

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

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

Day 5 Target Vocabulary: El taxi

<i>el taxi</i>	taxi	<i>rojo</i>	red
<i>el coche (el carro)</i>	car	<i>azul</i>	blue
<i>¿Qué ves?</i>	What do you see?	<i>Yo veo...</i>	I see...
<i>¿Cuánto nos cobra?</i>	How much will you charge us?	<i>el lago</i>	lake

Optional Vocabulary for advanced or older students:

Explain to the students that adjectives are placed after nouns in Spanish. Practice making silly sentences to reinforce this concept. For example: *El taxi amarillo está aquí.* The taxi yellow is here. (Putting the English adjective after the noun really helps reinforce the concept and makes students laugh!)

Key phrases to repeat during class and encourage Spanish responses:

Use the Spanish directions and phrases from previous classes, and drop off as many English translations as possible. Check for understanding to ensure the students recognize the vocabulary words and commands in Spanish.

Specifics for today's class: Have a welcome poster for Granada, Nicaragua in Spanish on the board with a picture of the map from the intranet. Set chairs out next to each other in rows of two to represent the taxi (Note: This "taxi" will be much longer than one, but that is okay as you will want all students together for teaching purposes.) Bring in coins for the students to pay for the taxi, and print the picture flashcards for the new vocabulary from the intranet.

Introduction: As the students enter the room, welcome them to the new location by saying "*¡Bienvenidos a Granada, Nicaragua!*" 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. Explain, using Spanish and English, that Dani and Beto took a bus from San José, Costa Rica to Granada, Nicaragua by saying, "Dani y Beto viajaron por autobús desde San José, Costa Rica a Granada, Nicaragua." Post the map of Costa Rica and Nicaragua from the intranet on the board and point out their route.

Cantamos: Encourage the students to stand using gestures and saying, "*Levántense*". Sing the *En la ciudad* song from last week to the tune of the *Wheels on the Bus*. 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 form a line facing you by using gestures and saying "*Formen una fila aquí, por favor.*" Have them sit down while you bring out the Dani and Beto puppets. 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.

Dani: *¡Estamos en Granada, Nicaragua!* (Point to the map on the board)

Beto: *Necesitamos buscar un taxi rojo.* We need to find a red taxi. *Hold up the picture flashcard and encourage the students to repeat *taxi* and *rojo* separately after explaining the meaning of each word.

***Interactive activity-** Have the students look around the room for other objects that are red by asking, "*¿Hay otras cosas rojas en el salón? ¿Dónde están?* Are there red things in the classroom? Where are they?" Have them raise their hands when they find an object. Call on each student one at a time to point to an object while repeating the word *rojo*. (-Or *roja* depending on the gender of the item)

Dani: (looking left and right) *¡Sí! Pero, necesitamos las monedas para el taxi.*

Teacher: Check to see if the students remember what this question means by asking "*¿Qué significa las monedas?* What are *las monedas?*" Praise the students for their guesses. Hand out a few coins to each student in the line encouraging them to say "*gracias*" as they receive them.

Beto: *Tengo las monedas.* (Encourage the class to hold up their coins and repeat, "*Tengo las monedas.*")

Teacher: *¡BIP! ¡BIP! El taxi rojo está aquí.* The red taxi is here.

*Have the students follow you in line to the chairs that are set up as the taxi. You will play the role of the *conductor(a) del taxi*. Make sure to wear a nametag or have props to distinguish this role.

Dani: (To the taxi driver) *¿Cuánto nos cobra para ir al Lago?* How much will you charge us to go to the Lake?

Conductor(a) del taxi (Teacher): *Tres monedas por favor.*

***Interactive Activity:** Encourage each student to enter the taxi asking how much it costs in Spanish. Make sure to practice this all together a few times before starting and write it up on the board for the older students to reference. Act out this scene with the students, encouraging them to use silly voices and have fun bringing the scene to life. Take the students' coins as they enter the makeshift taxi. Encourage the students to use Spanish to greet each other as they enter the taxi to act out the scene. Example vocabulary students can use in this activity: "*Hola, Buenas tardes, Gracias, ¿Cómo te llamas?, Me llamo__.*"

Juego: Los taxis- Divide the class into two teams (One team for each side of the makeshift taxi). Two students from each team will stand in front of the "taxi" to compete. They should link arms to form "un taxi". Have two sets of picture flashcards of the vocabulary covered so far this semester on a table at the front of the room. Make sure to set this table a few feet in front of the group so the students have a little distance to race to the cards. When you call out a vocabulary word in Spanish, the two "linked" students will race to the table to pick out the correct matching picture. For example: If you call out "refresco" the students will race to find the picture of the soda. The team who finds the correct picture first scores a



point. Continue playing by having two new students from each team come up to compete. The taxi team that scores five points first wins! Give all students applause for participating.

Puppet Time Continued: Have the students sit back in the chairs of the taxi by using gestures and saying "Siéntense aquí por favor". Continue with the puppet conversation below.
Beto: (looking all around) *¡Qué chévere!* How cool! *Hay mucho que ver por la ventana.* There is a lot to see out the window. (Check to see if the students remember what *la ventana* is. Encourage the class to pretend that they are looking out the window while they repeat after you, "*la ventana.*")

Dani: *¿Qué ves?* What do you see?

