

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

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: El fútbol

<i>el fútbol</i>	soccer	<i>la pelota</i>	ball
<i>el partido</i>	game	<i>el campo (de fútbol)</i>	(soccer) field
<i>el equipo</i>	team	<i>jugar a</i>	to play (sport)
<i>bloquear</i>	to block	<i>patear</i>	to kick

Key phrases to repeat during class and encourage Spanish responses:

<i>Voy a...</i>	I am going to...	<i>¿Dónde está...?</i>	Where is...?
<i>¡Alto!</i>	Stop!	<i>¡Dame cinco!</i>	Give me five!

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

Specifics for today's class: Clear an open space in the room and lay down a green blanket or use removable white tape as an outline representing *el campo*. (If your room is small and doesn't have an open space, contact your area manager to see if the gym or outdoor space could be reserved for this class.) Bring in a soccer ball or similar ball to use for the activities and have it hidden nearby for the interactive puppet lesson. Have the picture flashcards from today and previous classes printed. Bring in other soccer-related props to make this adventure come to life, such as a whistle, a referee shirt, or a small net.

Introduction: Greet the students as they enter the class by saying, "Hola, _____ [student name]. *Vamos a jugar al fútbol hoy con Dani y Beto. We are going to play soccer today with Dani and Beto.*" Encourage the students to sit in a half-circle facing you (away from *el campo*). During attendance, divide the class into *dos equipos: Equipo Dani y Equipo Beto*. For mixed age classes, be sure to divide the students evenly between the teams based on age. You can choose an older student to be *el capitán* for each team to help as the leader for activities. Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter.

Interactive vocabulary lesson!

Pick up your puppets and begin the skit below.

Dani: (pointing to the open space) *Esto es el campo de fútbol.* This is the soccer field.

Teacher: Direct *los equipos* to follow you over to *el campo*. Hold up a picture flashcard of a soccer field and explain to the students that "*el campo*" means field in Spanish. Encourage the students to repeat "*el campo*" once they are on the field.



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Beto: (searching around curiously) *¿Dónde está la pelota?* Where is the ball? (Encourage the students to search near *el campo* for *la pelota*. When it is found hold it up and encourage the class to repeat "*la pelota*" after you. For further practice pass the ball around, encouraging each student to repeat "*la pelota*.")

Teacher: Hold up the soccer ball and say "*pelota de fútbol*" and see if the students can guess what "*el fútbol*" means in English. Explain that "*el fútbol americano*" means football in the United States and that "*el fútbol*" means soccer in Spanish-speaking countries (of course, "football" also means soccer in the United Kingdom). Encourage the students to repeat "*el fútbol*" after you.

Dani: *Ahora estamos listos para jugar al fútbol.* Now we are ready to play *el fútbol*.

Beto: *Quiero jugar un partido.* I want to play a game. (Teach the students that "*el partido*" means game and encourage them to repeat after you.)

Teacher: *Necesito los dos equipos.* I need the two teams. *Formen dos líneas por favor.* Please form two lines. (Direct the students to form two separate lines standing facing each other. Teach the students that "*el equipo*" means "team" and encourage them to repeat after you.)

Actividad: El partido- Before starting the game, hold up picture flashcards and objects with the students repeating the vocabulary words after you for practice. One player on the same end of the line from each team will compete first in the game. Set *la pelota* in the center of *el campo* and explain that when you call out a vocabulary word from today's class in Spanish, the designated players from each team will race to the center to grab *la pelota* and give the English translation of the word you called out. The player who gets the ball the fastest with the correct answer scores a point for his or her team. As you continue playing the game, make this more challenging by calling the English word and having the students give you the Spanish translation. You can also incorporate vocabulary from previous classes as review. As the answers are given, encourage the whole class to repeat as you hold up the picture flashcard. Continue playing until each student has had a turn or the five to seven minutes is up.

***Optional variation for older students:** Assign a student from each team a vocabulary word in Spanish. To help them remember their word you can hand them a notecard with the word. Each team should have the same set of vocabulary words, so there is one player from each team with the same word. If you need additional vocabulary, you can add in review words from past lessons. When you call a word in English, the students with the matching Spanish card will race to the center to grab *la pelota*. The student with the correct match who gets the ball first scores a point for his or her team.

Interactive conversation lesson: For this lesson, have the students sit down in lines with their teams (still facing the other team). Call on volunteers to come up and demonstrate each phrase below using the puppets and gestures/actions as you say the Spanish sentences. See if the students can guess what is being acted out and what each phrase means. Give the English translations and teach the new Spanish vocabulary while reviewing the past vocabulary and conversation elements.

Beto: *Voy a correr mucho en el partido de fútbol.* (Act out running)

Dani: *Voy a patear la pelota.* (Act out kicking; teach the students that this means to kick the ball and encourage repetition.)

Beto: *Voy a bloquear en el partido.* (Act out blocking; teach the students that this means to block and encourage repetition.)

Beto: *Voy a jugar al fútbol.* (Teach the students that *jugar* means to play and review that *fútbol* means soccer. For the older students you can review the full phrase of "*jugar al fútbol*" explaining that after the verb *jugar* you add an "a" before the sport. Since sports are



masculine they use the "e/" and it becomes "a/." You may choose to explain that "jugar" means to play a sport and that "tocar" also means to play; however, it means to play instruments.)

