

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

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

Day 3 Target Vocabulary: El autobús

<i>el autobús</i>	bus	<i>el conductor/la conductora</i>	driver
<i>los pasajeros</i>	passengers	<i>la ciudad</i>	city
<i>las monedas</i>	coins	<i>la parada de autobús</i>	bus stop
<i>¿Tienes__?</i>	Do you have__?	<i>Tengo__.</i>	I have__.

Optional Vocabulary for advanced or older students:

<i>¿Dónde están?</i>	Where are they?
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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!
<i>¡Alto!</i>	Stop!	<i>¡Levántense!</i>	Stand up!

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. Use puppets and props when applicable to make the class activities come alive!

Specifics for today's class: Have the classroom set up looking like a "bus". For example: have chairs set out in pairs with an aisle between them in the middle of the room. Keep the assigned seats from last week and use the seat numbers as well as the tickets for the students set up on a table again. Have a bus stop sign posted at the front of the bus. You can use the template on the intranet or create your own. Bring in real coins for the students to use when getting on the bus. Have the props for the bus driver.

Introduction: As the students enter the room, welcome them back to the airport by saying "*¡Bienvenidos al Aeropuerto Juan Santamaría en Costa Rica!*" Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students in Spanish, encourage them to sit in the circle. Take attendance and have the students say "*presente*". Remind students of the Classroom Responsibilities, consequence and rewards systems, and the attention getter.

Repaso: Los aviones-Play the *aviones* game from week one to review all previous vocabulary with the students. Divide the class into two teams and have them 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.

Vocabulary Introduction and Puppet time! Bring out the Dani and Beto puppets and use an excited voice to carry on the small conversation below. Make sure you have your clip art and props nearby, so that as each word is introduced in Spanish you can hold up the picture or object that represents it.

Teacher: *¡Dani y Beto están en el aeropuerto Juan Santamaría en Costa Rica! Su vuelo de avión fue muy bien. Their flight went very well. Ahora van a buscar el autobús para cruzar la ciudad. Now they are going to look for the autobús to go through the ciudad. ¿Clase qué significa autobús? What does autobús mean? Praise the students for their guesses. Muy bien, el autobús means bus. Clase repite por favor, el autobús. La ciudad significa the city. La ciudad means the city. Clase repite por favor, la ciudad. *Make sure to hold up the picture flashcards while the students repeat the vocabulary after you.*

Beto: *¿Dónde está la parada del autobús? Where is the bus stop?*

Dani: *¡Aquí está la parada del autobús!* (Have Dani point to your bus stop sign near the chairs.)

Teacher: Encourage the students to *levántense* and go to the table to get their *boletos para el autobús*. Ask the class "*¿Listos?*" and encourage them to respond "*¡Sí!*" Tip: To make this go smoothly you can use the same ticket numbers from last week for the students. Have the students move over to the bus stop that you have set up in the room while saying, "*¡Vámonos!*". Have the students *formen una fila en frente de la parada*.

Teacher: *¿Clase, dónde estamos ahora? Class, where are we now?*

Encourage the students to point to the bus stop sign saying "*la parada del autobús.*" *For the younger students you can shorten this to "*parada.*"

Dani: *También necesitamos las monedas para el autobús. We also need coins for the autobús.*

Teacher: Hand out *dos monedas* to the students in line. Have each student repeat "*monedas*" when they receive the coins. *You should also encourage the students to say "*por favor y gracias*" during this activity.

Beto: *¿Clase, tienes las monedas? Do you have the coins?*

Teacher: Encourage the students to respond "*Sí. Tengo las monedas.*"

Interactive Skit: Ask for a volunteer to help act out the role of the bus driver for the rest of the skit. Bring in a tie or suit jacket for the student to wear while acting out the bus driver. Have the student stand facing the rest of the class at the front of the "autobús." Explain to the class that he or she is the bus driver "*conductor or conductora*" *en español*. Have the students repeat this new word after you.

Dani: *¡Aquí está el autobús! Here is el autobús!* *Make a horn noise to signify that the bus has arrived.

Conductor: (with a strong loud voice) *¡Buenas tardes pasajeros! Good afternoon passengers!* Encourage the students to respond back "*Buenas tardes conductor.*"



Teacher: *Pasajeros* significa passengers. *Clase repite por favor, pasajeros.*

*Have the students enter the bus one by one, handing their ticket and coins to the *conductor*. Have the *conductor* ask the following question to each student as they enter the bus.

Conductor: *¿Tienes tus boletos y monedas?* Do you have your tickets and coins?

Teacher: Encourage each student to respond back individually, "**Sí tengo el boleto y las monedas.*"

Conductor: *Muy bien, pásale.* (Use a gesture to encourage the student to get on "the bus.")

