

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

Lesson Plan 8 Note: All activities should take 5-7 minutes.

Day 8 Target Vocabulary: *Vamos a acampar*

<i>Vamos a acampar</i>	Let's camp	<i>el mapa</i>	the map
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Conversation Review:

<i>Necesito</i>	I need	<i>Yo veo</i>	I see
<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 am # 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
- Blank paper and coloring supplies
- Optional if chosen- *el mapa* game boards printed with dice
- 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

The Final Class of the semester: This class celebrates the culmination of the vocabulary and conversation the students have learned thus far. The songs, games, and vocabulary words are primarily review. You want to really make this class fun and exciting. Be sure to praise the students so they enjoy



this final day and feel confident. This lesson plan is extensive, and you will not be able to finish everything. Therefore, make sure you read this plan carefully, so you have all of the flashcards, visuals, and other materials ready. You will need to pick and choose the songs, games, and activities that you prefer in advance. Always remember to have more activities planned than necessary in case something does not work well. ***Important:** Have the students' *certificados* with sticker incentives ready for them to receive and take home at the end of class. Please also have the Student Assessments completed **before** class to hand out to each student at the end of class.

Introduction

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: Gather the students into a circle on the floor and review the exciting culture lessons from this semester from Mexico, Chile, and Puerto Rico. Tell the students that many people enjoy camping on the beach in Mexico. Show the students pictures from the intranet. Baja California is a great place for beach camping. Camping on the beach in Mexico can be fun and adventurous, many campers stay in tents, in hammocks, or some lucky campers even have campers! The best part of camping on the beach in Mexico? The great view! *¡La buena vista!*

Ana María had told Dani and Beto about Pucon, Chile. This is a beautiful lakeside town where locals sunbathe on the beach or eat at the cafes and restaurants in town. What makes this town stand out is the Villarrica Volcano, one of the most active volcanoes in Chile, in the background. They also have turquoise waterfalls at Ojos del Caburgua. You can also hike at Huerquehue National park. So many great adventures await! After camping or for a break from the campground, tourists in Puerto Rico can enjoy walking around Old San Juan, the capital city's colonial section. The streets are paved with beautiful blue cobblestones and the houses/buildings are brightly colored. See if the students can tell you the colors in Spanish from the culture images. Pigeons (*palomas*) are a common friend in the streets of Old San Juan as well as stray cats (*gatos*). The modern shops, historical museums and forts are some of the reason Puerto Rico is called "*la isla del encanto*" the Island of Enchantment. Show the students these images from the intranet. Ask the students if they would like to travel to Mexico, Chile, and/or Puerto Rico? Would they want to go camping?

Note: See Day One for full *merienda* guidelines. 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 1-20 by holding up fingers and having the students repeat after you. To liven it up, practice counting with jumping jacks or exercises while counting. Review the colors in Spanish with the students as well and sing their favorite colors song in Spanish.

Conversation: Review the questions from class, "*¿Cómo te llamas?*", "*¿Cómo estás?*", and "*¿Cuántos años tienes?*" and their meanings. Have the students pair up and practice asking and answering these. Walk



around to help students as needed. If time, ask for a few volunteers to present in front of the class the skit.

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 past lesson 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 se fueron a la cueva.* Last week Dani and Beto went to *la cueva*. *¿Qué es la cueva?* What is *la cueva*? *Sí, la cueva es cave.*

Beto: *¡Fue muy divertido!* It was very fun!

Dani: *Sí pero hoy es el último día de la clase y de nuestro viaje de acampar.* Yes, but today is the last class and our last day of the camping trip.

Beto: *Qué pena..* That's too bad. (Demonstrate Beto looking down sadly.)

Dani: *Sí, pero podemos jugar más partidos hoy.* Yes, but we can play more games today. *¿Quieres jugar?* Do you want to play?

Beto: *¡Sí! ¡Vamos a jugar!*

Actividad: Gustar Corners- Assign two corners of the classroom *Me gusta* or *no me gusta* and explain that the students will choose the sides of the room if they like or dislike the things you call out from this semester's class. Make sure to have signs posted in the corners for a visual. As you call out activities from the semester's vocabulary including: *acampar, la fogata, malvavisco, limonada, perro caliente, sandwich, el lago, nadar, el sendero, la cascada, las montañas, el oso, el lagarto, la canoa, el río, un pez, la cueva, etc.* The students will decide if they like or dislike the Spanish vocabulary and chose that corner to move to. Encourage the use of the full sentences *Me gusta* or *no me gusta* as much as possible during the activity. For example, once the students have chosen the side, ask for a few new volunteers to say the complete sentence in Spanish each round. I: *Me gusta acampar.* Or *No me gusta acampar.*

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

Vamos a Acampar (Sing to the tune of the Farmer in the Dell)

Vamos a Acampar

Vamos a Acampar

Con mis amigos, voy a acampar

Review: Jeopardy

Jeopardy is a great way to review all the material up until this point. Using the categories and questions below, write the categories and then the numbers 5, 10, 15 underneath them. Encourage the students to use the numbers in Spanish for practice while playing. Divide the class into two teams-*Equipo Dani* and *Equipo Beto*. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *El campamento por diez.* You will then ask the student the corresponding question. If the answer is correct, he or she scores a point for their team. If not, the other team has an opportunity to steal the points. Keep alternating which team has the opportunity to answer a question.

