

Vamos a Explorar Lesson Plan Outline Week 8

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, Spanish student certificates & completed Student Assessments
- Flashcards separated for today's lesson, two sets. Flashcards from Week 1-7 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: coloring material, student *mapa de la ciudad* art, bag

Week 8 Target Vocabulary: *Las Aventuras de Panamá*

<i>Pruébalo.</i>	Try it.	<i>Salud.</i>	Cheers/health
<i>¿Cómo estás?</i>	How are you?	<i>Estoy...</i>	I am (feeling)...
<i>más o menos</i>	okay	<i>mal</i>	bad
<i>¡Mira!</i>	Look!		

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. Reach out to your manager with any questions. The student assessments are to be handed out at the end of the class with lots of praise along with their certificates with all their stickers.

Prizes are optional: If you choose to reward the students for their work this semester at this last class, please be sure to keep these items small and affordable. For example: stickers, pencils, erasers, healthy treats, etc. **You will also need to keep it fair where all students receive the same prize.** To minimize distractions, these should only be handed out at the end of class.

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: Explain to the students that Panama has a giant party every year called *Carnival*, and show them fun pictures from the staff portal as you talk. Tell them that *Carnival* happens in almost every town in Panama about forty days before *Semana Santa* (Holy Week). You can explain that it's kind of like Mardi Gras in New Orleans or the big parades in Rio, but Panama has its own special traditions. During *Carnival*, people fill the streets to celebrate with colorful parades, huge floats, bright masks, and amazing costumes. One of the most exciting parts is the "*mojadera*," when everyone sprays water at each other! Giant water trucks spray cool water into the crowds, and people laugh, dance, and splash around. This feels great because *Carnival* happens in February, which is summer in Panama, and the weather is very hot. Many women wear beautiful traditional dresses called *polleras*, decorated with bright designs and lots of details. Every year, a *Carnival Queen* is chosen to lead the celebrations. Encourage students to look closely at the pictures. **What costumes do they notice? What looks fun about the water spraying?**

What do they recall from past culture lessons? As a quick review, remind students that in Panamá City, you can see both the old Spanish buildings of *Viejo Panamá* and tall, shiny skyscrapers, and visit cool movie theaters like Cinepolis with comfy VIP seats. You can try delicious foods like *patacones*, *sancocho*, tamales, empanadas, and ceviche, or explore giant malls like Multiplaza and Albrook Mall, where you might spot your favorite stores and taste yummy *raspados* with tropical flavors. The Panama Canal is a giant shortcut for ships between the Atlantic and Pacific Oceans, and you can learn about dollars, Balboas, and tropical fruits like papaya, pineapple, and maracuyá. Visit Panamá Viejo to see old ruins, colorful crafts at the Mercado Nacional de Artesanías, and marine museums with iguanas, fish, and sloths. Up in Boquete, adventure awaits with zip-lining, rainforest walks, and tasty pastries from local bakeries. Panamá's jungles are full of animals like sloths, frogs, snakes, and bright tropical birds, plus amazing coffee plants that show how this country grows its world-famous coffee. **Which culture lesson was their favorite? Which would they be most excited to try or experience?** **Note:** Share your travels and experiences as well as any current holidays.

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 start the class by going through the *Hola mis amigos* song that they learned in the first class, review it with them first as necessary. Model each line and have students echo you and use gestures. 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: 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.

3.Repaso: Teacher: *Estoy muy feliz de verlos hoy. I'm happy to see you today. Vamos a divertirnos mientras repasamos.* Let's have fun while we review.

Juego: La bolsa: Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards from previous weeks make sure it is a mix of word and no word so it is fair. They should all have the same vocabulary to work with. Review before playing the game by holding up the flashcards or objects and having the students repeat the Spanish words after you. Place two "bolsas" at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will race to find the matching picture from the set of cards they have and send one player to race to the front of the room to "pack" it into *la bolsa*. The team that correctly does this first scores a point. For example: If you call out, "*la pulsera*", the students must find the picture of the bracelet and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

4.New Vocabulary Lesson and Conversation Practice: Pull out the vocabulary flashcards needed for today's lesson as well as from lessons 1-7 for review.

Teacher: Use gestures and say, "*Siéntense aquí, por favor.*" (Sit here, please.)

