

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

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: El Canal de Panamá

<i>el océano</i>	ocean	<i>el barco</i>	ship/boat
<i>la cámara</i>	camera	<i>sacar una foto</i>	take a picture
<i>grande</i>	big	<i>pequeño</i>	small
<i>¿Puede(s)...?</i>	Can you...?	<i>con permiso</i>	excuse me
<i>¿Dónde está...?</i>	Where is...?		

Optional lesson for advanced or older students:

After introducing the vocabulary, insert the following brief grammar lesson for the older or advanced students. Write the vocabulary words on the board that have accents or a tilde in the word. (*océano, pequeño, cámara, etc*) Explain the use of these symbols and the pronunciation of the words. You can do this by showing how the words would be pronounced without the accents. Encourage repetition of the vocabulary words by breaking them down to syllables to show the stressed accent. Encourage the students to clap or "pop up" when saying the stressed syllable of the word. I.e: Pa-na-má You can also give the students an example of how the accents can change the meaning of a word. I.e: papá vs. papa

Key phrases to repeat during class and encourage Spanish responses:

<i>el Canal de Panamá</i>	Panama Canal	<i>¿Qué significa?</i>	What does it mean?
<i>Siéntense por favor.</i>	Sit down please.	<i>Levántense por favor.</i>	Please stand up.

*If a student can't think of the answer in Spanish, encourage him or her to ask the class for "ayuda."

Preparing for class: Have the nametags ready for all of the students. Be sure also to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Teach the class bilingually by introducing all lessons and directions in Spanish first then following up with English translations when necessary. Emphasize the key phrases above by repeating them throughout the class.

Materials list: Post the images of the Panama Canal on the board or an open wall space. Bring in as many props or real life objects to make the lesson and adventure come alive. Have the picture flashcards for the vocabulary from day one and two. If possible, bring in a camera for the interactive lesson. Bring in pictures or objects that represent big and small for the *¿Grande o pequeño?* activity.

Introduction: As the students enter the room welcome them to *el Canal de Panamá* by saying "¡Bienvenidos al Canal de Panamá! Welcome to the Panama Canal!" Post the culture images of *el Canal de Panamá* and the map on the board for the students to see. Encourage them to sit in a half circle facing you to take attendance. Review the Classroom Responsibilities and



Consequence and Rewards chart. 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." Sing the "theme song" for the class: *Marcha de exploración*. Encourage the students to march and act out the gestures while singing.

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

Juego de repaso: Play the *Vamos a Explorar* or *¿Dónde está?* game from last week to review the day one vocabulary with the students in a hands-on activity. Make sure to hold up the picture images and have the students repeat the Spanish after you for good practice before starting the game. Be sure to keep this game between five to seven minutes to ensure time for the new lessons and activities. ***Note:** Review of vocabulary from previous classes is very important for each class. This review can also be incorporated through other games by including the picture flashcards and objects with the new vocabulary during the games. Whenever possible, make sure to encourage repetition and recognition of all vocabulary taught throughout the semester.

Puppet time! Use your attention getter to regroup the students and invite them to the circle at the front of the room near the Panama Canal pictures. Bring out the Dani and Beto puppets and have them greet the students. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: (pointing to the Panama Canal picture) *¡Llegamos el Canal de Panamá!* We are at the Panama Canal!

Beto: *Sí. Es muy grande.* Yes. It is very big. (Encourage the students to repeat "grande" in a deep loud voice as they hold their hands out to gesture something big.)

Dani: (searching and looking around in a curious voice) *¿Dónde está la cámara?*

Teacher: *¿Clase qué dijo Dani?* What did Dani say? *Sí muy bien.* Dani is looking for her camera. *Todos repiten por favor, la cámara. (while holding up the camera or picture flashcard)*

For the younger students, have a camera hidden nearby and search around the room with Dani repeating *¿Dónde está la cámara?* in a fun tune acting out the search. Encourage the students to sing with you. Then pull the camera out from the bag and hold it up encouraging the students to repeat the new word after you.

