**Get Active in Spanish**

Lesson Plan 4 – Virtual Format

Note: All activities should take 5-7 minutes.

**Day 4 Target Vocabulary: Vamos a jugar**

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| *Vamos a jugar* | Let’s play | *un partido* | a game |
| *el equipo* | the team | *el/la jugador(a)* | player |
| *la pelota* | the ball (small) | *el balón* | the ball (large) |
| *un bate* | a bat | *un palo* | a stick (hockey) |

**Read this lesson plan carefully so you can have all of the flashcards and visuals prepared in advance. Open the links included in the lesson plan for visuals and have them ready for screen sharing. 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:** If possible, have as many real props as possible for today’s vocabulary- such as balls, and other sports equipment. Have the picture flashcards for today’s vocabulary and past classes for review activities, small whiteboard with dry erase marker or prepared virtual platform Whiteboard, have the culture images document ready to screen share

**Introduction:** Greet students as they log onto the 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.

Tip: Play lively Spanish music in the background while the students are logging in to create a lively atmosphere. Be sure to stop the music once your class begins.

**Conversation practice:** Review with 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. Chant with the class, *“¿Qué te gusta? ¿Qué te gusta?”* Select a random student that will answer as you pull out a sports flashcard from your bag. The student will give the full sentence (*“Me gusta* [sport vocabulary word].”). Help the students as needed and praise them for their efforts. Continue the activity by selecting another student and pulling another flashcard from the bag of images to show, while chanting the question with the class. Explain to the class that each student is going to ask and answer this question. Tip: Call on the students by name and go in order of their appearance in the screen.

**Cantamos:** Encourage the students to stand in front of their computers by saying, “Levántense” and using gestures. Sing the greetings song from the past classes, “Hola mis amigos.”

**Repaso:** **Los Puntos:** Divide the class into two teams. The first players from each team will race to call out the Spanish word for the picture flashcard or prop you hold up from past classes. Review vocabulary can include: *el fútbol, el fútbol americano, el baloncesto, el hockey, el voleibol, el golf, el tenis, el béisbol, bailar, correr, hacer ejercicios, las piernas, los musculos, las manos, los brazos, la bici, jugar con amigos, nadar, pescar, el parque, y el lago*. Explain that in this game the player who answers correctly scores a point for his or her team. Continue playing with the next players racing to give the translation. The team with the most points after 5-7 minutes wins.

**Cantamos:** Encourage the students to stand in front of their computers and act out the gestures for the following song as they repeat after you. Sing the sports song to the tune of “Frere Jacques”*: “****Los Deportes”.*** Lyrics are below again for reference.

Jugamos, jugamos

Béisbol, voleibol
 el tenis también, tenis también

y el golf, y el golf

**Vamos a jugar lesson~** If possible, bring in the sports’ equipment props like a small ball, large ball, hockey stick, and baseball bat. Hold up the props (or picture flashcard) for *la pelota, el balón, un bate, y un palo* one at a time and ask the students if they know what *deportes* would use it. Help them along as needed. Then teach each item by having the students repeat the Spanish after you while you show the visual.

Encourage the students to stand in front of their computers and further reinforce each item by having the students act out a gesture with the sport equipment. For example, when they repeat “la pelota” they can pretend to throw a baseball. Continue the lesson with today’s vocabulary by teaching them the phrase, “Vamos a jugar.” Explain this means “Let’s play” and they can add a variety of different sports vocabulary to create different sentences. For example, *“Vamos a jugar al fútbol.* Let’s play soccer.” Teach the students that “un partido” is a game. So, they can also say, *“Vamos a jugar un partido.* Let’s play a game.” Further explain that “el equipo” is the team and “el jugador” is a male player and “la jugadora” is a girl player. Practice these words by dividing into teams for the games that will be played in class today. As you divide the students into *equipos* encourage them to repeat, *jugador* or *jugadora* for each student. Use these sports’ vocabulary words as much as possible during class today with the games and activities.

**Repaso del nuevo vocabulario:** To further reinforce the vocabulary, screen share the PPT visual (from the intranet) with the vocabulary images with numbers for the students to identify. For example: Ask the first student, “*¿Dónde está la pelota?* Where is *la pelota*?” Encourage the student to tell you the corresponding number for *la pelota* image. Call on another student to find the next object. Continue to ask questions in Spanish and challenge the students to find the correct images. 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 game. Repetition is key!

**Notas Culturales:**

Once the students are seated at their computers again let the students know the culture topic for today is going to be about exciting unique sporting events in España. See if the students know what country that is in English. Point Spain out on the world map for the students to see.

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. Ask the students if they would ever want to see a bull fight?

Another exciting event is 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 ½ 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).* Children in Spanish speaking countriesplay many of the same sports that children in the U.S. play. Show the students this short clip of how fans yell, “¡GOOOOOOL!” when their team scores a point in a soccer match: <https://www.youtube.com/watch?v=fLTY214-gI4>

The famous announcer who shouts this is André Cantor from the Spanish-language television network Telemundo.

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.”* Ask the students if they enjoy watching sporting events and the Olympics.

