

Vamos por la ciudad: Theme-based course with Dani y Beto.

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: Los deportes

<i>los deportes</i>	sports	<i>el baloncesto (básquetbol)</i>	basketball
<i>el voleibol</i>	volleyball	<i>el béisbol</i>	baseball
<i>el tenis</i>	tennis	<i>el golf</i>	golf
<i>Me gusta(n)_____.</i>		I like_____.	

Optional Vocabulary for older students:

<i>el boxeo</i>	boxing	<i>el fútbol americano</i>	football
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Key phrases to repeat during class and encourage Spanish responses:

<i>Voy a...</i>	I am going to...	<i>¿Te gusta(n)___?</i>	Do you like___?
<i>Sí</i>	Yes	<i>¿Dónde está...?</i>	Where is...?

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually, encouraging students to use cognates and nonverbal clues to help them understand what you are saying in Spanish. Emphasize the key phrases above throughout the class. Use puppets and props when applicable to make the class activities come alive.

Specifics for today's class: Bring in a ball or piece of equipment to represent each sport from today's vocabulary list for the interactive skit and activities, such as a tennis ball for *el tenis* and a baseball glove for *el béisbol*. Have the picture flashcards from today and previous classes printed. Bring a basket or bucket for the *baloncesto* game.

Introduction: Greet each student on entering by saying, "*¡Hola! ¿Cómo te llamas?*" Encourage the students to respond: "*Me llamo_____.*" Ask the students to sit in a half-circle facing you and take attendance. During attendance, have the students say, "*Presente.*" Remind students of the classroom responsibilities, the consequence and rewards systems, and the attention getter.

Repaso: Sing the greetings song from the first class (shown below) to review "*¿Cómo estás?*" During the song, gently toss or roll a ball to different students and encourage them to individually respond with the line from the song: "*Muy bien, gracias.*" **Tip:** Have "*¿Cómo estás?*" and responses written on the board or on a small poster as a visual reference.

Buenos días, Buenos días
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y Ud.? ¿Y Ud.?
Buenas tardes, Buenas tardes
¿Cómo estás? ¿Cómo estás?



*Muy bien, gracias. Muy bien, gracias.
¿Y Ud.? ¿Y Ud.?*

Interactive vocabulary lesson:

Choose students to act out the sports in the skit below in separate parts of the room. For example, one or more students will be dribbling the basketball, two students will be gently tossing a baseball back and forth, and another student will be pretending to play tennis. Line up the rest of the class to follow you with Dani and Beto as you *pasear por el recreo* to teach the vocabulary through the conversation below.

Dani: *¡Hola clase! Bienvenidos a la escuela!* Welcome to the school.

Beto: *Hay muchos deportes en el recreo de la escuela.* There are lots of sports at school recess. (Hold up the picture flashcard and encourage the kids to repeat "*los deportes.*")

Teacher: Have the students follow you to the area in the room where the kids are pretending to play basketball.

Dani: *¡Mira! Hay baloncesto.* Look! There is basketball. (Point to the student dribbling the basketball. Hold up the picture of basketball and encourage the class to repeat "*el baloncesto.*" **Note:** Break down the pronunciation of this word by clapping or shaking a maraca for each syllable. Encourage the kids to pretend dribbling a ball and repeat two more times.)

Teacher: [puzzled or suspenseful] "*¿Dónde está el partido de tenis?* Where is *el partido de tenis?*" Have all the students, **including those who were acting out the last sport**, follow you to the students acting out tennis.

Beto: [pointing] *Aquí hay tenis.* (See if the kids can guess what "*el tenis*" means by asking "*¿Adivenen qué significa el tenis?* Can you guess what *el tenis* means? Encourage them to repeat "*el tenis*" a few times and pretend to swing a tennis racket.)

Teacher: [excited] "*Vamos a buscar el béisbol.* We are going to look for *el béisbol.*" Have the students follow you to the area in the room where the kids are pretending to play baseball for the final scene of the puppet skit.

Dani: *Me gusta jugar al béisbol.* I like to play baseball.

Teacher: Hold up the picture of baseball and encourage the class to repeat "*el béisbol*" after you. Encourage the kids to pretend to pitch a baseball as they repeat two more times.

Teacher: Teach "*el golf*" and "*el voleibol*" by saying the words and acting out the gestures. Encourage the students to mimic these gestures while repeating. Practice all of the sports vocabulary words by saying the word in Spanish and encouraging the class to make the gesture for that sport. Then hold up the picture flashcards with the words in Spanish under the pictures and have the class repeat the Spanish after you.

