

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

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

Day 7 Target Vocabulary: El camión

<i>el camión</i>	truck	<i>la camioneta</i>	van
<i>la playa</i>	beach	<i>Hace sol.</i>	It is sunny.
<i>Hace calor.</i>	It is hot.	<i>nadar</i>	to swim
<i>¿Quieres...?</i>	Do you want...?	<i>Quiero...</i>	I want...

Optional Vocabulary for advanced or older students:

<i>¿Qué tiempo hace hoy?</i>	What is the weather like today?
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Key phrases or vocabulary to repeat during class:

<i>¡Vámonos!</i>	Let's go!	<i>¡Alto!</i>	Stop!
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Specifics for today's class: Make sure to read this plan carefully so that you have all of the flashcards, images, and other materials prepared in advance. You can also bring in a blue blanket to represent "la playa".

Introduction: As the students enter the room, welcome them back by saying "*¡Hola clase! Vamos a continuar nuestro viaje de 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.

Cantamos: Encourage the students to stand up using gestures and saying, "*Levántense.*" Sing the "Vamos a viajar" chant from week five. 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 sit on the floor in front of you by using gestures and saying, "*Siéntense aquí por favor.*" Bring out the Dani and Beto puppets and use an excited voice to carry on the small conversation below. Make sure to have the clip art and props nearby, so that you can hold them up as you introduce each word.

Dani: *Vamos a la playa.* We are going to the beach. (Hold up the picture flashcard of the beach and have the students repeat in Spanish after you "playa".)

Beto: *¿Podemos tomar un camión?* Can we take a truck? (Hold up the picture flashcard of the truck and have the students repeat in Spanish after you "camión".)

Dani: *Sí o podemos tomar una camioneta.* Yes, or we can take a van. (Hold up a picture flashcard of the van and have the students repeat in Spanish after you "camioneta".)

Beto: *Quiero tomar un camión.* I want to take a truck.

Dani: *¡Muy bien! ¡Vámonos!*



Juego de repaso: ¿Cómo va a viajar?- Explain to the class that just like Dani and Beto, many times you can choose between different modes of transportation. In this game the students will review all different ways to travel in Spanish! Ask for a volunteer by saying, "Necesito un voluntario." Have the volunteer hand each student a picture of one of the modes of transportation covered in class so far. For example: *el avión, el autobús, la bicicleta, el taxi, el coche, el barco, el camión, y la camioneta*. To further practice, repeat each word as the cards are handed out. Have the class stand and form a large circle. The volunteer will stand in the center of the circle. Have this student close his or her eyes and point out to the circle. Once you start the music the large outer circle should start moving to the right and the center student should move to the left. When you stop the music, call out "¡Alto!" The students should stop in place. The center student will be pointing to a student in the outer circle (who will be holding up his or her picture of a mode of transportation). The student in the center will open his or her eyes to see what mode of transportation they have chosen and to say the corresponding Spanish word. If the student says the correct Spanish word, he or she will switch places with the student in the circle and you can restart the music and to continue playing. If the center student doesn't know the answer, review the vocabulary word and start the music over to continue playing.

***Alternate Activity: ¿Cuál vehículo?-** (For younger students) Ask for a volunteer to come to the front of the room and start the game. Whisper to the student a mode of transportation. The student will act out the transportation and mimic the sound it makes. For example: If you said *el avión*, the student could put their arms out like the wings of the plane. Remind the class to raise their hand before guessing. The student with the correct guess in Spanish gets to come up and act out the next word. (Note: You can make this into a game by dividing the class into two teams. Whichever team guesses the correct mode of transportation first scores a point. Keep playing until every student has had an opportunity to act out a mode of transportation or until five to seven minutes have expired.)

Vocabulary Introduction and Puppet Time Continued: Pick up the puppets and picture flashcards to continue the vocabulary introduction below. Ask the students to sit in a circle using gestures and saying, "Siéntense aquí por favor."

Beto: *¡El viaje del camión fue muy divertido!* The trip in the truck was really fun!

Dani: *¡Ay! ¡Mira!* Look! *La playa es tan bonita.* The beach is so pretty.

Beto: *Hace sol hoy.* (While holding up a picture of a sun, have the class repeat "Hace sol." Then have the students make a sun with their arms or pretend to shade their eyes as they repeat the phrase a few more times for practice.)

Dani: (fanning her face and in an exaggerated voice) *Hace calor también.* (Have the class repeat "Hace calor" after you and mimic the gesture of fanning their faces.)

