

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

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

Day 4 Target Vocabulary: La bicicleta

<i>la bicicleta (bici)</i>	Bicycle (bike)	<i>derecha</i>	right
<i>izquierda</i>	left	<i>derecho</i>	straight
<i>el mapa</i>	map	<i>Tengo sed.</i>	I am thirsty.
<i>¿Dónde está el baño?</i>	Where is the bathroom?	<i>refresco</i>	soda
<i>¡Alto!</i>	Stop!		

Optional Vocabulary for advanced or older students:

<i>andar en bicicleta</i>	ride bicycle
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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>Sigue</i>	Continue	<i>¡Levántense!</i>	Stand up!
<i>Doble</i>	Turn	<i>Aquí está.</i>	Here it is.

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: Make sure to have an open area in the room for the bicycle directions lesson. Print the picture flashcards for the new vocabulary introduced. You will need a stop watch or egg timer, a blindfold, a bottle of water, juice box, and can of soda for the *¿Dónde están las bebidas?* game. Have the materials set up around the classroom for the *Sigue el Líder* stations activity.

Introduction: As the students enter the room, welcome them back to the city by saying "¡Bienvenidos a la ciudad de San José, Costa Rica!" Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students and encourage them to sit in the circle using only Spanish. Take attendance and have the students say "presente". Remind students of the Classroom Responsibilities, consequence and rewards systems, and the attention getter.

Cantamos: Have the students "Levántense" to sing the *En la ciudad* song from last week to the tune of the "Wheels on the bus". Make sure to hold up the picture images of the vocabulary from the song and encourage the students to use gestures while singing.

Vocabulary Introduction and Puppet time: Encourage the students to "Siéntense" on the floor in front of you in a circle. Bring out the Dani and Beto puppets and use an excited voice



to carry on the small conversation below. Make sure you have the 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 acaban de bajar el autobús.* Dani and Beto just got off the bus. *Ahora van a andar en bicicleta alrededor la ciudad de San José.* Now they are going to ride *en bicicleta* around the *ciudad*. *¿Clase qué significa bicicleta?* What does *bicicleta* mean? *Praise the students for their guesses. *¡Muy bien! La bicicleta significa bicycle. Clase repite por favor, la bicicleta.* *Hold up the picture flashcard while the students repeat the vocabulary after you.

Dani: *Vamos a cruzar por la ciudad.* Let's cruise around the city.

Beto: (Looking left and then looking right) *Bueno. Pero...¿Dónde está el baño?*

Teacher: While holding up the picture of *el baño* encourage the students to repeat the question together in Spanish.

*Pass a ball or a maraca around the circle. When each student receives the ball they will repeat the question for extra practice. Help with pronunciation and praise the students for their participation.

Dani: *Está bien Beto. Podemos encontrar el baño.* No problem, Beto. We can find the bathroom. *Tengo el mapa y las direcciones.*

Teacher: Hold up the picture flashcard of the map and encourage the students to repeat the Spanish words after you. Check understanding of the vocabulary since you didn't say the words in English.

Teacher: *Clase, vamos a andar en bicicleta con Dani y Beto.* Class, we are going to ride bikes with Dani and Beto. *Necesitamos seguir las direcciones al baño.* We need to follow the directions to the bathroom.

Encourage the students to "*Levántense*" and spread out in an open area of the room facing you. "*¡Vámonos!*"

Dani: *Sigue a la derecha.* (Move her hand out to the right.) Go to the right.

Have the students mimic the gesture of sticking their right arm out and pointing while repeating, "*derecha*".

Beto: *Doble a la izquierda.* (Move his hand out to the left.) Turn to the left.

Have the students mimic the gesture of sticking their left arm out and pointing while repeating, "*izquierda*". *Note: This vocabulary word may be more difficult for the students to pronounce. If so, break the word down by syllable to help the students. You can shake a maraca for each syllable and have the students repeat each part and then all together.

Dani: *Sigue derecho.* (emphasize the ending "o".) Continue straight.

Have the students mimic the gesture of pointing straight ahead with both arms.

Beto: *Aquí está el baño. Gracias, Dani.* Here is the bathroom. Thank you, Dani.

