

Summer Vamos a Ganar Lesson Plan Outline Day 2

Materials:

- Printed attendance List printed with Emergency Numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & printed Spanish student certificates
- Name stickers or name tents (sports theme templates provided)
- Flashcards separated for today's lesson, two sets. Flashcards from Day 1 for review.
- Printed handouts: Pesca cards, color by number (station options)
- For Summer camps that allow outdoor activities: chalk, ball, obstacle course supplies- cones, rings, bean bags" (if provided)
- Cultural visuals from intranet printed or on tablet/laptop to show. (PowerPoint visual provided)
- Objects needed for games: Scavenger Hunt lists, music, Lotería cards, popsicle sticks, glue, construction paper or coloring material (station crafts), scissors

Day 2 Target Vocabulary: Los Juegos Olímpicos

<i>¡No te rindas!</i>	Don't give up!	<i>¡Inténtalo otra vez!</i>	Try again!
<i>¡Buen trabajo!</i>	Good job!	<i>Voy a..</i>	I am going to...
<i>el estadio</i>	stadium	<i>Los Juegos Olímpicos</i>	The Olympic Games
<i>ganar</i>	to win	<i>el partido/juego</i>	game/match
<i>la medalla</i>	medal	<i>perder</i>	to lose
<i>el equipo</i>	team	<i>el trofeo</i>	trophy
<i>el atletismo</i>	track & field	<i>la natación</i>	swimming
<i>la gimnasia</i>	gymnastics	<i>el tenis</i>	tennis
<i>el atleta/la atleta</i>	athlete	<i>el jugador/ la jugadora</i>	player

Preparing for class: Read this lesson plan carefully to understand the class flow and how to play the games. Recorded examples of games and songs are available on Futura's Vimeo account for review, and vocabulary visuals can be found on the Staff Portal. Learn each song you will be using, so you can sing and teach it with confidence. Watch the video example to practice the tune. There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your class.

Please review and prepare the materials list above and refer to the training materials provided. Prepare nametags for all students using label stickers or pull out the paper name tents they created in the first class.

How to prepare music for activities: Play appropriate Spanish music from your phone or device in class for activities such as musical chairs, hot potato or any sit-down activity. If you do not have music to play or do not have signal in the classroom, sing the class theme song and encourage students to sing along with you! (Futura's YouTube channel: <https://www.youtube.com/@FuturaLanguageProfessionals>)

1. Summer Camp Tips for Success:

- a. **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. Attendance and Classroom Management introduction

Take attendance and hand out name tags. Ask students to be seated in an organized seating arrangement – like a circle on the floor space or at the tables/desks near you. Follow the attendance procedures by asking students to respond, “*presente*”, when their name is called. During this attendance procedure, students should be quietly waiting for class to start.

Classroom Management Review

- a. Review the classroom management rules with the students. **Note:** Please refer to Day 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review. Ask questions such as:
 - a. What was one of our Student Responsibilities?
 - b. What is the Star Chart?
 - c. How do we earn stickers on our certificates?
 - d. What do you do if I do this attention getter (demonstrate)?
 - e. If I say we should be at level 2 in voices, what does that mean?

3. Greetings song: *Cantamos*: Invite students to stand with “*¡Levántense!*” and reintroduce the *Hola, mis amigos* song, and review the meaning of the lyrics. Ask students if they remember the gestures that go along with the words! Model each line and have students echo you and use gestures before singing it all together.

¡Hola, mis amigos!/Bien o mal o más o menos

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?

Vocabulary: Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

4. Conversation Practice: Review sports vocabulary while using *Me gusta* and *No me gusta*.

Teacher says, “*Clase, repitan: ¿Qué deportes te gustan?*” Students repeat.

Hold up sports flashcards and model: “*el fútbol,*” “*el baloncesto,*” “*el béisbol.*”

Students repeat each word 2–3 times with gestures.

Teacher models: “*Cuando juegas ___. ¿te gusta o no te gusta?*”

Show thumbs up and thumbs down while going through the *deportes*. Teach students to respond with: “*Me gusta*” and “*No me gusta.*”

Review Week 1 vocabulary using the same structure. Hold up flashcards and ask:

- “*Los deportes... ¿te gusta o no te gusta?*”
- “*El fútbol americano...?*”
- “*El golf...?*” (ect.)

