

Vamos a Explorar- Theme-based course with *Dani y Beto*.

Lesson Plan 1 Note: All activities should take 5-7 minutes.

Day 1 Target Vocabulary: La ciudad

<i>Vamos a explorar.</i>	Let's explore.	<i>una tienda</i>	store
<i>la ciudad</i>	city	<i>el banco</i>	bank
<i>el cine</i>	movie theater	<i>una casa</i>	house
<i>la biblioteca</i>	library	<i>la escuela</i>	school
<i>¿Dónde está__?</i>	Where is__?		

Optional Vocabulary for advanced or older students:

<i>la acera</i>	sidewalk	<i>la calle</i>	street
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Feel free to insert this vocabulary into the conversation on your "tour" around the places. As you are walking around to each station say, "*Vamos a caminar en la acera*. Let's walk on the sidewalk." (Encourage the class to repeat "acera.") "*Tenemos que cruzar la calle*. We need to cross the street." (Encourage the class to repeat "calle.")

Key phrases to repeat during class and encourage Spanish responses:

<i>Repite otra vez.</i>	Repeat again.	<i>¿Qué es?</i>	What is it?
<i>Me encanta__.</i>	I love__.	<i>aquí</i>	here
<i>ayuda</i>	help		

Vocabulary note to teachers: The vocabulary listed in each lesson includes the articles (*el, la, un, una*). For the younger students, it is recommended to omit these from the lessons. This way the students will be able to learn the core vocabulary much easier. For the older students, feel free to teach them the articles along with the vocabulary words. Make sure they understand the gender and agreement when describing the articles. Also, show them the written words so they see the article as a separate word preceding the noun.

Who are Dani and Beto: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos a explorar!*, follows Dani and Beto as they explore Panamá. We hope you have fun getting to know the class "stars!"

Preparing for class: Be sure to have nametags ready for all of the students. You can write their names on labels that they can stick to their shirts, or for more durable nametags, you can laminate small cards with their names and punch holes in the tops. String a piece of yarn through the hole and have the students wear these around their necks each week.

Materials list: Set up your classroom with the pictures/posters/props of the "Los lugares de la ciudad" posted on the walls or on chairs/desks where the students can see them. These stations represent each place making the lesson really come alive. The "Los lugares de la ciudad"



will represent the vocabulary above. There is a printable document on the Futura intranet with the names and images of each place in big letters to make marking "los lugares" around the room easier. Place these images according to the vocabulary introduction noted below in order to create a city "tour". The goal is to make the classroom look as much like a city as possible. Any props or real life objects that you can bring in to further reinforce the adventure would be great. For example: for the library you can have a few books next to the picture flashcard. You will need two sets of the picture flashcards for the *Vamos a Explorar* game. If possible bring a map to show *Panamá* to the students.

Be sure also to read this lesson plan carefully so you have all of the flashcards and images prepared in advance. Also, be sure to know each song very well so you can sing and teach it without needing to read the lyrics. 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. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. It is imperative that you instruct the class bilingually and encourage understanding by using gestures or cognates. The key phrases listed at the top of the lesson plan should be repeated frequently because they are great examples of extra Spanish the students can learn during class. For example, if you repeat the question "¿Qué es?" often, the students will start responding to this without needing the English translation. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy. If you have older students in class, feel free to have them "be" Dani and/or Beto.

Introduction: As the students enter the room welcome them to *la ciudad de Panamá* by saying "*¡Bienvenidos a la ciudad de Panamá! Welcome to Panama City!*" Post the culture images of *la ciudad de Panamá* and the map up on the board for the students to feel like they are in *Panamá*. Encourage the students to sit in a half circle facing you and take attendance. During attendance, have the students say "*presente.*" Introduce yourself and the Classroom Responsibilities. Make sure to show the students the Classroom Responsibilities poster and Consequence and Rewards chart. Also, give them an example of how they can earn a peso or lose a star, depending upon the system you choose. Demonstrate to them the attention-getter and explain how you will be using it in class to regroup the students.

Cantamos: Encourage the students to stand using gestures and saying "Levántense." Teach the students the "theme song" for the class: *Marcha de exploración* (Exploration March). To help the students learn the song, sing and act out the chant first for them to see. Then break the song down and encourage the students to repeat line by line after you. Once they get a hang of the lyrics, encourage them to march with you and act out the gestures while singing. Don't forget to give instructions in both Spanish and English. Watch the video for this song on the Futura intranet to hear 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!



