**Summer Vamos por la Galaxia Lesson Plan Outline Day 4**

**Materials:**

* Printed attendance List printed with Emergency Numbers (on clipboard if possible)
* Students Responsibility and Voice Levels Poster, Star Chart, & printed astronaut Spanish student certificates. \*Give stickers and certificates to students at the end of class.
* Name stickers or name tents (galaxy theme templates provided)
* Flashcards separated for today’s lesson, two sets.
* Printed handouts: Lotería cards, scenario examples
* Vocabulary Props if possible
* For Summer camps that allow outdoor activities: chalk, parachute, ball
* Cultural visuals from intranet printed or on tablet/laptop to show. (PowerPoint visual provided.)
* Objects needed for games: ball, pipe cleaners and optional beads, paper
* Other: snack if required, parachute, art supplies, ¡Explora y Habla! PowerPoint, Jeopardy PowerPoint

**Day 4 Target Vocabulary:**

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| --- | --- | --- | --- |
| *los científicos* | scientists | *el satélite* | satellite |
| *el asteroide* | asteroid | *el cielo* | sky |
| *el eclipse* | eclipse | *las rocas* | rocks |
| *el casco* | helmet | *El oxígeno* | oxygen |
| *Soy…* | I am… | *¿Hay…?* | Is there…? |

1. **Class Greeting & Introduction** 
   1. **Attendance Procedures**
   2. **Name tags & Seating Arrangement**
2. **Classroom Management Information**
   1. **Student Responsibility Poster, Voice Levels Poster & Star chart**
   2. **Give stickers and certificates to students at the end of class.**
   3. **Attention Getter~ Try a fun one related to the theme! “To infinity~ and beyond!” or *“¿Astronautas listos? ¡Despega!***

1. **Summer Camp Tips for Success:**
   1. **Safety is a priority!** For any activity be sure to give reminders of safety and be cautious to avoid any issues. For example- if using scissors, making sure they are blunt scissors or helping students with the cutting. For racing or movement games- do your best to avoid students running into each other or any injuries. If it is a very hot day- limit your time outside and encourage the students to drink lots of *agua.*
   2. Use the **bilingual approach** through all directions and lessons for the students to hear as much Spanish as possible and be challenged to think and respond in the target language. Specifically reinforce the vocabulary and conversation elements throughout the sessions to ensure learning occurs with the fun activities.
   3. Use **clear directions** and give helpful reminders of your expectations throughout the sessions to ensure a positive and productive learning environment.
2. **The final class:**This class celebrates the culmination of all the vocabulary and conversational elements the students have learned. This class should be exciting and reaffirm the students’ learning. The songs, games, and vocabulary words are primarily reviewed from previous classes in addition to introducing and reinforcing Day 4 vocabulary. This lesson plan is extensive, and you will not be able to finish everything. Pick and choose the songs, games, and activities that you prefer in advance so that you can gather all materials. We encourage the activities and **conversation practices** that will help the students reinforce the lessons they’ve learned from the classes. Use puppets and props when applicable to make the class activities come alive.
3. **Greetings & Introductions**
   * 1. **Conversation practice**- Write the conversation questions *“¿Comó te llamas?”* and “*¿Cómo estás?”* on the board and review their meaning with example answers, then ask the students to turn to a partner and ask/answer the questions.\*To make this fun and exciting you can pass a maraca, ball, or puppets.
     2. **Greetings Song-** [¡Hola, mis amigos!/ ¿Bien o mal o mas o menos? on Vimeo](about:blank)
4. **Introduce new vocabulary with flashcards and and if possible, props and the class PowerPoint, which is provided on the teacher portal, for visuals to pique their interest in the themed adventure for the class!**
   * 1. Act/Mimic gestures for the vocabulary to physically connect and practice the vocabulary with repetition. For example, have the students pretend to put on their *casco* or a mask for *oxígeno*.
     2. Here is a puppet skit if you’d like to use Dani and Beto for the adventure:

**Beto:** *Dani, ¿Qué vamos a hacer hoy?* (What are we going to do today?)

**Dani:** *Hmm… ¡Quiero explorar el cielo!* (I want to explore the sky!)

**Beto:** *¡Sí! ¡Me encanta el cielo!* (I love the sky!)  
(*Teacher pauses and practices the word “el cielo” with students*)

**Teacher (to class):** *Clase, ¿qué hay en el cielo?* (What’s in the sky?) (As students answer, teacher responds in Spanish: “Sí, una estrella – *la estrella*, un satélite – *el satélite*, una roca – *la roca*,” etc.)

