

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

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: *La comida del campamento*

<i>el malvavisco</i>	marshmallow	<i>la limonada</i>	lemonade
<i>el perro caliente</i>	hot dog	<i>Tengo sed</i>	I'm thirsty
<i>el sándwich</i>	sandwich	<i>Tengo hambre</i>	I'm hungry
<i>el agua</i>	water	<i>las papas fritas</i>	potato chips
<i>amarillo</i>	yellow		

Optional Vocabulary for advanced or older students:

<i>la hielera</i>	cooler
<i>asar sobre la fogata</i>	roast over the campfire

Key phrases to repeat during class and encourage Spanish responses:

*Please note: Conversation is a primary focus in all 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.

Materials List

- 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



- Any props or real-life objects that you can show to further reinforce the adventure would be great
- Marshmallows (if food is allowed in your classroom) or white slips of paper or cotton balls to represent marshmallows for activity

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!* Take attendance and have the students say "*presente.*" Remind students of the Classroom Responsibilities and Consequence and Rewards system with the visuals. Make sure they recognize the attention-getter and can explain what they should do when you use it. Hand out the name tags to each student and direct them to the seating arrangement you have set up.

Merienda & Notas Culturales: *Note: Please refer to day 1 for the Merienda guidelines.

Gather all the students on the floor and initiate a discussion about what families in Mexico eat while on camping trips. Explain how this varies from region to region even in the same country and across different Spanish speaking countries. If camping for fun, families in Mexico roast marshmallow a stick. They may also cook sausages over the campfire. Sometimes they will warm up beans on a pot over the fire or make "*carne asada*". *Carne asada* is a traditional type of grilled meat, a steak. Show the culture images from the Futura intranet as a visual. Some families that live in the country cook on a fire pit on a daily basis.

Puerto Rico is a great place to camp because the weather is a good mild temperature year-round. There are also a variety of different wildlife, nature, and beaches to explore. When traveling the island, food can be found along the roads at "kioskos" kiosks. They often have *pinchos* (kebobs- meat on a wooden stick cooked over a barbeque pit) and deep-fried foods such as *alcapurrias* (made with yucca and plantains and filled with meat like ground beef) and *empanadas* or sometimes referred to as *empanadillas* (stuffed dough that can be filled with meat/seafood/veggies and deep fried). Batidos are fruit smoothies (strawberry, banana, mango, coconut, etc.) and they are very popular in Puerto Rico.

Mofongo is a very common food in Puerto Rico- but is not a street food. It is made with plantains mashed into a ball and stuffed with seafood or meat mixtures and can have different sauces on top. *Tostones* are also commonly served alongside *mofongo*. *Tostones* are mashed and deep-fried plantains. The dipping sauce with this is mayo-ketchup a mixture of mayo and ketchup. See if the students think these foods sound yummy to try and encourage them to give a thumbs up or down.



Remember this portion of class should only last 5-7 minutes. If needed, give the students a reminder for "un minuto más" and then follow up by having them put snacks away during a countdown you give in Spanish to transition to the next lesson.

Puppet time! Invite the students to sit down in a circle on the floor. Pull out your puppets and check to see what the class remembers from the previous class using the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

Dani: *¡Hola clase! ¿Se acuerdan de mí?* Hi, class! Do you remember me? (Wave enthusiastically)

Beto: *Y ¿se acuerdan de mí?* And do you remember me?

Teacher: *¿Clase cómo se llama él?* What is his name? (Pointing to the Beto puppet.) Have the entire class repeat "Beto."

Teacher: *¿Clase cómo se llama ella?* What is her name? (Pointing to the Dani puppet.) Have the entire class repeat "Dani."

Teacher: *La semana pasada Dani y Beto se fueron al campamento.* Last week Dani and Beto went to "el campamento." *¿Clase que significa el campamento?* What does el campamento mean? (Have the whole class repeat "campamento" and be sure to praise any students who try and answer.

Teacher: *¿Recuerdan lo que Dani y Beto trajeron para acampar?* Do you remember what Dani and Beto brought to camp? *Levanta la mano si sabes.* Raise your hand if you know. *Call on students, when they call out an item, hold up the picture flashcard to show the class. Have everyone repeat the vocabulary word again for practice.

Name practice: Review with the students that "¿Cómo te llamas?" means what is your name. The response is "Me llamo ____." If possible, have a small white board with the phrases written out for the students to see. To practice this conversation, start by asking a student the question and encouraging them to answer. They will then ask another student and so on until each student has participated. For classes with younger students, feel free to use puppets to engage the students in the conversation practice.

Cantamos: Sing your designated greeting song with the students. Note: The lyrics and link to Vimeo channel for example greeting songs can be found on the day 1 lesson plan. After singing the song, review what bien, mal, más o menos means. Show visuals to show the emotions and use lots of gestures when singing the song. Offer each student a turn to answer how he or she is feeling by asking them *¿Cómo estás (student's name)?* Have the student answer and show a thumbs up and happy face for bien, thumbs down and sad face for mal, and open hand facing up and flips down for más o menos gesture. After every student has answered, the whole class resumes the song.

