

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

Lesson Plan 4 Note: All activities should take 5-7 minutes.

**Day 4 Target Vocabulary: El museo**

|                      |             |                        |                        |
|----------------------|-------------|------------------------|------------------------|
| <i>el museo</i>      | museum      | <i>¿Cuánto cuesta?</i> | How much does it cost? |
| <i>el arte</i>       | art         | <i>el boleto</i>       | ticket                 |
| <i>Me encanta...</i> | I love...   | <i>el mercado</i>      | market                 |
| <i>¿Puede(s)...?</i> | Can you...? | <i>la artesanía</i>    | handicraft             |

**Optional Lesson for advanced or older students:**

Explain grammatical concept of *me encanta*, for example: "*Me encanta*" becomes "*Me encantan*" if the thing they love is plural. I.e: *Me encantan los barcos*. To reinforce sentence building during puppet conversations and activities use *quiero, puedo, puede(s)*, and *vamos a* phrases as much as possible, showing they can be used in different ways varying the sentences.

**Key phrases to repeat during class and encourage Spanish responses:**

|                             |                  |                               |             |
|-----------------------------|------------------|-------------------------------|-------------|
| <i>¡Mira!</i>               | Look!            | <i>interesante</i>            | interesting |
| <i>Quiero comprar...</i>    | I want to buy... | <i>el susurro</i>             | whisper     |
| <i>Silencio, por favor.</i> | Quiet, please.   | <i>caminando de puntillas</i> | tiptoe      |

**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:** There are many activities listed in the lesson plan; therefore, please choose the activities that will be most successful for your class. Bring in props and real life objects to make the lesson and adventure come alive as possible. Have the picture flashcards prepared for today's vocabulary and previous classes. Set up the art pictures or post them on the board to create "a museum." You will need pretend tickets to hand the students during the interactive activity and the *Boleto especial* game. Make sure to have the activities set up and ready to go for the exploration stations. You will need pieces of paper with numerals on them for the *Camindando de puntillas* game.

**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 the class.

**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 to 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 pictures of the museum. 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.)

**Beto:** *Llegamos al museo.* We've arrived at the museum. (Hold up the picture of the museum and encourage the class to repeat "museo" after you multiple times.)

**Dani:** *Necesitamos comprar un boleto para entrar el museo.* We need to buy a ticket to get into the museum. *¡Vámonos!*

**Interactive Activity:** Teach the older students how to ask the cost of the ticket in Spanish.

"*¿Cuánto cuesta el boleto?*" For the younger students, you can teach them simply, "*¿Cuánto cuesta?*" Encourage the students to practice this question together repeating after you. If they have difficulties with the question break it down into words and clap or shake a maraca for each word in the question. After practicing, have the class stand and form a line to act out buying the tickets for the museum. You will play the role of the ticket vendor. You can even hand the students fake or play Money, making the scene come alive. Each student will ask how much the ticket costs in Spanish to you. Praise and hand each student a ticket to enter the museum. Encourage students to say "por favor" and "gracias."

After the students have purchased their tickets, ask "*¿Puedo ver los boletos?* Can I see the tickets?" Encourage the students to wave their tickets in the air repeating "boletos" after you.

**Teacher:** Have pictures of art posted on the board or a wall in the room. You can even bring in inexpensive framed art to make it look more like a museum. Encourage the students to walk over and look at the images and continue on with the puppet conversations.

**Beto:** (with a loud excited voice) *¿Dani, puedes ver el arte?* Dani can you see the art? (See if the students recognize the word "puedes" and what it means. Explain that this verb can be used to express many things. Here it is used to ask if someone **can** see. On day two it was used to ask if someone **can** take a picture. Have the students repeat "puedes" after you for extra practice.)

**Dani:** (with a loud excited voice) *¡Sí! El arte es muy interesante.* Yes. The art is very interesting. (Encourage the class to repeat "arte" while pointing to the pictures of art.)