Beto: *Yo veo...un coche azul.* I see...a blue car. (Hold up the picture flashcard and encourage the students to repeat *coche* and *azul* separately after you.)

Dani: *Yo veo...otro taxi rojo.* (Check understanding with the students by asking them "*¿Qué ve?*" What does she see?")

Beto: *¡Yo veo...el lago azul!* I see... the blue lake! (Hold up the picture flashcard and encourage the students to repeat *lago* after you.)

Juego: Yo veo- Encourage the students to stand and move into an open area in the room by saying "*Levántense y formen un círculo aquí por favor.*" Review the conversation elements *¿Qué ves?* and the answer *Yo veo* from the puppet conversation with the students repeating after you. Tip: You can also encourage the students to practice this phrase by passing a maraca. Have the class ask the question and each student individually answer "*Yo veo..*" Play a game of *Yo veo* or **I spy** with the students. Have picture flashcards of the vocabulary from today's class and some from previous lessons taped on the walls around the room. Explain to the students that you will start the game by calling out "*Yo veo* (vocabulary word)". The students must look around the room to find that picture flashcard. For example if you call out "*Yo veo la bicicleta roja,*" the students will search for the picture of the red bicycle in the room. Tip: You can challenge the students by putting up pictures of red and blue bicycles or red and blue cars. Once they see it they should stay in their place and quietly raise their hand. Call on the first student who raises his or hand and ask, "*¿Qué ves?*" The student will then be able to stand up and point to the picture. He or she should respond, "*Yo veo* (vocabulary word in Spanish)." The student who answers calls out the next vocabulary word in the room with the clue "*Yo veo...*" Help the students along with this activity when needed. The goal is for the students to use the conversation element in Spanish and the vocabulary words as much as possible.

*Important note: Make sure to have the entire class practice the question *¿Qué ves?* and answer *Yo veo* a minimum of three times before starting the activity. You can also have the phrases written on the board for the older students to reference. ***Variation:** Play this game as a competition by having two teams. One player from each team will race to the vocabulary word in the room that you call out. For example: If you say "*Yo veo el avión*" the first player to touch the airplane flashcard earns a point for his or her team. Be sure to review the Student Responsibilities before playing this active game.



Cantamos: Teach the following *viajar* chant to the students by calling out the first half and having the students repeat the second half after you. Make sure to have the students mimicking the gestures as they chant along!

Vamos a viajar Chant

**Teacher calls out first half and students respond back with second half. As the students learn the chant you can switch up who does what part of the chant. For example: Girls then boys or one side of the class then the other side.*

Vamos a Viajar
¿Cómo? Por avión (making airplane wings with arms)
¿Cómo? En autobús (making a horn noise)
¿Cómo? En coche (pretending hold a steering wheel and drive)
Muchas maneras Muchas maneras
De viajar
¡Vamónos!

Explain what the lyrics mean in English to the students and check for understanding of the vocabulary they have already learned from the song.

Merienda & Notas Culturales:

Encourage the students to get their snacks and sit in a circle on the floor. See if the students can remember what country Dani and Beto are traveling in today. Show the picture of Nicaragua on the map again for the students. Explain that they are visiting the city of Granada, Nicaragua. Granada has a warm temperature year round. This city is on the Northern side of Lake Nicaragua (Lago de Nicaragua). There are forests and volcanoes in the city with many different kinds of plants and animals. The buildings in Granada have a unique, colorful, and colonial architecture. Show the students the pictures from the intranet. Many Nicaraguan towns have bakeries, *pastelerías*, that serve turnovers with pineapple or cheeses baked into the dough called *empanadas*. Fresh fruit *refrescos* (fruit juices, sugar, and ice) are also popular. *Chicharrones* (fried pork skin) are a popular snack sold on the streets in Nicaragua. Tip: These would be fun to bring in and let the students try. You can find them in the Hispanic section of your grocery store or at a Hispanic grocery store. Ask if the students remember *gallo pinto* and explain that this is also popular in Nicaragua. You can also discuss the difference in size and typical color of the taxis in Nicaragua verses in the United States. Typically taxis in the U.S. are yellow, but that is not the case in Nicaragua or other Latin American countries where taxis can be all different colors. Some of the taxis in Nicaragua are much smaller than a regular taxi car and are called *moto taxis*.

**Note: Please refer to day 1 for the Merienda guidelines. Make sure to use Spanish and English during the culture lesson and reinforce vocabulary the students have learned in class. 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.

Proyecto de arte: El mapa del viaje- This project was started in week three with the students. Hand out the books they started in class. Today they will be drawing a picture of either the bicycle



trip from last week or the taxi ride in Granada this week. Encourage the students to incorporate the culture lessons into the drawings as well. For example, they could draw *chicharrones* or *gallo pinto*. Each week the students should add drawings to their "El mapa del viaje." This project will map out all of the fun travels they have 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 you can use a three hole punch and tie yarn in each hole for the book's binding. The students can also 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, designate the first page as the title page. For the older students, challenge them to write the Spanish vocabulary words for the items they draw on posters or drawings. For the younger students you can label the pictures for them. 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.

