

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

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

Day 7 Target Vocabulary: La excursión

<i>el mono</i>	monkey	<i>el/la guía</i>	guide
<i>la selva</i>	rainforest/jungle	<i>el café</i>	coffee
<i>¡Mira!</i>	Look!	<i>Pruébalo.</i>	Try it.
<i>las flores</i>	flowers	<i>Salud</i>	Cheers/health

Optional Vocabulary for advanced or older students:

You can teach the additional animals found along the tour to the older students. For example: *la rana, el serpiente, el pájaro, etc.*

Key phrases to repeat during class and encourage Spanish responses:

<i>¿Puedes ver...?</i>	Can you see...?	<i>Me encanta.</i>	I love it.
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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: Set up your classroom for the jungle tour. Have the picture images posted around the room so you can point them out during the skit. Wear a scarf, a hat, or a vest when playing the role of the tour guide and use a toy microphone. For the interactive conversation activity bring in coffee to sample from a thermos with Dixie cups if possible, or bring a coffee mug as a prop to pass for the conversation practice. Have the *Excursión* template printed from the intranet with images cut out in bags for the category activity. You will need two sets of matching picture and word flashcards for the *Selva Scramble* activity for older students or picture flashcards for the younger students.

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.

Puppet time! Use your attention getter to regroup the students and invite them to sit in a circle with you. 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: *¿Cómo estás Dani?*



Dani: *Estoy bien, gracias.*

Teacher: Ask the students if they understand the mini conversation with Dani and Beto. Then have Dani ask each student, "*¿Cómo estás?*" Encourage the students to respond using "*Estoy bien or Estoy cansado(a).*" from last week. Tip: To make this activity come alive have Dani pass a ball or maraca as she asks each student. They can pass the object back after they answer.

Beto: *Estoy muy emocionado para nuestra excursión hoy.* I am very excited for our excursion today.

Dani: *Vamos a explorar la selva.* We are going to explore the jungle.

*You will play the role of the tour guide, *guía*, for the following conversations. To make this come alive you can wear a hat, a vest, or a scarf and hold a toy microphone. Have the pictures of the vocabulary items found in the jungle along the tour set up around the room. Act out the conversations creating the tour making the adventure as real as possible for the students. Have them stand and walk around the room during the tour with you as their guide.

Guía: *¡Hola! Bienvenidos a la selva.* Welcome to the jungle. *Soy el/la guía para tu excursión.* I am your tour guide for the excursion. *While pointing to yourself repeat "*guía*" and encourage the students to repeat after you. *Vamos a explorar la selva.* We are going to explore the forest. *Start walking around the room to for the tour.

Guía: *Aquí están muchas flores bonitas.* Here there are many pretty flowers. *While pointing to the flower pictures encourage the students to repeat "*las flores.*"

Beto: *¿Cuáles animales hay en la selva?* What animals are in the forest?

Guía: *Buen pregunta, Beto.* Good question, Beto. *Hay muchos monos, perezosos, serpientes, pájaros, y ranas.* (While holding up images of each).

Dani: *¡Mira! Look! Puedo ver un mono en el árbol.* I can see a monkey in the tree. *¿Puedes ver el mono?* Can you see the monkey? *Reinforce the phrase "*¡Mira!*" by pointing to different pictures in the forest and having the students point and repeat after you. Have each student take turns pointing to a monkey picture and saying, "*¡Mira! El mono.*" Encourage the younger students pretend being a monkey and making monkey noises while repeating the Spanish multiple times. *Note: You can teach the other animals listed above in Spanish to the older students.

Guía: *Después de la excursión en la selva vamos a visitar una finca de café.* After the jungle excursion we are going to visit a coffee plantation.

Beto: (with a sad voice) *No tomo café.* I don't drink coffee.

Dani: (with an upbeat voice) *Yo tampoco, pero vamos a probarlo.* I don't either, but we are going to try it.

Teacher: Hold up the picture images of the coffee plants and the coffee, or bring in coffee if possible. Have the students repeat "*el café*" multiple times after you. To make this fun you can have them repeat using different voices. For example: an excited voice, a disgusted voice, or a curious voice.

