

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

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

Day 1 Target Vocabulary: El aeropuerto

<i>viajar</i>	to travel	<i>la maleta</i>	suitcase
<i>Vamos a viajar</i>	Let's travel	<i>el boleto</i>	ticket
<i>el avión</i>	airplane	<i>el pasaporte</i>	passport
<i>el aeropuerto</i>	airport	<i>una fila</i>	a line
<i>Me llamo...</i>	My name is...		

Optional Vocabulary for advanced or older students:

<i>la seguridad</i>	security
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Key phrases to repeat during class and encourage Spanish responses:

<i>¿Listos?</i>	Ready?	<i>¡Vámonos!</i>	Let's go!
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Vocabulary note to teachers: The vocabulary listed in each lesson includes the articles (*el, la, los, las*). 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 viajar!*, follows Dani and Beto as they go on various adventures related to traveling, transportation, and excursions. 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: Copies of the *pasaportes* document for each student, props for airport activity such as suitcases or bags, tickets, and other vocabulary flashcards printed and preferably laminated. If applicable have two fly swatters with airplane images taped to the back of them.

Be sure also to read this lesson plan carefully so you can 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. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, it is imperative that you instruct the class bilingually and encourage the students to guess what you are saying in Spanish by using gestures or cognates. 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 and welcome them to the airport by saying "*¡Bienvenidos al aeropuerto! Welcome to the airport!*" Note: To make the material come alive have a poster or a banner saying *El aeropuerto*. You can also use additional props such as posters or objects. If you choose, hand each child their passport as they enter the room as well saying, "*Aquí es tu pasaporte. Here is your passport.*" Encourage the students to sit in a circle 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 by saying "Levántense" and using gestures, teach the students the "theme song" for the class: "*El Viajamos Rap*" To help the students learn the rap, try chanting a line first and then having the students repeat after you. Once they have a handle on the lyrics, rap the whole song together. During the rap you can have the students use gestures to make it come alive. For example they can point to someone else in class while saying "tú" and point to themselves for "yo" or pretend to carry a suitcase when saying, "Llevo mi maleta." 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. (Tip: It is the tune of Frere Jacques but in rap format.)

Viajamos Rap

Viajamos Viajamos

Tú y Yo

Tú y Yo

Vamos al aeropuerto

Llevo mi maleta

Tú y Yo

¡Vámonos!

Vocabulary: After teaching the rap explain what the lyrics mean: "Let's travel. You and me, We're going to the airport. I have my suitcase, you and me- Let's go!"

Puppet time! Invite all of the students to sit back down in a circle on the floor. Encourage the students to sit down by saying "Siéntense" and using gestures. Bring in a suitcase or bag with

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the puppets inside. Say to the students in a mysterious voice, "*Tengo una sorpresa en mi maleta.* I have a surprise in my suitcase. (Hold up your suitcase 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 repitan, "¡Mucho gusto!"*

Dani: *¿Cómo te llamas tú?* What is your name? (Have Dani look at the teacher while saying this.)

Teacher: *Me llamo_____.* My name is _____.

Clase, me llamo means my name is. *Vamos a practicarlo.* Let's practice!

*Interactive Activity: Encourage the class to sing with you:

¿Cómo te llamas?

¿Cómo te llamas?

¿Cómo te llamas?

¡Tú!

When you say *tú* put a sombrero on the student you point to or give him or her a maraca. Have the student with the sombrero respond "*Me llamo_____.*" Have the class continue to sing the song with you while placing the sombrero on a new student each time. Note: You will probably need to help the students remember how to answer the question in Spanish. For the older students you can have this written on the board for them to reference.

Puppet time!

Dani: *¡Muy bien clase!* Nice work class! *¡Mucho gusto!* Nice to meet you.

Beto: (In a hurried voice) *Sí, sí pero necesitamos ir al aeropuerto -ahora.* Yes, yes but we need to go to the airport-now!

Dani: *Bueno, ¡Vámonos!* Okay, let's go!

Teacher: Have the class stand up by using gestures and saying *¡Vámonos clase!* Move to another part of the room where you have the objects and flashcards set out. It would be fun to have a *¡Bienvenidos al aeropuerto!* banner or sign over the area. Once the students are moved and seated, pick the puppets up and continue the conversation below. Make sure you have your clip art and objects nearby As each vocabulary word is introduced in the conversation, hold up the picture or object that represents it as you say it in Spanish. (Tip: Use as many concrete objects as possible to increase student interest and help them retain the new words. For example, bring in a toy airplane, a ticket, your passport, and a suitcase.) *Vamos a viajar por el avión.* We are going to travel by plane.

Dani: *Clase vamos a viajar por avión.* Class we are going to travel by airplane. *Todos repitan por favor avión.* (Encourage the class to say the word with you.)

