**Get Active in Spanish**

Lesson Plan 1 – Virtual Format

Note: All activities should take 5-7 minutes.

**Day 1 Target Vocabulary: Los Deportes**

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| *¿Cómo te llamas?*  | What is your name? | *Me llamo\_\_\_\_.*  | My name is\_\_\_\_\_. |
| *Hola* | Hello | *Adiós* | Goodbye |
| *el fútbol* | soccer | *el fútbol americano* | football |
| *el baloncesto (básquetbol)* | basketball | *el hockey* | hockey |
| *el voleibol* | volleyball | *el golf* | golf |
| *el béisbol* | baseball | *el tenis* | tennis |
| *Mi deporte favorito es….* | My favorite sport is…. | *deporte* | sport |

**Read this lesson plan carefully so you can have all of the flashcards and props prepared in advance. Also, be sure to know each song very well so you can sing and teach it without needing to read the lyrics**. Depending upon the age group of your class, pick and choose what works best for your students.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.

**Materials list:** maraca, picture flashcards, small whiteboard with dry erase marker, props for today’s vocabulary such as soccer ball, football, basketball, hockey stick or puck, volleyball, golf ball, baseball, or tennis ball (if possible have as many real visuals- not all props are required)

**Introduction:** Introduce yourself and welcome your students to the first day of *Get Active in Spanish*, which is a dynamic camp related to sports and lively activities. Greet students as they log onto the Zoom virtual platform for class with “Hola” and welcome them. Once most students have signed in, tell them to put their speakers on mute. Let them know you will be starting with attendance, “Vamos a empezar la clase con la asistencia.” When you call their name for attendance they will unmute and say *presente.* Encourage the whole class to greet them with a wave and “Hola”.

After attendance, encourage the students to put their speakers back on mute and review with them some of the expectations for the class.

**Name game:** Teach the students that “¿Cómo te llamas?” means what is your name. The response is “Me llamo \_\_\_\_.” For younger students, shake a maraca to break the question up and go slowly to help them along. If possible, have a small white board with the question and answer written out for the students to see. To practice this conversation, encourage the whole class to repeat the question with you while you shake the maraca. Then you will point to a student on your Zoom screen. That student will answer the question using the full sentence in Spanish. Continue repeating the question together and choosing students to answer until each student has participated. For classes with younger students, feel free to use puppets to engage the students in the conversation practice.

**Cantamos:** Encourage the students to stand in front of their computers by saying “Levántense” and using gestures. Teach the students your designated greeting song. This will be the song you will sing at the start of every class. “*Hola Mis Amigos”* song can be found on Futura’s Vimeo channel <https://vimeo.com/293020648> . After teaching the song, review what *bien, mal, más o menos* means. Show visuals to show the emotions and use lots of gestures when singing the song. Offer each student a turn to answer how he or she is feeling by asking them *¿Cómo estás (student’s name)?* Have the student answer and show a thumbs up and happy face for *bien,* thumbs down and sad face for *mal,* and open hand facing up and flips down for *más o menos* gesture. After every student has answered, the whole class resumes the song.

**Hola Mis Amigos**

Hola mis amigos

Hola mis amigos

Hola mis amigos

Hello to my friends

Y ¿Cómo están mis amigos?

Bien o mal o más o menos

Bien o mal o más o menos

Bien o mal o más o menos

¿Cómo estás? How are you?

**Deportes lesson~** Invite all of the students to sit back down in front of their computers by saying “Siéntense” and using gestures. Remember to use the bilingual approach for all of your lessons and directions. Prepare as many props for the sports in today’s lesson as possible. For example: have a soccer ball, golf ball, tennis ball, etc. Let the students know they will be learning about a variety of sports today. Hold up each visual (flashcard or prop) close to the camera screen for the students to see and encourage the students to guess the sport it represents. Teach each of the sports in Spanish and encourage the class to repeat each vocabulary word after you in Spanish. Note: for younger students you can drop the articles “el/la” for example to simplify the lesson.

