

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

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: El centro comercial

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| <i>el centro comercial</i> | mall | <i>una camiseta</i> | t-shirt |
| <i>los dólares</i> | dollars | <i>un sombrero</i> | hat |
| <i>un recuerdo</i> | souvenir | <i>una pulsera</i> | bracelet |
| <i>¿Cuánto cuesta?</i> | How much does it cost? | | |
| <i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i> | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | |

Optional Lesson for advanced or older students:

When teaching the numbers, feel free to challenge the older or advanced students to learn higher numbers like 11-15 in addition to the 1-10.

Key phrases to repeat during class and encourage Spanish responses:

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|------------------|-----------|-------------------------|-------------------|
| <i>¡Vámonos!</i> | Let's go! | <i>¿Qué quieres?</i> | What do you want? |
| <i>Quiero__.</i> | I want__. | <i>Vamos a comprar.</i> | Let's buy. |

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class.

Specifics for today's class: Bring in a t-shirt, hat, and bracelet for the shopping activity. Have these items set up on a table with price tags (these can be simple note cards). (For the hat, it is best if you are able to bring in a straw hat like the *sombrero Panamá* or a *sombrero Mexicano*.) Bring in play or real money for the lesson. Bring in props and real life objects to make the lesson and adventure come alive as possible. Have the picture flashcards for today's vocabulary and previous classes.

Introduction: Encourage the students to sit in a half circle facing you and take attendance. Review the Classroom Responsibilities and Consequence and Rewards chart. Demonstrate the attention-getter and explain how you will be using it in class to regroup them.

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.

Puppet time! Use your attention getter to regroup the students and invite them to the circle at the front of the room near the table with the shopping items set up. 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: *Vamos al centro comercial.* We are going to the mall. (Hold up the picture of the shopping mall and encourage the class to repeat "centro comercial" after you multiple times.)

Beto: *Quiero comprar un recuerdo de Panamá.* I want to buy a souvenir from Panama. *¡Vámonos!*

Teacher: *Clase, un recuerdo significa souvenir. Un recuerdo is a souvenir. Todos repiten por favor, un recuerdo.*

Beto: *¡Vámonos!*

Encourage the students to stand around the table with the shopping items and pretend to be shopping with Dani and Beto at the mall. Ask the students what Dani and Beto would say if there was a large crowd in the mall that they were trying to pass through. Review the phrase "con permiso" with the students acting out examples "at the mall."

Dani: (while looking at the different items on the table) *A ver... ¿Qué quieres Beto?* Let's see...Beto, what do you want?

Beto: *Quiero una camiseta.* I want a t-shirt. (Have Beto hold up the t-shirt from the table and encourage the class to repeat "camiseta" multiple times. See if students in class are wearing t-shirts and point them out as further reinforcement.)

Dani: *Yo quiero una pulsera.* I want a bracelet. (Have Dani hold up the bracelet from the table and encourage the class to repeat "pulsera" multiple times.)

Beto: *¡Hay un sombrero también!* (Put the sombrero on and encourage the students to repeat "sombrero" after you. Pass the sombrero around and have each child repeat the word as they wear it. Explain to the students that the word *sombrero* originates from the traditional Mexican hat that is brightly colored with a large brim. In Panama the *sombrero Panamá* is a straw hat that originates from Ecuador. Show the students pictures of both these hats from the intranet. If possible bring in a Mexican *sombrero* and a straw hat to show the differences.)

Juego: ¿Qué quieres?- Use your attention getter to regroup the students and move to a new area of the classroom for the following game. Play a fun variation game of *Mata la mosca* to reinforce the new vocabulary. Divide the class into two teams. Have the shopping items and the picture of the mall on a table and have the teams stand around the table so that everyone can see the objects. Tip: You should include previous vocabulary from the semester for this game by adding the objects or pictures to the table. For example: add a camera and a picture of the boat. Hand one player from each team a flyswatter with an image of currency taped to the back. When you call out "Quiero___." The students with the flyswatters will race to 'swat' the correct object that you want. For example: if you say "Quiero una camiseta" the students should swat the t-shirt. The student who hits the correct object first scores a point for his or her team. Encourage the entire class to repeat the answer in Spanish once it has been found. Continue playing until each student has had a turn to play. The team with the most points wins and can receive pesos or stickers. Praise everyone for their hard work by giving "un aplauso."

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: *Quiero comprar mi recuerdo.* I want to buy my souvenir.



Dani: *¿Cuánto cuesta?* How much does it cost?

Beto: (looking at the price tag and holding it up for the class to see) *Ocho dólares.* Eight dollars. (Hold up the play money or the picture of money and have the students repeat "dólares" after you multiple times. Pass a dollar bill or a picture of a dollar around the room and have each student say the word in Spanish as they receive it.)

Beto: *¿Cuánto cuesta tu pulsera?* How much does your bracelet cost?

Dani: (looking at the price tag and holding it up for the class to see) *Tres dólares.* Three dollars.