**Dani:** *¡Quiero ver un eclipse!* (I want to see an eclipse!)

**Beto:** *¡Yo también! ¿Hay un eclipse hoy?* (Me too! Is there an eclipse today?)

**Teacher (to class):** *Clase, ¿hay un eclipse?* (Students respond: “¡Sí!” or “¡No!”)

**Dani:** *Y necesito un casco para explorar.* (I need a helmet to explore.) (*Teacher shows or mimes “el casco” and asks students: “¿Qué es?”)*  
**Class answers:** *“¡El casco!”*  
**Teacher:** *“¡Muy bien!”*

**Beto*:*** *¡Ahora estamos listos! ¡Vamos al cielo!* (Now we’re ready! Let’s go to the sky!)

**All Together (Teacher & Class):** *¡3… 2… 1… despegar!* (Blast off!) (*Everyone mimes launching into the sky*)

**Teacher: Continue** this pattern for the remaining vocabulary words on the list. Tip: Have fun with the lesson by having the students create gestures for the words to physically connect. For example: using their thumbs and facial expressions for *bien, mal,* and *más o menos*.

**Reinforcement: Echo repeat:** Before beginning the games, check for student understanding by providing repetition practice. Integrate past class lessons and flashcards as well for review. Hold up each flashcard and say the word or phrase with energy and gestures. Students should echo it back in the same way. Repeat each word 2–3 times using different tones or voices—such as a robot voice, whisper, silly voice, or loud voice—to keep it fun and engaging.

**¡Cantamos!** Teach students the theme song for the class – ***“Vamos al espacio.”*** to help the students learn the song, try singing a line first and then having the students repeat after you. Once they have a handle on the lyrics, sing the whole song together. At that point, you can make the song livelier by standing and using gestures. For example, have everyone shooting an arm up to signal being a rocket or putting on their helmet. Don’t forget to give instructions in both Spanish and English. This can also be used during a transition from activity to activity. After teaching the song, emphasize what the lyrics mean.

**“Si te gusta el espacio / If You Love Outer Space”***(Tune: If You're Happy and You Know It)*

*Si eres astronauta, salta ya (¡salta alto!)* If you are an astronaut, jump up high (jump!)  
 *Si eres astronauta, en la Luna das piruetas,* If you're an astronaut, you flip on the Moon with glee,  
 *¡Salta, salta, sí, sí, sí!* Jump and float so happily