Teacher: Encourage all students to respond in Spanish with "*por favor*" and "*gracias.*"

Conductor: (Once all students have found their seats on the bus.) *¿Estamos listos para cruzar por la ciudad?* Are we ready to check out the city?

Encourage the class to respond "*¡Sí! ¡Listos!*"

**Tip: If you have a younger class you may want to have them respond, "Están aquí" while holding up the coins and ticket. You can find another time to have them repeat the vocabulary words with you.*

Cantamos: Encourage the students to stand by saying "*Levántense*" and using gestures. Teach the students the new song below to the tune of "The wheels on the bus." Sing the song first for the students to hear and use the gestures. Have the picture of *la ciudad* up on the board so that you can point to it during the song or hold up the picture flashcard when you sing it. Encourage the students to sing along with you following the gestures. After singing the song a few times, review what the verses mean in English to check student understanding.

En la ciudad

*Sing to the tune of the "Wheels on the bus"

Vamos a viajar en la ciudad, en la ciudad, en la ciudad
Vamos a viajar en la ciudad, **en el autobús** (gesture pretending to drive the bus)

Vamos a viajar en la ciudad, en la ciudad, en la ciudad
Vamos a viajar en la ciudad, **con los pasajeros** (gesture pointing to other students)

Vamos a viajar en la ciudad, en la ciudad, en la ciudad
Vamos a viajar en la ciudad, **a la parada** (gesture hold up their hand like a stop signal)

La Parada del autobús: Place picture flashcards representing the vocabulary from today's class and previous classes underneath the chairs in the "*autobús.*" There should be one picture flashcard under each seat. Explain to each student that this is a bus stop game and the word for stop is "*¡Alto!*" Further explain that when you start playing the music, the students must start walking slowly around the chairs. When the music stops, you should call out, "*¡Alto!*" and each student must find a chair and sit down. You will then say the name of the "item" that just got on at the bus stop. For example: *el conductor*. Everyone must look under their chair and see if they have that word. If they do, they must hold it up and repeat



the Spanish word. Keep playing for 5-7 minutes. Be sure to follow up the game by having the students hold up the cards and repeating the words to reinforce learning.

Merienda & Notas Culturales:

Encourage the students to get their snacks and sit in a circle on the floor. Remind the students that the bus trip with Dani and Beto is in San José, Costa Rica. See what the students remember about Costa Rica from last week's lesson. Explain that in Costa Rica there are a variety of different buses that people use for transportation. Some buses are very fancy and have nice comfortable seats. These buses can have movies playing, air conditioning, and even give out snacks and drinks (like being on an airplane).

A popular Costa Rican handicraft is the oxcart, or *carreta*. The oxcarts are painted with unique and elaborate designs in brilliant colors, and fitted with a metal ring that strikes the hubnut of the wheel so that each cart has a unique "song" it plays as it bumps along the road. Show the students the pictures from the intranet of the *carretas*.

Explain to the students that in other countries people use different words to refer to a bus. For example, in Mexico people refer to a bus as *el camión*. In Argentina, Bolivia, and Peru people refer to a bus as *el colectivo*.

**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.*

Cantamos: Encourage the students to stand and sing the theme song- "*El Viajamos Rap*" with gestures.

iPaseo desigual! (Bumpy ride!): Have the students form a u-shape facing you on the classroom floor. Review all of the vocabulary from both today's class and the previous weeks. Hand out a picture flashcard to each student. Let the students know that bus rides can get a bit bumpy! *¡El paseo puede ser desigual!* So, when you call out a vocabulary word in Spanish, the student with that picture flashcard should "pop up" like the bus hit a bump in the road. Make sure to have the student call out the word in Spanish as they pop up. For the older students, you can encourage them to call out "*Tengo (vocabulary word).*" To make this more fun you could have them use different voices like a high pitched voice, whisper, or loud voice. You can also make this a speed activity for the older students.

Proyecto de arte: El mapa del viaje- Explain to the students that they will be working on a project each week that will record their travels. Have the students start the project today with a drawing of *el autobús* in Costa Rica. Hand out the template from the intranet for the students to use. Remind them to work neatly, as they will be compiling their work throughout the class to show their parents at the end of the semester. Each week students will add drawings to their "El mapa del viaje." This will map out all of the fun travels they had in class with Dani and Beto! Note: Please make sure to collect the drawings after each class. Towards the end of the semester you can have the students bind the drawings together for a book. To do this they can use a three-hole punch and tie yarn in each hole for the book's binding. Alternately, the students can make a poster with the drawings. You can bring in poster board for each student and have them cut out their drawings and paste them onto the poster board. For the poster, have the title at the top in Spanish "El mapa del viaje." For the book,



have the first page with this as the title page. For the older students, challenge them to write the Spanish vocabulary words for the items they draw on the posters or drawings. Play Spanish music as the students work on the project. Make sure to walk around and help the students as they work. After five minutes, encourage the students to finish up and clean up the work space. Feel free to use the theme song as a transition into the next activity!