*For the older students, you can teach them the question "¿Qué tiempo hace hoy?" and practice the phrase asking the students what the weather is like in your area.

Beto: *¿Quieres nadar?* Do you want to swim? (Have the class repeat "nadar" after you while holding up the picture flashcard. Have the students mimic the gesture of pretending to swim with their arms while repeating "nadar" a few more times for practice.)

***Conversation Lesson:** Explain to the students that "quieres" means "do you want". See if



they remember how to answer this from week two. Review that "¿Quieres?" means "Do you want?" and "Quiero" means, "I want". Practice this by passing a ball or maraca to a student in the class and asking "¿Quieres nadar? Do you want to swim?" Encourage the student to respond back using a full sentence with either "Quiero nadar" or "No. No quiero nadar." Have the student pass the ball to another classmate and ask if he or she wants to swim. Help the students to ask and answer the questions as needed. For the older students, have the question and answer on the board or on a poster for reference.

Dani: Buena idea, Beto. Good idea, Beto. *Quiero nadar también. ¡Vámonos!*

Juego: Swimming Challenge- (For the older students) For this activity you will need one set of the picture flashcards (without the words) representing the vocabulary from all the classes to date. If you can, bring in actual objects whenever possible to liven up the vocabulary! You will also need a corresponding set of cards with only the Spanish words and not the pictures. In this activity the students will be racing to match the Spanish words to the pictures or objects. Have the pictures or objects spread out around the room. Divide the class into two teams- *Equipo Dani y Equipo Beto*. Hand the first team the Spanish word cards. Time them as they race to place the Spanish word flashcards next to the matching pictures. (Encourage them to "swim" during this game!) After the team is done, check with the students asking "¿Es correcto, sí o no?" to verify the answers. Have the next team see how fast they can match the objects. Tips: You may want to move the objects for the second team to make it fairer. *Variation: You can have the picture flashcards and the incorrect Spanish flashcards paired up around the room. Have each team see how quickly they can move the cards to the correctly matching words and pictures.

Juego: La playa- (For the younger students) For this activity you will need the picture flashcards with the Spanish vocabulary words underneath. For larger classes you will need two sets. You will need at least one card per student. Place these flashcards on the floor in a winding row (forming the coast of the beach). Tip: You can have a blue blanket set up make an imaginary "coast." Let the students know this game is similar to the *Cake Walk* game. Play music and have the students walk along "la playa" stepping next to each picture. (When the students reach the end of the "beach", they will need to walk back to the start of the "coast line" to continue playing.) When you stop the music, the students should stop on or next to the picture. Randomly call out one of the vocabulary words in Spanish. You can have the words in a hat and blindly pick one. The student standing on that picture needs to raise his or her hand and call out the Spanish word. Have the class repeat the vocabulary together making sure they understand the translation. Play the music again and continue the game. *Variation: Have the students answer a question if you call out the Spanish word for the picture they are standing on. For example: If you call out "el camión" the student standing on that picture will need to answer a quick question. If the student answers correctly, he or she stays in the game. If the answer is incorrect, the student should step off the beach and help you play the music or ask the questions in future rounds. Play the game until two or three students are remaining or the 5-7 minutes is up. The remaining students are the winners! Possible questions are: "Díme una bebida en español. Tell me a drink in Spanish. *¿Qué significa 'hace calor'?* What does *hace calor* mean? *¿Cómo se dice airport en español?*"



As a transition, have Dani and Beto ask the students if they are hungry and let them know it is snack time. "*¿Tienen hambre? ¡Buena! Entonces es tiempo para la merienda!*" *Encourage the students to respond, "Tengo hambre."

Merienda & Notas Culturales:

Encourage the students to get their snacks and sit in a circle on the floor. (Make sure to use Spanish first during this lesson and give the English translations when necessary.) Explain to the students that Dani and Beto have traveled to the coast of Nicaragua to a small coastal village called San Juan del Sur. Surfing, fishing, swimming and relaxing are very popular here! The landscape and weather in San Juan del Sur is gorgeous. Even though it is breathtakingly beautiful, Nicaragua is a very poor country. It is the second poorest country in the Western Hemisphere. (Haiti is the poorest.) Although there are nice highways and houses similar to ours, there are also many dirt roads and small villages where the people live in small "huts". Further explain that some children in Nicaragua won't be able to continue school past fifth grade, because they must work to help support their families. Some jobs which children do are: selling things on the streets or washing windows. Show the students the pictures from the intranet and engage them in a conversation about what they see.

