

## Vamos a Explorar Lesson Plan Outline Week 6

### **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 1-5 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, ball, paper/notecards, music

### **Week 6 Target Vocabulary: *El hotel***

<i>el hotel</i>	hotel	<i>la cama</i>	bed
¿Cómo estás?	How are you?	<i>el cuarto</i>	room
<i>Estoy bien.</i>	I'm good.	<i>el pan</i>	bread
<i>Estoy cansado(a).</i>	I'm tired.	<i>la panadería</i>	bakery

### **Key phrases to repeat during class and encourage Spanish responses:**

¿Dónde está...?	Where is...?	¿Cuánto cuesta?	How much does it cost?
<i>Me gustaría...</i>	I would like...	<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. 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.

**Notas Culturales:** Encourage the students to sit in a circle on the floor as they continue to eat their snack and finish settling in. *El Boquete* is a beautiful town in the mountains of Panama, and many tourists visit because it feels like stepping into a real jungle adventure! Show students where *El Boquete* is on the map and explain that people go there to explore rainforests, zip-line through the trees, go white-water rafting, and enjoy amazing views. Ask students what they think hotels in Panama might look like, then show them the picture of *El Hotel Escondido* and explain that it's a real hotel in Boquete where visitors stay to relax and enjoy the scenery. Ask students, **what do you usually get at a café or bakery?** Tell them that Boquete also has yummy *panaderías*, or bakeries, like Sugar and Spice, where people buy bread, pastries, sandwiches, and soups, and Garden Bakery, where you can enjoy treats like cinnamon buns, ice cream cones, or a big breakfast. Share that people in Panama enjoy special breakfast foods too, like *hojaldras*, which are like flat, hot doughnuts with sugar on top, and *carimañolas*, which are rolls made from yucca and filled with meat and boiled egg. These foods, along with the fun adventures and pretty views, help make *El Boquete* a very exciting place to visit in Panama. **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 reintroduce the greetings song this time with *Buenos tardes*, sing to the tune of *Frère Jacques*, and review the meaning of the lyrics. Model each line and have students echo you and use gestures.

#### **Buenas tardes**

*Buenas tardes, buenas tardes*  
*¿Cómo estás?, ¿Cómo estás?*  
*Muy bien gracias, muy bien gracias*  
*¿Y usted?, ¿Y usted?*

**Conversation practice:** Emphasize the lyrics ‘*Buenas tardes*’ and explain to the students that this means ‘Good afternoon’. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along. Have the students turn to a partner and practice asking, “¿Cómo estás?” with possible answers, “*muy bien, bien, más o menos, o mal.*” (using gestures like thumbs up) Walk around to help students as needed. They can then change partners to keep practicing. Writing this conversation on the board can help students follow along and participate more confidently. **Tip:** Use your expense allotment to purchase finger puppets to make this conversation practice more fun and engaging!

**3. Repaso: Review:** Teacher: *Vamos a repasar lo que hemos aprendido.* We're going to review what you've learned. *¡Esta es su oportunidad de mostrar cuánto saben!* This is your chance to show how much you know!

**Juego: Four Corners:** Place 4-6 flashcards of the places they have learned around the room and review them with the class. Have one student stand in the middle with their eyes closed. Once their eyes are closed, the rest of the class must quickly and quietly move to one of the flashcards. Count down from 10 in Spanish and then students must stop moving. With their eyes still closed, the student in the middle then calls out one of the flashcard words. All students standing by that flashcard must do a quick challenge like 5 jumping jacks before rejoining the game (instead of being out- so they can continue to play). Have the whole class repeat the word after it is given for continuous practice. Continue for about 5 minutes. You can switch out the flashcards for every new person in the middle.

**4. New Vocabulary Lesson and Conversation Practice:** Pull out the vocabulary flashcards needed for this lesson from both sets. Set up the flashcards around the room to “visit” as they learn the words.

**Teacher:** (with gestures) “*Formen una línea, por favor.*” (Form a line please.)

**Teacher:** “*Clase, hoy vamos al hotel. ¿Listos?*” (Class, today we are going to the hotel. Ready?)

Class responds: “¡Sí!”

**Teacher:** “¡Vámonos!” (Let’s go!) March to the hotel flashcard.

“*Aquí está el hotel. Repitan: el hotel.*” → Students repeat.

**Teacher:** “*Ahora, vamos a el cuarto.*” (Now, let’s go to the room.) March to the room flashcard.

“*Repitan: el cuarto.*” (Repeat: the room.) → Students repeat.

**Teacher (pretending to lie down):** “*En el cuarto, hay la cama.*” (In the room, there is the bed.)

“*Repitan: la cama.*” → Students repeat and act out lying down.

**Teacher:** “*Clase, repitan: ¿Cómo estás?*” (Repeat: How are you?)

Model two answers:

- “*Estoy bien.*” (I’m good.)  
→ Students repeat with a happy gesture.
- “*Estoy cansado / cansada.*” (I’m tired.)  
→ Students repeat with a sleepy gesture.

Invite individual students to answer you: “¿Cómo estás?”

**Teacher:** “*Dentro del hotel hay la panadería.*” (Inside the hotel there is the bakery.)

“*Repitan: la panadería.*” → Students repeat.

“*En la panadería, hay pan.*” (In the bakery, there is bread.)

“*Repitan: el pan.*” → Students repeat and pretend to eat as a gesture.

**Teacher:** “¡Muy bien! Ahora repitan todo conmigo.” (Very good! Now repeat everything with me)

Point to flashcards as you say each word and include gestures where possible.

