

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

Lesson Plan 6 Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: El hotel

<i>el hotel</i>	hotel	<i>la cama</i>	bed
<i>¿Cómo estás?</i>	How are you?	<i>el cuarto</i>	room
<i>Estoy bien.</i>	I'm good.	<i>el pan</i>	bread
<i>Estoy cansado(a).</i>	I'm tired.	<i>la panadería</i>	bakery

Key phrases to repeat during class and encourage Spanish responses:

<i>Me gustaría...</i>	I would like...	<i>Quiero...</i>	I want...
<i>Por favor</i>	Please	<i>Gracias</i>	Thank you
<i>¿Dónde está...?</i>	Where is...?	<i>¿Cuánto cuesta?</i>	How much does it cost?

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 the *Sing, Dance, Laugh, and Eat Tacos CD #1* to play the *Bistec* song (Track 4) and a *sombrero* or Panama hat if possible for the *Sombrero Caliente* game. Make sure to have the picture flashcards for today's and previous week's vocabulary. During the games and activities be sure to review and reinforce vocabulary and conversation elements from the entire semester. To make the role of the hotel employee come alive you can bring a tie, a scarf, or a vest to wear. You will need the Day 1 and Day 6 *Lugares* templates for the *¿Dónde está el pan?* activity set up around the room. If possible bring in a loaf or a piece of bread for this activity. Print the culture images from the intranet to share with the students. For the *¿Cuánto cuesta el pan?* activity print the *Day 6 Panadería* template from the Futura intranet.

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.

Juego de repaso- Sombrero caliente- Invite the students to sit in a circle on the floor using gestures and saying, "*Siéntense aquí por favor.*" Explain that you will be playing a variation of the game Hot Potato where the potato will be the *sombrero*. The students will pass it around the circle as you play the music. Play the *Bistec* song (Track 4) from the *Sing, Dance, Laugh, and Eat Tacos CD #1*. When you stop the music, the student with the *sombrero*



will need to answer a question you ask about the Spanish vocabulary they have learned. Make sure the questions review topics from all previous classes. Praise the students for their efforts and give them stickers or pesos for their participation. Example questions: "*¿Cómo se dice T-shirt en español? ¿Qué significa biblioteca?*"

Puppet time! Use your attention getter to regroup the students and invite them to move to a new area in the room and sit in a half circle facing you.

Teacher: *Dani y Beto tomaron el autobús y ahora llegaron al Boquete.* Dani and Beto took the bus and have arrived in Boquete. (Show the map of Panama and point out their journey to the students.)

Beto: (with a tired voice and yawn) *Estoy cansado.* I am tired. *El paseo fue muy largo al Boquete.* The ride was really long to El Boquete.

Dani: *Ahora necesitamos buscar el hotel.* Now we need to find the hotel. (Hold up the picture flashcard and encourage the students to repeat "el hotel" after you. Help the students with pronunciation by explaining that the "h" is silent.)

Beto: *¡Mira! Allá está el hotel.* Look! Over the hotel is over there.

Teacher: You will play the role of the hotel desk employee (*empleado*) for the following conversations. To make this role come alive you can wear a tie, a scarf, or a vest.

Hotel employee: (with an upbeat voice) *¡Hola! Bienvenidos al Hotel Escondido.* Hello! Welcome to the Hidden Hotel. *¿Cómo están?* How are you doing?

Dani: *Estamos muy cansados.* We are very tired. *Necesitamos un cuarto.* We need a room. (Hold up the picture flashcard and encourage the students to repeat "el cuarto" after you.)

Hotel employee: *Está bien. Tenemos un cuarto con dos camas.* Okay. We have a room with two beds. (Hold up the picture flashcard and encourage the students to repeat "la cama" after you.)

Beto: *Perfecto, gracias.* Perfect, thank you.

