

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

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

Day 2 Target Vocabulary: El avión

<i>el piloto</i>	pilot	<i>Por favor</i>	Please
<i>Buenas tardes.</i>	Good afternoon.	<i>Gracias/Muchas Gracias</i>	Thank you/Thank you very much.
<i>el asiento</i>	seat	<i>¿Dónde está?</i>	Where is it?
<i>Quiero...</i>	I want...	<i>ventana</i>	window
<i>el jugo</i>	juice	<i>el agua</i>	water

Optional Vocabulary for advanced or older students:

<i>Está aquí.</i>	It is here.
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Key phrases to repeat during class and encourage Spanish responses:

<i>¡Siéntense!</i>	Sit down!	<i>¡Vámanos!</i>	Let's go!
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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. Remember that since this is a theme-based class, students of various grades and Spanish levels may be in 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!

Specifics for today's class: Have the classroom set up looking like an airplane. For example: have chairs set out in pairs with an aisle between them in the middle of the room. On each chair have a note card or piece of paper with a seat number. For example: 2A or 5C. Be sure to have flashcards from the previous class under the chairs, turned over facing down. Have the template for the small art project printed, as well as coloring supplies. Have tickets with the students' names and their seat numbers printed and set up on a table. Have the props for the pilot and flight attendant as well as Dixie cups with juice and water ready. Hide the objects or flashcards for the *¿Dónde está?* Scavenger Hunt around the room.

Introduction: As the students enter the room, welcome each student back to the airport by saying "*¡Bienvenidos al aeropuerto! Busca tu boleto por favor.*" Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students and using Spanish encourage them to sit in the circle. Take attendance and have the students say "*presente.*" Remind students of the Classroom Responsibilities and consequence and rewards systems. Review the attention getter, as well. Then have the students pick up their tickets on the table where you have them displayed.

Puppet time! Get out the Dani and Beto puppets and use an excited voice to carry on the small conversation below.

Dani: *¿Clase, quiere ir al avión ahora?* Do you want to go to the plane now?

Teacher: Encourage the whole class to say, "¡Sí!"

Beto: *¿Dónde están sus boletos?* Where your tickets?

Teacher: Encourage the students to repeat "boleto" while holding up their tickets. Ask the class "¿Listos?" and encourage them to respond "¡Sí!" Have the class move to where the "avión" is set up are while saying, "¡Vámonos!". The students can stand in *una fila* waiting to enter the plane.

Beto: (Peeking at Dani's ticket) *¿Dónde está tu asiento?* Where is your seat?

Dani: *Déjame ver...Let me see...2A! Two A.* (Looking at Beto's ticket) *Tienes 2B.* You have Two B.

Teacher: *Clase, ¿Dónde está?* means where is it. *Todos repitan, por favor: ¿Dónde está?* *Entonces, qué significa ¿Dónde está tu asiento?* Have the class guess and praise all efforts to answer and then explain that *¿Dónde está tu asiento?* means *Where is your seat?* Be sure to also emphasize the word *asiento*. Have the class standing up *en una fila* with their tickets in hand. You can solicit a volunteer to help you as well. Explain to the students that they will need to find their *asiento* on *el avión* that matches their *boleto*. As the students get to you ask them, "¿Dónde está tu asiento? Where is your seat?"

Have all of the show you their tickets. For the older students encourage them to say, "Está aquí" when they find their seats.

Once all of the students have found their seats, have the students repeat the new word *asiento* after you. Tip: This is a great way to make assigned seats fun!

Cantamos: Encourage the students to stand by saying "Levántense" and using gestures. Start class with the theme song- "*El Viajamos Rap*". Sing through it once while the class hums to refresh their memories if necessary, then have everyone join in for the second round through with the gestures. Don't forget to give all instructions in both Spanish and English!

El Viajamos Rap

Viajamos Viajamos

Tú y Yo

Tú y Yo

Vamos al aeropuerto

Llevo mi maleta

Tú y Yo Vámonos

Vocabulary Introduction Skit: Pick up the Beto puppet and continue the conversation below. Ask for a volunteer or choose an older student to be your special helper for the next activity. Have the student act out the *piloto* in the next skit. Tip: If you can, bring in a captain hat for the student to wear while acting out the pilot or a suit jacket. Definitely encourage the volunteer to have fun with this role!



Beto: (Looking around) *¿Dónde está el piloto?* Where is el piloto?

Piloto: (with a strong, loud voice) *¡Buenas tardes!* Good afternoon!

Teacher: Encourage the rest of the class (the passengers) to respond "*¡Buenas tardes!*" while waving to *el piloto*.

Piloto: *Soy el piloto para este vuelo.* I am the pilot for this flight.

Teacher: *Piloto significa pilot en español. Piloto means pilot in Spanish. Clase repite por favor, piloto. ¡Muy bien!*

Piloto: *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class. *¡Todos levántense!* Everyone stand up.

