

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

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

**Day 5 Target Vocabulary: La cascada**

<i>la cascada</i>	waterfall	<i>el lagarto</i>	lizard
<i>las flores</i>	flowers	<i>el pájaro</i>	bird
<i>el oso</i>	bear	<i>las montañas</i>	mountains
<i>café</i>	brown	<i>11, 12, 13, 14, 15</i>	once, doce, trece, catorce, quince
<i>¿Qué ves?</i>	What do you see?	<i>Yo veo....</i>	I see....

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

<i>los árboles</i>	the trees (plural)
<i>la hierba alta</i>	tall grass

**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
- Large blank piece of paper for mural if possible or individual blank papers with coloring supplies.
- 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!*" 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.*" Remind students of the Classroom Responsibilities and Consequence and Reward system with the visuals. Make sure they recognize the attention-getter and explain what they should do when you use it.

***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 Chile. Bring out a map or globe and ask a volunteer in the class to point out where they think Chile is. Explain that it is in South America. Chile is a very long, narrow country so the country has everything—mountains, deserts, beaches, etc. One of the most interesting regions is called *La Patagonia*. *La Patagonia* stretches into Argentina as well, but since Dani and Beto's new *amiga* is from Chile we are going to focus on Chile today. In Patagonia, there are glaciers and islands everywhere! Ask the students to remind you how to say "hike" in Spanish and then explain that one of the most popular places to hike in Chilean Patagonia is Torres del Paine National Park. Even though the weather can be very dramatic, people from all over the world come here to hike and to see waterfalls, glaciers, rivers, lakes and lagoons. Every summer humpback whales can even be seen here! The Andean Puma is a big cat that is the largest predator found in Patagonia. Guanacos are animals in the llama species found in Torres del Paine National Park. They are an energetic animal that lives in herds to protect their young—especially from the Andean Puma. The Pudu deer is the world's smallest deer and also live in this area.

Did you know that the seasons in Chile are the opposite of our seasons? That means when it is December (winter) here, it is summer in Chile! However, Patagonia is a cold place! The highest temperature in summer is 68°, and the lowest in winter is below zero. This means that hiking for Ana María in Patagonia is much more work than with Dani and Beto in La Huasteca! You must have special clothing and sleeping bags to camp in Patagonia. However, similar to La Huasteca, you can hike, boat, kayak, and fish in this region. Hold up the pictures and show the students. Explain that it would take at least two days to see this park hiking. Ask if they would like to visit there someday!

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.

***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 1-15 by holding up flashcards having the students repeat after you. To liven it up, practice counting with jumping jacks or exercises while counting. Review the question, "*¿Cuántos años*



tienes?" and that it means "How old are you?" Have the students repeat the question and answer after you, "Tengo \_\_\_ años." Sing the song from the Day 4 lesson plan to practice and have each student take a turn to answer while singing the song or pass a ball or maraca around the circle.

**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 preparaban para salir a caminar en el sendero.* Last week, Dani and Beto prepared to go for a hike on a trail. Hold up the pictures the students drew from last week and ask the students "¿Qué ves? What do you see?" Have the class repeat this new question and the answer "Yo veo..." Ask the students to *levanta la mano* to point to the camping vocabulary items they remember in Spanish. Try to call on each student and give them praise for participating. Once a student points out a vocabulary word have the whole class repeat the word in Spanish for retention. Challenge the students to answer "Yo veo..." when answering. Continue this practice with the new lesson below. Make sure you have the picture flashcards for today's vocabulary from the sets separated and ready nearby to hold up. As you read the item from the conversation below, pick up the picture flashcard and show the students. Feel free to hand the item to a student and have them do a gesture to represent the item.

**Dani:** *Estamos a "la cascada", Beto.* We are at "the waterfall" Beto. ¿Qué ves? What do you see?

**Teacher:** (Hold up the picture flashcard of the waterfall for the students and encourage them to repeat "la cascada.")

**Beto:** *¡Ay! ¡Es increíble! Incredible! Es una cascada.* It is a waterfall.

**Dani:** *La naturaleza en este parque es muy bonita.* The nature at this park is so beautiful.

**Beto:** ¿Qué ves? (Encourage the class to repeat this phrase and call on someone to give the translation.)

**Beto:** *¡Yo veo una chica!* (Use a surprised and curious voice for Beto)

**Ana María:** *¡Hola! ¿Qué pasa? Hi! What's up?* (Hold up the picture of Ana María, the girl from Chile that they will meet.)

**Dani:** *Hola. Estamos bien.* Hi, we are good. ¿Y tú? And you?

**Ana María:** *¡Estoy muy emocionada! I am very excited! Me encanta la cascada y toda la naturaleza.* I love the waterfall and all the nature. (Use a very upbeat and positive voice for Ana María.)