Interactive Activity: Los saludos del hotel- Explain to the students while Dani and Beto take a little nap (*siesta*), the class will take turns playing the role of the hotel employee (*empleado*) and the hotel guest (*huésped*). Teach the students the new question "*¿Cómo estás?*" having them repeat the question after you several times for practice. Teach the students that "*Estoy bien*" is how they would answer to say they are good. Make a thumbs up gesture and use a positive voice while repeating this phrase and encouraging the students to repeat after you. Then teach the phrase Dani and Beto used, "*Estoy cansado(a)*" by using a tired sleepy voice while repeating with the students. Note: Explain the gender usage for "*cansado*" and "*cansada*" to the students by giving specific examples like "*Dani dice estoy cansada*" and "*Beto dice estoy cansado*". Tip: For the younger students you may want to simplify the responses to "bien" or "cansado(a)." After practicing the question and answer for this conversation skit together as a class, divide the students into two lines facing each other. Each student should have a partner standing across from them. Have one line play the role of the hotel clerk and the other will play the role of the hotel guest. The hotel clerk will greet the new guest in Spanish and ask how they are doing, just like in the puppet skit. The guest will respond in Spanish with how they are doing. Encourage the students to have fun with their roles and use fun or silly voices. After about one to two minutes call out "*¡Vamos!*" and have one line of students move over one place so everyone has a new partner. Then have the line that played the hotel employee now play the role of the hotel guest, switching roles. Encourage the students to practice the skit again with their new role and new partner. Continue practicing this a



few more times, switching partners and roles with the students. Make sure to walk around and help any students with questions as they practice the Spanish conversations.

Puppet Time: Invite the students back to sit down on the floor in a half circle by saying in an excited voice, "*Dani y Beto despiertan y ahora quieren explorar*. Dani and Beto woke up and now they want to explore."

Beto: *Me encanta nuestro cuarto del hotel*. I love our hotel room.

Dani: *Sí. La cama es muy suave*. Yes. The bed is really soft.

Beto: *Pero...¡Quiero explorar el Boquete!* But, I want to explore *el Boquete!*

Dani: *Hay una panadería cerca del hotel*. There is a bakery close to the hotel. (Hold up the picture flashcard and encourage the students to repeat "la panadería" after you.)

Beto: *Mmm...Quiero el pan ahora. ¡Vámonos!*

Teacher: *¿Clase, qué dice Beto?* What did Beto say? *Praise the students for their participation and give the English translations. Encourage the students to repeat "el pan" as you hold up the picture flashcard or object representing bread.

Juego: ¿Dónde está el pan?- Make sure to have the classroom set up for this activity ahead of time. Have the "lugares" from the Day 1 lesson in addition to the bakery, restaurant, museum, shopping mall, and Panama Canal set up around the room. Use the template from the intranet titled *Day 6 Lugares* along with the *Day 1 Lugares*. Before starting the game point out each location encouraging the students to repeat the Spanish name after you for practice. For this activity bring in bread or a small baquette if possible, or use a picture flashcard. Divide the class into two teams. To start the game, ask one player from each team to stand. Explain that Dani and Beto are looking for "el pan" and it will be hidden in one of "los lugares" around the room. Have each player close their eyes or blindfold them if possible as you secretly hide the bread (set it next to one of the places). When you call out, "*¿Dónde está el pan?*" the two players will race to turn around or open their eyes to find the bread. They will need to call out the location in Spanish. For example: If you hid the bread at the museum the students would race to say, "*el museo*." The student who calls out the correct answer first scores a point for his or her team. Continue playing by calling two new players to compete. Play for five to seven minutes and reward the team with the most points at the end of the game with stickers or pesos.

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.

Show pictures of el Boquete and point it out on the map of Panama. Explain that el Boquete is a popular tourist location in Panama because of the beautiful mountains and scenery. There are many jungle like things to do in el Boquete. For example: touring the rainforest, zip-lining, white water rafting, and other adventures in nearby locations. Ask the students what they think hotels would be like in Panama. Show the picture of El Hotel Escondido and explain that this is an actual hotel in Boquete, Panama. This is a luxury resort where tourists may stay. There are many other hotels in Boquete with lush landscaping and beautiful views. Sugar and Spice is the name of a popular *panadería* in Boquete, Panama. They serve bread



(pan), pastries (pasteles), sandwiches (sandwiches), and soups (sopas). At Garden, another *panadería* in Boquete, you can get a cinnamon bun and coffee for \$.65 or an ice cream cone for \$.25.