Teacher: Teach (or review) with the students the numbers 1-10 in Spanish by holding up dollar bills (or fake money). When you hold up one dollar say "uno" and have the class repeat, then hold up two dollars and say "dos" having the class repeat, and so on. As the students are repeating you can encourage them to hold up the correct number on their fingers as they call it out to physically connect. For the older or advanced students, feel free to challenge them to learn numbers 11-15 as well.

Note: Many kids may already know these numbers. Ask for volunteers to come up to the front and count in Spanish to see how well they know the numbers. Praise them for their hard work. If the students need more practice with the numbers continue on to the following reinforcement activities. For classes who know the numbers well, challenge the students to recognize the numerals out of order by playing a quick game of *Alrededor el centro comercial* (variation of Around the World) with the price tags. Have two students stand and show them a price in Spanish (I.e: \$5.00). The two students will race to call out the number in Spanish. The fastest student will continue to compete with the next student in class and so on. Once a student has "gone around the shopping mall" they have won and can receive a sticker or peso.

Reinforcement Activities:

For the younger students, reinforce the numbers by teaching the following song in Spanish while using visual aids (like numeral flashcards) to show the numbers as you sing. Sing each verse in the song encouraging the students to repeat after you. Have them hold up their fingers to represent the numbers as they sing.

Dólares Countdown (to the tune of "Ten Little Indians")

*Uno, dos, y tres dólares
cuatro, cinco, seis dólares
siete, ocho, nueve dólares
¡Diez dólares son!*

For the older students, reinforce the numbers by having the students do exploration exercises for the numbers you call out. Explain that the class is exploring the mall looking for items having them walk around the room while you play background music. When you turn off the music and call out a command like "Cinco segundos de correr. Five seconds of running in place" the students will need to stop and run in place for five seconds counting together in Spanish as a class. After the exercise turn the music back on and have the students continue to explore the mall until the next command. Call on volunteers to come up and give the commands in Spanish. Other possible exercises: jumping jacks, sit ups, stretches, dancing, push ups, side bends, or seconds marching in place.



Interactive Activity: ¿Cuánto cuesta?- Before starting these activities have the entire class repeat the question *¿Cuánto cuesta?* Multiple times to ensure success during the activity.

For the younger students: Act out a scene from a shopping mall together as a class. Have the objects to buy on a table or on the board for the students to see. Place new price tags next to the items like: \$7.00. You can use the price tag template from the Futura intranet. Sing the following verse to a fun tune like "Farmer in the Dell" to excite the students. "*Vamos a comprar. Vamos a comprar. ¡Al centro comercial, quiero comprar!*" Then point to an object saying with excitement, "*Quiero comprar ____.* I want to buy ____." Hand a student a shopping bag and encourage him or her to ask how much it costs in Spanish. Praise the students for their efforts and help as needed. Encourage the class to repeat all together "*¿Cuánto cuesta?*" Hand another student the object from the table with the price tag and encourage him or her to play the role of the vendor stating the price in Spanish. The student can then place the item in the "shopper's bag." You can even hand the "shopper" play money to give the vendor to really act out the scene. Continue acting out the shopping scene by calling on new students to act out the roles. Tip: To make this more fun, bring in props for the students to wear when acting out the different roles. For example a vest for the mall vendor or a purse or play shopping cart for the shopper.

For the older students: Divide the class into pairs and explain that they will be acting out a skit from a shopping mall. Hand each student a note card with what they are selling and how much it costs. You can use the price tag template from the Futura intranet. Each student will play the role of the shopping mall vendor and the shopper. Explain that the students will take turns asking each other how much the item they are selling costs and answering like they are shopping in a mall. For example: if the card says "*sombrero \$6*" The student will say "*Seis dólares*" in response to the partner's question "*¿Cuánto cuesta?*" Encourage the students to have fun with the skits and use silly voices as they act out the scene. After the students have asked and answered the questions with their partner, call out "*Vamos a comprar*" and encourage the students to switch partners (moving around the mall to buy more things). Have volunteers act out a scene in front of the class for further reinforcement.

Cantamos: As a transition, have the students sing the "*¿Dónde está la cámara?*" song from last week 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.

There are several shopping malls in Panama City, Panama. Two popular malls in Panama City are the Multiplaza and the Albrook Mall. These malls are very high end and are typically where the wealthy people who live in the city shop. The Multiplaza is one of the newest and most upscale malls in Panama City. It has a variety of international stores like: Tommy Hilfiger, Guess, Calvin Klein, Liz Claiborne, Adidas, Nike, and the Apple store. There is also a movie theater (the Cinepolis) and supermarket at the mall. The food court also has international selections like: McDonald's, Kentucky Fried Chicken, Cinnabon, and Haagen-Daz. The Albrook Mall is the old home of the U.S. Air Force base in Panama. The large shopping complex has a bus terminal that receives routes from all over Panama. This mall also has many department stores, two food



courts, and many full dining restaurants. Here is the link to the Albrook Mall website:

<http://www.albrookmall.com/>

If possible show the students the images from the website on a laptop. Show the students the pictures from the Futura intranet of the malls.

