

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

Lesson Plan 8 Note: All activities should take 5-7 minutes.

Day 8 Target Vocabulary: El viaje

<i>el viaje</i>	trip
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Key phrases to repeat during class and encourage Spanish responses:

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

The Final Class: This class celebrates the culmination of all the vocabulary and conversational elements the students have learned thus far. The songs, games, and vocabulary words are primarily review. It is recommended to divide the class into teams for many of the games. This way the teams can remain the same and you can keep a running score of points. Give give sticker or peso rewards at the end of the class instead of rewards after each game. You want to really make this class fun and exciting. Be sure to praise all of the students to boost their self esteem. Some of the conversational elements may be more difficult for the students, and they may not have a concrete grasp of these challenging sentences. However, be sure to praise their efforts, as this is a stepping stone for reinforcement in future Spanish courses. This lesson plan is extensive and you will not be able to finish everything. Therefore, you will need to pick and choose the songs, games, and activities that you prefer in advance. Make sure to read this plan carefully so that you have all of the flashcards, images, and other materials prepared in advance.

***Important:** You will need to have the students finish their "El mapa del viaje" art project if they haven't already. If you used the pesos as a reward system, you will want to have prizes that students can purchase at the Mercado towards the end of class. Be sure to keep these items small and affordable. For example: stickers, pencils, erasers, healthy treats, etc.

Introduction: As the students enter the room, welcome them back by saying "*¡Hola clase, vamos a viajar más con Dani y Beto!*". 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 using gestures and saying, "*Levántense*." Sing the "Viajamos Rap" theme song from week one. Encourage the students to use gestures while singing.

Viajamos Rap
Viajamos Viajamos
Tú y Yo
Tú y Yo
Vamos al aeropuerto

**Llevo mi maleta
Tú y Yo
¡Vamónos!**

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 as each word is introduced in Spanish you can hold up the picture or object that represents it.

Dani: *¿Cuál fue tu viaje favorito, Beto?* What was your favorite trip, Beto? (Emphasize to the students that *viaje* means trip and have them repeat "viaje" after you.)

Beto: *Hmmm...Mi viaje favorito fue el avión.* My favorite trip was the airplane. (Hold up the picture flashcard of the airplane and have the students repeat "avión.")

Beto: *¿Cuál fue tu viaje favorito Dani?* What was your favorite trip Dani?

Dani: *Mi viaje favorito fue el barco en Lago Nicaragua.* My favorite trip was the boat in Lake Nicaragua. (Hold up the picture flashcard of the boat and have the students repeat "barco.")

Teacher: Ask the class what their favorite trip was by saying, "*¿Cuál fue tu viaje favorito?*" and passing a ball or maraca to each student. Encourage them to respond using Spanish they have learned from class this semester. For example, "La bicicleta." The answers do not need to be in full sentences.

Juego: El Mapa de Tesoros- Hang signs with the different modes of transportation around the room. The signs should correspond to the Treasure Hunt document found on the intranet. Under each sign tape an envelope with the "treasure" inside. The "treasures" should be vocabulary words from previous classes. For example: *refresco, mapa, monedas, etc.* Divide your class into two teams. Be sure to divide the teams evenly so that there are some older students on each team. Give each team their "map" which will tell them which modes of transportation to visit in which order. The teams must race to write down the treasures that they find at each station. The team who finds all the treasures first, wins. Review all the vocabulary words after the game is complete to reinforce learning. Tip: It may be helpful to review vocabulary words before starting. Also, since this is an active game be certain to remind the class of the Student Responsibilities. You can assign a team captain (an older student) to be in charge of writing down the vocabulary and leading the team during the activity.

Puppet Time and Review Game: Pick up the puppets to introduce the next game. Ask the students to sit in a circle or u-shape facing you using gestures and saying, "*Siéntense aquí por favor.*"

Beto: *Tengo algo azul en mi maleta. Lo necesito porque tengo sed.* I have something blue in my suitcase. I need it because I am thirsty. *Adivinas que tengo, Dani.* Guess what I have, Dani.

Dani: *¿Tienes agua?* Do you have water?

Beto: *¡Sí! Es correcto.* Yes! That's right. *¡Vamos a jugar un juego de pistas!* Let's play a clue game!

Dani: *¡Qué divertido!* How fun!



Juego: Pistas- From all of the vocabulary, choose a variety of flashcards you want to review (about ten). Keep the students in the teams from the previous activity. Line the teams up facing you. Put the vocabulary words in a bag or hat so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for the vocabulary word you draw. The players at the front of the line must race to say the word in Spanish. Whoever says the right word the fastest scores a point for his or her team. Those players then go to the end of the line and the game proceeds with the next students. Suggested clues are listed below, but feel free to add more. Tip: For the younger students, post the picture flashcards of the possible answers on the board to help speed up the game and to give them a reference for the vocabulary. For all students: Review the vocabulary words with the flashcards before starting the activity to ensure success.