Juego: Pasajeros Competición- After the students have picked up from the previous activity, have them enter the *autobús* again and sit in their *asientos*. Each pair of seats will be a partner team for this activity. *For the older students*, hand out pieces of paper with a marker. When you call out a sentence or phrase they have learned from class the students will work together with their partner and race to write the translation on the paper and hold it up. For example, if you call out "*¿Dónde está el boleto?*" the students will race to write "Where is the ticket?" The fastest correct pair of *pasajeros* scores a point. You can keep score and give pesos or stickers to the pair that scores five points first. *For the younger students*, you will need to alter the game to play it orally. For example: If you call out "los pasajeros", the fastest pair would call out, "the passengers". To keep the activity orderly, each pair of *pasajeros* will race to "buzz in" when they know the answer. You can have the students raise their hands together to buzz in or bring a bell in and have the students ring a bell to buzz in. For example, call out "*Tengo las monedas.*" The students will race to buzz in and then the fastest team ready with the answer can call out the translation "I have the coins." Tip: Feel free to alter the level of difficulty of the translations depending upon your students. For example: Have the students translate from Spanish into English since it is easier. For the older students, you can challenge them to write or call out the Spanish translations. *Gramática:* For the older students, you can explain the grammatical difference between *¿Dónde está?* and *¿Dónde están?* Make sure to use examples for the students to better understand the concept.

Conversación del autobús: Break the students into partners and explain that they are going to act out scenarios while meeting new people on the *autobús*. Hand each partner an example question/scenario that has been covered in class (below). Tip: Make sure to practice these before starting the activity and have the answers posted on the board for the students to reference. Encourage the students to practice acting this out by asking and answering the question in Spanish. After 30 seconds, call out "*¡Alto!*" At this time, the students should rotate conversation scenarios. Bring in fun props like hats or jackets to make these scenarios come alive. Encourage the students to act out the skits by using gestures like shaking hands or different voices like a loud strong voice for *el conductor*. Tip: For the younger or mixed age classes you may need to read the scenarios for them and have them guess what is happening, since they may not yet be reading at a high level. You can also partner the older students with younger ones so that the older student can read the question from the scenario first to start the conversation.

Example Scenarios:

- 1- You have just met each other on the *autobús*. Introduce each other in Spanish. "*¿Cómo te llamas?*"
"*Me llamo__.*" "*¡Mucho gusto!*"
- 2- Take turns switching between playing the role of the *conductor* and the *pasajero*. The *conductor* asks "*¿Tienes las monedas?*" and the *pasajero* responds, "*Sí. Tengo las monedas.*"
- 3- Take turns switching between playing the role of the *conductor* and *pasajero*. The *conductor* asks "*¿Dónde está el boleto?*" and the *pasajero* responds, "*Aquí está el boleto.*"



4-Take turns switching between playing the role of the *azafata*(flight attendant) and the *pasajero*.
The *azafata* asks "¿Quieres agua o jugo?" The *pasajero* answers "Quiero_____."

Juego: Recordar el viaje- Let the students know this game is similar to "I am going on a picnic..." Have the class sit in a big circle and review the phrases, "Voy a viajar y llevo ..." "I am going to travel and I am bringing_____." The first student says the phrase and then adds a vocabulary word from any previous class. For example: "Voy a viajar y llevo *una maleta*." The next student says, *maleta* and then adds a new word: *Voy a viajar y llevo una maleta y un boleto*." If a student can't think of a word or repeats one already said he or she should sit in the middle of the circle. Keep playing for 5-7 minutes or until only a few students remain.
Some helpful tips: Have something for the students to pass to make the activity more lively. For example: Each student that talks puts on a hat or a pair of sunglasses. For the younger or mixed grades classes it is recommended that the entire class say the phrase and all of the previous words, so the student only needs to say the new vocabulary word he or she came up with. Furthermore, this is a great opportunity to introduce the word "y" and you can assume students will drop the articles, which is fine.

Closing: Adiós: Have everyone stand to sing "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class.

Les Digo Adiós
Adiós--ya me voy
Hasta luego
Vamos a la casa ya
Les digo adiós

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

Dani: *El autobús sale ahora.* The bus 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.*"

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 any of the games from previous classes.