Encourage students to answer in complete sentences when ready: “*Sí, me gusta.*” or “*No me gusta.*”

Introduce the builder phrase “*voy a*” by modeling simple sentences with motions:

Teacher: “*Voy a...*” *significa* “I am going to.” “*Vamos a practicar a decir qué vamos a jugar los deportes*” (Let’s practice saying that we are going to play the sports.)

- “*Voy a jugar al fútbol.*”
- “*Voy a bailar.*” (ect.)

5. Vocabulary Lesson: Pull out the vocabulary flashcards needed for this lesson from both sets.

Teacher: Use gestures and say, “*Parese en un círculo, por favor.*” (Please stand in a circle.) Use gestures and props for added comprehension as you go through the vocabulary.

Teacher says: “*Clase, hoy vamos a aprender sobre los Juegos Olímpicos y los deportes.*” (Class, today we are going to learn about the Olympic Games and sports.)

“*Repitan: los Juegos Olímpicos.*” (Show flashcard) → Class repeats.

“*Repitan: el estadio.*” (Show flashcard) → Class repeats.

Continue with the remaining vocabulary from page 1 using flashcards and gestures when possible:

- “*Repitan: el partido / el juego.*”
- “*Repitan: ganar.*”
- “*Repitan: perder.*” (etc.)

Guided conversation practice:

- “*Cuando alguien gana... ¿qué le puedes decir?*” (When someone wins, what can you tell them?) Get answers from students. “*Muy bien, les puedes decir, ¡Buen trabajo!*” (Very good, you can tell them ‘Good job!’)
- “*Y cuando alguien pierde... ¿qué le puedes decir?*” (When someone loses, what can you tell them?) Get answers from students. “*¡Sí, podemos decirle cosas como, ¡Inténtalo otra vez!*” o “*¡No te rindas!*” (Very good, you can tell them things like, ‘Try again’ or ‘Don’t give up!’)

End with: “*Muy bien, clase. ¡Practiquemos con un juego!*” (Great job, class. Let’s practice with a game!)

6. Juego: Simón dice (Simon Says): Assign gestures or movement actions to each vocabulary word. For example, kicking for “*fútbol*,” dribble for “*baloncesto*,” or dance in place for “*bailar*”. The teacher, or a chosen student, is “*Simón*” and gives commands to the other players, who must only follow instructions preceded by the phrase “*Simón dice*”. Players who incorrectly follow a command must answer a vocabulary question before the game continues. Students can switch being *Simón* or the teacher can remain in that position.

7. Juego: Tarjetas Revueltas (Find your partner): Give each student a flashcard from the vocabulary, include last week’s cards for continued practice. Explain that when the phrase “*¡Corre!*” is called out, students need to hurry and find their matching pair. Once everyone has found their matching pair, they need to work together to say the word on their flashcards. Help students as needed to move the game along and have the whole class repeat after each pair. Mix up the pairs a few times so students have the opportunity to practice different words. After the first round, ask students to present themselves by first having the class ask them, “*¿Cómo te llamas?*” all together. They should then state their name and present their word by starting with *Me gusta*.

8. Juego: 4 Corners: Turn the classroom into *el estadio* and label each of the four corners with a different sports or activity flashcard from the Games. Explain that students are *atletas* competing in different events around the stadium. Choose one student to be “*It*” (announcer/referee) and have them close their eyes in the center of *el estadio* while they count aloud in Spanish. As they count, the other students quietly move like athletes to one of the four sports corners; you can also play music while they move. When counting is done, the student who is “*It*” uses the builder phrase “*voy a*” to guess where the *atletas* went by saying a phrase such as “*Voy a jugar al fútbol*” or “*Voy a bailar.*” Everyone in that corner is out and becomes part of the cheering crowd. Repeat until one *atleta* remains, who becomes the new “*It*.” Switch out the four sports each round to keep the Games exciting and reinforce more vocabulary. **Alternative:** Instead of being out, students in the chosen sports corner answer a quick vocabulary question together, then everyone stays in the game and a new announcer/referee is chosen. This keeps all students engaged while still practicing the sports theme. **Tip:** Encourage students to move like real *atletas* as they travel to each event (dribble, kick, row, dance, etc.) to make the stadium adventure more interactive and fun.