Beto: (using an excited voice) *¡Qué divertido!* How fun! *Quiero sacar una foto.* I want to take a picture.



Teacher: Act out taking a picture with the camera and encourage the students to hold up their pretend cameras and mimic the gesture of taking a picture while repeating "*sacar una foto.*"

Dani: (to a student) *¿Puedes sacar una foto por favor?* Can you take a picture please?

Teacher: *Clase, puedes significa 'can you'. Puedes means 'can you.' Todos repiten por favor "puedes."* This is how you would ask a friend or someone your age if they can do something. If you want to ask an adult you could say "*puede.*" *Puedes* is the "tú" form of the verb or the informal usage. *Puede* is the "Usted" form of the verb or the formal usage. Give the students some real life examples of how they could use this builder phrase. For example: To ask an adult stranger to take a picture for you, you would say "*Puede sacar una foto por favor.*" To ask a friend to go shopping with you, you would say "*¿Puedes ir al centro comercial conmigo?*"

Interactive Lesson: Have the class stand up by using gestures and saying "*¡Vamónos clase! Vamos a explorar el Canal de Panamá.*" Encourage the students to pretend like they are tourists looking at the pictures of the Panama Canal and taking "*fotos.*" While "exploring" the Panama Canal pictures, act like a tour guide and point out interesting things to really make the exploration come alive.

Los hechos del Canal de Panamá

Es una de las ocho maravillas del mundo. It is called the 8th wonder of the world.

El Canal conecta el océano Pacífico y Atlántico. The canal connects the Pacific and Atlantic oceans.

El Canal fue construido por los Estados Unidos y fue abierta en 1914. The canal was built by the US and opened in 1914.

Tardó diez años para construir el Canal. It took ten years to engineer and build the canal.

Millones personas han viajado al Canal de Panamá para visitarlo. Since the opening millions of people have traveled to the Panama Canal to see it.

Un barco toma diez horas para pasar a través del Canal entero. It would take a ship about 10 hours to pass through the entire canal.

Nunca había un huracán o terremoto en Panamá, por eso fue elegido para el Canal. Panama has never had a hurricane or earth quake in recorded history, which was part of the reason it was chosen for the canal.

Encourage the students to repeat "*el Canal de Panamá*" multiple times for practice. If possible, have the students all stand around the pictures and take a real picture of them. Make sure to ask them to "*sonríe por favor.*" You can develop this picture and hand out a copy for each student at the last class as a souvenir or keepsake from class!

Juego: iFoto!- Let the students know that Dani and Beto are having so much fun taking pictures that they are both racing to snap a picture of everything they see in Panama! Divide the class into two teams for this game. One player from each team will come to the front of the room. Give each player a pretend camera (this can be a picture of a camera cut to face size) that they will put behind their backs. When you hold up a vocabulary image the players will race to hold the camera up to their eyes and call out "iFoto!" Whoever does this first has an opportunity to score a point by saying the Spanish word for the image. Continue playing until all students have had a turn to play.



Transition: Use your attention getter to regroup the students after the game. Ask the students to sit back in the circle using gestures and saying "Siéntense por favor." Continue with the puppet conversation.

Beto: *¿Dónde están los barcos?* Where are the ships?

Dani: (pointing) *Allá.* Over there. *Hay muchos barcos.* There are a lot of ships.

Teacher: Hold up the picture of the ship and have the students repeat "barco" after you multiple times.

Teacher: *Dani y Beto están muy emocionados a ver el Canal y los barcos.* Dani and Beto are really excited to see the Canal and the boats. *Beto está caminando rápidamente entre las turistas.* Beto is walking very fast through the tourists.