Juego: ¿Dónde está en la selva?- Have the class take a break from the tour by forming a circle in an open space in the classroom and saying, "*Clase vamos a sentarnos en un círculo aquí.*" Explain to the students that Dani and Beto are having a hard time seeing some of the different plants and animals in the forest. **For the older students:** Have the students work in pairs racing to complete *La Selva: Word Search Activity* from the intranet. Hand each pair of students the word search and review the words at the bottom. Encourage the students to work with their partner racing to be the first pair to finish the word search. Award the



winning pair with stickers and pesos. Review the locations and translations for the vocabulary words. Note: There is an answer key document on the intranet for you to reference. **For the younger students:** Explain that the students will be racing to find the vocabulary word that you call out in the "selva" or "jungle of vocabulary flashcards." Have the picture flashcards for today's vocabulary mixed in with picture flashcards from all previous classes set out on a table or up on the board. Divide the class into two teams. Have one player from each team come up to compete. When you call out a vocabulary word from today's class in Spanish, the students will race to grab the matching picture flashcard. So, if you call out "*las flores*" the students will race to pick up the flower picture. The student to pick up the correct picture flashcard the fastest scores a point for his or her team. Continue playing until five to seven minutes is up. Throughout the activity make sure to hold up the picture flashcards after the answer is found and encourage the entire class to repeat the Spanish word for additional practice.

Cantamos: Move to a new area in the room and have the students stand in a line facing you by using gestures and saying, "*Vamos a formar una fila por favor.*" **For the younger students:** Sing the Countdown Song to the tune of "Ten Little Indians" from week three only changing the vocabulary in the song to relate to the forest tour. Hand out pictures of the monkeys each with a numeral (1-10) to students in the classroom. Note: You will need to repeat some numbers if you have more than ten students in class. Explain to the students when you are singing the song, they should pop up during the song when they hear their number. For example: The student with the #10 monkey will pop up during the last lyric of the song. Continue the activity by having the students switch monkeys and continue singing with their new numbers. Feel free to encourage the students to have fun with this song and pretend being a monkey while singing. **Note:** After singing reinforce the question word "*¿Cuánto?*" from the phrase "*¿Cuánto cuesta?*" by holding up different numbers of monkeys and asking "*¿Cuántos monos hay?*" How many monkeys are there?"

*Uno, dos, y tres monos
cuatro, cinco, seis monos
siete, ocho, nueve monos
¡Diez monos son!*

For the older students: Review the meaning of the question, "*¿Dónde está?*" with the students and have them repeat the Spanish after you for additional practice. Explain to the students that this question can be asked in many different situations. For example: *¿Dónde está el banco? ¿Dónde está el barco? ¿Dónde está tu boleto? ¿Dónde está el mono?, etc.* Ask the students to raise their hand and give you more examples using vocabulary from this semester. Encourage participation by giving stickers or pesos for answers. Praise the students for their hard work by saying, "*buen trabajo.*" Teach the following chant by singing each verse first and having them repeat after you. Once they have a handle on the lyrics, rap the whole song together. During the rap you can have the students use gestures to make it come alive. For example: they can point up, like in a tree, when they say, "*¡Allá!*"

La Selva Rap
*¿Dónde está? ¿Dónde está?
La planta del café*



*La planta del café
¡Mira! ¡Mira!
Hay un mono.
¿Dónde está? ¿Dónde está?
¡Allá! ¡Allá!*

*Keep the rap going by adding different review vocabulary to the lines like this example verse below.

*¿Dónde está? ¿Dónde está?
el mercado
el mercado
¡Mira! ¡Mira!
Hay artesanía en el mercado.*

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.

Latin America, including Panama, is home to many rainforests. These lush areas have unique flowers, plants, and animals. The region of *Chiriqui* on the Western side of Panama has rivers, waterfalls, and high mountains. There is a national park around the *Volcán Barú*, the highest point in Panama. This volcano has seven craters, but is no longer active. There is a popular scenic trail at this park that is where people go to see the rare *quetzal* bird, the colorful Mayan bird of paradise.

Ask the students if they drink coffee and if they like it. "*¿Ustedes toman café?*" "*¿Les gusta el café?*" Explain that coffee is a very important crop in many Latin American countries including: Panama, Colombia, Costa Rica, and Guatemala. The coffee from Panama has been known for its high quality. The climate conditions in Latin America provide great growing conditions for the coffee plants. To create plantations forests are cleared to cultivate the crops. Many families move to work on the coffee plantations. Children also have jobs at the plantations harvesting the coffee in the fields. These children work instead of going to school. Show the students images from the intranet and start a discussion with them about the idea of working instead of going to school. Would they enjoy working at a coffee plantation or would they prefer to go to school?