Tips:

- Be sure to divide the teams as fairly as possible.
- Vary the questions' difficulty based on the level of your students.
- Limit this game to 5-7 minutes, even if all questions haven't been asked so that you have time for the other fun games.
- Quickly run through the vocabulary flashcards prior to the game starting. That way you can ensure the game is a success.

El campamento

5- What does *la casa de campaña* mean?

10- *¿Cómo se dice campfire en español?*

15- Name three things that you would find at *el campamento* in Spanish.

La comida del campamento

5-What does *el lago* mean?

10-What is the difference between *tengo sed* and *tengo hambre*?

15- Name three foods or drinks in Spanish.

Vamos a nadar

5-What does the word *las toallas* mean?

10-*¿Cómo se dice sunglasses en español?*

15-Name two things you can do in *el lago*.

El sendero

5-Name three colors in Spanish you might see in *el sendero*.

10-What does *tengo calor* mean?

15-How do you say *What do you see?* in Spanish?

El parque de la cascada

5-What does *las flores* mean?

10- Name two animals in Spanish found in *el parque de la cascada*.

15-What does this sentence mean: *Yo veo el sendero*.

Ir en canoa

5-Count to ten in Spanish.

10-*¿Cómo se dice rainbow en español?*

15-What does this sentence mean: *Está lloviendo*.

La cueva

5-What is *el casco*?

10-*¿Cómo se dice rocks en español?*

15-What does this sentence mean: *Yo veo el río y un pez*.

¡Cantamos! Have the students sit on the floor in a circle and hold up the puppets to carry on this little conversation.

Dani: *Tengo hambre.* (Use gestures like rubbing your belly to show this.)

Beto: *Sí yo también. Yes, me too.*

Teacher: *Vamos a asar comida sobre la fogata.* Let's roast food over the campfire. *¿Ustedes recuerdan la canción 'Baile de la fogata' del segundo semana?* Do you remember the song *Baile de la fogata* from week two? Encourage the students to stand and sing the song with the gestures in a circle. You can also ask students to shout out other words they remember from the class to add on lines. It's okay if this gets silly!

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!

Juego de repaso: Mata la Mosca- Divide your class into two teams-*Equipo Dani* and *Equipo Beto*. Have the picture flashcards on a table or on the floor with the students in a circle around so they can see. Have one person from each team compete at a time. Give each player a flyswatter (or they can use their hands). When you say a word in Spanish, the student needs to ***mata la mosca*** or "kill the fly" by swatting the matching picture flashcard. Whichever team hits the correct image first scores a point. After each word, have the class repeat it to reinforce learning. Keep playing until each student has had a turn.

*Optional variation: Call one person up from each team and set three vocabulary picture flashcards up at the board. Call out a vocabulary word by using a full phrase "*Necesito... or Yo veo...*" Whoever grabs the correct picture card first scores 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.

¡Hielo! Put on music in Spanish and have the students dance in place. When you stop the music, all students must freeze. Whoever moves first must answer a question related to the vocabulary from the semester. You could hold up a picture flashcard and have the student give the Spanish word. This is a nice activity to combine kinesthetic learning to reinforce the vocabulary.

El Mapa Actividad Have the students create a class map (drawings) of the camping adventures from the semester. Divide the class into seven small groups. Assign each group a camping adventure from the semester. These will be the titles from each week. (You can use the Jeopardy categories as inspiration!) For example, one group will be "*Vamos a nadar*". Give the students five minutes to work in the groups and create drawings to represent their assigned adventure. Once the five minutes is up, have the students put the adventures together up on the board in the order Dani and Beto experienced them. So, the group of "*el campamento*" will be first, and so on. Once the class is done with their presentations, review the adventures and what the students learned each week during those adventures.

Optional Variation: El Mapa Actividad (for older students): Print a copy of the map board from the intranet board and bring in dice. Have the students roll the dice to move along the board to get from the campsite (*el campamento*) to the celebration. Teach the phrase "*vamos*" to the students. If you have older students, feel free to explain that this is the "we form" conjugation of the verb "IR" which means to go. So, *vamos* means "we go." Let the students know they can add any verb in the infinitive form after "*Vamos a*" to create a full sentence explaining where they are going. For example: "*Vamos a Acampar,*



Vamos a nadar, Vamos a comer." Each time the student takes his or her turn and moves to a new location, have the student say where he or she is going in Spanish using the phrase "vamos a". For example: "Vamos al lago." To reinforce learning, have the entire class repeat the sentence after each student. The student to reach the celebration first wins! Tip: For larger classes, you may want to divide the class into two or three groups so that the students can have more opportunities to play. You will need to print a copy of the board and bring dice in for each group. Make sure to walk between the groups to help with any questions.

