

Vamos a Explorar Lesson Plan Outline Week 4

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 1-3 for review.
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, music, notecards/paper, coloring material, *el mapa de la ciudad* art project

Week 4 Target Vocabulary: *El museo*

<i>el museo</i>	museum	<i>¿Cuánto cuesta?</i>	How much does it cost?
<i>el arte</i>	art	<i>el boleto</i>	ticket
<i>Me encanta...</i>	I love...	<i>el mercado</i>	market
<i>¿Puede(s)...?</i>	Can you...?	<i>la artesanía</i>	Handicraft

Key phases to repeat during class and encourage Spanish responses:

<i>¡Mira!</i>	Look!	<i>Quiero comparar...</i>	I want to buy...
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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. 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

- 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: Talk to students about *Panamá Viejo*, the very first capital of *Panamá*. Long ago, in 1671, pirates burned the city down! Today, you can visit the *Museo de Sitio Panamá Viejo*, where people can see old stone ruins, cool artifacts, and a giant model showing what the city looked like before it was destroyed. Right next to it is the *Mercado Nacional de Artesanías*, a colorful craft market where Indigenous artists from all around *Panamá* sell beautiful handmade items. Show students the culture pictures of bright *molos*—colorful fabric designs sewn by Cuna women—as well as woven *Emberá* baskets, special Ngöbe-Buglé dresses, and tiny carved tagua-nut animals. **¿Qué colores ven? What colors do you see?** Encourage the students to call out the colors they see in the images in Spanish, helping them when they do not know. You can also introduce *El Centro de Exhibiciones Marinas*, a marine museum run by the Smithsonian near the Panama Canal. Folks can see two aquariums, walk on a little forest trail to look for iguanas and sloths, and compare fish from the Caribbean Sea (big and colorful!) with fish from the Pacific Ocean. Outside, visitors can look at drawings of big ships and even use a telescope to watch boats moving through the Canal, with signs in both English and Spanish for tourists from all over the world. Show the students the picture from the staff portal. **What would they prefer to go and see, the fish at the aquarium or the iguanas and sloths on the forest trail?** **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 start the class with singing the greeting song they learned last week. Encourage the students to sing with you and copy the gestures.

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: 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: Papa caliente (Hot potato): Have the students sit in a circle and quickly go through the vocabulary from the previous class for a refresher. After having them repeat after you for each flashcard, explain that the game will be using a ball and calling it the “dólar”. Explain to the students that they will need to gently pass around the “dólar” to the person next to them as you play music. When the music stops, whoever has the ball needs to answer a vocabulary question, which can be simply giving the translation for the picture flashcard from the previous classes you hold up. Help students if they get stuck along the way. Continue the game for 5-7 minutes or until everyone has had a turn.

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.) In a playful tone, start the conversation:

“*Clase, ¿están listos para explorar el museo juntos?*” (Class, are you ready to explore the museum together?) Encourage students to respond with: “¡Sí!”

Use gestures and props to support understanding as you introduce vocabulary.

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 “museum” area or exploration spot.

Optional Puppet or Teacher-Led Intro

- **Beto or Teacher:** “¡Mira!” (Look!)
Point to the museum flashcard.
- **Teacher:** “Repitan: ¡Mira!” → Class repeats.

Teacher acts out going up to the museum:

Teacher: “Clase, ¡llegamos al museo!” (Class, we’ve arrived at the museum!)

“Clase, repitan: museo.” → Class repeats.

Teacher: “Tenemos que comprar un boleto, repitan: boleto.” → Class repeats.

Hold up an item like a small toy, postcard, or bracelet flashcard from last class.

Teacher: “Hmm... ¿Cuánto cuesta?” (How much does it cost?)

“Clase, repitan: ¿Cuánto cuesta?” → Class repeats.

→ Teacher rubs fingers together like money; students copy.

Then say:

Teacher: “Quiero comprar...” (I want to buy...)

“Repitan: Quiero comprar...” → Class repeats.

Continue with the rest of the vocabulary while holding up respective flashcards:

“Muy bien. Clase, repitan: Me encanta..” (I love...) → Class repeats.

“Clase, repitan: el arte.” (Art.) → Class repeats.

“Clase, repitan: Me encanta...” (I love...) → Class repeats.

“Clase, repitan: ¿Puede(s)...?” (Can you...?) → Students repeat with hand gesture of asking for help.

“Clase, repitan: el mercado.” (Market.) → Class repeats.

“Clase, repitan: la artesanía.” (Handicraft.) → If possible, show a small craft or picture.

End with: “Muy bien, clase. Vamos a jugar un juego para practicar.” (Great job, class. Let’s play a game to practice.)

