

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

Lesson Plan 4 Note: All activities should take 5-7 minutes.

**Day 4 Target Vocabulary: *El sendero***

<i>las botas</i>	hiking boots	<i>el mapa</i>	the map
<i>el sendero</i>	the trail/path	<i>la linterna</i>	the flashlight
<i>la botella</i>	the bottle	<i>el árbol</i>	the tree
<i>Necesito...</i>	I need...	<i>verde</i>	green
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez			

**Optional Vocabulary for advanced or older students:**

<i>la brújula</i>	compass
<i>los binoculares</i>	binoculars

**Key phrases to repeat during class and encourage Spanish responses:**

<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
<i>¿Cuántos años tienes?</i>	How old are you?	<i>Tengo # años.</i>	I'm # years old.

**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.

**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
- Any props or real-life objects that you can show to further reinforce the adventure would be great

**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 *la selva*, the rainforest. In Mexico, the Lacadon Jungle is in Chiapas, Mexico and goes into Guatemala. The area has a hot and humid climate and contains 1,500 tree species. The howler monkey that lives in this rainforest is known for its loud howls, which can travel a great distance even in the dense rain forest.

The *El Yunque* rainforest in Puerto Rico is a natural wonder and the only tropical rain forest in the U.S. National Forest System. Tourist excursions are very popular in the rainforest to climb the muddy trails/paths, slide down small waterfalls, or jump from a rope swing into a pool of water. Local tour guides love sharing the beauty of the nature and excitement of the rainforest.

The official animal of Puerto Rico is *el coquí*, a beloved tree frog measuring one to two inches long with toe pads to help cling to trees and leaves. The name comes from its loud nighttime call, "ko-KEE, ko-kee!" Puerto Rico is home to thousands of species of wildlife including hummingbirds, falcons, iguanas, sharks, dolphins, and manatees. No large mammals live on Puerto Rico, so you won't find an elephant or tiger in the rainforest.

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 day before using the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

**Dani y Beto:** *¡Hola clase!* (Encourage the class to respond and greet the puppets.)

**Teacher:** *La semana pasada, Dani y Beto fueron al lago.* Last week, Dani and Beto went to "el lago." *¿Qué significa "el lago"?* What does "el lago" mean? (Praise any students who try and answer and then have the class repeat "el lago" while pointing to a corresponding visual.)

**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, practice counting in Spanish with the students from 1-10 by holding up fingers and having the students repeat after you. To liven



it up, practice counting with jumping jacks or exercises while counting. Introduce the question, "¿Cuántos años tienes?" and explain that it means "How old are you?" Have the students repeat the question and answer after you, "Tengo \_\_\_ años." Sing the song below to practice and have each student take a turn to answer while singing the song.

¿Cuántos años tienes tú? (How old are you?) Sing to the tune of "London Bridges"

¿Cuántos años tienes tú, tienes tú, tienes tú?

¿Cuántos años tienes tú?

Tengo \_\_\_\_ años. (cinco, seis, siete, ocho, nueve, diez, once, etc.)

**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. 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.

**Dani:** ¿Quieres explorar afuera del campamento conmigo? Do you want to see explore outside of *el campamento* with me?

**Beto:** Sí, es una buena idea Dani. Yes, great idea Dani. (Encourage the class to respond "sí" with excitement.)

**Dani:** Hay un sendero allá. There is a path/trail over there. *Vamos a hacer una caminata.* Let's take a hike. (Hold up the picture flashcard and encourage the students to repeat "el sendero" for practice.)

**Beto:** ¡Qué divertido! How fun! *Yo veo el árbol grande también.* I see the large tree too. (Hold up the picture flashcard for *árbol* and encourage the students to repeat after you.) *El árbol es verde. Clase, verde* is green. (As you "take the hike" and teach additional vocabulary, reinforce the colors covered in class so far: *rojo, amarillo, azul, y verde.*)

**Dani:** Necesitamos prepararnos. We need to prepare ourselves.

**Beto:** Tengo las botas. I have *las botas*. (Have the puppet hold up a picture or actual hiking boots.)

**Teacher:** Clase repite por favor *las botas*. (Pass the picture or boots to the students and have them pass them around the circle. When the students receive the picture or boots, have them practice saying the phrase in Spanish.)

**Beto:** Tengo la botella de agua también si tenemos sed. I have also have *la botella* if we are thirsty.

**Teacher:** Clase repite por favor *la botella* (while holding up the picture or an actual water bottle).

**Beto:** ¿Tienes el mapa? Do you have the map?

**Dani:** Sí tengo el mapa. Yes I have *el mapa*. (Have the puppet hold the map.)

**Teacher:** Clase repite por favor *el mapa* (while holding up the picture). *Clase repite por favor el mapa* (while holding up the picture).

**Beto:** Voy a traer la linterna también. I'm going to bring the flashlight too.

**Teacher:** Clase repite por favor *la linterna* (while holding up the picture). *Clase repite por favor la linterna* (while holding up the picture).

**Beto:** Necesitamos una bolsa para nuestras cosas.

**Teacher:** Hold up a backpack or picture of one and see if the students remember the vocabulary word *la bolsa*. Have them repeat it a few times for reinforcement.

**Dani:** Estamos listos Beto. We are ready Beto. ¡Vámonos! Let's go!



**¡Juegos!**- Explain to the class that Dani and Beto need to pack up their belongings for the hike and we need to help them. You can have the option of playing two games. For review from Day 3 include vocabulary like swimsuit, sunglasses, etc. into either or both games.