Juego de las direcciones: Explain to the students that they will be practicing these three new directions with matching gestures in a fun game. Call *un voluntario* to come up and be the "*mapa*" or the guide. Hand the student a sequence of directions that he or she will read to the class in Spanish. For example: *derecha, izquierda, derecha, derecho*. Note: For the younger students you will need to whisper each direction to them. The rest of the students must mimic the correct gesture for each direction as it is called. The game is a "last man standing"



competition. If a student in the class makes an incorrect gesture, they should quietly "*siéntense*" for the remainder of the round. Continue playing until the winning student is left standing. This student can be the next "*mapa*" at the front of the room giving directions. Once the students understand the game and the directions, encourage them to speed up the commands! Have fun with the activity and give praise to the students for their participation. Tip: It may be fun to have the students actually move around the room in each direction once they get the hang of the Spanish directions and the activity-kind of like a dance! You can also add in *Alto* into the directions when you want the students to stop moving.

Puppet Time Continued: Encourage the students to on the floor in front of you in a circle by saying, "*Siéntense aquí*" while using gestures.

Beto: *Tengo sed.* I am thirsty. (Say in an exaggerated fashion, opening your mouth gasping for air.)

Encourage the class to gesture that they are thirsty and repeat after you, "*Tengo sed.*"

Dani: *Yo quiero un refresco.* I want a soda. *¡Vámonos!*

Teacher: *¿Clase, qué quiere Dani?* Class, what does Dani want? *Dani quiere un refresco.* Dani wants a soda. *Refresco* means soda. *Clase repite por favor, refresco.* (While holding up the picture flashcard).

¿Dónde están las bebidas?: Explain to the students that they need to help Dani and Beto find the drinks in *la ciudad* since they are so thirsty. Divide the class into two teams. Have an open space in the room for this activity. You will need a stop watch or egg timer to time each team for this race. Each team will compete separately. The first team to compete will have one player stand in the center of the open space blindfolded (or closing his or her eyes). You will place out the three beverages the students have learned in class: *agua*, *jugo*, and *refresco*. For example you can set out a bottle of water, a juice box, and a can of soda (all unopened). Make sure to review these with the entire class before starting. The teammates will need to direct the student in the center (using only Spanish) to the correct drink you call out. For example, if you call out "*¿Dónde está el jugo?*" and the juice box is to the right of the student, the teammates will need to call out "*derecha.*" The student in the center will then move to the right to find the juice. Once the student finds it, you will call out the next drink for the teammates to direct the student to. After the student has found all three drinks, stop the time. The next team gets to race to beat that time! Give *aplauso* for both teams and pesos or stickers for the fastest team. You can move the drinks to a different location and play again as well.

Merienda & Notas Culturales:

Encourage the students to get their snacks and sit in a circle on the floor. See what the students remember about Costa Rica from the previous classes. Let the students know that there are many popular drinks in Costa Rica that are similar to the US. For example: Pepsi and Coca Cola are very common. Coffee, *café*, is also a popular drink as it is grown and harvested in the country. *Horchata* is a popular drink, which is a milky rice based drink with sugar and spices. There are many variations to this drink as it is popular in Mexico, Spain, and many other Latin American countries. Show the students the picture of *Horchata* from the intranet and if



possible bring some in for the students to sample. You could bring in soda (from a Spanish speaking country) for the students to sample from a local Hispanic grocery store. For example: Purchase one two liter of Jarritos soda and pour a little in Dixie cups for the students to try. You can also explain that beans and rice combined together is a standard for many Costa Rican meals. This combination is called *gallo pinto*. It is often served at breakfast with a piece of cheese and eggs. Show the students the picture from the intranet.

**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.

El mapa de direcciones: Chose one of the following activities, which encourages the students to practice following directions in Spanish. **For the older students-** Divide the class into small groups or pairs. Have the students write a skit that involves asking for directions in Spanish. For example: tourists asking for directions to a bus station, friends finding a restaurant in Costa Rica, students describing how they get from their home to school. The skits can be short. Encourage the students to try and use as much Spanish as possible in the skits. To help the students, write phrases and questions that have been covered in class up on the board for them to reference. For example: *¿Dónde está(n)? ¿Cómo te llamas? ¿Tienes...? Quiero...etc.* Walk around the room as the students work to help them with translations. After the students have worked for about five minutes, use your attention getter to regroup the students. Have the groups take turns presenting their skits in Spanish. To make these presentations more fun, bring in fun props like hats, scarves, or jackets for the students to get into character! Ask follow up questions to the audience to ensure understanding. Give the students high fives after their participation saying "*¡Dáme cinco!*"

For the younger students- Hand the students the template from the intranet with a bicycle in the center of the paper with coloring supplies. Read the following description in Spanish and English (when necessary) for the students. Encourage them to draw the images from your description in the correct location on the paper. See how much Spanish they can understand from the description without giving the translations right away.