**Actividad*- Un cuento corto***- Read the following paragraph to the students. Ask them to listen to the Spanish and see how much of the paragraph they understand and what Spanish vocabulary they recognize. Challenge the students to first listen and try to understand just the Spanish, and then read through it a second time translating each sentence for the students. Ask the comprehension questions below in Spanish and English to discuss the story. (For the younger students you may want to read a sentence and then review what it means by challenging the students to guess before moving on to the next sentence. You can use gestures or pictures to make this story come alive and to help the little ones comprehend better.)

 *Buenos días. Me llamo Jorge Gonzalez. Soy de México. Vivo en California con mi familia. Mi familia y yo vamos a los parques en bicicleta durante los fines de semana. Yo voy a la escuela durante la semana. Me gusta jugar deportes con mis amigos. Mis amigos y yo nos gusta jugar al fútbol y béisbol. Este sábado temenos un partido. Me gusta mi equipo de amigos. ¿Qué haces durante la semana? ¿Cuáles deportes te gustan?*

 Comprehension Questions: *¿Cómo se llama el narrador del cuento? ¿Qué le gusta en California? ¿A dónde va durante el fin de semana? ¿Cuáles deportes juega?*

**Juego: Micrófono Descompuesto:** Start by sharing a list of today’s vocabulary words (and past vocabulary) or by reviewing the flashcards once again with students by having them repeat the words after you. Demonstrate speaking a vocabulary word or phrase while on mute with gestures. Students will have to raise their hand and try to guess the Spanish word or phrase you just said.

Select a student to speak a vocabulary word while on mute and using gestures for the rest of the students to guess what they are saying. Facilitate students taking turns being the speaker while on mute. Tip: Show a list of the vocabulary words or images for 20 seconds in between students’ turns. That way, students can easily recall the vocabulary before their turn. Also, for additional practice, have students repeat the words after each correct guess.

**Review Activity**- Play a fun review game of Family Feud. Divide the class into two teams. Have one player from each team compete at a time. Ask a question from the list at the end of the lesson plan. The first player to “buzz in” gets a chance to answer. (You could have them buzz in by selecting the “raise hand” feature on Zoom. If they are correct, their team gets a point. If not, the other team may talk among themselves to come up with an answer. If they get it right, they get the point. If not, explain the correct answer and nobody gets a point.

Below are some example questions for the review game. Modify or simplify the questions for younger students. For example: Instead of asking the students to translate, you could ask them to make a gesture of a thumbs down and frown and ask, "¿Qué significa ‘No me gusta’? What does *no me gusta* mean?"

1. Translate “I don’t like” in Spanish.
2. Name two sports in Spanish.
3. Answer the following question in Spanish, “¿Cómo te llamas?”
4. (Sí o no) El deporte el hockey necesita una pelota.
5. What does “jugar con amigos” mean?

**Más repaso:** Sing the *Baile loco* to practice the body parts. Be sure to encourage the students to mimic the appropriate gestures. After singing one time, you can vary it by seeing how quickly or how slowly they can sing the song the second time for fun.

Alternate activity for older students: For older students, invite one student to be the “leader”. He or she will move a body part from class and the students will follow the leader by mimicking the action. For reference the body parts are: *las piernas, las manos, los brazos, y los músculos.* The leader can choose to go really fast switching between each body part to see if the other students can keep up or do silly movements for example wiggling arms in a funny way. After a minute or two, switch to a new leader from class to act the body parts vocabulary out and so on. Encourage the students to repeat the body parts in Spanish while they are acting them out in this activity.

**Un partido de Jeopardy:** Play a game of Jeopardy to test the student’s knowledge from the course topics. First, divide your class into two teams, and then write each topic on the Zoom White board followed by 10, 50, and 100. One person from each team will start by saying the topic name and the number of points the question they will be given is worth. The higher the points, the more difficult the question. If the student answers the question correctly, he or she scores a point for the team. If not, the other team has an opportunity to steal the point by answering the question correctly. Also, give the students the model sentence in Spanish. Ie: Topic name + por + number of points. Example: *Los deportes por diez.*

Below are some example questions for the review game. Modify or simplify the questions for younger students. Give clues and helpful hints along the way for the students to be successful.

Conversation

10- How do you say *I like* (singular) and *I don’t like* (singular)in Spanish?

50- What does *“Me llamo”* mean?

100- Translate the following sentence: “Mi deporte favorito es”.

Los deportes

10- How do you say “To play” in Spanish?

50- Say your favorite sport in Spanish.

100- Name two sports that use *una pelota.*

Movimiento y ejercicio

10- Count to ten in Spanish.

50- What do *bailar* and *correr* mean?

100-Point to three body parts and say them in Spanish.

Actividades al aire libre

10- Name one thing you might see outside (in Spanish).

50- ¿Cómo se dice “my bike” en español?

100- ¿Te gusta nadar? (encourage the student to respond in a full sentence.)

**Adiós:** Thank the students for their participation in today’s class and congratulate them on finishing the class. Bravo for their hard work!

Review that *Hola* means hello and *Adiós* is goodbye. Sing the “*Adiós amigos*” song to the tune of “Frere Jacques” at 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 vocabulary from today and the previous lesson**. Or you could play Charades again to review all of the vocabulary.**

\*How to play **Alredador El Mundo:** For this game you will have the 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.