¡Arriba! (stand on toes with hands up)
¡Abajo! (squat down to the floor)
¡Exploramos! (jump up)

Vocabulary: After teaching the song explain what the lyrics mean: "Let's explore! To the left, to the right. We march. Up! Down! Let's explore!"

Puppet time! Invite all of the students to the circle. Encourage them to sit down by using gestures and saying "Siéntense." Bring in a backpack with the puppets inside. Say to the students in a mysterious voice, " *Tengo una sorpresa en mi maleta.* I have a surprise in my backpack. (Hold up your backpack while saying this.) *¿Pueden adivinar qué es la sorpresa?* Can you guess what the surprise is?" After the students have given a few guesses, bring the puppets out of the suitcase and exclaim, " *¡Son mis amigos!* They are my friends!" Have the Dani and Beto puppets carry on the following little conversation. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: *¡Hola! Me llamo Dani.* Hi! My name is Dani.

Beto: *..Y me llamo Beto.* ..And my name is Beto.

Teacher: Let's say nice to meet you to Dani and Beto. *Todos repiten por favor, "¡Mucho gusto!"*

Dani: *Vamos a explorar la ciudad.* We are going to explore the city.

Teacher: Encourage the class to repeat "Vamos a explorar." Use a gesture to kinesthetically appeal to the students. For example: have them repeat while holding up pretend binoculars searching around the room.

Beto: (using an excited voice) *¡Qué divertido!* How fun! *Hay muchos lugares para ver.* There are so many places to see.

Interactive Lesson: Have the class stand by using gestures and saying " *¡Vamónos clase! Vamos a explorar al cine.*" Have the students follow you around the room as a group. As you continue with the puppet conversations below, point to each "Lugar de la ciudad" as it is mentioned on the tour. *Make sure that the places are stations set up around the room to really make the lesson come alive. Have props or real life objects placed around the picture flashcard or a poster/drawing to represent the building.

Dani: *Aquí está el cine.* Here is the movie theater. *Todos repiten por favor el cine.* (Encourage the class to say the word with you.) *A gesture to physically associate with this word would be to pretend eating popcorn!

Beto: *Me encanta el cine.* I love the movies. (Point to the movie theater picture again while saying *el cine.*)

Dani: *¿Dónde está la biblioteca?* Where is the library? (Encourage the students to repeat the question " *¿Dónde está?*" while shrugging their shoulders and putting their hands up to gesture the question.)

Beto: *¡Aquí está la biblioteca!* (While having Beto point to the library picture and the class moves to that station.)

Teacher: *Clase repite, por favor, "la biblioteca."* *To ensure practice of this new vocabulary encourage the students to repeat multiple times saying "otra vez." To make this more fun have them use different voices each time they repeat like a mysterious voice, a robotic voice, or a



squeaky voice. To help with the pronunciation of this long word you can break it down by syllables and have the students clap while repeating each syllable. "Bi-bli-o-te-ca"

Dani: (with an excited voice) *Aquí está una tienda con dulces, juguetes, y ropa.* And here is a store with candy, toys, and clothes. (Encourage the students to repeat "tienda" multiple times.)

Repaso del vocabulario nuevo: Invite all of the students back to the circle. Encourage them to sit down using gestures and saying, "Siéntense." After acting out the puppet skit above, reinforce this new vocabulary by encouraging the students to repeat each word after you while you point to the picture or object that represents it. For example: "*El cine significa* movie theater. *El cine* means movie theater. *Todos repiten por favor, el cine.*" Check the understanding of the students by asking "*¿Qué es?* What is this?" as you hold up the picture flashcards or point to the objects around the room. Remind the students to raise their hands if they know the answer. Praise them for their responses by saying "exelente, buen trabajo, or muy bien."