**Teacher (Ticket Vendor):** (in a whisper, placing a finger to your lips) *Silencio, por favor.* Quiet, please.

**Dani:** (in a whisper) *Lo siento.* Sorry.

**Juego: El susurro-** Explain to the students that it is respectful to speak quietly in museums. For this game all students will need to use a "susurro" (whisper). Divide the class into two teams and have them sit in lines facing you. You will call up the first person from each team and you will whisper one of the new vocabulary words to him or her. That person then whispers the word in Spanish to the student behind him or her. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in the line he or she will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is a new first player and so on.



Make sure to use review vocabulary as well as new words. It is important that the students speak quietly because they are in a museum and they want to be respectful, but more importantly because they don't want the other team to hear. (This is similar to the telephone game.)

After the five to seven minutes is up, praise the students for their hard work and award the team with the most points stickers or pesos. Give all students a high five saying "Dáme cinco." Ask the students to sit in a half circle facing you using gestures and saying, "Siéntense aquí por favor." This would be a good time to review all the vocabulary used in the game using visuals as reinforcement.

#### **Puppet Time:**

Pick up the puppets and continue the conversation below.

**Beto:** *Me encanta el museo.* I love the museum.

**Teacher:** *Clase, me encanta el museo significa "I love the museum". Me encanta + (anything) is how you say you love something. For example: Me encanta sacar fotos. I love taking pictures. Me encanta la escuela. I love school. Have the students repeat "me encanta" a few times after you in different voices for extra practice. \*For the older students, explain that if the noun following "me encantd" is plural, the phrase changes to "me encantan". For example: Me encantan los barcos. I love boats.*

**Dani:** *Ahora vamos al mercado afuera del museo.* Now we are going to the market outside the museum. (Encourage the students to repeat "mercado" while holding up the picture flashcard.)

**Beto:** *Muy bien.* Very good. *Quiero comprar más recuerdos.* \*See if the students understand what Beto said without giving the English translation first. Give praise for all efforts and then give the translation.

**Dani:** *Me encanta el mercado, porque hay muchas cosas para comprar.* I love the market, because there are so many things to buy.

**Teacher: (Notas Culturales)** Explain to the students that there are many ways to express love in Spanish. When describing people that you love there are different ways to say that. For example: *Te amo.* = I love you. (Usually used between boyfriends and girlfriends and husbands and wives only) *Quiero a mi mamá.* = I love my mom. *Me gusta helado.* Or *Me encanta helado.* = I love ice cream.

**Beto:** (with excitement) *¡Mira! Look! Hay muchas artesanías aquí.* There are lots of handicrafts here. (Hold up the picture flashcard showing a Panamanian handicraft (hand made craft) and explain "artesanía" means handicraft in Spanish while encouraging the students to repeat after you. Give the students examples of handicrafts to help them understand the concept. I.e: woven baskets or patched quilts)

**Actividad-** Divide the class into small groups or partners. Hand each group a note card with a skit scenario on it and the Spanish dialogue. Give each group a minute to practice, and then have the groups present using only Spanish to the class. Have the students race to raise their hands to give the English translation of what occurred in the skit. To make the skits come alive, encourage the students to use gestures, silly voices, or props like hats, jackets, or scarves. Below are example scenarios for the note cards.

**Scenario:** Dani and Beto are at the museum talking about the art they love. Dani: *Me encanta el arte de Panamá.* Beto: *Sí. Me encanta el museo.*

**Scenario:** Dani and Beto are looking for souvenirs in the market. Beto: *¿Dónde están los sombreros? Quiero comprar un recuerdo.* Dani: *¡Mira! Aquí están los sombreros de Panamá.*



**Scenario:** Dani and Beto are at the Panamá Canal and ask someone to take a picture of them. Dani: *Quiero un foto del Canal.* Beto: (to a stranger) *¿Puede sacar un foto por favor?* Dani: *Gracias.*

*For the younger students:* Read the scenarios above instead of having the students read from the note cards. Use the puppets when reading to make it come alive. You can also play an oral translation competition. Have the students work in teams racing to call out the correct translations. You will call out the Spanish sentence and encourage the students to raise their hands when they know the English translation. For example, if you call out "el mercado" the students will race to call back "market."