**Juego: Necesito...** Explain to your class that *necesito* means "I need". Have the students repeat the phrase a few times to be sure they can say it. Then play this game that is similar to "I am going on a picnic..." Sit in a big circle and pass around an object such as a maraca, sombrero or stuffed animal. Each student will need to say *Necesito* \_\_\_\_\_ and name a camping related object as they are passed the object. They also need to repeat the vocabulary that everyone else has said thus far as well. For example: *Necesito la botella, el mapa,* etc. For the younger students or for a mixed-grades classes, have the class repeat the list together to help them along and it can even help to lay out the picture flashcards. The student holding the object only needs to come up with the new word to simplify it. For older or advanced students try and challenge them remember all on their own and give the list of vocabulary words called before them.

**Juego: Bolsa**-Divide the class into two teams -*Equipo Dani and Equipo Beto*. Give each team a backpack or a paper bag. Put all the hiking or other related camping objects or picture of the said objects onto a table or spread across the floor. Have the teams sit in a "u" shape around the objects/pictures. Call the first person from each team up with their bag. Call out a vocabulary word. Whichever player can put the correct object or picture into his or her bag first scores a point. Keep playing until every student has had an opportunity to compete or until 5-7 minutes have passed. (Notes: Be sure to have the entire class repeat each word after the answer is given to keep them engaged, but also to help reinforce learning. Practice the full sentence "Necesito + each item" for full sentence practice.)

**Cantamos: Me Pongo:** Have the students stand up and sing the song to the tune of the *Farmer in the Dell* from last week using gestures. You can find the lyrics in the day three lesson plan. While singing, reinforce the vocabulary words by holding up the cards or vocabulary objects as the students name them.

**Repaso: Speed Vocab-** Divide the class into two teams, *Equipo Dani y Equipo Beto*. Have the teams in two lines facing each other with you in the middle at the front. (It helps with classroom management to have the teams sitting and only the competing players standing.) As you call up one person from each team and set three vocabulary picture cards out (on the floor/table/or on the board). When you say a vocabulary word in Spanish, the students competing will race to grab the correct picture flashcard first to score a point for his or her team. Both students sit down and the game resumes with two new players and three new cards. Keep playing for 5-7 minutes or until every child has had a chance to play.

**¡Juego! Árbol Caliente:** Explain to the class that Dani and Beto are really tired and want to rest, but the tree they are sitting on is really hot. Ouch! Divide the class into *Equipo Beto y Equipo Dani* and write the team names on the board. Each team should have a chair facing towards their teammates with the chair back to the board. To start the game, ask one student from each team to be a volunteer and have him/her to sit on the "árbol caliente" in front of his/her team, facing away from the board. Next, write one of the vocabulary words on the board (or draw it, if you don't have readers in your class) and have the students try



to elicit the word from their teammate (who is not allowed to turn around to see the word on the board). The teammates can make gestures to represent the words. For example: they pretend to read a map looking out intently for *el mapa*. (If the students get truly stuck on a word, you can tell them the first letter of the word or give clues/gestures.) Whichever student on the "*árbol caliente*" guesses the word first earns a point for his/her team. **\*Variation:** For younger students this game can be adapted to be more like hot potato-*árbol caliente*. Have the students sit in a circle and begin playing music as you pass the tree picture flashcard. When you stop the music, whoever is left holding the tree must answer a vocabulary question. For example: *¿Qué significa la linterna?*

**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.

**Adíos:** Sing the "*Es la hora de decir Adiós*" song to the tune of "If you are happy and you know it" or another goodbye song 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.

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 games below.

**Racing Game:** This will be played like a relay game. Divide the class into two teams *Equipo Dani* y *Equipo Beto* and have them stand in two lines facing the board. Have something for the students to put the flashcards in like a paper bag. Make sure to have two pictures or objects of each vocabulary word introduced above (one for each team). Place these pictures scattered on a table or up on the board. As you call out a vocabulary word in Spanish, the first student in line from each team will race to pick out the matching picture. He or she will bring it back to the team and pass it to the next student. This student will say the word in Spanish and pass it to the next person in line to continue. Once all students in the team have received the picture and repeated the word, the last student to do so will race it back up to the front of the room and place the card in their "*bolsa.*" The fastest team scores a point. Continue by having the next player in line start the



race for the new vocabulary word you call out. Play the game for 5-7 minutes or until all vocabulary words have been called.

**La lintera:** If you can, bring in two flashlights for this game. Divide the class into two teams *Equipo Dani* y *Equipo Beto*. Place the picture flashcards of the vocabulary from today's class up at the board. Have the teams in lines facing the board. Give a flashlight to the first player from each team. If possible, turn some of the lights down in the classroom, but still enough so that they can see the pictures. As you call out a vocabulary word in Spanish the students must race to shine the flashlight on the correct picture card. The fastest correct student wins a point for their team. The game resumes with the next students in line. Once all students have had a turn, the team with the most points wins! Note: If you are not able to bring in the flashlights, have the students use flyswatters and swat the correct picture flashcard.

**El secreto:** Chose the vocabulary words to review from past classes and have the picture flashcards ready. You will need the exact number of words as how many students you have in class. As you hold up the pictures, have the students repeat the Spanish word and give a series of descriptions for each item to the class. Have one child at a time come up to the front. Using tape, stick the picture on the child's back. Have the child turn around so as the class can see the picture on his/her back. Call on the students to give descriptions as to what the secret item is. The child then has to guess what the picture is in Spanish. Limit the student to three guesses. Note: Encourage the older students to give clues in Spanish. For example: If the word is *la botella*, they could say "*Tengo sed. Yo quiero agua.*"