Juego: Memoria Have the students stay in the circle but sitting down. Explain to them that that *Memoria* is a matching game using a variety of the camping vocabulary from this semester. Have two sets of various vocabulary picture flashcards- choose select vocabulary from the semester and review those cards briefly with the students. These can be set out in on a table or on the floor with the students in a circle around so they can all see. Divide the class into two teams: *Equipo Dani* and *Equipo Beto*. The first player on the one team will point to a card. The teacher will flip the card over, and the student guesses which other card will match that one. If both cards are matches the student must say the correct Spanish word for the vocabulary image shown. If he or she (with the help of teammates) gets the word correct, that team keeps the pair. If the cards don't match or the student doesn't get the vocabulary words correct, the cards go back up on the board exactly where they were, and the other team gets an opportunity. Be sure to remind the class to pay attention so they remember what cards were already chosen and where. Help the students along as needed to keep the game moving smoothly. Keep playing for 5-7 minutes or until every match is made. Whichever team has the most pairs is the winner. **Tip:** In order to reinforce learning, have the entire class repeat each vocabulary word together as pairs are made. Also, you will want to hold up all the flashcards before the game to review and ensure success.

Closing: Teachers regroup your students into a circle on the floor. Pick up your puppets and carry on the small conversation below.

Dani: *¿Te gustaban los juegos de la celebración?* Did you like the celebration games?

Beto: *Sí. Fueron muy divertidos.* Yes. They were very fun.

Dani: *Ahora necesitamos ir a la casa.* Now we need to go home.

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" 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.

*****Important:** Before students leave their final class, be sure to give them their "certificados" and Student Assessments with lots of praise for their hard work and encourage them to continue learning Spanish! 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, play one of the favorite games (I.e: Pictionary, Charades, racing bag game, Around the world) from the past classes or one of the options below.

Juego: Bolsa de frijoles- Ask the students if they are familiar with the bean bag toss game, which is a popular camping activity in the U.S. Explain how the following game is a variation to the traditional bean bag toss. Have a poster board set up as the bean bag toss board. On this board draw three medium sized circles in a row in the center. In the top write place a #3, the next #2, the last #1. These numbers will correspond to the number of points the team will receive. You can lay this board flat on the ground. Note: You can substitute the board with three buckets numbered 1, 2, 3 and placed in a row.) Bring in two bean bags for this game. (You can fill two zip lock bags with dried beans or coffee beans if you don't have bean bags. Or you can substitute other small, soft balls.) Divide the class into two teams, Equipo Dani and Equipo Beto. Have the teams line up on one side of the room. Have the poster board on the other side of the room facing the students. The first student from a team will toss the bean bag aiming at the circles on the board. After the student has tossed the bean bag, you will ask them a question about the camping vocabulary from this semester. The number that the bean bag is closest to is the number of points the student will receive for the team if he or she answers your question correctly. Feel free to allow the students to receive help from their team. After the first team goes, the next team takes their turn. Continue the game until 5-7 minutes is up or all students have had a turn. The team with the most points at the end wins!

Juego: Simón Dice- Let the students know that Dani and Beto also know the popular game of "Simon Says" and that in Spanish it is called "*Simón Dice*." Divide the class into two teams, *Equipo Dani y Equipo Beto*. Before starting the game have picture flashcards representing vocabulary from the entire semester taped around the room or Explain the game to the students and ask "*¿Están listos?*" One student from each team will stand when you say "*listos*". The rest of the team will stay seated in a group. Then you will call out a command using "*Simón dice toca la _(vocabulary item)_*." Or "*Toca la _(vocabulary item)_*." The student who follows the directions correctly and touches the corresponding picture flashcard of the matching vocabulary word first, scores a point for his or her team. But, only if *Simón dice!* Play the game until all students have had a turn or the 5-7 minutes is up. The team with the most points wins. (Tip: Since students will need to move around the room to find the pictures, be sure to review the Student Responsibilities ahead of time to ensure the game is a success.)

La fogata de preguntas- Preparation: Bring in empty toilet paper or paper towel rolls as a prop for this activity. The rolls represent the wood for a campfire. Feel free to substitute brown construction paper made to represent wood logs for this activity. (Note: If you played this game in week one you can reuse the materials.) Have a number written on each roll. The number will correspond to a question. You can have about ten rolls or different numbers. Divide the students into two teams. Have the rolls in a pile on the floor of the classroom. One person from each team will race to grab "*un palo*" from "*la fogata*". The fastest person gets to answer the question that corresponds to the number on the "*palo*" they picked up. Questions can vary and incorporate any vocabulary from this class. For example, "*¿Qué es el saco de dormir? What is el saco de dormir?*" "*Díme una cosa que Dani y Beto necesitan para la fogata. Tell me one thing Dani and Beto need for their campfire.*" If the student answers correctly, they score a point for their team. If they don't have the answer, allow the other team to "steal the point" by answering correctly. The fastest team to five points wins!