

¡Vamos a Acampar! Theme-based course with Dani y Beto.

Lesson Plan 1

Note: All activities should take 5-7 minutes.

Day 1 Target Vocabulary: *El campamento*

<i>la casa de campaña</i>	tent	<i>la fogata</i>	campfire
<i>el saco de dormir</i>	sleeping bag	<i>los palos</i>	sticks
<i>las mantas</i>	blankets	<i>la bolsa</i>	bag
<i>la camisa</i>	flannel shirt	<i>vamos a acampar</i>	let's camp
<i>rojo</i>	red		

Optional Vocabulary for advanced or older students:

<i>el campamento</i>	campsite	<i>el fósforo</i>	match
<i>Hace frío.</i>	It's cold.	<i>Hace calor.</i>	It's hot.

Key phrases to repeat during class and encourage Spanish responses:

*Please note: Conversation is a primary focus in our classes. Basic conversation skills like "¿Cómo te llamas?" and "¿Cómo estás?" should be practiced each week.

<i>¿Cómo te llamas?</i>	What is your name?	<i>Mucho gusto.</i>	Nice to meet you.
<i>¿Cómo estás?</i>	How are you?	<i>Bien, más o menos, mal</i>	Good, okay, bad

Be sure to read this lesson plan carefully so you can have the flashcards and visuals prepared in advance. Watch the Vimeo videos to practice the tunes of the new songs. Know each song very well prior to class, so you can sing and teach it without needing to read the lyrics. There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your class. Since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. It is imperative that you instruct the class bilingually and encourage the students to guess what you are saying in Spanish by using gestures or cognates. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy. On the first day of class, introduce Dani and Beto (puppets or images). Please note however that they are optional especially for classes with primarily older students.

Who are Dani and Beto: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos a acampar!*, follows Dani and Beto as they go on various camping-related adventures. We hope you have fun getting to know the class "stars!"

General Materials Needed

- Spanish music
- Name tags or name tents (construction paper folded in half with students' names)
- Culture images from the intranet
- Back up snack if applicable



- Pull out the picture flashcards for today's vocabulary from the sets
- Dani and Beto puppets
- Blank paper and backup coloring supplies
- Any props or real-life objects that you can show to further reinforce the adventure would be great
- If possible, bring in paper rolls and red tissue paper or construction paper for the making the campfire

Classroom Management Materials

- Student Responsibility poster
- Star chart
- student *certificados* with stickers

Introduction

Before Class Begins: If possible, have name tents or the students' certificates set out in the seating arrangement (using a predetermined seating chart with boy-girl-boy-girl format in a circle or rows) and encourage the students to find their spot.

Play Spanish music as the students enter the room and greet them by saying "*¡Hola!*" Ask the students to put their belongings on the side of the classroom space or near the door. Have them grab their snack for class (if applicable) and sit down. Take attendance and have the students say "*presente.*" Hand each student a name tag using the name stickers provided.

Merienda & Notas Culturales: Notes: Morning classes will not need a snack. In the afternoon classes if snacks are permitted, please make sure to bring a healthy back up snack such as raisins, fruit snacks, or pretzels in case the students forget. Be aware of any allergies listed on the class roll. **All Futura classrooms are nut-free. Please remind students to bring snacks that do not contain nuts.** Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. After snack time is over, allow the students to go to the bathroom or get a drink of water as needed and throw away their garbage under your supervision. This should be the only time students leave the classroom to avoid disruptions.

Note: For the remaining classes, remind students to use the restrooms prior to class to avoid future distractions each week and can use more of the class time for fun activities. If some students are not finished with their snacks, ask them to put them in their backpacks for later.