1. ***Juego: Sigue el astronauta:*** Choose one child to be the “*astronauta*” and have all the other children to line up behind them. The children must copy the movements of the *astronauta*, and if they don’t do the movements correctly, they have to answer a vocab question. For younger children or as a demonstration, start the game yourself as the *astronauta* and keep the actions simple. For example, walk slowly as you “float” around or shoot an arm forward and speed up a little to “*despegar*”. Encourage them to add some silly movements as well and have the class repeat after each word.
2. ***Juego: Corre si hay*:** Place all students in a line at the opposite side of the room where the teacher will be standing. The teacher will be showing flashcards one by one and asking. *“¿Hay un satélite?”* If the flashcard shows the image for the word called out, the students take one step forward or take a leap forward as they “blast off”. If it is not the correct picture, they stay still.
3. ***¡Explora y Habla!:*** Have students stand up and move around the room to find a partner. Using the **conversation guide** or visual on the board, they take turns asking and answering questions in Spanish (e.g., *“¿Cómo te llamas?” “Soy…” “¿Hay…?” “Me gusta…”).* After 1–2 minutes, the teacher says *“¡Cambia!”* and students scramble to find a new partner and repeat the conversation. Continue for several rounds to give students repeated speaking practice with different classmates.
4. ***Juego: Asteroide contra Cometa*:** Separate the group into two teams. Explain that they are either *asteroids* or *cometas* that are racing to get to the correct vocabulary flashcard after it is called out. Spread out the flashcards on a table or on the floor after doing a quick review. Once students are ready, start calling out the words in Spanish. Students should only choose one card when they approach the cards, not keep switching between them. First student picks the correct flashcard and gets a point for their team. Continue until everyone has had a chance to review at least once. Have the whole class repeat the words as you show the correct flashcard.
5. **Juego: Eclipse Freeze:** Have a playlist of Spanish school appropriate music ready and have the students start to move around and dance while it plays. As soon as the music stops, the first person to be seen move has to answer a vocabulary question. If no one moves for a round or two, randomly call on a student. Try to have each student answer at least one question. The music intervals can vary.
6. **Outside Games & Activities:** If you are able to take the students outside to play some fun games that can make the summer camp exciting! Be sure to check with your area manager to verify the ability to take students outside and the best location for outdoor activities.
   1. ***Sin Sillas:*** Create a circle with your flashcards or some X’s on the ground with chalk to mark the spaces students will be moving around. Played like musical chairs, students are to walk around the markings or cards until the music being played stops. When the music stops, students need to stand on the marker closest to them or next to the closest flashcard. You can either have one less than the number of students and this will determine who needs to answer a vocabulary question or you can call out one of the words and the student standing at that flashcard needs to hold it up. Have the whole class repeat after each word given.
   2. ***Tiza*~ Chalk!** Have the students draw something using the shapes they learned with chalk on sidewalks or playground areas. Remind them of the activity they did inside the classroom for reference. Note: Check with your area manager to ensure we have the ability to use chalk and where it will be best to use it.
      1. **Hopscotch-** Draw a hopscotch pattern in the shape of a rocket and encourage the students to play practicing numbers in Spanish.
      2. **Find your spot:** Have the students help you draw the shapes they learned all over the area you are using, you can assign them a shape (keep it contained). After a couple of minutes, start calling out the shapes in Spanish. Students must then move quickly to the shape called out. Make if more interesting by asking them to hop, skip, pretend they are flying in space, etc. as they move from shape to shape. You can also do this with shapes in specific colors, general circles of different colors or drawings of vocab words.
   3. **Red Rover:** Divide the class into two teams. Each team stands in a straight line, holding hands or linking arms. The two teams face each other, with about 15-20 feet of space between them. One team starts and calls out together, “*Marciano, marciano*, send [student name] right over!” The named student runs from their team and tries to break through the hands of two players on the opposite team. If they break through, they answer a vocabulary question and take one of the players they broke through back to their team. If they did not break through, they answer a vocabulary question and join the other team in line. Keep playing and have the whole class review the words as the game continues. Ask the students to be careful and not push or pull too hard so there are no injuries. They should also not let go suddenly and let a student run through with no buffer. Encourage everyone to cheer for each participant regardless of if they break through or not!
   4. **Parachute game-** If you have a parachute, you can play a fun counting ball game with the parachute and a ball. **Counting Ball:** Set a goal with the class of how high they want to count in Spanish. Place the ball in the middle of the parachute and the students should shake the parachute and start counting in Spanish. If “*veinte*” is their goal, they will continue to shake the ball while counting. If it falls off while counting, they will have to start all over again.

**Parachute specific rules to address before playing!**

* + 1. Don’t go under the parachute without being asked.
    2. Don’t go on top of the parachute without being asked.
    3. Don’t shake the parachute too hard or without being asked.
    4. Let go when I say it’s time to do so.
  1. If a student is not following directions, for safety reasons, you can ask them to observe and then re-join the game when he/she knows he/she is ready to play it safe.