A typical breakfast treat that is served with eggs are *hojaldras*, "Panamanian donuts." The flattened piece of dough deep fried and served hot, with sprinkled sugar on top. A *carimañola* is a delicious roll in Panama made with dough from the tropical root *yucca* and stuffed with a bit of meat and boiled eggs. This is another popular breakfast treat in Panama. Show the students the pictures of these food items 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: Have the students stand in a circle to sing the *Por favor, Quiero* song from last week to the tune of "Row, Row, Row your boat." Before you begin each verse, show the vocabulary item in question and have your students repeat its name. Then, as you begin each verse, pass the appropriate item or image around the circle. The goal is to get the item to each student and back to you before the appropriate verse is done.

Actividad: ¿Cuánto cuesta el pan?- Print the *Panadería* template from the Futura intranet and have the different bread and pastries images with price tags set out on a table in the classroom for this activity. Have the students pretend to be shopping for the bread at the bakery. You will play the role of the bakery employee (*empleado*). Have the students each take turns asking you, "¿Cuánto cuesta?" while pointing to a specific pastry or bread. As you give the price, encourage the entire class to repeat the Spanish number after you. Reinforce the difference between *pequeño* and *grande* by pointing out the different sizes of breads. Quiz the students by holding up a bread or pastry and asking "¿pequeño o grande?" encouraging the students to call out the correct Spanish adjective. **Note: You can make this a real skit by giving the students fake money and encouraging them to order the bread or pastry by saying, "Me gustaría el pan," then asking the price, "¿Cuánto cuesta?" and paying for it. You can even bring in a loaf of bread and cut it into small pieces for everyone to taste.*

Juego: Alrededor la panadería- After practicing, play this game of competition with the students. This is a variation from the game Around the World. Have two students stand to compete at a time. When you point to a pastry or bread, the students will race to call out the Spanish price for the item. For example, if you pointed to the loaf of bread for \$3, they will say "tres dólares." You can continue playing this game by adding more vocabulary flashcards. For example when you hold up a picture of the hotel room, the students will race to say "el cuarto." The student who answers the correct Spanish translation the fastest wins and moves on to compete against the next student in the class. If a student successfully "goes around the room (or bakery)" they have won the game.

Actividad: El hotel- Explain that the hotel employee in Panama is very busy and is trying to accommodate a lot of guests. Divide the class into two teams. Each team is going to race to help the hotel sort out the requests from guests. To start the game have two players from



each team come to the front of the room. The pairs will work together competing against the other team. Before starting be sure to review the following vocabulary: *Me gustaría, cuarto, cama, grande, pequeño, 1-3, por favor*. For the older students, hand each pair a "hotel request" from below in Spanish. The students will race to write the English translation (either on a blank piece of paper or on the board). The fastest pair of students to write the correct answer, scores a point for their team. For the younger students, this will be an oral competition. You will read one of the sentences below and the pairs will work together to translate the sentence and "buzz in" when they have the correct answer. You could bring in a small bell for them to ring when they have the answer. Continue playing until each student has had a turn to play or the seven minutes is up. Award the winning team pesos or stickers.

"Me gustaría dos cuartos con una cama por favor."

"Me gustaría un cuarto con dos camas por favor."

"Me gustaría tres cuartos con dos camas por favor."

"Me gustaría un cuarto grande por favor."

"Me gustaría un cuarto con una cama grande por favor."

"Me gustaría un cuarto con dos camas pequeñas por favor."

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

Dani: *Estoy cansada otra vez. I am tired again. Vamos al hotel. Let's go to the hotel.*

Dani & Beto: *Adiós, clase. Nos vemos a una exploración nueva la próxima clase. We'll see you at the new exploration 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.