Gather all the students on the floor and initiate a discussion about Mexico and other Spanish speaking countries by showing the map images from the culture files on the Futura intranet. Further explain that in this course Dani and Beto's adventures will be camping in *La Huasteca*. *La Huasteca Potosina* is in the state of San Luis Potosí in Mexico. If you have a laptop or tablet that you can bring to class, show the students the first few minutes of this video of *La Huasteca*. [Click here to watch a portion of the video clip of La Huasteca](#) If you don't have access to this video, show the students the pictures of *La Huasteca* printed or previously downloaded/saved from the intranet. Explain to the students that each week Dani and Beto will be doing different things while camping:



swimming, hiking in the woods, and visiting waterfalls and caves. You can even scuba dive, whitewater raft, kayak, and cliff jump! Discuss the beautiful nature scenes in the *La Huasteca* area. Explain to the students that many families camp in areas like this in other regions of Mexico, as well as in other countries like Chile, which is in South America. There are many mountains, rivers, and beautiful nature parks for people to visit. In this course we are also going to talk about the nature and exciting places to visit in Puerto Rico. See if they know that Puerto Rico is a U.S. territory and that they wouldn't need a passport to travel there. Can they find the island on the map? Ask the students if they like to camp and if they would like to camp in some of these countries? What kind of activities would they like to do?

Classroom Management Information: Introduce the expectations for Spanish class by showing the Student Responsibilities with the laminated poster provided. Make sure to show the students the Star System visual and clearly explain the consequence and reward system. Show the students the *certificados* where they will be placing the stickers, they earn each class (by keeping their three stars) to take home at the end of the semester. Also, give them an example of how they can lose a star, by not following the Student Responsibilities. Demonstrate to them the attention-getter and explain how you will be using it in class to regroup the students.

Puppet time! Invite the students to sit down in a circle on the floor by saying, "*Siéntense por favor.*" Use your puppets to introduce the class to Dani y Beto. Put the puppets behind your back and say, "*Tenemos dos amigos de la clase.*" We have two friends in our class. *¿Qué significa amigo?* What does *amigo* mean?" See if anyone in the class knows the term *amigo* and re-emphasize it by having the entire class repeat *amigo*.

Bring the puppets out and have them carry on the following little conversation. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: *¡Hola! Me llamo Dani.* Hi! My name is Dani.

Beto: *Me llamo Beto.* My name is Beto.

Teacher: Let's say "nice to meet you" to Dani and Beto. *Todos repitan por favor: "¡Mucho gusto!"*

Dani: *Tengo diez años.* I am ten years old.

Beto: *Yo tengo cinco años.* I am five years old.

Dani: *Somos de México.* We are from Mexico.

Dani: *Y somos primos.* And we are cousins.

Repaso: Check in with the students and be sure they understand. Ask the following questions and use the puppets when applicable. Don't forget to give all volunteers a lot of praise-*Muy bien, excelente, buen trabajo, etc.*

- *¿Cómo se llama ella?* What is her name? (Hold up the Dani puppet.) Have the whole class repeat *Dani*.
- *¿Cuántos años tiene Dani?* How old is Dani? Be sure to emphasize ten years old by holding up ten fingers.
- *¿Cómo se llama él?* What is his name? (Hold up the Beto puppet.) Have the whole class repeat *Beto*.
- *¿Cuántos años tiene Beto?* How old is Beto? Be sure to emphasize five years old by holding up five fingers.



- *Son de México.* They are from Mexico. *¿Dónde está México?* Who knows where Mexico is? (Have a volunteer come to the front of the room and point to Mexico on either a map or globe.)
- *¿Son hermanos o primos?* Are they brother and sister or cousins? Have the whole class repeat *primos/cousins*.

Teacher: Let's say "nice to meet you" to Dani and Beto. *Todos repitan por favor: "¡Mucho gusto!"* Teach the students that "*¿Cómo te llamas?*" means what is your name? The response is "*Me llamo_____*". Have the students repeat the phrases after you. If possible, have a small whiteboard with the question and answer written out for the students to see. Pass a maraca or ball around the circle and have the entire class repeat with Dani and Beto, "*¿Cómo te llamas?*" each time a new person receives the object. That student will then say, "*Me llamo*" and his/her name. Encourage the entire class to reply, "*¡Mucho gusto!*" Continue until each student has been introduced. In future classes, you can practice this with the kids as they walk into the room, during attendance, or quickly by tossing or passing a ball or maraca.

Sing a greetings song to start class each week with basic Spanish greetings like the one below. Note: You can choose a different greetings song in Spanish that you are more familiar with to teach.

[Click here to watch](#) an example of the greeting song you could teach the students: Sing the first half of each line and have the students sing the second line back to you. Show a small poster with the lyrics while singing to help the students learn the words in the song. You can also add hand gestures.

