

## 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:**

¿Puedes ver...?	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.