**Optional Variation Activity:** Ask the students to sit in a circle by using gestures and saying, "Hacemos un círculo por favor." Pass a ball or maraca around the circle and encourage each student (as they receive the object) to tell make a sentence using the phrase *Me encanta* + a Spanish vocabulary word. Help students to create the full sentences in Spanish as needed.

**Cantamos:** As a transition, have the students sing the "Dólares Countdown" from last week or the "¿Dónde está la cámara?" song from week 2 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 with the English translations.

Explain to the students that Dani and Beto went to the *Museo de Sitio Panamá Viejo* today. This is a popular museum with historic monuments, artifacts, and an impressive scale model of *Panamá Viejo* (Old Panamá) before 1671. *Panamá Viejo* is the old capital city in Panamá. In 1671 the city was burned down by pirates. The capital city was rebuilt in 1671 and is now *la ciudad de Panamá*. *Panamá Viejo* is where the original settlement was and still has some historic ruins and is a tourist attraction. Dani and Beto also visited the *Mercado Nacional de Artesanías*, which is adjacent to the museum. This is where many Panamanian indigenous populations from around the country sell their *artesanía*. Popular handicrafts are the *molas*, beautiful and colorful textiles, from the Cuna (or Kuna) tribe. Cuna women will sew these textile panels for many hours. These panels can be found sewn onto beach bags, a T-shirt, or can be sold separately for one to sew onto anything they would like. Other popular handicrafts are Ngobe-Buglé dresses, Emberá Indian baskets and masks, and tiny figurines carved out of tagua nuts or vegetable ivory. Show the culture images from the Futura intranet to help the students visualize these concepts.

*El centro de exhibiciones marinas* is another popular museum, which is located at the Pacific entrance of the Canal just outside of Panamá City. This marine museum operated by the Smithsonian Tropical Research Institute has two aquariums and a nature trail through a forest for visitors to see iguana and sloth. In the aquariums you can compare and contrast the fish from the Pacific Ocean and the Caribbean. You would be surprised to see the differences. Fish from the Caribbean are larger and more colorful than fish from the Pacific. Outside the museum are large detailed drawings of vessels and a telescope to view the boats in the Canal.



The signs at the museum are in Spanish and English as they get many tourists from other countries.

*\*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.*

**Exploraciones:** For this activity you will have the class follow you around the room to the different station activities listed below. Explain to the class that you will all be going on an exploration in Panama. When you move around the room between stations sing the *marcha de exploración* theme song with gestures. Have each of the following stations set up around the room before starting the activity. Try to keep the activities at each station brief (less than five minutes) so that you can keep the students engaged and moving at a faster pace.

**Exploración 1: ¿Dónde está?**- For this station have objects representing vocabulary items (or picture flashcards) set out in an area of the classroom like a museum. Vocabulary to use: *ciudad, cine, biblioteca, banco, tienda, casa, escuela, cámara, barco, océano, recuerdo, camiseta, sombrero, y pulsera*. Divide the class into two teams. When you call out "*¿Dónde está el boleto?*" one player from each team will race to grab the ticket. The fastest player to grab the correct item and hold it up scores a point for his or her team. After each item is found encourage the entire class to repeat the word in Spanish for extra practice. Continue playing until each student has had a turn to compete. *\*Variation for older students:* Have the items set out in an area like at a museum. Explain that the museum needs to correctly label the items in Spanish for visitors. Divide the class into two teams. Hand the first team flashcards with the matching words for the items. The team will work together racing to place the labels in front of the items as you time them. After the first team is finished, check the note cards to be sure they were correct. If any corrections need to be made, add time for each correction. Take down all of the note cards and hand them to the second team. They will do the same racing to beat the first team's time. After all of the answers have been given, review the vocabulary by holding up the item and having the students call out the word in Spanish.