Sample clues:

I am round and blue and you can swim in me. (lago)
I have feathers and I make chirping sounds. (pájaro)
What do the sun, a duck, a lemon, a banana have in common? (amarillo)
You sit on this in the airplane. (asiento)
You look at this for directions. (mapa)
You ask this when searching for the bathroom. (¿Dónde está el baño?)

Transition: As a transition, have Dani and Beto ask the students if they are hungry and let them know it is snack time. "*¿Tienen hambre? ¡Bueno! ¡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.) Review the previous culture lessons from Nicaragua and Costa Rica this semester with the students. Show a map to the students and point out Panama. Explain that Dani and Beto will be traveling to Panama next (If the next course is *Vamos a Explorar*) or review that Dani and Beto have already traveled to Panama (If they have taken *Vamos a Explorar*). Explain to the students that Boquete is a town in Panama. The indigenous or native population in this town is the Ngobe Bugle. The women wear colorful clothes that are all handmade. They often come into the city of Boquete to pick the coffee cherries during the summer. Another native population from the San Blas islands is the Cuna (or Kuna). They are popular for *molas*, the traditional costume. Cuna women sew for many hours to create these beautiful textiles. Show the students the pictures from the intranet.

**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 using gestures and saying, "*Levántense.*" Sing the "El tiempo de la playa" song from last week to the tune of "London Bridges." Encourage the students to make the gestures with you while singing.

El Tiempo de la Playa



¿Qué tiempo hace hoy, hace hoy, hace hoy?
Hace sol en la playa, en la playa, en la playa.
Hace sol en la playa, sol means sunny!
Hace calor en la playa, en la playa, en la playa.
Hace calor en la playa, calor means hot!

*After the song make sure to reinforce the vocabulary words from the song (hace sol, hace calor, y la playa) by having the students repeat after you and showing the picture images or making the gestures.

Juego de conversaciones: ¿Qué dices?- Encourage the students to sit in a circle using gestures and saying, "Siéntense aquí por favor." Review all of the conversational elements the students learned this semester related to the travel vocabulary. For example: "¿Qué ves? significa "What do you see?" and "Yo veo..." means "I see..." *Clase repite por favor, '¿Qué ves?' y 'Yo veo...! Esta conversación fue en el taxi. This conversation was in the taxi.*" Refer to the week five lesson plan activity **Las Conversaciones del viaje** for more scenario examples. After reviewing the conversational elements various times, divide the class into two teams for a game. Hand a flyswatter to one player from each team. Let the students know that you will read a scenario in Spanish with Dani and Beto. For example: Dani tells Beto, "Tengo hambre" and Beto responds, "¿Quieres galletas?" When the player knows the English translation for the skit, he or she will swat the center of the circle in order to buzz in. He or she then gives the English translation. (In this case the student would say "Dani is hungry and Beto asks if she wants cookies.") If the student gets the answer correct, he or she scores a point for the team. If the student doesn't have the correct answer, the other team has an opportunity to steal the point by providing the correct one. Continue playing by passing the flyswatter to the next player on the team. Play for 5-7 minutes or until a team scores five points. Tip: If you have a younger class, you may want to break the conversations into two parts.

***Variation:** After reviewing, have the class repeat various conversational components with you. Start by randomly passing a ball to a student in the circle. He or she will answer the question you gave in Spanish and will then pass the ball back to you. While you call out the next question, pass the ball to a new student. Have the class repeat each question after you for reinforcement. For example: If you call out "¿Quieres jugo?" the class will repeat this with you and the student who receives the ball will answer, "Quiero jugo."

*Praise the class for their hard work and encourage them by saying, "Ahora, ustedes pueden hablar español durante su próximo viaje. Now you can speak in Spanish during your next trip."

Cantamos y Jugamos: Start singing, "¿De qué color es? ¿De qué color es? Díme por favor, ¿De qué color es?" to the tune of the "Farmer and the Dell". At the end of each verse pull out a picture and see if the students can tell you what it is. For example if you hold up a picture of a red bicycle the students should call out "bicicleta roja." (or simply *rojo* for the younger students) Play a game called **¿Dónde está?** to review the colors and means of transportation. Have colorful pictures or objects to represent of the means of transportation taught this semester laid out in the middle of the circle or posted around the room. For example: *un taxi amarillo, un barco amarillo*, etc. Divide the class into two teams. One player from each team



will stand in the center of the room or the center of the circle with their hands behind their backs. Explain to the students when you call out "¿Dónde está el camión verde?" The students must look at the pictures and find the green truck. The players will race to touch the correct picture. (All students should try and find the correct image and think of the corresponding answer even if they are not directly competing.) The player who touches the correct image first scores a point for his or her team. Continue playing by having a new player from each team come to the center to compete. Play for five to seven minutes or until a team scores five points. Make sure to review all vocabulary after each answer is given. For example: (while holding up the picture) "Clase repite por favor, camión verde."