1. ***Notas Culturales & La Merienda* (Snack if applicable)** 
   1. **Culture Lesson**: Gather all the students on the floor and initiate a discussion about culture with the galaxy theme in Spanish. Ask the students what they think astronauts can see when they look at *la Tierra* from *el espacio*.
   2. Show an image or quick video of the Nazca Lines (big geoglyphs in the desert of Peru).
   3. Explain that these are gigantic drawings that are only visible from air or space!
   4. What are they?: They are huge pictures, called geoglyphs, made by ancient people around 2,000 years ago. Some of the figures are animals, like a monkey, a spider, and a hummingbird.
   5. Why did they make them?: There are many theories. Some say they were made for religious ceremonies. Others think they were signals to the gods or related to astronomy.
   6. Ask the class: "What do you think these lines mean? Why do you think someone made them?"
   7. Fun Fact: There are over 800 geoglyphs in the desert, but many are still a mystery! Can you imagine making something so big that it could only be seen from space?
   8. Be sure to hold up the pictures that go along with this activity, which are found on the intranet. You can also play the following videos while you set up the next activity: <https://www.youtube.com/watch?v=E6OtLfszaVI> or
2. ***Juego:******Pasa el asteroid*:** Start by having your class sit in a circle and put on some fun music. Hand out a ball or object to be the ‘*asteroide*.’ When you stop the music whoever is holding the ball needs to answer a question or give the Spanish for a picture flashcard you hold up. For example: ¿Qué significa “*científicos” en inglés*? What does *científicos* mean in English? Incorporate the use of builder phrases by having them practice using, *“Soy”, “Hay”, “Me gusta”*, and *“Yo veo”* when giving their answers. For example, “¿*Qué vez en esta foto*? What do you see in this photo? Be sure to use *‘Yo veo (I see) before saying the vocabulary word’*.” Or, *“¿Qué es esto y te gusta o no te gusta?* What do you see here and do you like it or not, please use ‘*me gusta or no me gusta’* before the vocabulary word.” Keep playing until everyone has had a turn or until 5-7 minutes have passed.
3. ***Lotería:*** Have the bingo cards printed and ready to pass out. You can use pieces of paper, stamps, beans, or any writing utensils (if you are only playing once) to use as the spot markers. Explain to the students that you will be calling out the vocabulary one by one and showing them the picture, they then have to collectively repeat the word and place their marker on that word/picture. They can get a bingo by completing a row up and down, across, or diagonally. We will not be doing corners, but you can do full card if that is preferred. Encourage them to call out, “¡*Loteria*!” when they get a bingo. Teachers can have a little candy or extra stickers as prizes. Be sure that all kids get something at the end to keep things fair. You can continue even after one student gets a bingo to get more winners.
4. ***Juego: Mission Retrieval:*** While the students are not looking, hide the set of flashcards with the word around the classroom. Do not make it too difficult or place them in a hard to reach place. Each student then randomly gets a flashcard from the other set that doesn’t have the word. Once the teacher starts the hunt, they must find their matching flashcard. Once they have found their card, they can return to the carpet and take a seat. If a friend wants some help in finding their flashcard, they may get back up quietly. As they are looking for the cards, they cannot announce what card they found if it does not match, this way each student has an opportunity to look on their own. After everyone has found their word, they can share it out loud at the carpet and the class can repeat afterwards.
5. **Scenario Cards:** This is an exciting way for the students to practice their new vocabulary in a **conversation** setting. Have these conversation skits printed for the students to act out in small groups or pairs. Who is a *marciono*? Who is an *astronauta*? What are they doing in *el espacio*? Help them create some lines by giving them some examples of how to use the vocabulary in builder phrases (examples on the portal). Students can work together to create their scenario and act it out in front of their classmates. Encourage them to have fun with this and get into “character” as much as possible!
6. **Song video:** Show the following Song video & encourage the students to sing, dance, and mimic the gestures with you. \*Be sure to have this video with closed captions in English so they can easily follow along with the lyrics or have them in Spanish if they are English videos. Skip any ads as quickly as possible. Options: <https://www.youtube.com/watch?v=shCA00t_ge8> or <https://www.youtube.com/watch?v=wknP6SQKJrg> or <https://www.youtube.com/watch?v=b4JozGG_9DE>
7. ***Juego*: Four Corners:** Place numbered note cards in each corner of the room. One student stands in the middle with eyes closed while others quietly choose a corner. Count down from 10 in Spanish (you can play music during movement) to signal stop. The middle student, still with eyes closed, calls out a corner number by saying, *“Soy el número \_\_”*. Students in that corner work together to answer a vocabulary question. If they're wrong or can’t remember, the rest of the class can help. Have the whole class repeat the correct answer after it is given. Rotate the middle student each round, picking names out of a hat keeps it random and fair. All students stay in the game regardless of the corner called.
8. ***Actividad de repasar:* Activity Stations~** Below are station activities that you can have set up in the classroom space. Divide the class into smaller groups that can rotate between each station for the activities. Set a timer on your phone to help remind the students of the timeline. Walk around and help students as needed. During the activities, play Spanish music while they work and encourage as much Spanish as possible. For example- saying the colors in Spanish as they work!

