

## 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 *Cinopolis*. 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.