For the younger students, sing "*¿Dónde están Dani y Beto?*" to the tune of the theme song "Where in the world is Carmen San Diego?" from the television show. *Hint: If you are unfamiliar with this tune search it on YouTube. After singing the line, hand the puppets to a student and encourage him or her to place the puppets next to a picture or object representing a "Un lugar de la ciudad." Encourage the students to raise their hands and answer in Spanish where Dani and Beto are. *Variation activity: Set the Dani or Beto puppets at a "station" in the room, and pass binoculars (these can be real or home made with toilet paper rolls) to a student singing the tune above. Encourage the student to hold up the binoculars to see the place and call it out in Spanish. For extra practice have the student pass the binoculars to the person next to him or her and that student can do the same, continuing around the circle so that each student is able to use the binoculars and practice saying the word in Spanish.

For the older students, play a quick game of *iPista!* (Clue) to reinforce the vocabulary learned so far. Hand two students in the circle binoculars (or a ball). Read a clue in Spanish and English about one of the places. The two students will race to call out the place that you are describing in Spanish. For example if you say, "*Dani y Beto están comiendo palomitas aquí.* Dani and Beto are eating popcorn here. *Hay muchos asientos en filas.* There are a lot of seats in rows." The students should race to call out, "el cine." After the answer is given encourage the entire class to repeat and continue playing by having the students pass the binoculars to two new students.

Transition: Use your attention getter to regroup the students after the review activities. Ask the students to stand and follow you to continue the exploration of the city. Continue with the puppet conversations below leading the students on the tour around the room to the other place stations.

Beto: *Hay muchas casas allá.* There are a lot of houses over there. (Encourage the students to repeat "casa" multiple times while holding up the picture of the house.)

Dani: *Sí. ¿Dónde está el banco?*



Teacher: See if the students understood what Dani asked and encourage them to raise their hands if they know the answer. Praise the students for their participation and explain what Dani asked in English. Go to the bank "station" and encourage repetition of the new word.

Beto: *Hay un lugar más.* There is one more place. *¡La escuela!*

Teacher: *¿Clase qué piensas es la escuela?* What do you think is *la escuela?* *Muy bien, la escuela* is the school. *Todos repiten por favor, la escuela.*

Juego: ¿Dónde está?- Encourage the students to sit in a u-shape or half circle using gestures and saying "Siéntense aquí por favor." To further reinforce all of the vocabulary, play the following racing game. Divide the class into two teams- *Equipo Dani y Equipo Beto*. Have the teams stay seated during the game. One person from each team will stand up to start the game. When you call out a vocabulary word, for example, "*¿Dónde está la tienda?* Where is *la tienda?*" The players will race to the matching location in the room and point to the "Lugar de la ciudad" saying, "*la tienda*". The student who reaches the correct location first scores a point for his or her team. Have the entire class repeat the answer in Spanish for extra practice. Continue playing the game by having a new player from each team stand to compete.

Tip: Since this vocabulary is new, try to ensure the students have a good understanding before continuing to the game. You can also write the words in Spanish with pictures on the board for reference to ensure success during the game. Make sure to remind the students that it doesn't matter who wins or loses, the goal of the game is to have fun learning Spanish.

Cantamos: Encourage the students to stand using gestures and saying "Levántense." As a transition, have the students sing the theme song.

Merienda & Notas Culturales:

Notes about snack time: *Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra healthy snack such as raisins, fruit snacks, or pretzels in case the students forget. Be aware of any allergies listed on the class roll. Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. After snack time is over, let the students know this will be the bathroom break time, during which they can get a drink of water and throw away their garbage. This should be the only break for leaving the classroom in order to avoid disruptions, so remind them to take advantage of the time. Tip: For the remaining classes you can ask students to use the restrooms prior to class so that you won't need to do bathroom breaks each week and can use more of the class time for fun activities. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.*

Once the students are seated ask the following questions in Spanish followed by English: *¿Sabes dónde está Panamá?* Do you know where Panama is? *Remind them to raise their hands if they have an answer or comment.

Show the students the map of Panamá and point out capital city. Show the images of *la ciudad de Panamá* from the internet. Explain that there are areas in the city that still have the older



Spanish architecture known as the old quarter *Viejo Panamá*. There are also high-rise buildings and modern sky scrapers.

¿Les encanta el cine? Do you guys like the movies?