**Repaso del nuevo vocabulario:** After teaching the vocabulary with visuals, reinforce this new vocabulary by assigning a gesture for the students to act out for each word as they repeat after you while you hold up the picture or object that represents it. For example: Pretend to swing a baseball bat, have the students mimic that gesture, and say “*El béisbol significa* baseball. *El béisbol* means baseball. “*Todos repitan por favor, el béisbol.”*

To further reinforce the vocabulary, ask the students to “Muéstrame el voleibol” for example. The students would do the gesture for volleyball (like pretending to spike or set the ball). Continue to practice the new sports vocabulary with the actions. Make sure the entire class repeats the word together after each turn and then do a quick recap of the new words in Spanish with students repeating one more time at the end of the game. Tip: Since this vocabulary is new, try to ensure the students have a good understanding before continuing to the next activities.

**Cantamos:** Teach students the following song to the tune of “Frere Jacques”*: “****Los Deportes”.*** You should sing a line first and use the gesture to represent the sport and then have the students repeat after you and mimic the gesture. Once they have a handle on the lyrics, sing the whole song together. During the rap you can have the students use gestures to make it come alive. (You can also substitute other sports or activities in upcoming classes.)

Jugamos, jugamos

Béisbol, voleibol
 el tenis también, tenis también

y el golf, y el golf

**Notas Culturales:**

Once the students are seated at their computers again let the students know the culture topic for today is going to be the most popular sport in the Spanish- speaking world (Latin America). See if the students can guess which sport that is.

Yes! Soccer (el fútbol) is the most popular sport in Latin American countries like Mexico, Costa Rica, Brazil, and Argentina for example. All over the countries you can find soccer games going on. Even in the poorest of areas children will play soccer in fields, on dusty streets, and even barefoot. Families often gather around their televisions to watch professional soccer matches and some even have an opportunity to attend them in person. They are huge, colorful events. The fans are extremely loyal and excited. They bring large flags with their team displayed, paint their faces, and shout different chants. Every time a goal is scored, people shout “¡Goooooooool!” The games are often like markets where hundreds of vendors come to sell food, drinks, and souvenirs.

From the time they are very young, children become fans of a specific team and often remain very passionate about their favorite team throughout their entire lives. People become fans of a specific team for different reasons, but most often entire families support the same team. Ask the students if they have a favorite sports’ team for example?

In Spanish-speaking countries, there are national teams and club teams for soccer. The club teams are very much like the NFL, NBA, and NHL. Cities and towns also have their own representative teams. Let the students know that the most popular club teams in Spain are *Real Madrid* and FC *Barcelona*. The national teams are made up of the very best players born in the country. The national team’s ultimate goal is to compete in and win the World Cup of Soccer. The World Cup is the most important tournament in soccer. It lasts for one month and is played every four years. In 2010, España won the world cup beating the Netherlands 1-0. Ask the students if any of them know how to say World Cup *en español*. (ANSWER: LA COPA MUNDIAL) You will sometimes also simply hear it called “EL MUNDIAL.” Show the students pictures from the intranet of the World Cup.

Each national team has a chant that the fans use during games to cheer on their teams. Here are the words to Spain’s chant: *“¡Ay, Ay, Ay Ay, Canta y no llores, Porque cantando se alegran, Cielito lindo, los corazones!”* Listen to this on Youtube with the students: <http://www.youtube.com/watch?v=aqNXBPysI9s&feature=related>

**Interactive Activity:** **Dance Freeze game**

Encourage the students to stand in front of their computers by saying “Levántense” and using gestures. Explain to your class that in 1998, a Puerto Rican singer, Ricky Martin, made the official song of the World Cup (the soccer “World Series” or “Superbowl”) a worldwide hit. Play the song Cup of Life “La copa de la vida” by Ricky Martin for the students and encourage them to dance! IE: Here is a Youtube video with highlights from the 2010 World Cup you can screen share with the students: <https://www.youtube.com/watch?v=0jxfI6G6DBM>

When you stop the music, all students must freeze in place. Whoever moves first must answer a vocabulary question. For example: “Qué significa *el fútbol*? What does *el fútbol* mean?” Have the class repeat the word together for practice. Continue playing by resuming the music and encouraging them to dance again.