**Beto:** *Yo soy Beto y ella es mi prima Dani.* I am Beto and she is my cousin Dani. ¿Cómo te llamas? What is your name?

**Ana María:** *Me llamo Ana María y soy de Chile.* My name is Ana María and I am from Chile. *Estoy aquí para unas vacaciones.* I am here for vacation.

**Dani y Beto:** *Mucho gusto.* Nice to meet you.

**Ana María:** *Debemos ver la naturaleza con los binoculares.* We should look at the nature with binoculars.

**Teacher:** Have the students hold up pretend binoculars to get involved in the adventure!

**Ana María:** *Yo veo el pájaro.* I see a bird. (Hold up a picture of a bird and have the class repeat *el pájaro*.)

**Beto:** *Yo veo las flores.* I see flowers. (Hold up a picture of flowers and encourage the class to repeat *las flores* after you.)

**Dani:** *Miren las montañas.* Look at the mountains. (Hold up a picture of the mountains and have the class repeat *las montañas* after you.) *Las montañas son cafés.* The mountains are brown. *Clase, café* is brown, *repíte por favor.*

**Ana María:** *Yo veo el lagarto.* I see a lizard. (Hold up a picture of the lizard and have the class repeat *el lagarto.*)

**Beto:** *¡No quiero ver un oso en el parque!* I don't want to see a bear in the park! (Hold up a picture of the bear and have the class repeat *el oso.*)

**Dani:** *Yo tampoco.* Me neither.

**Teacher:** *Vamos a practicar los colores del parque.* Let's practice the colors we've seen in the park.

**Cantamos:** To practice the colors from the lessons, sing the following Colors song in Spanish. Even though some colors haven't been formally introduced, you can teach them with the song and visuals. Pass out the color flashcards or colored paper to the students (one each) and have them hold it up when they hear their color in the song, [Click here to see the song video](#) Los Colores, by Risas y Sonrisas.

#### Los Colores (to the tune of Frere Jacques)

Red is rojo, red is rojo  
Blue is azul, blue is azul  
Yellow's amarillo, yellow's amarillo  
Verde green, verde green  
Black is negro, black is negro  
Blanco is white, blanco is white  
Purple is morado, purple is morado  
Brown café, brown café  
Pink is rosa, pink is rosa  
Gris is gray, gris is gray  
Anaranjado is orange, anaranjado is orange  
Shout hooray! Shout hooray!

To continue practicing the colors, have a Colors Race. Divide the class into two teams and give each a piece of paper with the name of the colors on it. (For the non-readers be sure to include sample of each color next to the word.) Students must then race around the room and find as many objects of each particular color. When students have exhausted the possibilities sit in a circle and ask (in Spanish) how many objects of each color the students found. Check their answers by counting the objects together as a class and then asking, "¿Clase es correcto?" Encourage them to respond with thumbs up "Sí" or thumbs down "no."

**\*Variation:** Play the Color Bag Game by putting pieces of paper that represent each color into two bags. Have the students get into two teams standing in a line. As you call out the color in Spanish, one student from each team will race to pull out the matching color.

**¡Juego! Yo veo (I spy)-** For this activity have pictures of the nature vocabulary flashcards posted around the room. Have the students sit on the floor in the center of the room. Explain to the students that you will start by describing one of the things in nature that they have just learned from Dani and Beto's experience. They should pretend to have binoculars to look around the room and find the picture that you are describing. The students must *levanta la mano* when they think they know the object you are describing. Call on the first student and see if they can tell you in Spanish what you are describing that you see. If they are correct, they get to come up to the front by you and pick the next secret nature item to describe. The next student to correctly guess gets to come up next to help you and so on. If students guess



incorrectly praise them for their efforts and continue to call on other students. Note: Make sure your descriptions are in Spanish first with English translations when necessary. For example, to describe *el pájaro* you could say "*Es un animal pequeño que tiene las alas para voler*" while using gestures of flying to help the students understand. Tip: You can have the words with the descriptions in Spanish written on slips of paper for the students to pull out of a hat to read to the class when they are helping.

**Puppet time!** Using the class theme song or attention getter, regroup the students and gather them into a circle on the ground. Pick the puppets back up and have the little conversation below. Note: Make sure to have each student repeating the new vocabulary at least three times each.

**Ana María:** *¿Dónde está el pájaro?* Where is the bird?

**Dani:** *No sé. Debemos buscarlo.* I don't know. We should look for it.

**Beto:** *¿Y dónde están las flores?* And where are the flowers?

**Teacher:** *Vamos a ayudar Dani, Beto, y Ana María para buscar las cosas de la naturaleza con una actividad divertida.* We are going to help Dani, Beto, and Ana María find the things in nature with a fun activity.