**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.*

El tiempo de la playa- Encourage the students to stand using gestures and saying, "*Levántense.*" Start singing "Qué tiempo hace hoy, hace hoy, hace hoy" to the tune of "London Bridges". Have the students repeat after you and give the meaning of the lyrics. Continue singing with "Hace sol en la playa, en la playa, en la playa. Hace sol en la playa, sol means sunny!" Encourage the students to repeat this part of the song with you and using gestures with their arms to make a sun. Continue singing with "Hace calor en la playa, en la playa, en la playa. Hace calor en la playa, calor means hot!" Have the students repeat this with you using a fanning gesture to show that they are hot. After the students have learned the lyrics, sing the song again all together.

Preguntas y Respuestas del Viaje- The goal of this activity is to practice the conversation elements that the students have learned during Dani and Beto's travels. Have questions in Spanish on separate pieces of paper in a suitcase or travel bag. Have each student take a turn coming up and randomly selecting a question. Bring in a toy microphone and hand it to the students as they answer the questions to make the activity more exciting. They can then ask the question to a partner of their choice in the class. The partner will answer the question in Spanish. For example, if the student picks out "¿Tienes las monedas?" the student would answer "Tengo las monedas." Encourage the students to use silly voices and act out the questions and answers to have fun with the conversations in Spanish!

Possible questions to include: (Make sure to simplify the questions for classes with younger students and help them along with this activity since it may be more difficult.) "¿Qué ves?"



and the student would answer "Yo veo..." *¿Quieres nadar?* and the student would answer "Quiero nadar." *¿Tienes hambre?* and the student would answer "Tengo hambre." (same for tener sed) *¿Cómo te llamas?* and the student would answer "Me llamo..." Tip: You can also vary the questions with "quieres" and "tienes" using different vocabulary. For example: *¿Tienes la mapa?* or *¿Quieres un refresco?* *Remember to encourage the students to have fun with the conversation in actions and silly voices!

Juego: El Viaje Simón Dice - Play the Simon Says game in Spanish to review the travel vocabulary. Explain that when you say "Simón dice..." they should act out the Spanish vocabulary given. However, if you just say the Spanish, they shouldn't act it out because "Simón no dice." For example: "Simón dice nadar. Simon says nadar. " The students would act out swimming. If you sawy, "Hace sol. It is sunny," the students should not act because Simon didn't say. Give a few examples before starting. Once the students understand the rules, play it as an elimination game. For example, if the students act out what you say (when Simón didn't say) they should sit down in their spot. Continue playing until only one or two players are left. They are the winners!

Proyecto del arte: El mapa del viaje- Continue this project by having the students draw a picture of the truck trip along the beach coast. See the previous week three or five lesson plan for more details. Be sure to have the students label their pictures in Spanish. Help the students to finish this project and bind the drawings together into a book so that they can take it home and share it with their families on the last class. To do this they can use a three hole punch and tie yarn in each hole for the book's binding. Limit the activity to 5-7 minutes. If you need more time, you can finish the project next week.

Juego de Repaso: ¿Qué falta?- Explain that Dani and Beto had packed their suitcases for the beach trip, but they think they forgot a few things. Divide the class into two teams. Give each team a bag to represent a "maleta." This can be a paper or plastic bag or a travel bag that you bring into the classroom. You will also need two sets of picture flashcards representing the following vocabulary: *el boleto, el pasaporte, el jugo, el agua, las monedas, el mapa, el refresco, las galletas, y las papas fritas.* *Make sure to review this vocabulary with the students before starting the game by holding up the picture and having the class repeat the word in Spanish. You can also write this list on the board for the students to reference during the game. Secretly place only six or seven of the nine vocabulary words in each bag. Let the students know they will be checking the bag to see if Dani and Beto packed everything on the list (They will be searching for what is missing.). Give each team a bag with some of the flashcards missing. The teams will race to figure out what items are missing from the bag. You can have them race to the board to write the Spanish word for the missing items. The younger students can raise their hand to tell you the answers. The team to give the correct answer first, scores a point. You can take the bags and put back the missing items, taking out two new items. Give the bags back to the teams and have them continue with the race. The team to score five points first wins! *Variation: Hand each team a bag and place the objects listed above around the room (two of each). Have the students "travel" around the room searching for the items and placing them in the bag. After the students have found all of the items, review



them in Spanish. For example you can ask "¿Tienes el mapa?" and have the students pull out the map from the bag and repeat "mapa" after you.

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

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. 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.