Review Juego: Play quick game to review the camping words from last week. Some ideas are Pictionary, Mata la Mosca, or the Packing Race game from last class.

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: When they repeat *perro caliente* have them pretend to pour ketchup on a hot dog and eat it! 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 do a gesture to represent the item.

Beto: *Tengo hambre.* I am hungry. (Say in an exaggerated fashion, puppet holding his stomach pitifully.)
¿Tienes hambre también? Are you hungry too? (Have Beto facing Dani.)

Dani: *Sí. Es la hora de almorzar.* Yes. It is lunchtime.

Beto: *¿Qué vamos a comer para el almuerzo?* What are we going to eat for lunch?

Beto: *Mmm... Yo quiero comer un sándwich.* (Hold up the corresponding picture of this as you say the word. Pass the picture around the circle and have each student say the word once they receive the picture.

Teacher: *Clase un sándwich es sandwich.*

Dani: *También tenemos las papas fritas.* (Hold up a picture or an actual bag of chips as you say the word.)

Teacher: *¿Clase qué son las papas fritas?* What are *las papas fritas*? ¡Muy bien! *Las papas fritas son* potato chips. *Todos repiten por favor las papas fritas.* (Feel free to have the students use an excited or hungry voice when repeating to make this more fun.)

Beto: *Dani, tengo sed también.* (Say in an exaggerated fashion, opening your mouth gasping for air.) I am thirsty too.

Dani: *Tenemos agua y limonada.* (Pull the picture or actual item out of the "cooler" as you say the word and have the class repeat after you.) We have water and lemonade. *¿Qué quieres para tomar?* What do you want to drink?

Beto: *Quiero una limonada por favor.* (Ask the students what they think Beto will be drinking. Encourage their efforts with lots of praise and enthusiasm.) *¿Y Dani qué vas a tomar?* What are you going to drink?

La limonada es amarilla. The lemonade is yellow. *Clase repite yellow is amarillo.*

Note: Whenever possible highlight the colors *rojo y amarillo* to reinforce these with the students.

Dani: *Yo voy a tomar el agua.* (Ask the students what Dani will be drinking.)

Beto: *Me gustaría hacer la fogata otra vez.* I'd like to make *la fogata* again. (See if the students recall what *la fogata* is.)

Dani: *Sí, podemos asar los malvaviscos sobre la fogata.* Yes, we can roast marshmallows over the campfire. (Have Dani hold up a picture of marshmallows roasting over a fire.)

Teacher: *Clase, los malvaviscos son marshmallows. Todos repiten los malvaviscos.* (You can have the class repeat the vocabulary multiple times in different voices to help them remember and make it more fun. For example, you could use a low voice or a high-pitched voice. Be sure to also hold up a picture of the marshmallows or have actual marshmallows. Have the class make the gesture of roasting a marshmallow on a stick as they repeat this phrase to help them make the connection. You should teach this one word by word since it is a longer phrase.)



Teacher: Review the key phrases below by saying them and making exaggerated gestures to reinforce learning. You should also hold up the corresponding visuals. Have the student repeat each phrase after you:

Tengo hambre: I am hungry

Tengo sed: I am thirsty

(If your class is older or picks up quickly you can also teach *¿Tienes hambre?* or *¿Tienes sed?*)

¡Cantamos! Encourage the students to stand by using a gesture and saying, "*Levántense por favor.*" Review and sing the "theme song" for the class- **Vamos a Acampar**. To help the students remember the song, try singing a line first and then having the students repeat after you. Once they have a handle on the lyrics, sing the whole song together. Don't forget to give instructions in both Spanish and English and to use gestures. Note: The lyrics and link to Vimeo channel for this song can be found on the day 1 lesson plan.

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! Charades Race- After you have taught and reviewed the key phrases and vocabulary, have all the students stand and play a quick game with the gestures to review. Divide the class into *Equipo Dani* and *Equipo Beto*. Have each team stand in a line facing you. The first two students from each team will compete first. As you make a gesture matching what you have just practiced with the students, they will race to call out the correct Spanish phrase. For example: If you pretend to be hungry the students should call out "*tengo hambre.*" The student to respond the fastest with the correct answer scores a point for his or her team. Once the students have a good grasp of the two phrases above, add the other vocabulary from today and the last class. For example: pretend to drink and hold up the picture of water. The students should call out "*el agua.*" *Tip: It would be helpful to write all phrases up on the board for the students to reference during the game. You can also substitute this game for Pictionary. (You can also have the students take turns acting out the gestures for the vocabulary words they pick out of a hat or you whisper to them.)

Juego: Comida pop up game- You will need the picture flashcards of the food and drink items. Gather your students and sit in a circle. Hand each student a picture flashcard from class. You may need to repeat words. Let the students know that they should jump or pop up when you call their food or drink item. For example: When you call out *las papas fritas*, the student(s) with that picture should jump up. *Tip: Have the students rotate cards after you have called out all of the vocabulary. Make the second round more difficult by challenging them to pop up and call out the word in Spanish at the same time!