Beto: (as he is walking by other tourists along the Canal) *Con permiso.* Excuse me. *Con permiso.*

Teacher: Clase repite por favor "con permiso". *Explain the usage of this phrase by giving more examples. I.e: You can use "con permiso" as you are trying to walk by like you would say "Excuse me can I have permission to get by?" You can also give the students a visual by having a group of students stand in a crowd. Have a volunteer student "be" Beto trying to get by. Beto needs to say "con permiso" to anyone in his way. To check understanding, ask the students for examples of when they would use this phrase.

Dani: *El océano es muy grande.* The ocean is very big. (Point to the ocean in the picture and encourage the students to repeat "océano" at least three times using fun different voices.)

Beto: *Hay un barco pequeño aquí.* There is a small ship over here. (Encourage the students to repeat "pequeño" in a small or quiet voice.)

Interactive Activity: ¿Grande o pequeño?- For this activity bring in a variety of objects (or pictures of objects) that are small or big. Tip: You can clip images from a magazine like cars and houses to represent big items and dogs or babies to represent small items. Hold them up asking the students "¿Grande o pequeño?" to reinforce the two adjectives. *For the older students,* divide the class into two teams and have them stand in lines facing you. The first student from each team will race to call out "grande o pequeño" as you hold up a different object or image. The student who calls out the correct adjective first scores a point for his or her team. Continue playing by having the next student in line compete. Play until each student has had a turn.

For the younger students, bring in the book Perro grande...Perro pequeño by PD Eastman to read to them. This is a great visual for them to see the difference between the two adjectives. Hint: Check your local library to see if they have this book available.

Juego: Palomitas calientes- (This is a great game for younger students with a lot of energy!) Explain to the students that Dani and Beto are so excited about their tour of the Panama Canal that they keep jumping up and down like popcorn! In this game the students will get to do the same. Hand each student a picture flashcard of the vocabulary covered in class today or the previous class. Have the students start jumping around the room. When you call out "palomitas" everyone must freeze. Call a word in Spanish and whoever has that word must hold up the card. Encourage the entire class to repeat the word before the "popping" begins again.



Juego: Paso por Paso- (For the older students) Explain that Dani and Beto are walking along the Panama Canal and there is a large crowd with many things to see. So, at times they need to stop before they can continue walking. This game is a variation to the Red light Green light game. Have all students stand in a row facing you with a large distance between you and them. For this game hand each student a piece of paper and marker for them to write answers. When you call out a question they will write their answer (without looking at others) on the paper and hold it up for you. For example if you ask, "*¿Qué significa 'con permiso'?* What does *con permiso* mean?" The students should write "excuse me" and hold it up. If they get the answer correct, they get to take one step forward towards you. If they are not correct, they stay in the same spot. The object of the game is for the students to race to reach you. Continue playing by calling out new questions for the students. When the first student (or group of students) reaches you give the entire class "*un aplauso*" for their hard work. The winners can also receive stickers or pesos.

Cantamos: As a transition, have the students sing the theme song while they get their snacks for the culture lesson.

Merienda & Notas Culturales: Encourage the students to sit and quietly eat their snack while you share the culture lesson for the day. Be sure to use Spanish first and follow it up with the English translations.

The Panama Canal was created to help trade and transportation between countries and continents. Show the students a map and explain the importance and benefits of being able to travel by sea through the land locked continents of North and South America. Point out the two oceans the canal connects. The canal took about ten years to construct and opened in 1914 by the help of the United States. Most ships or vessels that travel through the canal are cargo ships carrying tons of materials (about 50,000 tons). Show the students pictures of the Canal again.

Around the Panama Canal many businesses accept the U.S. dollar, even though the currency in Panama is the Balboa. The Balboa is equal to the U.S. dollar. Their coins are also identical in the size and shape of the coins in the U.S. only they have the image of the bust of Balboa and on the penny a bust of Urac, a legendary Indian folk hero. Show the images of the currency from the intranet.