Kotowa Coffee is a coffee plantation in el Boquete, Panama. They give tours to visitors who want to learn about the coffee making process and see the plants. On the tour you also get to taste their coffee. Visit their website for more details or show the students images from the site in class: <http://www.coffeeadventures.net/coffeetour.html>

**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.*

Physical Activity: Música en la selva- Explain to the students that the animals in the forest make a lot of noises almost like music. In this activity, play Spanish music while the students pretend to explore or dance around the forest. Have chairs placed in the center of the classroom enough for all but one student in the class. This is just like the Musical Chairs game. When you stop the music the students must find an empty chair or "*lugar de la selva*" to sit down in as quickly as possible. The one student who didn't get a chair must answer a question in Spanish from you. For example, "*¿Cómo se dice guide en español? How do you say guide in Spanish?*" If the student gets the answer correct they get a sticker or peso. If the student doesn't know the answer, ask the class for "*ayuda*" and review the answer together. Praise the students for their effort in Spanish. Continue playing by starting the music again and encouraging the students to explore the forest. Be sure to review vocabulary from previous classes in addition to today's topics. *Optional Variation: Instead of using the chairs for the activity have the students freeze in place when you stop the music. The first person to move or make noise must answer the question.

Puppet Conversation Continued: Encourage the students to move back over to the area in the classroom where you had the tour pictures. Have them sit down facing you by using gestures and saying, "*Siéntense aquí por favor.*" Bring out the puppets for the following conversation.

Dani: *Quiero probar el café.* I want to try the coffee.

Guía: *Sí claro. Tenemos el café para ustedes.* Yes of course. We have coffee for you.

(while handing a cup of coffee to Dani) *Pruébalo.* Try it.

Dani: *Mmm... Me encanta este café.*

Dani: (while handing a cup of coffee to Beto) *Pruébalo.* Try it.

Beto: *Salud.* Cheers.

Nota Cultural: You hear Dani and Beto saying, "salud" while drinking their coffee. "*Salud*" is used in a cheer before drinking, also after someone sneezes instead of "bless you", and means good health.

***Interactive Activity:** If possible bring coffee (preferably decaf) in a thermos or an iced coffee and place a small amount in Dixie cups for each student to try. When you hand the coffee to a student encourage them to repeat after you, "*Pruébalo.*" Encourage the students to cheers each other saying, "*Salud.*" Or you could also pretend with another liquid like water in a coffee mug having the students pass the mug around the circle repeating the phrase each time they pass it to a new student for practice.

Juego: La excursión- For this activity, have the students move to the desks or tables in the room. Explain to the students that there are many different flowers and animals in the forest. The students are going to help categorize things they find in the forest into Spanish. Divide the class into two teams. Use the *Excursión* template from the intranet for this activity. Have the images cut out and placed into two separate bags or envelopes for each team. Hand each team their bag and the category document and review the vocabulary in Spanish before starting. When you call out, "*Vamos a explorar*" the students will work together in their teams racing to place the correct images into the correct categories. For example, they will place all



of the flowers under the "*las flores*" category. The fastest team to finish earns stickers or pesos. Be sure to review the answers together as a class in Spanish calling on volunteers for answers. Review numbers in Spanish by asking, "*¿Cuántos monos hay?* How many monkeys are there?"

Actividad de repaso: Selva Scramble- For the older students: Have two matching sets of flashcards representing vocabulary from all of the classes thus far. Each set should include one picture card and one Spanish word card. For example: you can have a picture of a steak and the matching card will read "*el bistec.*" Randomly hand the flashcards out to the students and encourage them to keep their cards secret until the music starts. Be sure to hand out the pairs so that every student will have a match. Explain to the students that when you play the music they will walk around the room trying to find their match. Encourage the students to only use Spanish during the activity asking, "*¿Dónde está _____?*" Once the students have found their match they can sit down. Continue playing by giving the students all new sets of vocabulary flashcards and start the music again.

For the younger students: Hand out picture flashcards of vocabulary from all classes so far, one to each student. Have the students sit on the floor or crouch down holding the picture image so that you can see it. Explain that as you call out the vocabulary words in Spanish, the students with the cards you call out can jump up and start dancing or jumping in place. For example if you call out, "*la camiseta*" the student with the T-shirt image will jump up and move in place. They should continue to do so until all vocabulary words have been called, so all students will be dancing or jumping. Continue playing by handing out new picture flashcards and starting over.

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

Dani: *Es el fin de la excursión. It's the end of the excursion.*

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.

