

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

Lesson Plan 6 Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: *Ir en canoa*

<i>la canoa</i>	canoe	<i>el río</i>	river
<i>el pez</i>	fish	<i>el paraguas</i>	umbrella
<i>Está lloviendo *Or: Llueve</i>	It is raining	<i>el arco iris</i>	rainbow
<i>morado</i>	purple	<i>anaranjado</i>	orange

Optional Vocabulary for advanced or older students:

<i>¡Apúrense!</i>	Hurry up!
<i>las salvavidas</i>	life jacket

Key phrases to repeat during class and encourage Spanish responses:

<i>Necesito</i>	I need	<i>Yo veo</i>	I see
<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
- Printed Arco iris coloring pages from the intranet or blank pages and 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!* 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.

Merienda & Notas Culturales: *Note: Please refer to day 1 for the *Merienda* guidelines. Gather all the students on the floor and begin the culture discussion below with images from the intranet.

In many Spanish speaking countries fishing is popular. In Chile, where Ana María is from fly fishing is especially popular. Ask if the students know what fly fishing is. Overall, the difference between fly fishing and other types of fishing is that the fish are caught with fake flies on the rods. Explain that in Chile you can even go to "college" to learn how to become a fly-fishing guide! Because of all the water (rivers, lakes, etc.), Chileans (people from Chile) eat a lot of seafood (*los mariscos*). Fishing is really popular in Mexico too. The most popular type of fishing is sport fishing in the ocean. You can show on the map Cabo San Lucas and Cancun, which are popular places to sport fish. Even though it may take a while to catch a big fish it is worth the wait! You can catch marlins, tuna, and sailfish on big or small fishing boats, but not in canoes! Show the students the pictures and see if they would ever want to go fishing in Mexico or Chile.

In Puerto Rico, there are popular tourist attractions called bioluminescent bays. Tour guides lead people out in kayaks through waterways/channels with mangrove trees at night to these bays off the ocean. It needs to be very dark to see the phenomenon, so they at times cover the people in kayaks with a tarp so that when you look down into the water and run your hand through it, you can see the microscopic algae (dinoflagellates) light up. The light is their natural defense mechanism. It's estimated that there are only twelve bioluminescent bays in the world! These dinoflagellates occur in tropical waters around the world, but the highest concentration is in Mosquito Bay in Vieques, a small island off Puerto Rico.

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.)

Dani: *¿Clase, recuerda dónde fuimos la semana pasada?* Class, do you remember where we went last week? (Encourage the students to guess and praise them for participating.)

Beto: *Me encantaba la cascada. I loved la cascada.*



Teacher: *¿Qué significa la cascada?* What does *la cascada* mean? (Hold up the picture of the waterfall and have the whole class repeat "*la cascada*".)

Ana María: *Yo también. Me too. ¡Qué divertido!* How fun! (Hold up the picture of Ana María.)

Teacher: See if the students remember where she is from by asking, *¿De dónde es Ana María?* Where is Ana Maria from?

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 and 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 the answer, "*Tengo __ años.*" Practice the conversation skills of asking and answering their names, how they feel and how old they are in Spanish by having the students partner up and practice asking and answering. Walk around to help students as needed. Ask for a few volunteers to present in front of the class the skit.

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 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.

Ana María: *Voy en canoa hoy.* I am going canoeing today. *¿Ustedes quieren ir conmigo?* Do you guys want to go with me?

Teacher: *Clase, canoa significa to canoe. Clase repite por favor la canoa.* Note: It may help to shake a maraca or clap for each syllable or part of this phrase to help the students remember it. *¡Muy bien!*

Beto: *¡Claro que sí!* Of course!

Dani: *¿Dónde vas en canoa?* Where are you going canoeing?

Ana María: *En el río.* (Hold up a picture of the river and encourage the students to repeat after you.)

Teacher: *¿Clase, qué es el río?* Class what is *el río*? *Sí el río es river.* (Have the class repeat *el río* after you. Make a motion with your hand of the flowing water and have the students copy this while repeating.)

Beto: *Hay pez en el río?* Are there fish in the river? (Hold up a picture of the fish and encourage the students to repeat after you.)

Ana María: *Sí, por su puesto.* Yes, of course.

Beto: *Estamos listos.* We are ready. *¡Vámonos!*

(In the canoe now!)

Dani: *¡Ay! Me parece que va a llover y estamos en la canoa todavía.* It looks to me like it is going to rain, and we are still in the canoe.

Beto: *Sí las nubes están muy oscuras y hay mucho viento.* Yes, the clouds are very dark and there is a lot of wind.

Teacher: Make the gestures of wind swaying and the sound of rain "pitter, patter, pitter, patter."

Ana María: *¡Ay! Ahora está lloviendo.* Now it is raining.



Teacher: *Clase está lloviendo significa it is raining. Todos repiten está lloviendo* (Hold up the picture of rain and encourage the students to repeat while making the gesture with their fingers for rain.)

Beto: *Sí y los paraguas están a la orilla. Yes, and los paraguas are at the shore.*

Teacher: *¿Clase qué piensa son los paraguas? Class what do you think are los paraguas? Sí los paraguas son umbrellas. Todos repiten los paraguas* (while holding up the picture or putting up an actual umbrella.)