Tropical fruits are popular treats in Panamá. A popular dessert or snack is a milk shake (*batido*) made with tropical fruits like papaya, strawberry, and pineapple. Many different tropical fruits are common in Panamá and provide an inexpensive treat. Some of these delicious fruits are: mangos, papaya, pineapple, a variety of melons, and some fruits you've never seen before like *maracuyá* (a passion fruit) or *guanábana* (soursop- has a combination sour citrus flavor like strawberries and pineapple with a creamy flavor like a banana or coconut). Show the students the pictures of these two unique fruits from the intranet and see if they would ever be interested in tasting them.

**Note: Please refer to day 1 for the Merienda guidelines. Also, be sure to encourage Por favor and Gracias during all snack time and other activities.*



Physical Activity: ¿Dónde está? Race- Review the vocabulary from the list below by holding up the picture flashcard and encouraging the students to call out all together the Spanish word. Also review what the question "¿Dónde está?" means and encourage the students to practice asking the question. Ask the students to close their eyes while you hide the following picture flashcards around the room. (*la ciudad, la tienda, el cine, la biblioteca, el banco, la casa, la escuela, el Canal de Panamá, la cámara, el barco, el océano*) Divide the class into two teams *Equipo Dani y Equipo Beto*. Have the teams sit together in groups. Ask for one player from each team to stand and start the game. Explain that when you ask, "¿Dónde está ___?" the player from each team will race to find the matching hidden picture image. For example: If you say, "¿Dónde está el barco?" The students will search for the boat image. The player to find the image first scores a point for his or her team. Once the answer has been found encourage the entire class to repeat the word in Spanish while holding up the picture. Continue playing with a new player from each team. Play until the seven minutes is up. Award the winning team stickers or pesos.

Cantamos: Teach the students the song below by singing it first for them. Make sure to use the gestures and have fun with the song. The more fun you have with it, the more excited the students will be to sing with you. Have the students repeat each line of the song after you. After singing the song, explain the meaning of the lyrics to the students. *Tip: Listen to the song on the Futura intranet to get the correct beat.

¿Dónde está la cámara? (Sing to the tune of "Frere Jacques.")
¿Dónde está?, ¿Dónde está? (looking around)
la cámara, la cámara (hold up pretend camera)
Quiero sacar una foto, Quiero sacar una foto (pretend to take picture)
del Canal, del Canal

(optional second verse)
¿Dónde está?, ¿Dónde está? (looking around)
el barco, el barco (holding up the picture flashcard)
Quiero sacar una foto, Quiero sacar una foto (pretend to take picture)
con permiso, con permiso

Juego: Charades or Pictionary-

Dani y Beto están esperando para el barco al Canal. Dani and Beto are waiting for a boat ride at the Canal.

Beto: *Debemos jugar un partido de adivinar!* We should play a guessing game!
Voy a actuar algo y tú necesitas adivinar lo que estoy haciendo. I am going to act out something and you need to guess what I am doing.
(Have Beto pretend to take a picture)

Dani: *¡Sacar una foto!*

Beto: *Muy bien, Dani.* (to the class) *¿Clase, quieres jugar con nosotros?* Do you want to play with us?



Encourage the class to get excited for the game! Divide the class into teams again to play a fun game of Charades or Pictionary. One player from each team will come up and you will secretly show them the picture of what they need to act out (for Charades) or draw on the board (for Pictionary). For example if the phrase is "sacar un foto" the students can draw someone taking a picture or act it out. Make sure to include vocabulary from day one and two. The teammates will race to raise their hand if they know the answer in Spanish. Remind them that they need to answer in Spanish. The teammate to answer correctly first scores a point for his or her team. After the answer is given, hold up the picture flashcard and ask the entire class to repeat the word in Spanish. Continue playing by having two new players come up and draw or act. Play until the seven minutes is up. Award the winning team with stickers or pesos.

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 centro comercial la próxima clase. We'll see you at the mall 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 play review games from last week like **Banco Caliente, ¿Qué falta?**, or **Viajamos Alrededor El Mundo** with the clipart flashcards.