

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

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

Day 7 Target Vocabulary: La cueva

<i>la cueva</i>	cave	<i>el casco</i>	helmet
<i>negro</i>	black	<i>las rocas</i>	rocks
<i>gris</i>	gray	16, 17, 18, 19, 20	<i>dieciséis, diecisiete, dieciocho, diecinueve, veinte</i>

Optional Vocabulary for advanced or older students:

<i>las cuerdas</i>	ropes
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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

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
- If possible, small bags for packing race game, ropes or tape for *Cuerda* 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 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 the students into a circle on the floor and discuss the caves that are in *La Huasteca* region in Mexico where Dani and Beto are on their camping adventure. *Sótano de las Golondrinas* means "Basement of the Swallows" in Spanish. This is because the cave is home to many birds and it is a very deep pit, like a basement. The cave is in the State of *San Luis Potosí* in the heart of *La Huasteca*. (Show on map).

Believe it or not, this cave is one of the most famous caves in the world! It has the second deepest entrance drop -Over 1,200 feet! The cave entrance is small, so it takes about two hours to enter it. Also, there is something a little bit "yucky" about this cave. The "floor" is covered with "dung" from the millions of birds. There are also millipedes, scorpions, and snakes in the cave! It is recommended that anyone that enters wear a mask. At dawn thousands of birds come out from the bottom of the cave and take over the sky of *La Huasteca*. At dusk the same thing occurs again when all the birds return to their cave home. There are a lot of people that travel to this cave for extreme or adventure sports like parachuting. Can you believe someone has even landed a hot air balloon inside the cave?! Wow! Dani and Beto better be prepared for a big challenge!

Puerto Rico also has caves to explore. The *Camuy* caves are in the northwestern region of Puerto Rico and are one of the biggest cave systems in the world. Another popular tourist destination is the *Cueva Ventana* which provides a beautiful window view.

Ask your students if they would like to visit these caves someday and why or why not? (Use the pictures from the intranet. If you, bring in a laptop or tablet and show some of the great movie clips that are on You Tube. [Click here to show the cave video](#))

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.)

Ana María: *Hola Dani y Beto. Tengo que regresar a Chile. I need to go back to Chile. Fue una vacación magnífica. It was a magnificent vacation. Debemos escribirnos. We should write each other.*



Dani y Beto: *¡Por supuesto! Of course. ¡Adiós Ana María!* (Use the puppets to show Dani and Beto hugging Ana María and waving for goodbye.)

Teacher: *¿Clase, recuerda las aventuras con Ana María?* Class, do you remember our adventures with Ana María? Encourage the students to share what they remember from the past two weeks with Ana María. Praise them for participation.

Beto: *Conocimos en el parque de la cascada.* We met at the waterfall park.

Dani: *No olvides que la semana pasada fuimos en la canoa.* Don't forget that last week we went canoeing.

Teacher: *¿Recuerdas la canción para la caza del oso?* Do you remember the song of the bear hunt?
¡Vamos a cantar! Let's sing!

Cantamos: Have the students stand and sing the Bear Hunt song from week five, adding the final verse (below)!

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

Slap your thighs left then right in a pattern to create the sound of feet walking. Have the students repeat each line after you.

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?

Una cueva (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)

¡Ay de mí, aquí está el oso! (show picture of the bear again)

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 and teach 15-20 by holding up flashcards and having the students repeat after you. Explain to the students that these numbers are diez (10) y (and) the number to help them. IE: Diez y seis. To liven it up, practice counting with jumping jacks or exercises while counting. If possible, play this youtube song video to practice numbers:

Basho & Friends 1-20 in Spanish [Click here for the 1-20 numbers song video!](#)

Juego: To practice and reinforce the numbers play a fun game of *Sin Sillas*, which is musical chairs without the chairs. Set out the number flashcards on the floor (mix up the numbers and have at least enough for all students in the class). When you play music, the students will walk around the number cards. When you stop the music, the students will stand next to a number flashcard on the floor. Call out the numbers in Spanish and the student standing next to that number should hold it up.

***Alternate:** Practice the numbers with dice! Bring in dice and have the students stand in a circle in an open space. Explain that two people will be racing to call out the number rolled when you throw the dice and they land. Start with one dice for the smaller numbers and then add another dice to make it more difficult. Encourage the students to repeat the numbers after the students competing have answered for practice.



Interactive Vocabulary lesson! Use the puppets and picture flashcards to continue the conversation below. Use the picture flashcards for today's vocabulary from the sets separated and ready nearby to hold up.

Beto: *Voy a extrañar a Ana María.* I am going to miss Ana María.

Dani: *No te preocupes.* Don't worry. *He planeado una aventura fabulosa para nosotros.* I planned a fabulous adventure for us.

Beto: *¿De veras?! Really?! ¿Qué vamos a hacer?* What are we going to do?

Dani: *Vamos a visitar una cueva.* We are going to visit *la cueva.* (Hold up the picture of the cave.)