Tip: This works best if the stations are set up ahead of time for in-class play. Out of the station options listed below, **choose two** that you feel best equipped to set up and manage in class. The students should be organized into three groups that will rotate around to the other stations in a set order, allowing 5-7 minutes for each activity. **Before beginning, be sure to clearly explain each of the stations and review the student responsibilities, as well as the rewards and consequences system.**

* **Pipe cleaner constellation:** Provide different colored pipe cleaners and have either some that are shorter in size or some star beads. The longer pieces will be the mainpart of the constellation. The smaller pieces can be wrapped around to be the stars or the pipe cleaner can just be put through the beads. Help students bend and wrap their constellations together into any shape they want.

Example image:  **A group of beads with stars and constellations

AI-generated content may be incorrect.**

* ***Memoria:*** Have the picture flashcards face down on the table. The students will take turns flipping two over to see if they can make matches. Once they find a matching pair, they must state the word using, “*Yo veo*...”, they then keep those cards. The student with the most matching cards at the end of the game wins. If there is still time, they can start over and play again.
* ***Mi libro de palabras:*** Cut pieces of paper into four smaller squares (cutting vertically and horizontally). Do this for multiple sheets of paper to create a pile of smaller sheets. Provide students with 4-5 each of the papers. Students will then draw one vocabulary word on the front and back of the sheets, writing the word at the bottom (help younger students complete this task). Then help staple their pages into a mini book. Students can also have a cover page labeled “*Mi Libro Espacial*” if they wish. Encourage them to add color to their drawings! Have them practice saying, *“En mi libro hay...”* as they present their drawings to you.
* ***Comecoco:*** Give each student the comecoco template (they can also create their own if they wish). Encourage them to add color, reviewing the words as they go through the different images. Show your class how to fold the comecoco. Use the link provided if you are unfamiliar. (If the links are broken for some reason, search, “How to make a cootie catcher,” or “How to make a comecoco,” on YouTube). Give the class time to fold and then play the game with their classmates in Spanish, teach them how to play if needed

<https://www.youtube.com/watch?v=ZvC-LJ0zSUo> (in Spanish) <https://www.youtube.com/watch?v=DHT3N-pXVTY> (in English)

1. **Regroup the students after the stations using your attention getter and thanking them for their great work. Have the students help you clean up the coloring supplies and stations. You can play this song as they clean up and to watch while they wait for their classmates:** <https://www.youtube.com/watch?v=qDUfm2_beKE> **. Review the vocabulary lessons from class again today by having them repeat after you and mimic the gestures.**
2. **Jeopardy**: To play Jeopardy, divide the class into small teams. Display the Jeopardy game board (projected PowerPoint or on a poster) with categories and point values. Teams take turns choosing a category and point value (e.g., *“Día 1”).* Read the question, and the team has a set time (e.g., 30 seconds) to answer in Spanish. If correct, they earn the points; give them a hint to try again. Keep track of points and continue until all questions are used or time is up. The team with the most points wins!
3. **Closing & Goodbye song**
   1. **Host a mini ceremony – hand out the final student certificates in a small ceremony-style celebration. Remind the students to take home their projects from class to show to their parents.**
   2. **Encourage the students to practice at home with the Parent Portal from Futura’s website with newsletters, optional homework, and more!**
   3. **Adiós song (Sample Adios song -** [¡Es la hora de decir adios! on Vimeo](about:blank))
   4. **Orderly Dismissal (line up at door before dismissing class)**