***Alternate activity for older students:** Play a variation of Family Feud. Divide the students into two teams. Have one person from each team come up to the front of the room and put a bell or a buzzer onto a desk or table in the middle of the two students. Hold up a picture flashcard from this or the previous class. Whoever rings the bell or pushes the buzzer first has the first opportunity to say the answer. If the player calls out the correct word in Spanish, he or she scores a point for his or her team. If the answer is incorrect, the other team has an opportunity to steal the point. Keep playing for 5-7 minutes or until every player has a turn.

A few helpful game hints! When dividing teams, strategically place students with similar levels to compete against each other. For example: In a mixed grades class have the younger students competing with each other and not against older students. Another tip to reinforce learning is to have the whole class repeat vocabulary during games.

Cantamos: To transition, have the class count to ten in Spanish with you and sit in a circle. Explain that Beto is so excited about the fire (*la fogata*) that he wants to get up and dance. Have the students stand up in a circle and teach the following song with gestures. You can reinforce the vocabulary words by holding up the vocabulary pictures as you say them.

El baile de la fogata

(Sing to the tune and gestures of the "Hokey Pokey")

Put *el malvavisco* in, take *el malvavisco* out, put *el malvavisco* in and shake it all about. Do *el baile de la fogata* and turn yourself around. That's what it's all about! Yum yum!

Put *el perro caliente* in, take *el perro caliente* out, put *el perro caliente* in and shake it all about. Do *el baile de la fogata* and turn yourself around. That's what it's all about! Yum yum!

iRepaso! Do a quick review of all the foods and drinks using the flashcards from today's class and previous classes.

Juego: Sopresa de los malvaviscos- (If food is allowed in your classroom) Bring in a bag of actual marshmallows and two plastic grocery bags. Note- if food is not allowed, you can use small pieces of white paper or cotton balls to represent the marshmallows. Divide the class into two teams-*Equipo Dani* and *Equipo Beto*. Give each team a stick. Tell the teams that they should "roast" the marshmallows. They can "keep" as many as they like up to eight. Those marshmallows will go in the plastic bags. Put on some fun music and let the students take turns using the stick to pick up the marshmallows. When you stop the music, the teams should sit down with the marshmallows they kept. Little do they know that each marshmallow represents a vocabulary question! Have the teams count their marshmallows out loud in Spanish. Then, take turns asking each team a vocabulary question. Example: *¿Qué significa perro caliente?* Keep asking questions until all teams have answered the number of questions that correspond to their pile of marshmallows. (For example: If



Equipo Dani has three marshmallows they need to answer three questions.) Award both teams with a marshmallow for each player for their hard work!

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

Dani: *Tengo sueño.* I'm tired. (Yawn and use a tired voice.)

Beto: *Yo también.* Me too.

Dani: *Buenas noches Beto.* Good night Beto.

Beto: *Buenas noches Dani.* Good night Dani.

Teacher: *Clase, es la hora de ir a nuestras casas también.* (or substitute *escuela* if this is a morning class.) It is time to go to our houses too.

Adiós: Sing 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. The lyrics and link to the Vimeo channel for this song are on the day 1 lesson plan. They can sing together as they are cleaning and packing up.

Here is another example of a goodbye song you could teach the students:

Adiós Mis Amigos

Adiós mis amigos, adiós! (clap clap)

Adiós mis amigos, adiós! (clap clap)

Adiós mis amigos

Hasta luego,

Hasta la vista,

Adiós mis amigos, adiós! (clap clap)

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. 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 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 one of the following games.

Juego: Eliminator Game- Post the picture flashcards (with the vocabulary word underneath) of the food and drink items up on the board in a row or column. Have the class repeat the words out loud in sequence with you twice. Let them know that you will be challenging them to remember the Spanish word by covering up the Spanish word under the pictures. Start by taking away one word. Have the students say the whole list back without your help. Keep erasing words one by one until all of the words are erased with only pictures remaining and the class knows the sequence of Spanish words.



Juego: Sin Sillas (musical chairs without the chairs!)- Explain to your class that you all have to help Dani guess what Beto want to eat or drink next. Clear a space in the middle of the room. Put the picture flashcards on the floor so that they form a circle the students can walk around. You should have one flashcard for every student. Explain that you will play music and the students should start walking around the circle. When the music stops, all the students should freeze next to the picture flashcard where they are standing. The picture represents their guess for what Beto will eat or drink. Ask your students what they guess Dani and Beto will eat or drink by indicating one of the pictures. Example: *¿Quién adivina el perro caliente?* Who guesses *el perro caliente*?) Wait for your students to identify the person standing next to that card. The student who was called must repeat the vocabulary word in both English and Spanish and then he or she will win a sticker. Continue playing by resuming the music. Note: Incorporate picture flashcards from the previous class as well for review.