(In playful tone): "*Clase, ¿cuál fue su exploración favorita?*" (Class, what was your favorite exploration?)

→ Encourage the class to respond with *la ciudad, El Canal de Panamá, el centro comercial*, etc. based on what they enjoyed learning about.

Pass around a ball/maraca and ask them "*¿Cuál fue tu exploración favorita?*" As they say their favorite lesson, pull out the flashcard and call out, "*¡Mira! Este fue el ____.*" (Look! This was the ____.) "*Repitan: ¡Mira! Es el ____.*" Point to the flashcard and encourage students to point and repeat.

Continue the review by asking: "*¿Qué mas vimos en el/la ____?*" (What else did we see at the ____?) Pull out some of the flashcards from the matching lesson to quickly review and have students repeat.

Optional Puppet Intro:

- Dani: "*¿Cuál fue tu exploración favorita, Beto?*" (What was your favorite exploration, Beto?)
- Beto: "*Mi exploración favorita fue el museo.*" (My favorite exploration was the museum.)
→ Teacher shows museum picture, class repeats: *museo*.
- Dani: "*Mi exploración favorita fue la excursión a la selva.*" (My favorite exploration was the rainforest.)
→ Teacher shows *selva* picture, class repeats: *selva*.

Teacher: "*¿Y cómo estamos en el final de nuestra exploración?*" (How are we at the end of our exploration?)

"*¿Estamos bien, mal, o más o menos? ¿Quién recuerda qué es bien, mal, y más o menos?*"

Invite students to raise their hand and answer.

Teacher: "*¡Sí. Bien is good, más o menos is okay, and mal is bad. Repitan: bien, mal, y más o menos.*" Show thumbs up, down, and so so hands as you talk. → Students repeat.

Teacher: "*Ahora vamos a preguntarle a un amigo, '¿Cómo estás? ¡Pruébalo!'*" (Now we're going to ask a friend, how are you? Try it!)

"*Amigos, responden, estoy bien/mal/más o menos*" (Friends, respond, I am good/bad/so so.)

Teacher: "*Hicieron un muy buen trabajo aprendiendo todas las palabras este semestre. Cuando celebramos algo o brindamos, decimos: ¡Salud!*" (You did such a great job learning the words this semester. When we celebrate or toast, we say: Cheers!) → Students repeat *Salud!* and pretend to toast.

Teacher (to close): "*¡Muy bien, clase! Ahora vamos a jugar para repasar la ciudad.*" (Very good class! Now let's play a game to review the city.)

5. Juego: Pistas- From all the vocabulary, choose a variety of flashcards you want to review (about ten). Keep the students in the teams from the previous activity. Line the teams up facing you. Put the vocabulary words in a bag or hat so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for

the vocabulary word you draw. The players at the front of the line must race to say the word in Spanish. Whoever says the right word the fastest scores a point for his or her team. Those players then go to the end of the line, and the game proceeds with the next students. Suggested clues are listed below, but feel free to add more. **Tip:** For the younger students, post picture flashcards of the possible answers on the board to help speed up the game and to give them a reference for the vocabulary. **For all students:** Review the vocabulary words with flashcards before starting the activity to ensure success.

Sample clues:

I have a lot of seats and you eat popcorn while watching movies in me. (*el cine*)

I have fur, a long tail, and swing from trees. (*mono*)

I float, people can use me to cross the ocean. (*el barco*)

You can see art, statues, and history when you visit me. (*el museo*)

I bring you your food and drinks when you go out to eat. (*el mesero/a*)

You use me to buy things you want. (*Los dólares*)

6. Charades: Invite the class sit in a line or at their tables to get a clear view of the front of the class. Choose one student to come to the front and silently act out a word or phrase you show them from the flashcards used this semester without speaking or making sounds. The rest of the class guesses the word in Spanish. The first student to guess correctly gets a turn to act out the next word. Continue until several students have had a turn. Encourage everyone to use Spanish words when guessing. **Tip:** Be sure to select vocabulary words that have clear gestures that can be assigned to the vocabulary. Review the words and some optional gestures before starting the game.

7. Cantamos: Invite students to stand with “¡Levántense!” and review the song *Marcha de exploración* lyrics. Make sure to have the students mimicking the gestures as they chant along!