En la ciudad la bicicleta está en el centro. A la derecha está el autobús. A la izquierda está el refresco. Al derecho está el aeropuerto.

Make sure to walk around the room and help the students with any questions. Show the students a correct drawing after the activity and review the Spanish vocabulary with the students repeating after you.

Sigue el líder- For this activity you will have the class follow you around the room to the different station activities listed below. Explain to the students that as a class you will be traveling (or bicycling) around the room for some short, fun games! It is suggested to pair up the students and have them follow along next to their partner in a line behind you. When you move around the room between stations, call out directions in Spanish encouraging the students to repeat after you. For example: When you turn left say "*Doble a la izquierda. Clase repite 'izquierda'.*" Have each of the following stations set up around the room before starting the game. Try to keep the activities at



each station brief (under five minutes) so that you can keep the students engaged and having fun at a faster pace!

Estación 1: Divide the class into two teams. Have one player from each team competing against each other. Draw a picture flashcard from a hat for the students to act out: *el autobús, la ciudad, las monedas, el piloto, el asiento, el jugo, el agua, el refresco, el avión, el mapa, y la bicicleta* (and any other previous vocabulary words). The students must use only actions to get their teammates to guess what the Spanish word is. The team to respond with the correct Spanish word first scores a point for his or her team. Encourage the entire class to repeat the Spanish word after the image is correctly guessed. Play this activity for about five minutes and then move on to the next station! Tip: Make sure to have fun with the students following you around the room. Feel free to make lots of turns using commands in Spanish like, "Doble a la izquierda. ¡Alto! Sigue derecho. Doble a la derecha." Use gestures to signal the directions while calling out the commands and dropping off the English translations to challenge the students.

Estación 2: Keeping the class in two teams, play the next game as a race at the board. Have the Spanish vocabulary words for a variety of vocabulary words in a column on the left side of the board. On the right side tape the picture flashcards that match each word randomly in a column. One student from each team will come up to the board and you will say a word in English. The students will race to draw a line from the corresponding picture to the Spanish word. The student who draws the correctly matching line the fastest scores a point for his or her team. *For the younger students-* Have a shape of a map drawn up on the board with the picture flashcards taped up on the board in it. Have two students at a time compete to point out the correct picture matching the Spanish word you call out saying "¿Dónde está (el autobús)?". After about five minutes, move on to the next station!

Estación 3: For this station, divide the class into two teams. At this station you will be playing a sentence translation game. Hand each team a set of notecards with a Spanish word on each. These words will be the words in the sentences you call out. The students in each team will work together racing to pick out the correctly matching words and put them together to translate the sentence you call out. For example: If you call out "Where is the bathroom?" The students will find the "dónde" card, the "está" card, and "el baño" card. When the team has the answer they should all quietly raise their hands. If the team that raises their hands first is correct, they earn a point. If they are not correct, both teams can continue working to find the correct translation.

*Variation: 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. For example on a card you could have: Scenario- Waitress asking what someone wants to drink. Waitress: *¿Qué quieres para tomar?* Pasajero: *Quiero jugo por favor.* Waitress: *Aquí, gracias.* The students in the class would race to respond "The scenario is asking what the passenger wants to drink." To make these skits come alive, encourage the students to use gestures, silly voices, or props like hats, jackets, or scarves. *For classes with younger students-* You will need to make this an oral competition. The students will get to work in the teams together racing for the correct translation. 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 "Las monedas." The students will race to call back "Coins."

After the students have completed all of the fun station activities have them give *un aplauso* for their hard work. You can hand out stickers or pesos for their positive participation!

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

Dani: *Fue muy divertido andar por bicicleta.* It was very fun to ride bikes! *Pero... tengo sueño.* But...I am sleepy. (while yawning)

Beto: *Yo también. Me too.*

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 any of the games from previous classes.