Raspados are what snow cones are locally called in Panama. You will find them served everywhere from a friendly vendor with a mobile cart. You can choose from a variety of tropical flavored toppings and Panamanians top their snow cones off with a scoop of condensed milk to create a cooling and refreshing drink. The flavors are a variety of fruits like: strawberry, passion fruit, or grape. (Tell the students the name of the flavors in Spanish.)

There are two words that mean hat in Spanish. *Sombrero* is the word for a Mexican hat or a Panamanian straw hat. *Gorra* also means hat in Spanish, but refers more to a cap like a baseball cap.

**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: Shopping Relay Race- For this activity you will need two sets of picture flashcards representing the vocabulary items and two "shopping" bags (these can be simple plastic bags). Have each set of picture flashcards on separate tables at the front of the room. Divide the students into two teams. Have a shopping list written on the board. For example: 1. *un sombrero* 2. *una pulsera* 3. *un recuerdo* 4. *la camiseta* 5. *una cámara*. Explain to the students that this game is a relay race game. Therefore, the teams should form a line and the first person will race to the table or "store" to find the first item on the shopping list. He or she will then bring it back to team and place it in the team's shopping bag. This will be the tag for the relay so that the second player can race to the front to find the second item at the "store." The players will continue finding the items in the order listed on the board at the front table and bring them back to their bag. The first team to successfully finish their "shopping trip" will win pesos or stickers. Play a second round by starting with new players and creating a new shopping list on the board.

Actividad: ¿Dónde está y cuánto cuesta?- Explain to the students that Dani and Beto are looking for specific items in the shopping mall and can't find them, so they need your help. They also want to find out how much the items cost. Divide the class into two teams (*Equipo uno y Equipo dos*) to play a scavenger hunt game. Give each team a shopping list (in different order). Explain that the objects (or pictures of objects) will be hidden around the classroom (or shopping mall). Use vocabulary items from class today and previous weeks for the objects. Have note cards for each team next to each item. To identify the cards have a 1 or 2 written on the top side of the card (for team one and two). On each team's card have the price listed for the object (this can be different for each team). **To make this a traditional scavenger hunt game you can have a note card for each team near the object to give them a clue on where to find the next object on their list. The students should "shop" with their teammates to find the items on their shopping list and write down the price for each item. Once the students have found all items on the list, encourage them to sit demonstrating they are*



finished. Review all of the locations of the objects on the shopping list by asking the students, "¿Dónde está ___?" And review the prices of the objects by asking, "¿Cuánto cuesta?" Encourage the students to answer in Spanish and praise them for their efforts.

Proyecto: Hacer un recuerdo- Explain to the students that they will be creating their own "recuerdo" from Panama to take home. Use the coloring page template titled "Panama Flag Coloring Page" from the Futura intranet. Make copies for each student and have them color their own Panamanian flag. Make sure to show the students a colored picture of the flag, so they know what colors to use. You can even bring in popsicle sticks and have them tape or glue their flag to the stick to hold up and wave around. If they do this, they will need scissors to cut out the flag before adhering it to the stick.

Alternate Project for the older students: Tarjeta Postal- Explain that Dani and Beto are writing post cards from Panama to send to their family back in Mexico. Using the postcard template from the intranet, encourage the students to write their friends or family telling them about Panama and use some of the new words they learned! Note: There is a word box and example sentences for the students to reference on the template. The students can use English and fill in the Spanish when necessary since they won't be able to construct complete sentences in Spanish. I.e: Dani and Beto went to *el Canal de Panamá*. They saw *barcos grandes*. Make sure to walk around the room and help the students as needed. Play Spanish music as they work. After five minutes, move on to the next activity. If the students are not finished encourage them to finish at home.

Juego: El precio es correcto- Explain to the students in Panama there are game shows on television just like in the United States. Popular shows in Panama are "100 Panameños Dicen" (Version of Family Feud), "El Familion" (Version of Deal or No Deal), and "Tu día de Suerte" (A show that gives away prizes to deserving people). For the next activity, explain that you will be playing a game like the popular television show in the U.S. "The Price is Right." Bring in different objects from home and have a list of "prices." Assign one or two children to play the television host and the other students are the contestants. Give the "contestants" blank pieces of paper and a writing utensil. The show host will hold up an object and ask, "¿Cuánto cuesta?" The students will secretly write down a number for how much they think it costs.

Tip: Even the younger students can play this and write the numeral. When you say "basta" the students have to hold up their signs and one by one say the amount in Spanish. Encourage them to say for example, "Nueve dólares." Whoever has the closest amount (without going over) is the winner. You can award the winners with stickers or pesos at the end of the activity.

Closing: Use your attention getter to regroup the students and pick up your puppets to carry on the small conversation below.

Dani: *El centro comercial está cerrando.* The mall is closing.

Dani & Beto: *Adiós, clase. Nos vemos al museo la próxima clase.* We'll see you at the museum next class.

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



Adíos: Teach the "*Les Digo Adíos*" 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 Adíos

Adíos--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 previous lessons.