El cine is a movie theater. American movies are very popular in other countries around the world, like in Panama. Typically they are shown in English with Spanish subtitles. In Panama City the biggest movie theater is called *Cinepolis*. It is very modern and even has VIP rooms. These rooms have leather reclining chairs and the ability to order drinks and food. In Panama City you can find food from all around the world French, American, Chinese, etc. Since the city is on the water, seafood is very popular as well. There are some foods that are considered the "national foods" of Panama. They are listed below and there are pictures on the intranet for download. It would be wonderful to bring in one fried plantain, a tamale, or an empanada to allow the students to try a small bite. Be sure to pay attention to allergies if you do this. After showing the students the food pictures, ask them which dish from Panama they would like to try most/least.

- *Patacones de plátano* (fried plantain)
- *Sancocho* (Panamanian stew with chicken, meat and vegetables)
- *Tamales* (seasoned pie wrapped in banana leaves)
- *Empanadas* (turnovers filled with meat, chicken or cheese)
- *Ceviche* (fish marinated in lime juice, onions and peppers)

Transition: Give the students a time reminder after five minutes of snack time saying "*Tenemos dos minutos más. We have two more minutes of snack. Por favor, apúrense. Please hurry up. ¡El próximo juego es muy divertido!* The next game is very fun!" While the students are finishing up their snacks and throwing garbage away, take down the picture flashcards of the "Los lugares de la ciudad" to prepare for the next game.

Physical Activity: Vamos a explorar- Use your attention getter to regroup the students and have them all sit down and close their eyes for the next activity, say in a suspenseful whisper, "*Siéntense y cierran los ojos.*" For this activity you will need two sets of the picture flashcards. Hide them around the room while the students have their eyes closed. Be sure to place them inside the classroom and in locations that are safe for them to search. Once you have the images hidden, let the students know they can open their eyes. Divide the class into two teams. Explain that each team will "explore" around the room to find the hidden places. Assign a team captain for each team and hand them a "Mapa de los lugares" (a list of the vocabulary covered in class today) as a reference. The students will need to find the places on their map in the order listed. When you are ready to have them start searching call out, "Vamos a explorar." Walk around the room and help the teams work together searching around the room for the places. Encourage them to have fun exploring and searching for the places and encourage the use of Spanish by asking them, "*¿Dónde está la escuela?* Where is the school?" Once the teams have found all places have them sit down together as a group to show you they are done. After both teams have finished, review the places they found in Spanish encouraging repetition. Praise the students for their hard work by having the entire class give "aplausos."



Alternate Juego- This game is a variation of the 'Heads Up 7 Up' game. Have the students sit at desks or tables with their heads down (eyes closed) and one arm out with a thumb up. Explain to the students that you will pick out two students to compete. When you give the call these two students should race to look up and call out the Spanish translation for the picture flashcard that you have posted on the board (or hold up). Quietly walk around the room and push down two students thumbs. When you call out, "¡Vamos a explorar!" all the students should open their eyes and look up. The two students who have their thumbs down should race to look up and call out the word in Spanish. Encourage all students to think of the answers even if they are not picked. Once the answer is given encourage the entire class to repeat it for practice. The student who answers correctly first gets to help you pick out the next word and choose the next two players in the game. Continue playing by having the students put their heads down again and choosing another vocabulary word. If the students don't know the answer, encourage them to ask for "ayuda" from the class. If someone else in the room has the answer they can win and help you for the next round. Continue playing until the seven minutes are up.

Tips for Mixed Grade Classes: Choose older students to be the team captains or help you to set up for the activities. When assigning teams, ensure that there are equal separation of ages on each team. For example: the younger students are spread out evenly among the two teams. Choose students of the same age to compete against each other during the games.

La ciudad: Encourage the students to sit down at the desks or tables in the room by using gestures and saying "Siéntense." Hand a copy of the template of the city clip art from the intranet (printed in black and white) for each student. Encourage them to color the pictures and label the places in Spanish. *Variation: Have the students individually or in small groups draw their own city (on large pieces of white paper) and label each place in Spanish on the map. Feel free to bring in magazines with houses or buildings in them for the students to cut out and paste onto the papers for the places as well. Encourage them to be creative and have fun with the project. Have pictures of towns or a drawing already done to show them what they should be creating. Walk around as the students work and have them tell you about their town. Encourage them to use as much Spanish as possible by asking, "¿Dónde está el banco en tu ciudad? Where is the bank in your city?"