Juego: ¿Dónde está...? (Make sure you have your clip art under all of the seats and that you have let the students know they shouldn't turn over the notecards until they are told.) Review what *¿Dónde está?* means and have everyone repeat the phrase. Explain that when the *piloto* asks *¿Dónde está?* and a vocabulary word from last week, everyone must look under their chairs at the notecard under their seat. Whoever has the corresponding word should yell back, "*¡Está aquí!*" or for the younger students, "*¡Aquí!*" There may be more than one student with the same card, which is fine. Both students would hold up their cards while calling out the designated phrases. Feel free to make this a speed game or throw out small prizes like pesos or stickers to students with the correct responses. Praise all efforts in Spanish and keep playing for 5-7 minutes or until each student has had an opportunity to participate.

Vocabulary Introduction and Puppet time! Pick the puppets back up and continue the conversation below. Make sure you have your clip art nearby, so that as each word is introduced in Spanish you can hold up the picture or object that represents it. Encourage the class to sit down in their plane seats and put on a scarf or another prop to look like a flight attendant.

Azafata: *Buenas tardes pasajeros. Good afternoon passengers. Soy la azafata de este vuelo.* I am the flight attendant for this flight. (Hold up a picture or the real objects while saying the following dialogue.)

Azafata: *Tengo jugo o agua para tomar.* I have juice or water to drink.

Teacher: *Clase repite por favor jugo. Clase repite por favor agua.*

Azafata: (Looking at Dani) *¿Qué quieres para tomar?* What would you like to drink?

Dani: *Quiero jugo, por favor.* I would like juice please.

Azafata: (Looking at Beto) *¿Qué quieres para tomar?* What would you like to drink?

Beto: *Quiero agua, por favor.* I would like water please.

Teacher: Explain to the class that "*Quiero...*" means "I want" or "I would like" in Spanish. Remind the students that to be polite they should also say please. "*Por favor significa please en español. Por favor means please in Spanish. Todos repiten, por favor.*"

Interactive Activity: Bring in Dixie cups (one for each student) and fill them half full of water or juice. Ask for *un voluntario* to be your special helper for this activity to help you hand out the drinks. Have the flight attendant (you!) and the student volunteer go around to each student asking what they want to drink. Encourage each student to respond "*Quiero jugo*"



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por favor" or "*Quiero agua por favor.*" Help the volunteer to hand out the small samples of water or juice in the Dixie cups.

Once all of the students have had their drink served, ask what they should say afterwards to be polite. "*Sí, gracias significa thank you en español. Todos repiten, gracias.*" (Or substitute *Muchas gracias.*)

Merienda & Notas Culturales:

Encourage the students to finish their drinks and then to get their snacks and sit in a circle on the floor. Hold up a map or globe and point out San José in Costa Rica. Explain to the students that this is the capital city of Costa Rica and that people in Costa Rica speak Spanish. The nickname for Costa Ricans is "Ticos". They call themselves this too! Explain that many people vacation in Costa Rica to see their rainforests and beautiful beaches. Costa Rica also has beautiful wildlife to attract tourists like *monos* (monkeys) and *tucanes* (toucans) that can easily be seen in the streets. There are *muchos pescados grandes también!* (There are a lot of big fish too.) Therefore, deep sea fishing is very popular for tourists and locals. There are also volcanos that you can visit and even climb! The international *aeropuerto* is called Juan Santamaría. The money in Costa Rica is called *colones*. Show the students the pictures from the intranet about Costa Rica. See if the students would like to *Viajar a Costa Rica!*

**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.*

Puppet time! Encourage the class to return sitting in the circle while you go sit in one of the airplane seats holding Dani and Beto. Have a pretend picture with a big window hanging on the wall and have Dani be "sitting" by it.

Beto: *Dani, yo quiero el asiento al lado de la ventana.* I want the window seat!

Dani: *Está bien. Yo prefiero el asiento a lado del pasillo.* That's okay. I prefer the seat next to the aisle.

Teacher: *Switch Dani and Beto in your hands so that Beto is now sitting by the window.* Point to the "window" and have the students repeat after you "*ventana*". Encourage the class to all stand up to *abordar el avión*" *de nuevo*. As they return to their seats they should give you a high five as they "enter" the plane while saying *ventana* as a review.

Juego: ¡Avión Divertido! (Musical chairs) Once the students are seated pick up the puppets again and carry on the following conversation before starting the game.

Dani: *Este avión es especial.* This plane is special.

Beto: *¿Porqué? Why?*

Dani: *¡Por que tiene música!* Because it has music!