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: Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

8. Review Game: 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.

9. Comprehensive Review Game: Jeopardy- Explain to the students that you are going to play a fun game to review all the trips Dani and Beto took this semester. Using the categories and questions below, write the categories and then the numbers 10, 50, 100 underneath them on the board. Divide the class into two teams- *Equipo Dani and Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *El museo por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team can answer a question.

- Be sure to divide the teams as fairly as possible.

- Vary the difficulty of the questions based on the level of your students.
- Encourage the students to ask for the numbers/questions in Spanish by writing *cinco*, *diez*, y *veinte* on the board. You should also write *por*. That way they can say *El restaurante por cinco, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- Quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.
- Explain that you will give clues as needed and it is not considered cheating as everyone is there to learn.

La ciudad de Panamá

- 5- ¿Qué significa *la escuela*? What does *la escuela* mean?
10- ¿Cómo se dice *library en español*? How do you say library in Spanish?
20- Translate the following question, "¿Dónde está el cine?"

El Canal de Panamá

- 5- ¿Qué significa *el barco*? What does *el barco* mean?
10- ¿Cuál es la diferencia entre *grande y pequeño*? What is the difference between *grande y pequeño*?
20- How do you say 'to take a picture' in Spanish?

El centro comercial

- 5- ¿Cómo se dice *bracelet en español*?
10- Count to ten in Spanish.
20- ¿Cómo se dice, "How much does it cost?" *en español*?

El museo

- 5- ¿Qué significa "*me encanta*"? What does "*me encanta*" mean?
10- ¿Cómo se dice "*ticket*" *en español*?
20- ¿Qué significa "*¿Puedes ver el arte?*"?

El restaurante

- 5- ¿Qué significa *el mesero(a)*? What does *el mesero(a)* mean?
10- ¿Cuál es la diferencia entre "*la cena*" y "*la carta*"? What is the difference between "*la cena*" and "*la carta*"?
20- How do you order a steak in Spanish?

El hotel

- 5- ¿Qué significa "*el cuarto*"? What does "*el cuarto*" mean?
10- ¿Dónde se compra *el pan*? Where do you buy *el pan*?
20- How do you ask how someone is feeling in Spanish?

La excursión

- 5- ¿Qué es *la selva*? What is *la selva*?
10- ¿Cómo se dice *flowers* in Spanish?
20- Translate this sentence, "*Pruébalo.*"

10. Proyecto del arte: El mapa de la ciudad: Students will finish their drawings and add labels to take home and share with their families.

Instructions:

- Return all student sheets and review that today is the final day to complete *El mapa de la*

ciudad.

- Give students time to finish any drawings or labels.
- Encourage neatness, since they'll be showing their parents.
- If a student finishes early, invite them to share their locations and drawings with a partner and practice saying some of the Spanish words they included.
- Celebrate the completion of the project and remind students to take their maps home to share with their families. "¡Gracias por su excelente trabajo en *El mapa de la ciudad!* Estoy muy orgullosa de ustedes." ("Thank you for your excellent work on *El mapa de la ciudad!* I am very proud of you.")

12. Praise & Encouragement: Gather the students on the carpet or at the tables/chairs, and give them praise for completing the classes.

"Estoy muy orgulloso/a de ustedes. I'm very proud of you. *Han aprendido palabras nuevas, canciones, y han jugado muchos juegos en español.* You've learned new words, songs, and played many games in Spanish."

Then prepare to give out the student certificates, student assessments, and their final art project along with any last stickers or prizes you have for them.

"Ahora quiero reconocer a cada estudiante por su esfuerzo. Now I want to recognize each student for their effort. *Cuando llame tu nombre, ven al frente por tu certificado.* When I call your name, come to the front for your certificate. *La clase les va a dar un fuerte aplauso.* The class will give you a big round of applause." Lead the students in giving applause for each student while moving at a relatively good pace to end class on time.

¡Sigam aprendiendo español! (Keep learning Spanish)

Speak, sing, and have fun with new words every day. Every word brings you closer to new friends, places, and adventures. ¡No paren de explorar! (Don't stop exploring!)

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*

Closing: Ask them to "Formen una fila en la puerta" (form a line at the door) after getting their things.

Teacher (to whole class): "Denme un último fuerte '¡Adiós, clase!' Give me one last big '¡Adiós, clase!'" (Wave as a group and repeat together)

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 Substitution:

- **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.