Conversación práctica: ¿Dónde está Beto?- For the younger students, sit in a circle with the city places picture flashcards spread out in the center of the circle. Explain to the students that Beto is lost in the city and Dani needs your help finding him! Encourage the class to repeat the question "¿Dónde está Beto?" (Or sing it with a catchy tune or beat) After repeating the question together, place the Beto puppet next to a picture or object representing a "Un lugar de la ciudad." Encourage the students to raise their hand if they can tell you in Spanish where Beto is. After the answer is given encourage the entire class to repeat the location in Spanish. Continue by starting the song again and moving the Beto puppet to a new location.

For the older students, divide the class in half and have them stand in two lines facing each other. Each student will have another student directly across from him or her. Explain that



one side will play the role of "Dani" and the other will play the role of "Beto." Dani and Beto have a friend, *un amigo*, that is lost in *la ciudad de Panamá*. Let the students know that each pair of students will act out the conversation to find out where the friend is. Call on a volunteer to demonstrate this with you and toss a ball to him or her asking "¿Dónde está tu amigo?" Encourage them to respond with any place in Spanish covered in class today. Ask the entire class to repeat this question multiple times to ensure success for the activity. Start the activity by passing a ball to the first "Beto" in the line to start the activity. He or she will pass the ball to the "Dani" across from them while asking the question. Continue playing by having the "Dani" throw the ball to a new "Beto" in the line across from him or her and ask the question. The students will continue passing the ball back and forth across the lines asking and answering the question. Praise the students for their hard work and effort in speaking Spanish!

Closing: Pick up your puppets and carry on the small conversation below.

Dani: *Ahora necesitamos salir. We need to leave now.*

Dani & Beto: *Adiós, clase. Nos vemos al Canal de Panamá la próxima clase. We'll see you at the Panama Canal next class.*

Teacher: Encourage the class to respond "*Adiós*" or "*Nos vemos.*"

Adiós: Teach the "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Les Digo Adiós

Adiós--ya me voy

Hasta luego

Vamos a la casa ya

Les digo adiós

Ask the students to "*Formen una fila a la puerta. Form a line at the door.*" Hand out the newsletters and parent introduction letters, and have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Extra time: If there is extra time, you can offer more time for students to work on their art projects, play a fun game of **Banco Caliente** with the vocabulary words, play **¿Qué falta?**, or play **Viajamos Alrededor El Mundo** with the clipart flashcards. **These games can be adapted for future lessons.**

*How to play **Banco Caliente:** Explain to the students that *banco* means bank but also bench in Spanish. Dani and Beto need to rest so they sit on a bench, but it's hot! This is a game just like hot potato, but using places vocabulary. Have the students sit in a circle and put on some music in Spanish. The students should quickly pass a ball around the circle. When you stop the music, the student holding the ball will try to answer a question you give. Example questions: "*¿Qué significa explorar?* What does *explorar* mean? *¿Qué es school en español?* What is



school in Spanish?" Any student who gets the word wrong sits in the middle of the circle. Keep playing until just two students remain or you have surpassed the 5-7 minutes allotted per activity.

***How to play Viajamos Alrededor El Mundo:** Have the students sitting at desks or chairs. Have two students at a time stand to compete. As you hold up a picture flashcard of the vocabulary words, the students should race to call out the Spanish word. The fastest student to call out the correctly matching word in Spanish wins. He or she "travels" on to the next student to compete. If a student wins the race between all classmates, he or she has successfully traveled "*Alrededor el mundo*" and won the game. Tip: Encourage the entire class to repeat the Spanish words together once the answer has been given to encourage extra practice. Note: You will need to use the same vocabulary flashcards more than once.

***How to play ¿Qué falta?:** Divide the class into the teams that you have been using in class so far. Have the teams each stand in a line facing the board. Then have the students all sit down in the line by saying, "Siéntense." Post the pictures of the places on the board and call out the word in Spanish for each place as you post it. Encourage the students to try and remember all of the places up on the board. Have one player from each team stand up. Explain that they will close their eyes and you will be taking away one of the places. When you call out "¿Qué falta?" the players standing will open their eyes and race to call out the missing place in Spanish. If the players don't know the answer, encourage them to ask for "ayuda" from their teammates. The team that calls out the answer first scores a point. Continue playing by having a new player from each team stand to compete and take away a different place. Remember to show the picture flashcard and encourage the entire class to repeat the word in Spanish after each answer is found.