### **Cantamos y visitamos: El parque de la cascada Virtual Field Trip**

If possible, set the stations up before class or ask for helpers. The students are going to take a virtual trip to the waterfall park for the next activities. *Out of the stations listed below, choose three that you feel best- equipped to set up and manage in class.* The students will follow you to each station. In between the stations you will teach and sing the following Bear Hunt song with gestures. You should move together, using the song as a transition from place to place and to keep them moving together. NOTE: This may run longer than 5-7 minutes total, but that's okay—the station changes from activity to activity in the virtual trip will help keep interest high. Do be aware, however, that you may need to sit at some stations or encourage students to dance when there's music to keep them from becoming distracted or restless. Just remember: change it up and give them plenty of opportunities to wiggle!

### **Vamos a la caza de oso** (To the tune of Going on a Bear Hunt)

See if the students are familiar with the song in English and sing the main verse to them in Spanish with the English translations as an example before starting. Teach the song and actions by having the students copy your actions and repeat after you. Slap your thighs left then right in a pattern to create the sound of feet walking.

Vamos a la caza de oso (show picture of bear)  
Vamos a capturar un oso grande (make large gesture)  
No tenemos miedo (acting tough)  
Uh Oh ¿Qué es esto?  
Hierba alta (tall grass)  
No se puede subirla (raise hands high for over motion)  
No se puede bajarla (lower hands for under motion)  
Tenemos que pasarla (put hands forward for through motion)  
Swoosh, swoosh, swoosh (with gestures of walking through tall grass)

#### **\*Start Station 1**

Vamos a la caza de oso (show picture of bear)  
Vamos a capturar un oso grande (make large gesture)  
No tenemos miedo (acting tough)

Uh Oh ¿Qué es esto?

El lago (show picture)

No se puede subirla (raise hands high for over motion)

No se puede bajarla (lower hands for under motion)

Tenemos que pasarla (put hands forward for through motion)

Splash, splash, splash (with gestures of swimming)

**\*Start Station 2**

Vamos a la caza de oso (show picture of bear)

Vamos a capturar un oso grande (make large gesture)

No tenemos miedo (acting tough)

Uh Oh ¿Qué es esto?

Los árboles (show picture)

No se puede subirla (raise hands high for over motion)

No se puede bajarla (lower hands for under motion)

Tenemos que pasarla (put hands forward for through motion)

Trip, stumble, trip, stumble

**\*Start Station 3**

**El parque de la cascada Stations: (Choose three of the four)**

1. **Nature Mural:** Have a large white piece of paper on a table or taped securely on the wall. Have markers, crayons, or even watercolor paint if possible ready. Encourage the students to work as a team and create a mural or painting of the waterfall park with the new vocabulary they have learned from class today. To create structure, assign each student an item to draw. (There can be items repeated.) Note: Make sure to keep this activity to 5-7 minutes and encourage the students to work quickly so that you can continue the adventure! Be sure to walk around and help the students label the drawings in Spanish. (\*Variation: Instead of a mural, you can hand each student a blank piece of paper for their own drawings.)
2. **Juego: Sort/Scramble-** For this activity, you will need the set of picture flashcards from this unit for the lake, the campsite, and the food. Challenge your students to correctly sort them into three piles: *el lago, el campamento, y la comida*. To make this more fun, you may want to make this a race between two teams. You may also want to review the words beforehand to ensure this activity is a success.
3. **Pescar-** In this activity the students will each get a turn to fish out a picture flashcard from a large bowl, representing "*un lago*". For this activity you will need: two bowls and a set of picture flashcards. Put one half of each set of target vocabulary cards into each bowl and divide the class into two teams. Each student will get a turn on their team. If they give the correct Spanish translation to the card they "fish" they score a point for their team. If they don't know the word, they can ask for *ayuda* from their teammates. If the team can answer correctly, they can still earn one point. After everyone has had a turn, the team with the most points wins! Encourage whole class repetition as the answers are given for practice.
4. **Binocular photos:** Post the nature mural up (or drawings) on the board. When the students come to the picture(s), ask them to put on their pretend binoculars. Practice having the students tell you in Spanish what they see and pretend taking pictures.



**Cantamos:** To end the waterfall park stations, let the students know you will finish the bear hunt song during week seven and sing the theme song or use your attention getter to move on to the next activity.

**Repaso:** You choose! Play your most successful review game from previous classes. Options can include: Pictionary, Charades, Around the World, etc.

**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.