Beto: *Me encantan los aviones.* I love planes! (Point to the plane again while saying *aviones.*)

Dani: *Por el viaje necesitamos muchas cosas.* For the trip we need a lot of things. *Clase, repitan por favor el viaje,* the trip.



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Beto: *¡Sí!* (While holding up or pointing to objects/images) *Necesitamos la maleta, el boleto, y el pasaporte.* We need the suitcase, the ticket, and the passport.

Dani: *¿Listos clase?* Are you ready, *clase?*

Teacher: Encourage the class to say, "*¡Listos!*"

Repaso del nuevo vocabulario: After acting out the skit above with the puppets, reinforce this new vocabulary by encouraging the students to repeat each word after you while you hold up the picture or object that represents it. For example: "*El aeropuerto significa* airport. *El aeropuerto* means airport. *Todos repitan por favor, el aeropuerto.*"

To further reinforce the vocabulary, place all of the objects or picture flashcards in front of the room for the students to identify. For example: Ask the first student, "*¿Dónde está la maleta?* Where is *la maleta?*" Encourage that student to come up and to point to *la maleta*. Call on another student to find the next object. Continue to ask questions in Spanish and challenge the students to find the matching the image or object for all of the vocabulary. After each object is found, make sure the entire class repeats the word together. Tip: Since this vocabulary is new, try to ensure the students have a good understanding before continuing to the next game. You can also write the words in Spanish with pictures up on the board as a key for them to reference so that they can be successful during the game.

Packing Race- Please note: For this activity you will need to make two sets of flashcards representing the new vocabulary mentioned above. Or if possible bring in real objects to represent the vocabulary words for the activity. Divide the students into two teams-*Equipo Dani* and *Equipo Beto*. Give each team a set of the picture flashcards. Place two "*maletas*" at the front of the room. Preferably have backpacks or suitcases to make the activity come alive, but any kind of bag that is easy to bring into the classroom will suffice. As you call out a Spanish vocabulary word, the teams will find the matching picture and send one player to race the front of the room and "pack" it into *la maleta*. The fastest correct team scores a point. For example: if you call out "*el boleto*", the students must find the matching flashcard with a picture of the ticket and bring it up to the bag. Play this game until a team reaches five points. You can give the winning team stickers or pesos. Note: Some of the vocabulary words are not necessarily items that would be "packed" but explain to the students that they will still continue the racing game with all vocabulary. For example: If you call out "*aeropuerto*" the students should still race to find that matching picture and place it in the bag.

Más practica: Vamos a Viajar: Before this activity you will need to post the picture flashcards or place the objects representing the vocabulary words around the room. Pair up the students and have them link arms. Be sure to explain that their "team" will be out if they unlink. (When choosing the partners, it would be a good idea to have older students partner with younger students to help them along.) Have the pairs stand in a line behind you and remind them of the Student Responsibilities. Stand in front of the line facing the students and explain the directions before beginning. Explain, "*Vamos a ser un avión.* We are going to be *un avión.* *Vamos a viajar alrededor la clase.* We are going to travel around the class." When you call out a vocabulary word the students must race (fly!) in their pairs to the object or picture representing the word. The pair to arrive the fastest can earn pesos or stickers. Make sure to have the entire class repeat the vocabulary word after the answer has been given for

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practice. Try to give each pair of students an opportunity to answer. After the activity, encourage the students to give themselves "*un aplauso*" for a job well done! (Be silly and have fun with this activity encourage the students to make plane sounds as they "fly around the room!")

El pasaporte: Encourage the students to sit down at the desks or tables in the room by saying "Siéntense" and using gestures. Hand out the print copies of the passport template from the intranet to each student. Have the students write their name, place of birth (can be in English) and date of birth (in numerals) on the front of the passport. Make sure to speak in Spanish while introducing this. Have the students fold the document into a passport book. Let the students know they will be able to use this in the second half of class. While the students are working you can play fun Spanish music in the background. After five minutes say, "¡Hay dos minutos más!" Walk around to help the students put the coloring utensils away. (Note: It may be fun to take pictures of each student during the following class so that each student can have a picture on his or her passport.)

Cantamos: Encourage the students to stand by saying "Levántense" and using gestures. As a transition, have the students sing the *Viajamos Rap* 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. 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: *¿Has viajado al otro pueblo? Otra ciudad? Otro estado? Otro país?* Have you traveled to another town? City? State? Country?

Explain how in some small villages in Spanish speaking countries people rarely leave their village or nearby villages and many will never go on an airplane in their lives. Ask the students why they think this is.

You can also share with the students your travels abroad to Spanish speaking countries by bringing in a map and showing them where the countries are located. You can also let the students know that some airports in Latin America are "open air", where the buildings are not closed off. Show them the picture example from the intranet of the Punta Cana International Airport in Dominican Republic with no walls and thatched roofs.