9. Juego: Yo veo (I spy): Spread the flashcards around the room where they are easily visible. Explain to students that you will say a vocabulary word in Spanish, and they will look around the classroom for the

correct flashcard. When they find it, they quietly move to the flashcard. Hold up the flashcards where the students are standing to check if it is correct. Have the whole class repeat the vocabulary word in Spanish, whether the answer is correct or not, before moving on to the next word. **Tip:** If you want students to stay seated, they can remain in their spots, raise their hands when they spot the flashcard, and point to it when called on. **Optional Variation:** Give two students a flyswatter and lay out the flashcards on the floor. When you say “Yo veo ___”, the students with the swatters race to tap the matching flashcard. After the correct item is identified, have the whole class repeat the word in Spanish. Continue calling out vocabulary words for each round. **Tip:** Encourage students by using the phrases, “No te rindas, Intentalo otra vez, y Buen Trabajo.”

10. Juego: Scavenger Hunt: Use your attention getter to have students sit down and close their eyes, saying in a suspenseful whisper, “*Siéntense y cierren los ojos.*”

- While students' eyes are closed, hide two sets of picture flashcards around the classroom in safe, easy-to-reach locations.
- Once all cards are hidden, tell students they can open their eyes.
- Divide the class into two teams.
- Assign one team captain to each team.
- Give each captain a list of the vocabulary cards their team must find in order (printed from the portal or teacher-made).
- Call out “¡Vamos a ganar!” to begin the activity.
- Have teams search around the classroom together for their flashcards.
- Walk around the room to guide teamwork and support students as they search.
- Encourage Spanish use by asking questions like, “¿Dónde está el golf?”

Once a team finds all of their flashcards, have them sit down together to show they are finished. After both teams finish, review the vocabulary cards they found in Spanish and encourage students to repeat the words aloud. Praise students for their teamwork and effort by having the class give “*aplausos.*”

11. Cantamos: Invite students to stand with “¡Levántense!” and teach them *Los Juegos Olímpicos* to the tune of “Old McDonald Had a Farm”. Model each line, then have students echo repeat. Give instructions in both Spanish and English. **Tip:** Watch the video on the Futura vimeo for a reminder on the beat.

Los Juegos Olímpicos

En los Juegos voy a jugar,

¡E-I-E-I-O!

Corro rápido sin parar, (run in place)

¡E-I-E-I-O!

Con un salto aquí, salto allá, (jump high)

Aquí salto, allá salto, (jump from side to side)

En los Juegos voy a ganar, (fist bump the air)

¡E-I-E-I-O!

Vocabulary: After teaching the song explain what the lyrics mean: “In the Games I’m going to play, E-I-E-I-O! I run fast without stopping, E-I-E-I-O! With a jump here, a jump there, Here a jump, there a jump, In the Games I’m going to win, E-I-E-I-O!” Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

12. 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. **Note:** If you have extra equipment from your manager that can be used, bring it out with you.

- a) **Juego: Papa Caliente:** Have the students stand in a circle at least arm’s length apart and explain that they will play a game of *Papa Caliente* to review the vocabulary. Use a ball as the “hot potato”

and start some music. While the music plays, students pass the object around the circle. When the music stops, the student holding the object must say a vocabulary word, answer a question, or complete a prompt in Spanish (teacher choice). After they respond, start the music again and continue playing. Repeat until everyone has had a turn or as long as time allows. End by praising the group for participating and using their Spanish. **Tip:** Remind students to pass the object with underhand tosses. **Alternative:** Instead of tossing the ball students can gently kick the ball to each other with the inside of their foot.