El programa-"El Taxi": Explain to the students that you are going to play a game like the television game show *Cash Cab* from the Discovery Channel, which has contestants answer trivia questions to earn cash. (It's okay if they are not familiar with this show.) In this game they will earn points for each correct answer given. Divide the class into two teams, *Equipo Dani* and *Equipo Beto*. Each team will get to work together to come up with the answers for this game. You will play the role of the T.V. show host. You can liven up this activity by wearing a hat or tie and using a silly voice while speaking into a pretend microphone. Each team will take turns answering questions. You will let the team know how many points the question is worth before giving the question. You can even have a small timer or count to a specified number to give a time limit for answering. If the students answer the question correctly they get the points. If they don't know the answer, the other team can steal the points with a correct response. You can vary the type of questions with multiple choice options, yes or no responses, translations, or asking for examples based on the ability and age of the class. Here are a few examples of questions you can use during the game:

10 puntos: *¿Qué significa maleta?* What does *maleta* mean?

20 puntos: Give an example of how you would greet someone in Spanish.

30 puntos: *¿Cómo se dice "go right" en español?* Multiple choice responses- a. *a la izquierda* b. *sigue derecho* c. *sigue derecha* d. *tengo sed*

40 puntos: *Díme dos maneras de viajar en español.* Name two ways to *viajar* in Spanish.

50 puntos: Give the response in Spanish to the question, "*¿Qué quieres para tomar?*"

Las Conversaciones del viaje: For this activity you will have scenarios in English with the Spanish script on note cards. Set the note cards around the room. Explain to the students that they will be practicing typical travel conversations that Dani and Beto have experienced in Nicaragua and Costa Rica. Show the students an example of a dialogue before breaking them into partners. After the example, the students should go to the first note card "station" where they will act out the scenario given in pairs. Encourage the students to have fun practicing Spanish by acting out the scenarios using silly voices, gestures, or having props for them to wear. After each mini scenario, the students should move to the next note card station for the next scenario. Make sure to walk around the room and help the students with questions. Notes: You can vary this by assigning pairs



different stations so they are spread around the room better. You can also follow this activity by having a volunteer pair act out each scenario in front of the class. Tip: Save the scenarios notecards for a future game of charades!

***Variation for younger students:** Have the students sit in a circle on the floor. Explain one scenario in Spanish and English. Hold a puppet and have the student next to you hold another puppet. Ask the basic question from the skit and help the student answer in Spanish. For example: "*¿Cómo te llamas? Me llamo_____.*" Encourage the class to repeat the question and answer all together. Pass the puppets to the next two students in the circle to have them practice asking and answering the question with each other or come in the middle of the circle. After each student has had a turn to practice, move on to the next scenario. All students will practice the same scenario at the same time before moving on. Tip: You can adapt the scenarios by increasing or decreasing the level of difficulty depending upon the ages in your class. For example you may be able to challenge the older students to use more Spanish and for the younger students you will want to keep the questions and answers brief. After the five to seven minutes is up, give the students a round of *aplausos* and praise them for their Spanish skills!

*Each scenario is written only in Spanish, so that the students can guess what the scenario is in English.

Scenario Dialogue examples:

1. Security guard- *Hola. ¿Dónde está tu maleta, tu boleto, y tu pasaporte?*
Pasajero- *Buenas tardes. Aquí está mi maleta, mi boleto, y mi pasaporte.*
Security guard- *¿Cómo te llamas?*
Pasajero- *Me llamo Raúl Luis.*
Security guard- *Gracias. Adíos.*
Pasajero- *Adíos.*
2. Azafata- *Hola. ¿Qué quieres para tomar?*
Pasajero- *Hola. Quiero jugo por favor. Gracias.*
Azafata- *Aquí. (Gesture handing the juice to the passenger.)*
3. Conductor(a)- *Buenas tardes. ¿Tienes las monedas?*
Pasajero- *Buenas tardes. Sí. Tengo las monedas.*
Conductor(a)- *Muy bien. Gracias.*
Pasajero- *Gracias. Adíos.*
4. Student A- *¿Dónde está el baño?*
Student B- *A la izquierda y derecho.*
5. Pasajero- *¿Cuánto me cobra al aeropuerto?*
Conductor(a)- *Tres monedas, por favor.*
6. Amigo(a) 1- *Hola. ¿Qué ves?*
Amigo(a) 2- *Buenas tardes. Yo veo el lago azul. ¿Qué ves?*
Amigo(a) 1- *Yo veo el coche rojo.*

Juego de Repaso: Play a quick game to review all the travel vocabulary words and phrases. Some ideas are: Pictionary, Charades, Mata la Mosca, Hot Potato or Around the World.

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



Dani: *Granada fue muy divertido, pero necesitamos salir ahora. Granada was very fun, but now we need to leave now.*

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.