Physical Activity: Los aviones- After the students are cleaned up after snack, divide them into two teams: *Equipo Dani y Equipo Beto*. Have the teams sit in lines facing the board. (Leave enough space between the students and the board.) Call one person from each team up to the board, facing away from it. Call out a word in Spanish. For the younger students, have picture flashcards posted up on the board. When you call out a word in Spanish, the students must take a fly swatter (with a picture of a plane taped on the back) and hit the corresponding word. The older students will write the word in English that matches the Spanish word you called out. The student who has the correct answer first scores a point for his or her team. Continue playing until each student has had an opportunity to play. Tip: For mixed age classes, make sure the teams are divided evenly by age and that the older students compete against each other and the younger students compete against each other. You can also make this activity more fun by encouraging the students to pretending they are "flying" as they race to the board.

Puppet time! Have the students return to a circle while you pick the puppets up and have the conversation below. Make sure you have your clip art and objects nearby. As each vocabulary word is introduced in the conversation hold up the picture or object that represents it as you say it in Spanish.

Beto: *¡Ay caramba! ¡Hay una fila por la seguridad! Oh no! There is the line for security!*

Dani: *No problema. Estamos listos. No problem. We are ready. Tenemos la maleta, el boleto, y el pasaporte. We have to have our suitcase, ticket, and passport.*

Teacher: *¡Vamos clase! Necesitamos pasar por la seguridad. Let's go class! We need to pass through security.*

Have the class move to another location in the room and then ask a volunteer to read the part of the security guard, Dani, and Beto for the next part.

Security Guard: *¿Cómo te llamas y dónde está tu pasaporte?* What's your name and where is your Passport?

Dani: (Saying to the security guard) *Me llamo Dani Flores y aquí es mi pasaporte.*

Security Guard: *¿Cómo te llamas y dónde está tu pasaporte?*

Beto: (Saying to the security guard) *Me llamo Beto Garcia y aquí es mi pasaporte.*

Security Guard: *Muy bien, gracias. Very good, thank you.*

Hands-on Activity: Set up a security line in your classroom like the skit above to have the students practice their Spanish skills in. You can bring in objects, posters, or write on the board to make this scene come alive. Encourage the students to get excited about this activity by saying "*Vamos al aeropuerto. Let's go to the airport.*" Have two students form a bridge and as each student passes underneath it you can act as the security guard above. Bring in grocery or shopping bags to hand out to each student to represent "*la maleta.*" For "*el boleto*" you can cut slips of paper to look like tickets for each student. Hand back the *pasaportes* the students created from earlier in class. Encourage the students to *formen una fila* in front of security (the student made bridge). Explain to them that they will be acting out the scene of going through *la seguridad en el aeropuerto*. Ask the students, "*¿Listos? Ready?*" Encourage the students to respond "*¡Listos!*" As the students reach the front of the security check point they need show you their *maleta, boleto, y pasaporte*. Ask the students *¿Cómo te llamas y*



dónde está tu pasaporte? What's your name and where is your Passport?

Encourage them to respond "Me llamo ____" while holding up their passports. (You can alternate asking for their *boletos* in place of passports. You can also make the game more silly by having the students holding up the bridge hold a student in security if they forget an item-similar to *London Bridges*.)

Maleta Mix Up: For this activity you will need two sets of picture flashcards or objects representing the vocabulary words packed into two suitcases. Divide the class into two teams, *equipo Dani* y *equipo Beto* and have the teams sit in a line with the suitcases at the very end of each line. Whisper a Spanish vocabulary word to the first student in each line/team. The students should continue whispering the word to the student behind them similar to the game *Telephone*. When the word gets to the last student, he or she should take that object out of the suitcase, close the suitcase and pass it back up to the front of the line (like passing it through security). When the object suitcase to you (*la seguridad*), you can take it and allow it to pass if the correct item was removed or you can BEEP and send it back if it is incorrect. The team that gets their suitcase through *la seguridad* first scores a point for his or her team. Make sure to have the team rotating positions for each round. Continue playing until the five to seven minutes is up.

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

Dani: *Necesito ir al avión ahora.* I need to go on the airplane now.

Beto: *Yo también.* Me too.

Dani & Beto: *Adiós clase. Nos vemos en el avión la próxima clase.* We'll see you on the airplane 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 **Boleto Caliente** with the vocabulary words, or play **Viajamos Alrededor El Mundo** with the clipart flashcards. **Both games can be adapted for future lessons.**

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*How to play **Boleto Caliente**: Explain to the students that this is a game just like hot potato, but using travel vocabulary. Have the students sit in a circle and put on some music in Spanish. The students should quickly pass "*el boleto*" around the circle. When you stop the music, the student holding the "*el boleto*" will try to answer a question you give. Example questions: "*¿Qué significa viajar?* What does *viajar* mean? *¿Qué es suitcase en español?* What is suitcase 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. The student can pretend to be "*un avión*" and fly to the next student. 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.