- b) **Juego: Sin Sillas (Musical chairs):** Draw circles that make a larger circle, so students have to jump from circle to circle, and place a flashcard next to each one. Play music or create a beat for students to walk around the flashcards. When the music stops, each student must quickly pick up the flashcard that is by the circle they landed on. To practice the vocabulary, students should say the word aloud in Spanish before placing it back down. **Alternatively,** call out one of the vocabulary words in Spanish and the student with that flashcard should hold it up and say, "¡Aqui!" Have the whole class repeat for continued practice before continuing into a new round. **Tip:** Encourage students by using the phrases, "No te rindas, Intentalo otra vez, y Buen Trabajo."
- c) **Juego: Rojo, Verde (Red light, Green light):** Have students line up on one side of the playground while you stand at the other. When you say "verde" (green light), they walk, hop, or skip toward you (depending on the distance you can set this expectation). When you say "rojo" (red light), they must stop and freeze. To practice vocabulary, hold up two different flashcards and call out one of them, students should point to the correct flashcard. If they get it correct, they can stay in the same spot, if they are wrong then they take a small step backwards. The first student to reach you wins. **Alternatively,** any student who moves has to answer a vocabulary question instead of moving back to the beginning.
- d) **Juego: ¡Atleta, atleta, ganar! (Duck, Duck, Goose):** Have students sit in a circle or inside the circles drawn for *Sin Sillas*. One student walks around tapping heads, saying "atleta" each time. When they say "¡ganar!", the tapped student must get up and chase them around the circle. The tagger has only three rounds around the circle to catch the first student. The first student tries to sit in the empty spot before being tagged. If they make it, the chaser answers a vocabulary question. If they get tagged, the first student answers a question. After each answer, the whole class repeats the word in Spanish. The tagger becomes the new tapper.

13. Notas Culturales: Walk students back to the classroom and have them sit on the floor to initiate a discussion about culture. Once seated, explain to the students in Spanish, followed by English: Did you know that Mexico City hosted the Olympics in 1968, becoming the first Latin American city to do so? Spain also hosted in Barcelona in 1992, with spectacular ceremonies and exciting competitions. Some countries are famous for certain sports. Cuba for example is famous for boxing, Colombia for cycling (their cyclists train in mountains to become super strong!), and Spain for sailing and basketball. **Which sport would you like to practice if you were in the Olympics?** Before the games, the Olympic torch travels through countries to bring excitement to everyone. Athletes train very hard to win medals, and we can cheer them on with phrases like "¡No te rindas!" (Don't give up!) and "¡Inténtalo otra vez!" (Try again!). **Have you ever won a medal, trophy, or award for something?**

Schools in these countries even have mini-Olympics for kids, so everyone can feel like a champion. In Mexico, children also play fun games with rhymes. One popular rhyme is: "De tin marín de do pingüé, cúcara mácara títere fue, yo no fui, fue Teté, pégale, pégale que ese merito fue." Children say this rhyme to choose who will go first in a game, just like "Eeny, meeny, miny, moe" in English. **Play this video as an example:** https://youtu.be/-OrMIQWZk50?si=rAJ_kwZeSvXo4Pf

Note: Share your experiences related to this theme as well as any current relevant events as you go through future lessons.

14. Juego: Lotería (Bingo): Reinforce and practice the lesson vocabulary with a fun class game of Bingo! Use the created bingo cards with vocabulary words. Start calling out the words in Spanish, showing the flashcard

after a few seconds to help students who are stuck. Instruct students to make a small mark in the corner of the squares with the matching vocabulary image. Continue until a student gets 4 in a row and yells out, “¡Lotería!” At this point, challenge the student to say the Spanish vocabulary words in that row. If the student can identify all the words correctly, they win a small prize such as a sticker. You can also review the words together as a class. Continue the round until about 5–6 students win. If time permits, have students choose a new color or symbol for the next round and play again by restarting the vocabulary list in a different order.

15. Juego: Hot seat: Have one student sit in front of the class. Their classmates can begin to give verbal clues to describe a vocabulary word or concept without saying the word itself. The student in the hot seat then tries to guess the word. Rotate turns so everyone has a chance to guess. **Tip:** Help students with the vocabulary to move the game along if needed. **Tip:** Encourage students by using the phrases, “No te rindas, Intentalo otra vez, y Buen Trabajo.”