**Mi deporte favorito-** Start this activity by teaching the full sentence, “Mi deporte favorito es\_\_\_\_.” Explain to the students this is the response to the question, “¿Cuál deporte es tu favorito? What is your favorite sport?” Encourage the students to choose their favorite sport from the vocabulary covered in class today. If you have a large class, you can hold up a picture flashcard or prop for each sport and have the students raise their hand or wave if that is his or her favorite sport. If you have a smaller class, you can encourage each student to share his or her favorite sport using the full sentence.

**Activity:** Group the sports props on a table or have the picture flashcards posted on a wall or board to show on your screen to the students for this activity. Quickly review them before starting. Divide the class into two teams and explain one person from each team will compete at a time to give the sport in English that you describe in Spanish. For example, as you call out a Spanish vocabulary word using the full sentence *“Mi deporte favorito es el hockey”* students whose turn it is to compete for their team will race to select the correctly matching sport from your visuals. For younger students, you can have them say the correctly matching sport in English. For older students you can challenge them to type in their written response during the game. The fastest correct answer scores a point for his or her team. After each answer is given, encourage the whole class to repeat the Spanish for practice. Play as many rounds as possible in five to seven minutes. Give *aplausos* at the end for all participation and congratulate the winning team.

**Más practica:** **Charades**
Call a student and ask him or her to select a word from today’s vocabulary, but to not say it out loud. It may be helpful to have a poster with all of the flashcard images or a list on a whiteboard for the older students to see. Ask him or her to act out their selected word. The other students should be guessing what sport the student is acting out. Encourage the students to hold up their hand or wave if they are ready to guess the word in Spanish. The student who guesses correctly, gets to continue the game by acting out a vocabulary word they choose and so on.

**Variation for younger students:** Speed Actions- Encourage the students to act out each sport with you one at a time as you call out the Spanish word. Go through all of the sports. Ask the students if they think they can do it faster?! Go through the sports with gestures faster and faster each time and see how fast you can go together. You could also call on students and assign them a specific sport to act out. Go around the class in a specific order and have everyone act out their sport. Again, see how fast the class can get through the sports.

**Drawing activity:** Ask students to retrieve their color pencils or markers and paper. Have the students draw their favorite “deporte” on a white sheet of paper. Have the older students label the drawing with the full sentence “Mi deporte favorito es \_\_\_\_\_.” Make sure to speak in Spanish while introducing this. After five minutes say, “¡Hay dos minutos más!” before students put the coloring utensils away. If there is time left in class, have the students share their drawing with the class by holding it up and reading their sentence in Spansih. While the students are working you can play fun Spanish music in the background.

**Show & Tell**~ Invite the students to bring a picture of themselves playing their favorite sport or any props from their favorite sport to share in the next Zoom class. For example: if they dance- they could share a picture from their last recital or bring their dance shoes. If they play soccer, they could wear their favorite jersey to the next class.

**Adiós:** Thank the students for their participation in today’s class. Explain that *Hola* means hello and *Adiós* is goodbye. Teach the “*Adiós amigos*” song to the tune of “Frere Jacques” at the end of class. They can sing with you towards the end of class.

**Adiós amigos**

Adiós amigos, adiós amigos

Hasta la vista, hasta la vista

Hasta luego, hasta luego

Chau, chau, chau. Chau, chau, chau.

Ask the students to take a look at the newsletters and encourage them to do the optional homework on the Parent Portal. Have the students say goodbye to you in Spanish before leaving the virtual meeting.

**Extra time:** If there is extra time, you can play a fun game of **Alrededor del Mundo** with the sports vocabulary**. This game can be adapted for future lessons.**

\*How to play **Alredador El Mundo:** For this game you will have the sports flashcards or props ready to hold up for the students. Select two students to start competing. As you hold up a visual of the vocabulary words, the two selected students should race to call out the correct Spanish word. The fastest student to call out the correct word in Spanish wins. He or she continues to compete against the next student you select (going around the Zoom screen of students). If a student wins the race between all classmates, he or she has successfully traveled “*Alrededor del mundo*” and won the game. Tip: Encourage the entire class to repeat the Spanish words together once the answer has been given to encourage extra practice. Note: You may need to use the same vocabulary flashcards more than once.