

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.