Greetings Song (Sing to the tune of "Frere Jacques")

Buenos días, buenos días
Good morning. Good morning.
¿Cómo estás, cómo estás?
How are you? How are you?
Muy bien, gracias. Muy bien, gracias.
¿Qué tal tú? ¿Qué tal tú?
How about you? How about you?

***Optional name song:** Sing the following song to the tune of "For He's a Jolly Good Fellow". [Click here to watch the song video!](#) Pass a ball or maraca around the circle and have the student with the object call out their name at the end of the tune. Continue singing and passing to a new student. Encourage the class to sing along with you after a few verses.

Hola, ¿Cómo te llamas? Hola, ¿Cómo te llamas? Hola, ¿Cómo te llamas?
Me llamo_____.

Interactive Vocabulary lesson! Pick the puppets back up and continue the conversation. Make sure you have the picture flashcards for today's vocabulary from the sets separated and ready nearby to hold up. Please consider including concrete objects, if possible, to increase student interest and help them retain the new words. For example, bring in a flannel shirt, bag, or blankets. As you read



the item from the conversation below, pick up the card/item and show the students. Feel free to hand the item to a student and have them "pack it" for Dani and Beto.

Dani: *Vamos a acampar esta semana con nuestra familia.* We are going camping this week with our family.

Beto: *¿De veras?* Really?

Dani: *Sí. Vamos al campamento. Por eso, necesitamos empacar.* Yes, we are going to the campsite, so we need to pack.

Beto: *¡Estoy muy emocionado!* I am super excited! *Pero... no sé lo que necesito traer.* But, I don't know what to bring.

Dani: *¡No problema!* No problem! *¡Vámonos!* Let's go!

Puppet time + Activity: Have your class help Dani and Beto pack for the camping trip by saying, "*Bueno clase, vamos a ayudar a Dani y Beto empacar por su viaje.* Let's help Dani y Beto pack for their trip. *¡Vámonos!* Let's go!"

Beto: *¿Qué necesitamos empacar?* What do we need to pack?

Dani: *¡Vamos a ver!* Let's see!

**Note: Make sure each student repeats each new vocabulary word at least three times for practice. Since some of the phrases are longer you can break them down into syllables.*

Beto: *Necesitamos la casa de campaña.* We need *la casa de campaña*.

Dani: *Muy bien, Beto.*

Teacher: *Clase repite por favor la casa de campaña* (while holding up the picture.) *¿Qué es la casa de campaña?* What is *la casa de campaña*? *Sí, la casa de campaña es* the tent.

Dani: *No podemos olvidar el saco de dormir.* We can't forget *el saco de dormir*. *Clase repite por favor el saco de dormir* (while holding up the picture). *¿Qué es el saco de dormir?* What is *el saco de dormir*? *Sí el saco de dormir es* the sleeping bag. *Mi saco de dormir es rojo.* My sleeping bag is red. *Clase repite* red is rojo.

Note: Whenever posible highlight the color rojo in Spanish during class to reinforce this with the students. Each week we will be adding on a new color to review with the students in Spanish.

Dani: *Quiero las mantas.* I want *las mantas*.

Teacher: *Clase repite por favor las mantas* (while holding up the picture). *¿Cuáles son las mantas?* What are *las mantas*? *¡Sí, las mantas son* blankets!

Dani: *También necesitamos la camisa.* We also need *la camisa*.

Teacher: *Clase repite por favor la camisa* (while holding up the picture). *¿Qué es la camisa?* What is *la camisa*? *¡Sí la camisa es* a shirt!

Beto: *Necesitamos nuestras bolsas también.* We need our *bolsas* too.

Teacher: *Clase repite por favor la bolsa* (while holding up the picture.) *¿Qué significa la bolsa?* What does *la bolsa* mean? *Sí, la bolsa es* the bag.

Dani: *Sí, la bolsa es muy importante. Gracias, Beto.* Yes, the bag is very important. Thank you, Beto.

Beto: *Estamos listos para ir al campamento.* We are ready to go to the campsite.

Dani: *¡Muy bien! ¡Vamos a acampar!* Good! Let's go camping!

