***Vamos a Acampar* Abbreviated Lesson Plan: Day 8**

**8 Target Vocabulary: *La celebración de acampar***

|  |  |  |  |
| --- | --- | --- | --- |
| *Vamos a*  | We go | *El mapa* | Map |

**Builder phrases to emphasis:** Hay\_\_\_\_\_ Necesito\_\_\_\_\_

**Materials needed:** Bring in objects and flashcards from previous lessons that you plan to review. Be sure to have your puppets and an ability to play music.

You should also prepare for the Notas Culturales and have an ipad or print out the images of camping in Mexico
You will also need: Ingredients for making s’mores.

Bags (or backpacks) for the Packing Bag Game

**You:** Early and prepared with items you need lined throughout the class lined up in order. This class has games that require some preparation beforehand.

**Vobulary Instruction Methodology:** TEACH the vocabulary; REINFORCE the vocabulary; CHECK IN for vocabulary retention. **I.** Have Spanish music playing as the students enter the room.

**II.** Greet each child as they enter the room. ¡Hola! ¡Bienvenidos! Ask them their names in Spanish and mark it on the attendance document. Have each child respond in Spanish to this question. Remind all students to get a drink or go to the bathroom if necessary. (Follow up on attendance as needed)

**III.** Have the class sit in a circle on the floor, and greet everyone with a lively *¡Buenas tardes clase!* Ask the students ¿Cuántos años tienes? ¿Como te llamas? or ¿Cómo estás? You can do this by asking each child with a fun plastic microphone.

**IV.** Stand and sing your chosen greetings song using gestures (Ex: “Hola amigo, ¿Cómo estás?...”) Sit back down in the circle.

**V.** Review the rules briefly. Remind everyone that they currently have three *estrellas* and that if they have all three *estrellas* by the end of class they can get a sticker or a peso.

**VI.** Bring out Dani and Beto and ask the students in Spanish if they remember their names. Encourage them to greet them with, “¡Hola Dani y Beto! Remind the students that Dani and Beto are camping (a acampar). Have the class say with you, “¡Vamos a acampar!”

**VII. Theme song**: Stand and sing the theme song with gestures\*.
***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 the vocabulary from last week by pulling out the puppets and the image of Ana María.

Teacher: ¿Clase, recuerda todas las aventuras en la cueva la semana pasada? Class, do you remember last week’s adventure in the cave? Encourage the students to share what they remember. Praise them for participation.

Beto: Fuimos a la cueva. We went to the cave.

Dani: ¡Fue muy divertido! It was very fun!

Beto: ¿Clase, quiere jugar otro juego? Class, would you like to play another game?
Teacher: Hoy vamos a repasar todas las palabras que hemos aprendido. Today we’re going to review all the words that we have learned.

**VIII: Jeopardy (recommended for older students. See attachment) or Juego-Packing Race-** Please note: This is similar to the week 1 Packing Race Game. For this activity you will need to make two sets of a variety of the past week’s vocabulary. For example, you could choose 1-2 vocabulary words from each week to ‘pack’ into the bag.

Divide the students into two teams. 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.

Review the builder phrase “Necesito” with the class. Then, call out, “Necesito + vocabulary word.” You could even add a clapping chant as you say the word Ne-ce-si-to. 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 “Necesito el agua”, the students must find the matching flashcard with a picture of the water and bring it up to the bag. Have two competing students repeat with you, “Necesito el agua” to reinforce the builder phrase. Play this game until a team reaches five points or until you’ve played for 5-7 minutes. You can give the winning team stickers or pesos.

\*\*Be sure to match up appropriate ages and skill levels of children.

**IX: ¡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: SÌ yo también. Yes, me too.

Teacher: Vamos a asar comida sobre la fogata. Let’s roast food over the campfire. ¿Ustedes recuerdan la canción El Baile de la fogata? de la segunda 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!