***Note:** For classes with older students only, you can teach the additional sports vocabulary "*el fútbol americano*" and "*el boxeo.*"

Cantamos: Have the class stand up as you teach them the following song to the tune of "Frere Jacques" ("Are you Sleeping Brother John?"). Listen to the song on the Futura Vimeo site to be sure you are comfortable with the lyrics. You should sing a line first and then have the students repeat after you. Don't be afraid to make this a goofy activity with gestures and silly voices.

Los Deportes
Jugamos, jugamos

*Béisbol, voleibol
el tenis también, el tenis también
y el golf, y el golf*

Praise the kids for their good work with the song by asking for "un aplauso." Use the Beto puppet to start the next game moving to a new area in the room.

Beto: *Voy a jugar al voleibol.* I am going to play volleyball. (To the class:) *¿Quieren jugar conmigo?* Do you want to play with me? (Encourage the class to repeat "Sí" with a thumbs-up.)

Interactive Practice: *Voleibol-* Have the class divided into two lines facing each other. Start the activity by rolling a ball to a student. He or she will say the sport the ball represents in Spanish and roll it to the student across from him or her in the other line and so on. Each student will say the sport in Spanish when they receive the ball. For example, if you start by passing the tennis ball, the kids will say "el tenis" when they receive the ball. Explain that you will be timing the class to see how fast they can "pasar la pelota." Practice separately with a few different sports. Then see if the kids can do this with all of the sports that use a ball (*el baloncesto, el tenis, el voleibol, el béisbol, el golf, y el fútbol americano*) and see how quickly they can get them all down the line.

Interactive conversation lesson: Regroup the students using your attention getter and encourage them to form a circle by using gestures and saying, "Formemos un círculo, por favor." Explain that Dani and Beto like a lot of different sports and want to know what sports the students like. Teach the students that "Me gusta" means "I like" and "No me gusta" means "I don't like." Give examples and encourage the kids to repeat after you and show a thumbs-up or thumbs-down. (*Me gusta el tenis. Me gusta el baloncesto. No me gusta el béisbol, etc*) Write this on the dry erase board or make a small poster as a visual reference. Review the sports in Spanish by holding up the picture flashcard and encouraging the kids to repeat the full sentence ("Me gusta + _____ [sport vocabulary word]") as you place the images into a bag. Pass the bag with the picture flashcards around the circle. Chant with the class, "¿Qué te gusta? ¿Qué te gusta?" The first student with the bag will pull out a sport and give the full sentence ("Me gusta [sport vocabulary word]."). Help the students as needed and praise them for their efforts. Continue the activity by passing the bag of images to the next student and chanting the question with the class.

Note: If your class is composed of primarily older or more advanced students, you may want to further explain that "Me gusta _____" means "_____ is/are pleasing to me" in order to better explain the grammatical formation needed when talking about something in the plural: *Me gusta el golf* vs. *Me gustan los deportes*. You can also note when using the verb *jugar* an "a" is added before the sport. For example: *Me gusta jugar al baloncesto. Me gusta jugar al golf.*

Actividad- ¿Dónde está la pelota? For this activity, place the balls and picture flashcards representing the sports around the room. Divide the class into two teams. One player from each team will start at the front of the room to compete. When you call out a sport in Spanish, the players will race to find the matching *pelota* or image. As the answers are found, be sure to hold up the *pelota* or image and encourage the entire class to repeat the Spanish word for practice. Continue playing with a new player from each team and calling out a new sport. **Tip:** After practicing with the new vocabulary you can add in past picture flashcards such as *correr, patinar en línea, montar en bici, hacer ejercicios, y el fútbol* for review.



Cantamos: Stand and sing the "Voy a jugar" song from last week, but change "fútbol" to "deportes" this week.

Voy a jugar (Sing to the tune of "Farmer in the Dell")

*Hoy voy a jugar, hoy voy a jugar
deportes, sí, deportes
¡Voy a jugar!*

Merienda & notas culturales: As a transition, use your attention getter to regroup the students into a circle for snack time.

Bullfighting (*Corrida de toros*) is a famous sport in *España* and other Spanish-speaking countries. These events are held in large stadiums with music and elaborate costumes. The bullfighters (*toreros o matadores*) excite and move the bull around the arena. The *Plaza de Toros* in Madrid is the world's largest ring, seating over 23,000 people.

Explain that The Running of the Bulls happens each year in *Pamplona, España*. Thousands of daring people run in front of many bulls (*toros*) weighing 1,100 pounds! They are only allowed rolled up newspaper to fend off the *los toros*. The course is $\frac{1}{2}$ mile, but it typically takes only two minutes to run it. Every year, people are injured in this dangerous event, but each summer more and more people come to run with the bulls! Show the kids the relevant pictures from the intranet.