¡Cantamos! Encourage the students to stand by using a gesture and saying, "*Levántense por favor.*" Teach the students the "theme song" for the class- **Vamos a Acampar**. To help the students learn the song, sing a line first and then having the students repeat after you. If possible, have the lyrics



on a poster or up on the board for the students to reference. Make the song livelier by using gestures. For example, have everyone march in place as they sing the first two lines, then end with a big cheer. [Click here to watch the Futura song video](#)

Vamos a Acampar (Sing to the tune of the Farmer in the Dell)

Vamos a Acampar

Vamos a Acampar

Con mis amigos, voy a acampar

Vocabulary: After teaching the song emphasize what the lyrics mean. "Let's camp. Let's camp. With my friends, I am going camping." Teach the phrase *vamos a acampar* and have all the students repeat it after you.

Juego: Packing Race

To ensure this game is a success, review the vocabulary thus far by holding up each item and have every student repeat with you as you say the words (*la bolsa, las mantas, la camisa, la casa de campaña, y el saco de dormir.*) Divide the students into two teams-*Equipo Dani* and *Equipo Beto*. Give each team a set of the picture flashcards. Place two "*bolsas*" at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will find the matching picture and send one player to race to the front of the room and "pack" it into *la bolsa*. The fastest correct team scores a point. For example: if you call out "*las mantas*", the students must find the matching flashcard with a picture of the blankets and bring it up to the bag. Play this game until a team reaches five points. You can give the winning team stickers.

Juego: ¿Qué falta?

Explain to your class that Dani checked Beto's *bolsa* and saw he had forgotten a few things.

¿Qué falta? Divide the class into two teams. Give each team "*una bolsa*". This can be a paper bag or any kind of bag that is easy to bring into the classroom. Review with the students the five items that Dani and Beto needed to pack. Let the students know that they are checking Beto's *bolsa* to see if he packed everything on the list. Give each team a bag with one missing flashcard. The teams will race to figure out what item is missing from the bag. Have the older students race to the board and write the missing object. The younger students can raise their hand to tell you the answer. The fastest correct team scores a point. You can take back the bags and put back the missing item, taking out a new item. Give the bags back to the teams and have them continue with the race. The team that scores five points first wins! You can give the winning team stickers.

Cantamos: To transition, have the class count to ten in Spanish with you and sit in a circle.

Interactive Vocabulary Lesson! Pick the puppets back up and continue the conversation.

Dani: *Hace frío.* It's cold. (You can make noises like *brrr* and pretend the puppets are cold.)

Beto: *Sí, hace frío.* Yes, it's cold. (You can say this and chatter your teeth.)

Dani: *Vamos a hacer la fogata.*

Beto: *¡Buena idea! Good idea.*



Teachers: Ask your class what they think *la fogata* means. After a few guesses, show the students a picture of a campfire. Pass the picture around the circle and have each student say the word in Spanish as they receive the picture.

Beto: *¿Qué necesitamos para la fogata?* What do we need for the fire?

Dani: *Pues, tenemos los palos.* We have the sticks. *Necesitamos ponerlas juntos como un tipi.* We need to put them together like a tepee. *También necesitamos los palos adentro.* We also need the sticks inside.

Optional: If possible, bring in empty toilet paper or paper towel rolls and have the students help Dani and Beto put them together like a pretend fire. Feel free to substitute brown construction paper made to represent wood logs. You can also use toothpicks for the smaller sticks inside.

Teacher: *Los palos son sticks. Clase repite los palos.* (As you hold up "los palos.")

Dani: *Y ahora solo necesitamos el fósforo.* Now we only need the fósforo- the match.

Beto: *Ahora tenemos la fogata.* Now we have la fogata. *Hace calor.* It is hot.

Teacher: *¿Quién recuerda qué es la fogata?* Who remembers what la fogata is? *Sí excelente the campfire is la fogata.*

Juego: La fogata de preguntas

If possible, bring in empty toilet paper or paper towel rolls as a prop for this activity. The rolls represent the wood for a campfire. Feel free to substitute brown construction paper made to represent wood logs for this activity. Have a number written on each roll. The number will correspond to a question. You can have about ten rolls or different numbers. Divide the students into two teams. Have the rolls in a pile on the floor of the classroom. One person from each team will race to grab "un palo" from "la fogata". The fastest person gets to answer the question that corresponds to the number on the "palo" they picked up. Questions can vary and incorporate any vocabulary from this class. For example, "¿Qué es el saco de dormir? What is el saco de dormir?" "Díme una cosa que Dani y Beto necesitan para el campamento. Tell me one thing Dani and Beto need for their campsite." If the student answers correctly, they score a point for their team. If they don't have the answer, allow the other team to "steal the point" by answering correctly. The fastest team to five points wins!