5. Juego: El susurro (Telephone): Explain to the students that it is respectful to speak quietly in museums. For this game all students will need to use a “susurro” (whisper). Divide the class into two teams and have them sit in lines facing you. You will call up the first person from each team and you will whisper one of the new vocabulary words to each of them, use different words for each team. That person then returns to their spot in line and waits for you to say, “¿Listos? ¡Vamos!” which is their sign to then whisper their word in Spanish to the student behind them. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in the line, they will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is always a new first player for each game. **Tip:** Quickly review the vocabulary before starting. You can include past vocabulary in some rounds for additional practice.

6. Stations: For these next few activities you will have the students follow you around to the room to different stations as listed below, prepare these before starting. For station 1 you will need to have the flashcards on display around the room, station 2 and 3 will need the flashcards separated back into their two sets before starting. If possible, prepare these before starting. Explain to the students that you will be going on an exploration in Panama. As you move between stations sing the *marcha de exploración* theme song with gestures. Keep each station brief, no more than 5-7 minutes to keep students engaged and moving at a fast pace.

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)

Station #1: Racing game: Set out different flashcards (and props if possible) either on a table, the floor, or all around a small area of the classroom like art in a museum (whatever your space allows). Divide the class into two teams and have them sit or stand in a line. When you call out, “¿Dónde está....” along with a vocabulary word, the first person in each team will race to grab the correct card/prop. The fastest player to grab the correct item scores a point for their team. After each round hold up the card or prop and have the class repeat the Spanish word. **Older students:** For a class of older students, you can instead place labels of the words around the room, table or floor. While in teams, the first student receives a flashcard (no words) or a prop. They then have to race to place it by the correct label.

Station #2: ¿Dónde está? (Sentence translation): Keeping the class in two teams, you will be playing a sentence translation game. Hand each team a set of notecards with a Spanish word on each or use a mix of the flashcard sets. These words will be the words in the sentences you call out. The students in each team will work together racing to pick out the correctly matching words and hold them up in the air. For example: If you call out “¿Dónde está el arte?” students will work with their teammates to pick up the correct flashcard and hold it up in the air. If the team that raises their card first is correct, they earn a point. If they are not correct, both teams can continue working to find the correct translation. **Variation:** Instead of just calling out the vocabulary words, say a sentence so students must listen for the vocabulary term. Have the students race to raise their hands to give the English translation of what was used in the sentence. For example: *La señora quiere un sombrero y una pulsera. Nos subimos en un barco en el océano. Me encanta el museo.*

Station #3: Busca tu amigo del mercado (Find your pair): Explain to the students at the market in *Panamá Viejo* is very crowded so people have a hard time finding each other. In this game the students will need to find their *amigo del mercado* or friend for the market. Their *amigo del mercado* will have the matching picture or vocabulary word to the card they receive. Have both your sets of flashcards ready to distribute among the students giving half of them the flashcard with the word and the other half the flashcard without the word. The students should keep their cards secret to other students and need to start walking around the room while you play music. When the music stops, the students must find their matching partner. Encourage the students to only use *con permiso* if they need to pass by someone in the crowd. Otherwise, they should be finding their partner without talking. After all students have found their partner, they should quietly stand next to each other to show they are ready. Go around to each set of partners and ask them to say the word on their flash card. Have the whole class repeat after each pair. You can then switch cards and do another round.

7. Transition: Teacher: “¡Uno, dos, tres!” **Clase:** “¡Cuatro, cinco, seis!” **Teacher:** “Clase, vamos a continuar la aventura. ¿Están listos?” **Clase:** “¡Listos!”

8. 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.

9. Juego: Caminata de puntillas (Cake walk): In this game the students are back in the museum and 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.

10. Juego: Matching Game: Divide your class into two teams and play the next game as a race to the whiteboard or table. Have the Spanish vocabulary words for a variety of vocabulary words written on the board in a column on the left side of the board. On the right side tape the picture flashcards that match each word randomly in a column. You can alternatively have the words on index cards and place them on a table with the flashcards. One student from each team will come up to the board and you will say a word in English. The students will race to draw a line from the corresponding picture to the Spanish word. The student who draws the correctly matching line the fastest scores a point for his or her team. **For the younger students:** Lay the flashcards on the table. Have two students at a time compete to point out the correct picture matching the Spanish word you call out saying "*¿Dónde está el museo?*"

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 museum as their new city location.
- Students draw and include any Spanish vocabulary on the back of the sheet that connects with the museum 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 the following game or one from previous weeks. This game can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Dance Freeze:** Explain to students that you will be playing music as they dance around the designated space. Once the music stops, they need to freeze in place. Whoever moves must answer a vocabulary question. If no one moves, play the music again. If you go a couple of rounds without anyone moving, call whoever does the slightest movement or pick at random for someone to answer a question. For example: hold up a flashcard and ask “¿Qué es?” or ask a full question such as “¿Cómo se dice ticket en español?”