See if the students can remember what the most popular sport in the Spanish-speaking world is (*el fútbol*). Explain that there are other sports in Spanish-speaking countries such as *España* that are also very popular. Children in *España* play many of the same sports that children in the U.S. play.

Barcelona (in *España*) hosted the 1992 Summer Olympics. The opening and closing ceremony and some sporting events were held in the *Estadi Olímpic de Montjuic* (which is a Catalan name; Catalan an official language of Barcelona, alongside Spanish). The theme song for the Olympics was "*Amigos para siempre.*"

Juego: Baloncesto-

Dani: [to Beto] *Voy a jugar al baloncesto. ¿Quieres jugar conmigo?* Do you want to play with me?"

See if the class can guess what sport they are going to play and ask them to join in the game. Divide the class into two teams: *Equipo Dani* and *Equipo Beto*. The first two players will race to call out the Spanish word for the sport image or prop you hold up. The player who answers correctly scores a point for his or her team and can take a shot at the basket for an extra point. You can use a soft toy, ball, or even a crumpled paper ball to throw into an empty trashcan or box as the basket. If the student gets the ball in the basket, s/he scores two points. Continue playing with the next players for both teams competing. The team with the most points after 5-7 minutes wins.



***Optional Alternate Activity: Bozo Buckets-** You can change this activity by playing something similar to Bozo Buckets. Put small buckets (or an alternate item like bowls) on the ground in a line. You can use as many you like. Students come up to the starting line and toss the ball (a ping pong ball works the best). The bucket furthest from them is worth the highest number of points. However, in order to actually score the points for the team, the player must answer a corresponding question about sports or review vocabulary. When you call out a question, the one player from each team will race to buzz in and answer the question. You can have a small bell in the middle of the teams or have the kids raise their hand to signify they have the answer. Be sure to have a list of questions prepared beforehand. For example: "How do you say *sport* in Spanish? *¿Cuál es tu deporte favorito? ¿Qué te gusta jugar?*"

Juego de repaso: El béisbol-

Beto: *Me gusta jugar al béisbol.* See if the class knows what sport he likes to play. Let them know they will get to play it with him.

For this activity, you will need to set out four small mats or pieces of construction paper in an open space in the room to represent a baseball diamond. (It is okay if these are relatively close together. If your room doesn't have space for this, you can draw the baseball diamond on the board as a visual while playing.) In this game, the kids will be competing individually and working together as a whole class team to score points. Everyone will be playing offense and there are not defense players. Beto (with you) will be the pitcher for the game, asking questions related to the Spanish lessons. Have the students line up for their turn to play the game. Each student can choose their level of question- *primera base, segunda base, tercera base*, or homerun (*jonrón*). As the bases get higher, the level of difficulty also increases. Use the example questions below as a reference for this game. Be sure to incorporate vocabulary from all four classes so far as a review. You can add or adjust the questions to your class. Explain that even when it is not their turn, they should be listening to the questions and answers. If the student gets the answer correct, the student can move to that base. If the student doesn't know the answer or answers incorrectly, the question is opened up to all students waiting in line and the student who struck out can call in a pinch hitter to take his or her place with the correct answer. As the answers are given, encourage the whole class to repeat the answer in Spanish. After playing for 5-7 minutes, see how many points the class earned in the game and give them high fives, saying, "*Dame cinco!*" for their hard work.

Example Questions:

Primera base- Say a vocabulary word in Spanish and have the student give the English translation.

Segunda base- Show a picture flashcard for a vocabulary word in Spanish and have the student give the Spanish translation.

Tercera base- Ask the student to list three sports or pastimes in Spanish.

Jonrón- Translate a sentence. For example: *Me gusta jugar al tenis. Voy a jugar al fútbol.* Or for a greater challenge, ask them to translate from English to Spanish: I like volleyball. I am going to play sports.



Closing: Pick up your puppets and carry on the small conversation below.

Beto: *Me gusta jugar a los deportes en España.* I like to play sports in Spain.

Dani: *¡A mí también!* Me too!

Dani & Beto: *Adiós clase. Nos vemos la próxima clase. Vamos a comer tapas en España.* We'll see you at the next class to eat tapas in Spain.

Teacher: Encourage the class to respond, "*Adiós.*"

Adiós: Sing the "*Adiós Amigos*" song to the tune of "Frere Jacques."

*Adiós amigos, adiós amigos
Hasta la vista, hasta la vista
Hasta luego, hasta luego
Chau, chau, chau. Chau, chau, chau.*

Request that the students "*Formen una fila en la puerta.* Form a line at the door." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Remind them to look for your weekly newsletter by email and tell their family about class today. Make sure all students get picked up by their parents or guardians and safely leave your classroom.