- *el hotel* — hotel
- *el cuarto* — room
- *la cama* — bed
- *la panadería* — bakery
- *el pan* — bread
- *¿Cómo estás?* — How are you?
- *Estoy bien.* — I’m good.
- *Estoy cansado(a).* — I’m tired.

**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: Papa Caliente (Hot Potato):** Invite the students to sit in a circle on the floor using gestures and saying, “*Siéntense aquí por favor.*” Explain that you will be playing a variation of Hot Potato where the potato is actually a *pan*. You can use a ball for this and call it a *pan*. The students will pass around the *pan* as you play music. When they hear the music stop, the person holding the *pan* will need to answer a vocabulary question in Spanish. Once they have answered, have the whole class repeat the Spanish word before continuing the music. Continue for a few rounds, and try to get a different person each round. **Tip:** Give reminders before starting the game on the Student Responsibilities and using gentle passes as the game goes on. There should be no throwing or hogging the *pan*.

**6. Juego: Simón quiere... (Simon Says):** Have all the students stand in front of you with plenty of space to move. Together, assign gestures to the vocabulary words you will be using in the game. For example: *el barco* = row a boat, *la cama* = pretend to sleep, *el arte* = pretend to paint, *la ensalada* = mixing salad hands, *la cámara* = take a picture. Explain that they should only do the gesture to the word you call out if you start by saying “*Simón quiere...*”. For example, “*Simón*

quiere.. el barco.”and they have to do a rowing gesture. If you *don't* say “*Simón quiere*” and a student still does the action, they have to answer a vocabulary question about a word not being used in the game. Continue giving commands faster or slower to make it fun.

**7. Cantamos:** Invite students to stand with “*¡Levántense!*” and do the class theme song, *Marcha de exploración*. Sing it together with gestures—e.g., looking to the left for *izquierda* and swinging arms for *marchamos*. **Tip:** Watch the video on the Futura Vimeo for the beat.

**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)

**8. Actividad: El hotel (Matching race):** Explain that the hotel employee in Panama is very busy and is trying to accommodate a lot of guests. Divide the class into two teams. Each team is going to race to help the hotel sort out the requests from guests. To start the game have two players from each team come to the front of the room. The pairs will work together competing against the other team. Before starting be sure to review the following vocabulary: *Me gustaría*, *cuarto*, *cama*, *grande*, *pequeño*, 1-3, and *por favor*. Have the flashcards for *cuarto* and *cama* set out for each team. Give each pair pieces of paper or note cards with 1, 2, 3, *pequeño*, and *grande* written on them. You will then say one of the sentences shown below and the pairs have to work together to label the flashcards with the correct details. First pair to label the flashcards correctly wins a point for their team. **Tip:** Try to pair an older student with a younger student for the *amigo mayor* and *amigo menor* method.

“Me gustaría dos cuartos con una cama por favor.”

“Me gustaría un cuarto con dos camas por favor.”

“Me gustaría tres cuartos con dos camas por favor.”

“Me gustaría un cuarto grande por favor.”

“Me gustaría un cuarto con una cama grande por favor.”

“Me gustaría un cuarto con dos camas pequeñas por favor.”

**9. Juego: Encuentra un Amigo (Find a friend):** Students will circulate around the classroom with their “Encuentra un amigo” sheet and speak with classmates to find peers who match the descriptions listed in each box. For example, someone who has gone on *el barco* or someone who is wearing *una pulsera*. Encourage students to say the vocabulary in Spanish when asking their questions and answering with “*Sí*” or “*No*” to complete their sheet. For younger grades, the activity may be teacher-led: read each description aloud and have students raise their hands if the description applies to them. You can also help a different student say the question aloud for each box.

**10. Juego: Sin Sillas (Musical chairs without the chairs):** Place flashcards down in a circle shape. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up a flashcard and stand on its place mark. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. Alternatively, call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say, “*¡Aquí!*” Have the whole class repeat for continued practice before continuing into a new round.

**11. Juego: Pasos del Explorador (Following directions):** Invite all students to stand shoulder to shoulder in a line on one side of the room. Bring out the flashcards of different places taught this semester and review them as you set them in different areas. Explain that you will give students simple movement commands using the vocabulary, such as “*Da tres pasos hacia el restaurante,*” “*Da dos pasos hacia la panadería,*” or “*Da un paso hacia el museo.*” Go over what the phrase, “*Da \_\_ pasos hacia \_\_.*” means. Students will need to listen carefully and move around the room, taking the correct number of steps toward the place you name. They must stay alert, because whenever you say “*¡Con permiso!*” they must freeze immediately. Any student who moves after “*¡Con permiso!*” will need to answer a vocabulary question. Continue for a few rounds. Whoever reaches the last location called first will announce where they are. Have the whole class repeat.

**12. 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 hotel and bakery as their new city locations.
- Students draw and include any Spanish vocabulary on the back of the sheet that connects with the hotel and bakery 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.

**13. 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.

**14. Adiós:** Sing the “*Adiós Amigos*” song to the tune of “*Frère 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*

**15. 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.

- **Alrededor de la panadería (Around the World Variation):** Gather your flashcards and have the students sit in their seats on the “*panadería.*” Have one student get up and stand by the person in the chair next to him or her. As you hold up a picture flashcard, the first student to say the word correctly in Spanish moves to the next chair to challenge that student. The losing student sits down in the chair where s/he was challenged and lost. The game keeps going until someone gets “*alrededor de la panadería*”- all the way back to where s/he started. **Alternatively:** You can call out the word in Spanish and students can point to the correct flashcard out of two you are holding.