Teacher: *Clase repite por favor, la cueva.*

Dani: *Tenemos que subir el autobús.* We have to ride the bus. *Porque la cueva es lejos de nuestro campamento.* Because the cave is far from our campsite. *¡El autobús es muy divertido!* The bus is very fun!

Beto: *¡Estoy muy emocionado para explorar una cueva!* I am very excited to explore a cave.

Teacher: Explain that they have taken the bus ride and arrived at the cave adventure and continue the conversation.

Dani: *Estamos a la cueva del Sótano de las Golodrinas.* We are at the cave of *Sótano de las Golodrinas.*

Beto: *¡Qué bonita!* How pretty!

Dani: *Hay muchos pájaros.* There are a lot of *pájaros.*

Teacher: *¿Clase qué es el pájaro?* What is *el pájaro?* (After the students have guessed correctly hold up the picture and have them repeat the word in Spanish. Refer back to the culture notes about the birds in the caves to see if they remember this lesson.)

Beto: *¡Hay muchas rocas!* There are a lot of rocks!

Teacher: *Clase repite por favor las rocas* (while holding up the picture of rocks.) Teach the colors *negro y gris* with the picture flashcards as well.

Repaso: El Río- 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.")

¡Repaso! Packing Race In order to ensure the 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 botella, las botas, el casco, y la linterna*). You can also use other camping vocabulary to review or reinforce specific vocabulary from previous weeks.) *Please note:* For this activity you will need both sets of picture flashcards representing



the new vocabulary mentioned above. 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 the front of the room and "pack" it into *la bolsa*. The fastest correct team scores a point. For example: if you call out "*el casco*", the students must find the matching flashcard with a picture of the helmet and bring it up to the bag. Play this game until a team reaches five points. You can give the winning team stickers. (It would be especially fun to have real backpacks!)

Transition: Sing the theme song *Vamos a Acampar* with the students.

Juego: La Cuerda Activity for the younger students- If possible, bring in two ropes and have each taped between two desks or chairs in the room forming two paths. Otherwise, you can line the chairs or use tape on the floor to create the path. If possible, have this set up before class starts. Use your attention getter to regroup the students and direct them to move over to "the ropes" for this activity. Divide the class into two teams, *Equipo Dani* y *Equipo Beto*. Have each team line up at the same side of the rope structures. On the desk at the beginning of the rope have picture flashcards for the vocabulary covered and reviewed in today's class. You will need two sets (one for each group). As you call out a word in Spanish, the first person from each team will pick out the correctly matching picture and use the rope to cross to the next chair or desk. Encourage the students to have fun with this and act out "repelling" with a rope in the cave! They will drop the picture off (while repeating the Spanish word) and then race back to their teammates using the rope. The fastest correct student earns a point for his or her team. Continue playing until the five to seven minutes is up. The team with the most points wins!

Variation for the older students- Have both teams line up on one side of the room. Stand a few feet away from the teams facing them. Two players from each team have one leg each tied to each other with a rope. When you say "*Vámonos*" they have to hop to the other side of the "cave" to you. Whichever team gets to you first, has to answer a camping vocabulary question to score a point. You can have questions prepared or hold up a picture flashcard and have them give you the Spanish translation. Play until all students have had a chance to race or until the five to seven minutes is up. The team with the most points at the end wins! Tip: Make sure to review the student responsibilities to ensure respect and good behavior during this game. Also, encourage teammates to be encouraging with *apluso* during the activity.

Repaso: Scattegories

Divide your class into small groups or pairs and give each group a set of vocabulary cards from the days of *la comida de la fogata* and *vamos a nadar* and have them work to put the picture cards into the correct categories. Walk around to help the students. When all of the groups are done, have each group come to the front of the room and show their cards and have the class say the vocabulary words in Spanish out loud together. **Note:** You can add categories or make this a speed activity depending upon the level of your students.



Puppet time! 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 Adíos*" 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 following games.

Around the World (Adaptation)

Quickly review vocabulary from the various lessons by holding up the flash cards and having the class repeat the words in Spanish out loud together. Divide your class into two teams, *Equipo Dani* and *Equipo Beto*. Call one person from each team up to the front of the room. Hold up a flash card with one of the vocabulary images. Whichever player says the word in Spanish first scores a point for his or her team. That player remains at the front and the "losing team" sends another player to compete against the winner. The winner stays in place until he or she gets a vocabulary word incorrect. Keep playing for 5-7 minutes or the winning team scores ten points. You can add an element of fun by having the player who is guessing ring a bell, shake a maraca, or press a buzzer. (To go with the camping theme, you can even have a flashlight the student needs to pick up and shine to answer!)

Juego: Necesito... See if your class remembers what *necesito* means from week four. 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 linterna, la botella, etc.* Be sure to include review items from previous weeks also. For older students, have them try and remember all the vocabulary on their own. Have the class repeat the list and the student holding the object only needs to come up with the new word. (Tip: Have pictures of the vocabulary words from previous weeks labeled around the room or have flashcards that you hold up prior to the game for review and to ensure success of this activity.)