Dani: *Tenemos que ir a la orilla muy pronto. We need to get to the shore quickly.*

Beto: *¡Ah! ¡Estamos aquí! Whew! We are here! La lluvia ha terminado. The rain has ended.*

Ana María: *¡Miren! Hay un arco iris. Look! There is un arco iris* (while holding up the picture.)

Teacher: *Clase el arco iris es rainbow. Todos repiten el arco iris* (while holding up the picture.)

Beto: *¡Qué bonita! How pretty!*

Teacher: Teach the students *morado* is purple and *anaranjado* is orange and review the previous colors they've worked on this semester and sing the colors song from last week to practice.

Cantamos: As a transition, sing the *Vamos a Acampar* theme song with the students.

¡Juego! Pictionary- Have the students stand and play a quick game of Pictionary to review this and previous weeks' vocabulary words. Before starting, reinforce the new vocabulary and previous class vocabulary by holding up the picture flashcards and having the class repeat in different voices to ensure they each get practice speaking the language. Divide the class into *Equipo Dani y Equipo Beto*. Have the two teams sit together facing the board. Call one player up from each team to the board. Whisper a vocabulary word or phrase to each player or have them pick one out of a hat. Both players will begin drawing simultaneously and the teams will work together to guess what the picture represents. The first team to shout out the correct answer first wins. *Tip: It would be helpful to write all the phrases on the board for the students to reference during the game. You can also post the flashcards with labels around the room from previous classes too.

Variation: Charades- You can change the game above by having the players act out the words or phrases for their teammates to guess.

Pez Pop Up- Gather your students and sit in a circle. Hand each student a picture flashcard of one of the vocabulary words or phrases. You may need to repeat words or you can use vocabulary from previous classes. Let the students know that they should "pop up" like *el pez* jumping out of the water when you call their picture in Spanish. For example: When you call out *el río*, the student(s) with that picture should jump up. *Tip: Have the students rotate cards after you have called out 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: You can play a game of *Pez Caliente*. This is similar to Hot Potato in that you will have the students sit in a circle and pass around the fish picture flashcard while you play music in Spanish. When you stop the music, the student holding the fish flashcard will need to answer a question about the Spanish vocabulary. Remember to be positive and encourage any efforts to answer while also giving praise.)

Víbora del Mar song and game: Have the students stand up and teach the following song with gestures from the [video found here](#). Let the students know this is a popular song in Mexico. As you sing the song along with the video, teach the students the following actions to go along with the song. Have two students



form a bridge with their arms. Have the rest of the students form a line and walk, while singing, under the "bridge". When they get to the "tras, tras" part, the students making the bridge will catch one of the kids under the bridge with their arms and ask who they want to go with. (Note: This means for the student to pick one of the two bridge students.) The student who was caught will stand behind the student he or she chose. Repeat the verse below twice as an example and explain to the students how the rest of the song and game will go. When the game is over and all students are in rows behind the two that formed the bridge, have a pulling contest between the two rows. The stronger row wins!

*La víbora del mar
A la víbora, víbora
de la mar, de la mar,
por aquí pueden pasar,
los de adelante corren mucho
y los de atrás se quedarán,
tras, tras, tras, tras.*

Repaso Necesito...- Have a variety of picture flashcards or actual camping objects from previous classes on a table or up on the board. Divide the class into two teams *Equipo Dani* y *Equipo Beto*. Have the two teams line up facing the board. As you call out "Necesito el (object)" the first student from each team will race to bring you the matching picture or object. For example: If you call out "Necesito las flores" the students will bring you the picture of flowers.

Variation: Necesito-With this activity you will need the two sets of the picture flashcards, one for each team. Have the teams each sit together in a circle with the picture flashcards in the center of their circle. When you call out "Necesito el (object)" the team will work together and pick up the matching picture to show you. Encourage them to take turns around the circle being the one who physically picks up the picture, so everyone gets to participate. They can also whisper to help each other out. Note: To reinforce the vocabulary, have the entire class repeat the Spanish word after each answer is given for additional practice.

Coloring Activity: El arco iris- Print the rainbow coloring page from the intranet for the students to color and label in Spanish. (Or have them draw a rainbow on blank paper and color/label in Spanish.) While the students are working, play Spanish music and walk around to ask each of them check-in questions on the Spanish lessons. If there is time after they are complete, have the students hold up their work to show to the class and say the colors in Spanish.

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 the following game.

El Río-This game is appropriate for all ages of students. Put pictures of this week and previous' weeks vocabulary pictures around the room, snaking like a river on the floor. Explain to the class that they are on a canoe with Dani and Beto in the river. When you put on music they should walk from "rock to rock" stepping next to the vocabulary pictures. Encourage the students to motion paddling. When you stop the music, you will call out a word in Spanish. Example: *un pez*. Whoever is standing on/next to that picture will need to identify him or herself. If they can do this in five seconds or less they stay in the game. If not, the player comes out of the game to help you call out vocabulary words. Be sure to have the entire class repeat each word for reinforcement. Keep playing until 5-7 minutes have passed or everyone has had a chance to participate. (Variation: To make this game a bit more challenging, call out of the words in English. Whoever is standing on the corresponding picture must say the word in Spanish in order to stay in the game. For example: If you call out "canoe", the student standing on that picture will need to say "canoa.")