

## 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.