**Exploración 2: Arte del Museo-** For this station have copies of the *Arte del Museo* template (from the intranet) set out for each student and coloring utensils in the center of the table for students to share. Explain that the students are going to create artwork for the museum in Panamá. Encourage the students to draw a picture representing their favorite part of Panamá. This can be the Panama Canal, Panamá City, the museum, shopping mall, or the market. Have pictures representing these locations to help the students recall the images. Walk around and help the students with any questions. As they work you can ask questions in Spanish like, "*¿Puedo ver tu arte? Can I see your art?*" "*¿Dónde está el cine en la ciudad? Where is the movie theater in your city?*" Have the students write their names at the top of the artwork. You can save these for the students to take home at the end of the semester to share with their parents.

**Exploración 3: Busca tu amigo del mercado-** Explain to the students that the market in *Panamá Viejo* is very crowded so Dani and Beto are having a hard time seeing each other. So, in



this game the students will need to find their *amigo del mercado* or friend for the market just like Dani and Beto. Their *amigo del mercado* will have the matching picture or vocabulary word to the card they receive. Have two sets of note cards with the Spanish vocabulary words on one and the matching pictures on the other set. Hand the cards out to the students. The students keep their cards secret and start walking around the room while you play music. When you stop the music, the students must find their matching partner. Encourage the students to only use "*con permiso*" if they need to pass by someone in the crowd. Otherwise they should be finding their partner without talking. Remind them with "*silencio por favor.*" Change the cards and start again. \**Variation for younger students: Boletos especiales*- Have the students form a line to enter the museum. As the students enter the museum have them draw a ticket from your bag. Make sure the students don't look into the bag to see the tickets. Have numerals listed on each ticket. Once all students have their tickets, call out two random ticket numbers in Spanish (*los boletos especiales*). Two students with those tickets get to come up to the front of the room to compete in the next game. Have the students stand next to each other facing you. Explain that when you hold up a picture flashcard the students will race to call out the Spanish translation. The student who answers correctly the fastest gets to stay at the front of the room. He or she then randomly calls out the next "*boleto especial*" to compete with him or her. Continue playing until all students have had a chance to play. Make sure to use new and review vocabulary for the game and reinforce the numbers in Spanish from the tickets.

After the students have completed the fun exploration activities give *un aplauso* for their hard work. You can even hand out stickers or pesos for their positive participation.

**Juego de repaso: Caminando de puntillas** - (Calk walk variation) Explain that in this game the students are back inside the museum with Dani and Beto and they have to be very quiet (*silencio, por favor*) and to do so need to walk on their tiptoes (*caminando de puntillas*). Repeat these Spanish phrases and actions throughout the game to reinforce understanding and help create the quiet museum scene. Place pieces of colored paper on the floor in a circle. Each paper should have a numeral (1-10) on it. If you have more than ten students in class, you will need to add higher numbers. There should be one number paper for each student. Have the students stand next to a number outside the circle. Once you start playing music the students should tiptoe around the circle from number to number. When you stop the music, use a whisper and call out a number in Spanish. The student with that number answers a question in Spanish that you give them. If the student answers correctly they earn a sticker or peso. Continue playing by starting the music again so that each student gets a turn. Be sure the questions you ask are reviewing the Spanish the students have learned so far this semester. Example questions: "*¿Cómo se dice mall en español?* How do you say mall in Spanish?" "*¿Qué significa pequeño?* What does *pequeño* mean?" Tip: This is a great game to reinforce the numbers in Spanish. Be sure to challenge the students to recognize the Spanish numbers and repeat when possible to reinforce this concept.

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



**Dani:** *El museo y el mercado están cerrando.* The museum and the market are closing.

**Dani & Beto:** *Adiós, clase. Nos vemos a un restaurante la próxima clase.* We'll see you at a restaurant for the next class.

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

**Adiós:** Sing the "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class (or any other Spanish goodbye song). They can sing together or in rounds daily as they are cleaning and packing up.

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.