Conversation practice: To practice the conversation, have one student start with the ball and roll it to a student from the other team while saying an action in English using the phrases above. Have these listed on the board for the kids to use as a visual reference for this activity. Reinforce and review "Voy a" with examples before starting. The student who receives the ball will give the Spanish translation. For example, if the student rolls the ball and says, "I am going to run," the student who receives the ball should respond with, "Voy a correr." This student then gets to say another phrase and roll the ball to another player. Help the students along as needed and give praise and encouragement for their efforts. Continue playing until each student has had a turn in the activity.

Actividad: Beto Dice- Play an interactive game of *Beto Dice* like the Simon Says game. In this game, Beto gives directions for the students as if they were playing *el partido de fútbol*, using the phrases above and target vocabulary. The students will be listening for the words *Beto dice*. If you don't say "Beto dice" and a student moves, that student is out. For example, "Beto dice... patear la pelota" or "Beto dice... bloquear la pelota," while having the students act out each of the commands. **Note:** It is important that you have the commands pre-chosen and that you teach and practice the motions prior to playing. Review the vocabulary first using the flashcards and then add the movements. For example: for *patear la pelota* the students can kick. For *bloquear la pelota*, they can move from side to side. Also be sure to incorporate review actions like *correr, montar en bici, patinar en línea, leer, hacer ejercicios, y pasear*. Play the game for 5-7 minutes or until there is only one remaining player.

Cantamos: Stand and sing the song below to the tune of "Farmer in the Dell" with the students. Encourage them to repeat each line after you and use gestures like kicking and running in place.

Voy a jugar (Sing to the tune of "Farmer in the Dell")
Hoy voy a jugar, hoy voy a jugar
fútbol, sí, fútbol
¡Voy a jugar!

Merienda & notas culturales: As a transition, use your attention getter to regroup the students and encourage them to sit in a circle for snack time.

Ask the students to tell you who their favorite team (*equipo*) from any sport is and why. Explain that *fútbol es muy importante* in the Spanish-speaking world and is considered the most popular sport in the world. 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.

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 *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. As a bonus question, ask the group if they know when the next World Cup is and where it will be played. Be sure and do your research so you know the answer! 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>

Another popular chant for soccer games is "Olé, Olé, Olé." Play this Youtube video with highlights from the 2010 World Cup and the song "La copa de la vida" by Ricky Martin.

http://www.youtube.com/watch?v=o8_vxD_Yk2M

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing the students the theme song from Day 1 for the class: "*Voy a*" to the tune of "My Bonnie." Be sure to act out the song with the actions described for each line, and encourage the students to mimic these actions. After singing, review the meaning of the lyrics with the students, especially noting "*Voy a jugar.*"

Juego: ¡Tope! (For older students) For this activity you will use picture flashcards from today's class and previous classes (one for each student). Briefly review each vocabulary word as you hand it to each student in the circle. The students should place their picture in front of them on the ground. Select one student to go in the center of the circle to be "It" by tagging him or her first with *la pelota*. Give *la pelota* to the person who is "It." Say a vocabulary word to start the game off. (It is fun for the students if you play too!) The goal: for the person in the center of the circle to gently tag the person that has the picture of the word just said. The game is similar to tag, but instead of running away, the person that's about to be tagged has to say another word. Remind the students that they will need to be very alert because of the fast-paced nature of the game. Example: If you say the word *fútbol* the person with that vocabulary card has to quickly think of another word before being tagged by "It." Example: He or she can say, "*el campo*," and then the person with *el campo* flashcard must think of a new vocabulary word.

A few rules to remember and review with the students:

1. No "tag backs." (This allows more students to be engaged in a more meaningful way.) If they accidentally tag a person back, they automatically go in the center.
2. **Before beginning**, show them how hard you will allow them to tag each other. Please tell the students no head- or below-the-waist tagging.



3. Advise the students that if they run away to buy time, they are automatically in the center.
4. As always with any active game such as this, be sure to review the Student Responsibilities beforehand to ensure success.

Variation for younger students or mixed-age classes: Have the kids stand in the circle with the picture flashcards. One student will start the game by standing in the center of the circle with the ball. When you call out a vocabulary word in Spanish, the child in the center will find the matching picture flashcard and pass *la pelota* to the student with that card. This student will switch places and move to the center of the circle. Continue the game by calling another Spanish vocabulary word. As each answer is given, encourage the entire class to repeat the word in Spanish.

Juego: Fútbol Race- If there is time, you can review the vocabulary from today's class by playing this fun game. Divide the students into their teams from above and have each team sit in a large circle. Put a soccer ball in the center of each circle. Explain that two people (one from each team) are going to come to the center of their team's circle and put their hands behind their back. When you ask a question related to the vocabulary from today, both players must race to pick up the soccer ball first if they know the answer. If the fastest player answers correctly, he or she scores a point for his or her team. If not, the game resumes with the same question and the other team has an opportunity to steal the point. If time permits, keep playing until every student has had an opportunity to be in the circle. *(Hint: Be sure to call students of the same age and level into the circle to make the game as fair as possible.)*

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

Beto: *Quiero jugar más deportes en España.* I want to play more sports in Spain.

Dani: *¡Yo también! Me too!*

Dani & Beto: *Adiós clase. Nos vemos la próxima clase para jugar más deportes en España.* We'll see you at the next class to play more sports 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. Hand the parents the weekly newsletter and optional homework for class. Be sure to share any positive information about what they are learning and how they are doing. Make sure all students get picked up by their parents or guardians and safely leave your classroom.