

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__. |
|----------------------|-------------------|------------------|-----------|

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.