Your child can use the phrase *Me encanta* (I love) to create multiple sentences such as: *Me encanta el arte. (I love art.) Me encanta el museo. (I love the museum.)* D U

Your child can greet and carry on a small conversation in Spanish including asking how he or she is feeling, *¿Cómo estás?* with appropriate responses. D U

Your child can identify various foods in Spanish such as *la ensalada, el pescado, el bistec, y el pan.* D U

When prompted, your child can point to specific vocabulary items when asked, "*¿Dónde está...?*" (Where is...?). Example vocabulary: *el barco (boat), la cámara (camera), un sombrero (hat), una camiseta (t-shirt), el boleto (ticket), la cama (bed), etc.* D U

Signed _____ Date: _____

Comments:

**Please note: Learning a language is a lifetime commitment. Students often start in the silent period where they are responding to their teachers right away, but do not start immediately speaking spontaneously.*

Spanish Student Assessment

Class: *Vamos a Explorar*

Name: _____

D= Developing skill; recognizes the concept
U= Understands the skill and can reproduce the concept independently

Your child can say places vocabulary in Spanish such as *el cine, el banco, la casa, la escuela, una tienda, el restaurante, & la ciudad.* D U

Your child recognizes the question *¿Cuánto cuesta?* (How much does it cost?). Additionally, your child can answer with a price using "dólares" (dollars) and numbers 1- 10 in Spanish. D U

Your child can use the phrase *Me encanta* (I love) to create multiple sentences such as: *Me encanta el arte. (I love art.) Me encanta el museo. (I love the museum.)* D U

Your child can greet and carry on a small conversation in Spanish including asking how he or she is feeling, *¿Cómo estás?* with appropriate responses. D U

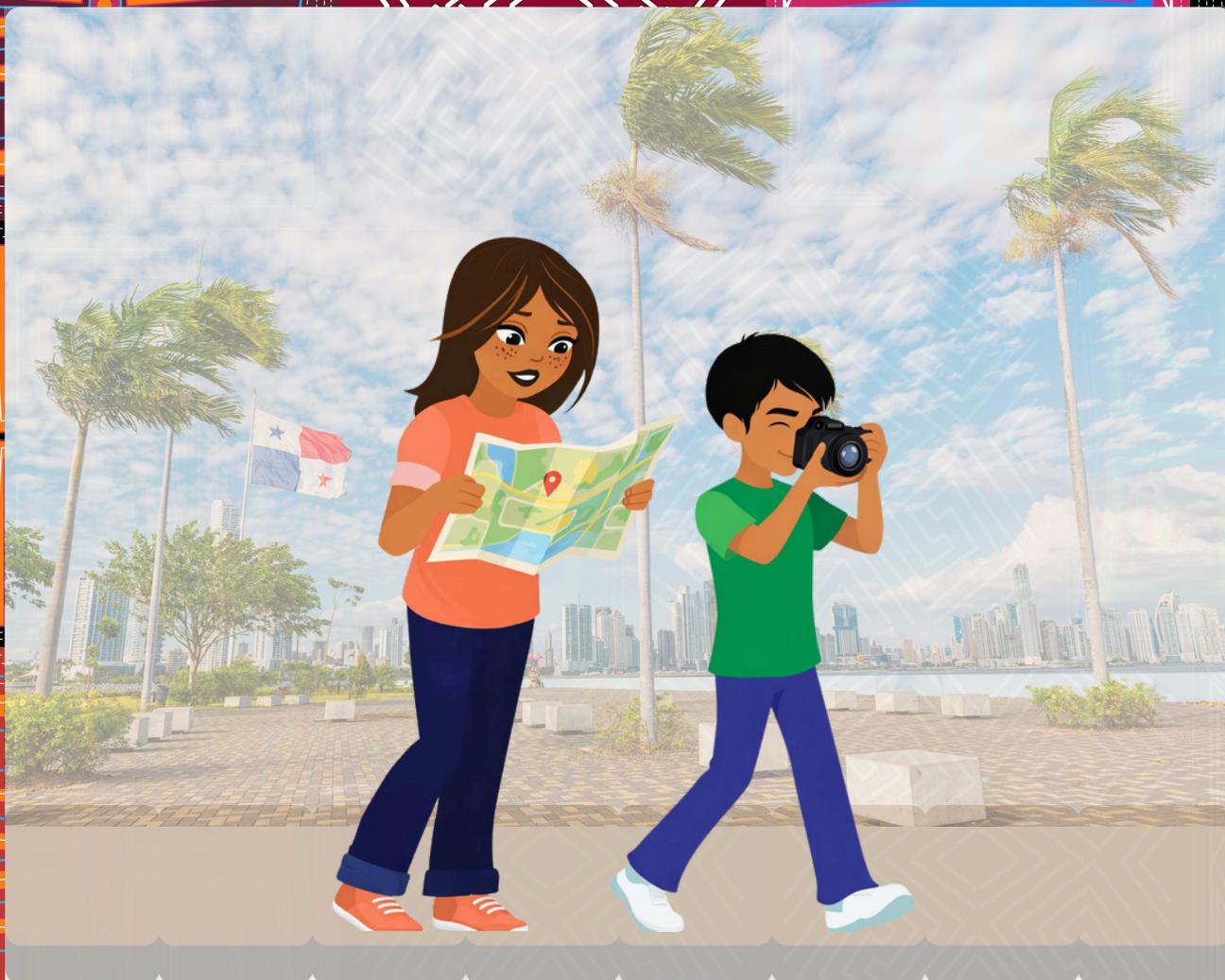
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Signed _____ Date: _____

Comments:

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A theme-based adventure with Dani y Beto

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