Teacher: Explain to the class that you are going to put on music and everyone should start walking around the plane, dancing. When the music stops you will call out, "*¡Siéntense!*" Everyone will scramble to find a seat. Whoever sits down last will have to answer a question about a vocabulary word in Spanish. You can use vocabulary from today's class or last week's class. For example: *¿Qué significa asiento?* What does *asiento* mean? Feel free to vary the difficulty depending on the age of your students. You may also want to review words beforehand so that the game is a success.



Reading: Encourage the students to "*Siéntense*" on the floor in front of you in a circle. You can choose to read the short story on the intranet, or feel free to read the students other books related to airports or airplanes in Spanish. You can check them out at your local library. For example: *El avión de Angela* by Robert N. Munsch or *Díme por qué tienen alas los aviones* by Shirley Willis. Make sure to ask comprehension questions during and after the story to encourage student participation.

Más practica: Have the students move to an open area in the room and sit on the floor in a circle. "*Hacemos un círculo por favor.*" Review all of the vocabulary from both today's class and week 1 by holding up the picture flashcards (or using a gestures) and having the students call out the matching Spanish vocabulary word.

Juego: ¿Dónde está...en el avión?- This is a scavenger hunt game. For this activity, you will need copies of the scavenger hunt list you create for your students (complete with clipart pictures for your non-readers) and the matching picture flashcards or real objects placed around the room. Before class, you will need to hide the items around the room. Make sure to put them where no one will be tempted to do anything dangerous to retrieve them (such as climbing, etc.) and where you can keep an eye on all students at all times during the game. Also make sure you hide them in places that are appropriately challenging for your group of students. You can determine how you'd like to make this activity work. You might hide two of each item and tag them with red or blue stickers; in this instance, if the red team found the blue stickered pilot, they'd have to leave it and keep looking for their own. (While this way requires you to bring in more flashcards/objects, it also ensures that the game will be calmer and quieter, as the kids are trying not to be obvious when they find something in case it belongs to the other team.) Alternatively, you can hide more flashcards/objects (around 15-20) and have the teams search like an Easter egg hunt. For the "Easter egg" version, they can play individually or in teams.

In class, explain that the students are going to find the missing objects or vocabulary words in the "*avión*" (the plane). The individual or team that finds the most of the hidden items on the list wins. Be sure they clearly understand the guidelines, that every group or individual has a copy of the list, and that you have gone over each item together to make sure they know what they are looking for. (If you have nonreaders, it's especially important to keep your list short.) Walk around the room to help the students and ensure they stay on task. Once a team has found everything on their list or once time is up (allow 5-7 minutes of actual play time), bring the class back and sit together in a circle to go over the list and reveal what was found for each item. Tip: Make sure to go over the Student Responsibilities before playing.

Sample Scavenger Hunt List for playing in teams

1. Jugo
2. Piloto
3. Avión
4. Asiento

5. Boleto
6. Ventana
7. Pasaporte
8. Maleta
9. Agua
10. Aeropuerto

Arte: Ask the students to "*Siéntense*" at their desks or at a table. Hand out the template of the airplane as well as coloring materials. Have the students draw a picture of Dani and Beto on the airplane from the skits during class, or a picture representing a travel they had at an airport or airplane. Make sure to have the students choose one of these two options before beginning. See if they can incorporate as many vocabulary items they have learned so far in class in the drawings. For the older students, you can challenge them to write the Spanish words next to the items in the drawings. To help with this have the vocabulary words in Spanish and English up on the board for them to reference. Encourage the students to draw and color neatly so that they can show their parents after class what they have learned in Spanish. Walk around and help the students with any questions while they work. Play fun Spanish music while the students work. Make sure to give the students a reminder after five minutes to start finishing up with, "*Tenemos dos minutos más.*" After the seven minutes is up, help the students pack up the colors and have them leave their drawings at the table to take home at the end of class.

Juego: Asiento Caliente Encourage the students to return to their airplane seats. Have two seats up at the front of the plane that are empty. Have a student put on the *piloto* props and carry on the conversation below.

Piloto: *¡Necesitamos ver una vez más que saben en español! We need to see one more time what you know in Spanish.*

Teacher: Explain that the *avión* will be divided into two teams. One person from each will come sit in *los asientos calientes* (hot chairs). The *piloto* will call out a word in Spanish. The first person who calls out the corresponding word in English first, scores a point for his or her team. Keep playing for 5-7 minutes. (*Tip: to make this more fun you can have the person answering where the pilot hat or props!*)

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

Dani: *El avión sale ahora.* The plane is leaving now.

Beto: *¡Pues, vámonos!* Well then, let's go!

Dani & Beto: *Adiós clase. Nos vemos para un viaje nuevo la próxima clase.* We'll see you for a new trip the next class.

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

Adiós: Have everyone stand to sing "*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

Say to the students "*Formen una fila a la puerta.* Form a line at the door." Hand out the newsletters, 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: **Boleto Caliente**, **Viajamos Alredador El Mundo**, or **Maleta Mix Up** with the clipart flashcards.