Actividad de repasar: Fogata Caliente

Explain to the students that this is a game just like hot potato, but we want to encourage the use of camping vocabulary. Have the students sit in a circle and put on some music in Spanish. The students should quickly pass "la fogata caliente" around the circle. ("la fogata" can be a paper roll with red tissue paper glued on from the last activity.) When you stop the music, the student holding the "la fogata caliente" will try to answer a question you give. Example questions: "¿Qué significa acampar? What does acampar mean? ¿Qué es la bolsa? What is la bolsa?" Keep playing until everyone has had a turn or until 5-7 minutes have passed.

Coloring Activity: Hand out blank paper for students and ask them to get out coloring supplies if they have them or provide coloring supplies for them. Encourage the students to draw their own *campamento*- campsite including the *casa de campaña* and other camping supplies they packed with Dani and Beto. As they work, go around and help each student label their drawing in Spanish and practice the Spanish conversation and vocabulary. **Tips:** Remember that you should limit activities



to 5-7 minutes. Have the students put their names on the projects and save them to show their parents. While the students are quietly working, you can lightly play Spanish music in the background.

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

Dani: *Es la hora de decir adiós Beto.* It's time to say goodbye Beto.

Beto: *Adíos, Dani.* Bye, Dani.

Dani: *Hasta luego, Beto.* See you later, Beto.

Adíos: Teach the "*Es la hora de decir Adiós*" song to the tune of "If you are happy and you know it" at the end of class. [Click here to watch the song video!](#) Be sure to include the fun gestures like waving goodbye while singing. They can sing together or in rounds daily as they are cleaning and packing up.

Es la hora de decir Adiós

Es la hora de decir Adiós

Adiós

Es la hora de decir Adiós

Adiós

Adiós a mis amigos

Adiós Hasta luego

Es la hora de decir Adiós

Adiós

Thank the students for their participation in today's class. Request that the students "*Formen una fila en la puerta.* Form a line at the door." Ask the students to visit the Parent Portal on the Futura website for the newsletters and optional homework for today's class for further practice at home. Hand out the parent introduction letter to the students and have the students say goodbye to you in Spanish. Note: For after school classes, parent pick up will likely be at the front doors of the school, please walk the students to the entrance for parent pick up. Make sure all students get picked up by their parents or guardians and safely leave your classroom.

Extra time: If there is extra time, you can offer more time for students to work on their art projects, play one of the fun games described below with the picture flashcards. **Both games can be adapted for future lessons.**

* **La casa de campaña:** Divide your class into two team and have the teams each stand in a line facing you. As you hold up a picture flashcard, the first student from each team will race to call out the correct Spanish word. For example: if you hold up a picture of a bag, the students should call out "la bolsa". The team that scores gets to draw a line for that team's *casa de campaña* on the board. Each time a team wins they get to add a line to complete the tent drawing. These drawings can be very basic and consist of about five lines. Make sure to draw a tent on the board to give the students an idea of how they could draw it. Whichever team completes the entire tent first, wins.

* **El Círculo:** Have the students sit in a circle. Start off by saying, "*Voy a acampar y llevo un* _(camping object)_. The next student will say "*Voy a acampar y llevo un* _(the object previously



stated)_ y un _(camping object)_" For example: "*Voy a acampar y llevo una bolsa. Voy a acampar y llevo una bolsa y un saco de dormir.*" Keep going around the circle and have the children keep adding on to the list. It is a great memory game and really fun! Feel free to hold up the flashcards or items as the words are being said for extra reinforcement. It will also make the activity come alive better if you have an actual camping object to pass around the circle such as a backpack.
Note: Since the vocabulary is so new, help the students along and encourage the whole class repeat the list together so there is not so much pressure on the student who is answering.