**X: Merienda & Notas Culturales**: Gather the students into a circle on the floor and have a discussion about beach camping in Mexico. There are many young and adventurous travelers who go to Mexico to explore the country. Some stay for months with all their belongings in a backpack! Often times these travelers are trying to save money, so they camp. Camping on the beach in Mexico can be fun and adventurous, as well as sometimes a bit dangerous. Un poquito peligroso! Some important things that campers in Mexico need to remember are: 1. To bring their own water. The water in Mexico is not clean so campers need to bring mucho agua. 2. Campers should also plan on bringing pesos, the Mexican currency, instead of dollars. Most camping sites are in rural areas where dollars won’t be commonly used. (If you can bring in some samples of pesos to show the students.) 3. It is also recommended that campers bring in their own food in case nearby tienditas (little stores) don’t carry much, which is very common. As you all know, a favorite camping treat in the U.S. is smores. Teachers: Have the simple, basic ingredients for smores available for all your students as a great celebration treat. Use this opportunity to teach the students the words for the items in a smore: chocolate, malvavisco, y galleta. As students eat their smores continue on the conversation by explaining how campers on Mexican beaches can stay in tents, in hammocks, or some lucky campers even have campers! What is the best part of camping on the beach in Mexico? The great view! ¡La buena vista! Show the students pictures from the intranet and ask them if they would ever want to go camping on the beach in Mexico. You can also hold up the map of Mexico and have students find cities that are along the ocean where beach camping may be available.

**Cleanup:**  Give the students a warning to clean up. After 5 minutes all snacks need to be put away. March back to the circle as a class singing the theme song.

**XI. Actividad**- **El Mapa Actividad for younger students**:

Have the students create a class map 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 ìVamos a

Nadar!. Give the students five minutes to work in the groups and create drawings on construction paper 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 all of the adventures and what the students learned each week during those adventures.

**El Mapa Actividad Variation 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 (la celebración). 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 mean, ‘we go.’ Let the students know they can add any verb in the infinitive form after ‘Vamos’ 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! In order 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.

**XI. Juego to reinfoce previous weeks:** **Beto Tiene Hambre**.

Choose a variety of words from the past weeks’ classes, one flash card for each child. Have the students stand in a circle holding up their flash card. You hold Beto and say that “Beto tiene hambre y quiere comer” Quickly review the flash cards/objects and having the class repeat the words in Spanish out loud together. The object of the game that when Beto comes to ‘eat’ a student’s word, then that child has to quickly call out any other vocab word in the circle to deter Beto away. If a child can’t say the name of one of the other vocabulary words in the circle, then the child is out.

You can change the topic of “Beto Tiene Hambre” to any topic, such as “Beto necesita” or “Beto Busca.” For example, you could practice the builder phrase of “Hay” and use other non food related vocabulary words. As you hold Beto to come after the student to grab their flash card, you as the teacher can say, “Beto necesita \_\_\_\_\_” as each student has to build a complete sentence and say, “Hay toallas” (referring to another flash card held by another student) to deter Beto away. This is a great way to reinforce the builder phrase “Hay” and practice students completing a full sentence.

\*Tip: You may also play a game that you have played in past classes that the students have really enjoyed.

**XII: Last 5 Minutes of Class:** It is VERY important that the last 5 minutes of class be organized. This is most likely the only part of your class that parents will see.

**Ending routine:**
-Have the students grab their backpacks and return to the circle on the floor. At this time you can distribute newsletters (on colored paper) and the optional homework.

-Sing the goodbye song standing and with gestures.

**Filing out:**
-Stand at the door and have the class stand in a single file line. Do not let anyone get ahead of you. As the students see their parents, greet the parents and introduce yourself.
-Say good bye and thank you in Spanish as each child is matched with a parent.
-Walk the kids who are in after school to designed after school location

-Return to your room to clean up.

***Remember, YOU are the face of Futura in the classroom- thank you for making this a great class!***