Juego de repaso: Jeopardy- Explain to the students that you are going to play a fun game to review all of the trips Dani and Beto took this semester. Using the categories and questions below, write the categories and then the numbers 10, 50, 100 underneath them. Divide the class into two teams- *Equipo Dani and Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *El aeropuerto por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team has the opportunity to answer a question.

Tips:

- Be sure to divide the teams as fairly as possible.
- Vary the difficulty of the questions based on the level of your students.
- Encourage the students to ask for the numbers/questions in Spanish by writing *cinco, diez, y veinte* on the board. You should also write *por*. That way they can say *El avión por cincuenta, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- Even though Jeopardy can take up a lot of time, **remember to keep it to 5-7 minutes**. If there is more time at the end of class you can always pick up where you left off. (Perhaps start the game with only three categories.)
- You may want to quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.

El aeropuerto

5-¿Qué significa el pasaporte? What does *el pasaporte* mean?

10-¿Cómo se dice ticket en español? How do you say ticket in Spanish?

20-Answer the following question in Spanish, "¿Cómo te llamas?"

El avión

5-¿Quién es el piloto? Who is *el piloto*?

10-¿Qué significa ventana?

20-Translate this sentence into Spanish, "I want juice please."

El autobús

5-¿Cómo se dice passengers en español?



10-¿Qué es la parada de autobús?

20-¿Cómo se dice "Do you have the coins?" en español?

La bicicleta

5-¿Cuál es la diferencia de *derecho* y *derecha*? What is the difference between *derecho* y *derecha*?

10-¿Cómo se dice "I'm thirsty" en español?

20-¿Qué significa "¿Dónde está el baño?"?

El taxi

5-¿De qué color es el *lago*? What color is *el lago*?

10-How do you respond to the question, "¿Qué ves?"

20-How do you ask a taxi driver how much he or she will charge you?

El barco

5-*Dime un animal en español.* Tell me one animal in Spanish.

10-¿Cuál es la diferencia entre *las papas fritas* y *las galletas*?

20-¿Cómo se dice "I'm hungry." en español?

El camión

5-¿Qué es *la playa*? What is *la playa*?

10-¿Qué significa '*Hace sol.*' y '*Hace calor.*'?

20-Translate this sentence, "¿Quieres nadar?"

Cantamos: Sing the "Viajar Chant" from week five or the "En la Ciudad" song from week three using gestures.

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

Dani & Beto: *El viaje de Costa Rica y Nicaragua fue muy divertido.* The trip to Costa Rica and Nicaragua was really fun. *¡Gracias para venir con nosotros!* Thank you for coming with us! *Nos vemos la próxima vez para una aventura nueva.* We'll see you next time for a new adventure.

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 final art project. Encourage the students say goodbye to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Extra Activities (If there is extra time):

- ❖ **Memoria-** Have the students sit in a circle. Explain that *Memoria* is a matching game using a variety of the travel vocabulary from this semester. Have two sets of various



vocabulary picture flashcards. Tape the notecards in a scrambled order on the board or on a big piece of poster board facing backwards. It is helpful if you put numbers or letters on the back to help the students remember them better. Divide the class into two teams: *Equipo Dani* and *Equipo Beto*. Flip a coin to decide which team will go first. The first player on the selected team will go up to the board and point to a card. The teacher will flip the card over and the student guesses which card is the corresponding one. If both cards are matches the student must say the correct Spanish word for the vocabulary image shown. If he or she (with the help of teammates) gets the word correct, that team keeps the pair. If the cards don't match or the student doesn't get the vocabulary words correct, the cards go back up on the board exactly where they were and the other team gets an opportunity. Be sure to remind the class to pay attention so they remember what cards were already chosen and where. Keep playing for 5-7 minutes or until every match is made. Whichever team has the most pairs is the winner. To reinforce learning, have the entire class repeat each vocabulary word together as pairs are made.

- ❖ **Sin Sillas (Musical chairs without the chairs)**-Hand each child a travel picture or object from the vocabulary covered this semester. Have them place it on the ground so that they form a circle the students can walk around. You should have one for every student. Explain that you will play music and when the music stops, all the students should freeze on or next to the picture flashcard where they are standing. While the music is turned off, ask your students what vocabulary card they have. For example: "¿Tienes el pez?" Wait for the class to identify the person who is standing on the corresponding card (in this case the fish card). The person whose card was called can earn a sticker or peso. Repeat the vocabulary word with the entire class and continue playing.