16. Juego: Head Up, 7 Up: Have students sit at their desks or in a circle with heads down and thumbs up while 5-7 students are selected to be “it.” Assign each student who is “it” a Spanish sports vocabulary word (for example, *fútbol*, *tenis*, *béisbol*, or *baloncesto*) and give them the flashcard to show which they are. The students who are “it” quietly move around the room and each press one student’s thumb down before returning to the front. When all students are back in place, call “Heads up, seven up,” and the selected students stand to guess who pressed their thumb. Instead of using names, students must guess by saying the assigned vocabulary word (for example, “¿Fue fútbol?”). Whether they guess correctly or not, after all the guessing is done those who had their thumb pressed down are now “it”. Continue play, rotating vocabulary words each round so students repeatedly hear and use the target Spanish sports words. Encourage students to make sure each of their classmates gets a turn rather than always selecting the same people.

17. Actividad de repasar: Activity Stations~ Set up station activities around the classroom and divide students into small groups to rotate through each one. Use a timer to keep rotations on track, assist students as needed, and play Spanish music during activities. Encourage students to use as much Spanish as possible, such as saying colors in Spanish while they work.

Song example: https://youtu.be/S_2jDRRSDsl?si=WNljVyn3GUmj8FUD

One half of the class will work on the Light your Torch activity and the other half work on the Color by numbers and rotate after 10-15 minutes. Use the remaining station options if needed.

Before beginning, be sure to clearly explain each of the stations and review the student responsibilities, as well as the rewards and consequences system.

- **Actividad: Light your Torch:** Help students create an Olympic torch using popsicle sticks and paper.
 - Give each student 3 popsicle sticks and help them glue the sticks into a triangle shape.
 - Have students trace their hand on red, orange, and yellow paper, then color (if needed) and cut out the handprints to make the “flames.”
 - If handprints are too difficult, students can draw flames or use strips of colored paper instead.
 - Once the flames are ready, help students glue them onto the popsicle torch.
 - While waiting or after finishing, students can write vocabulary words on their flames.
 - **Note:** Younger students may need help with cutting.



Example Torch:

https://www.thedragonmama.net/post/summer-craft-olympic-torch?pp=1&utm_source=Pinterest&utm_medium=organic

- **Actividad: Color by numbers:** Have copies of the color by number available for students to work on in case they finish early at other stations.
- **Juego: Category Sort:** Give each group a set of flashcards. Have students sort the cards into the correct categories shown on the board, chart, or table. After sorting, review the answers together and discuss why each item belongs in that category.

- 1. Sports with a Ball: *el fútbol, el fútbol americano, el baloncesto, el béisbol, el voleibol, el golf, el tenis*
- 2. Move Your Body: *el atletismo, la natación, la gimnasia, bailar, el remo, el boxeo*
- 3. Olympic Words: *Los Juegos Olímpicos, la medalla, el trofeo*
- 4. People & Places: *el equipo, el atleta/la atleta, el jugador/la jugadora, el estadio*
- 5. Game Time Words: *el partido/juego, ganar, perder*
- **Juego: Pesca (Go Fish)**: Use the Pesca card template or flashcards to play. Students take turns asking classmates for a card they need to make a pair (e.g., "¿Tienes béisbol?"). If the classmate has it, they give the card; if not, the student draws from the pile. The student with the most pairs at the end wins.

18. 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://youtu.be/ZcDiLk5Z0Bo?si=5O9BUC0cGITF_k9h . If there are a few minutes left of class, review the vocabulary lesson from class again by having them repeat after you and mimic the gestures.

19. Closing: Gather the students to stand in a line to place a sticker or stamp on their certificate or do it yourself after class. Then, ask them to "*Formen una fila en la puerta*" (form a line at the door) after getting their things.

20. Adiós: Sing the "*Es la hora de decir adiós*" song to the tune of "If You're Happy and You Know It" at the end of class or as they are cleaning up to leave.

Es la hora de decir adiós

Es la hora de decir adiós,

¡Adiós!

Es la hora de decir adiós,

¡Adiós!

Adiós a mis amigos,

Adiós hasta luego,

Es la hora de decir adiós

¡Adiós!

Encourage students to say goodbye to you in Spanish before leaving (as shown below). Encourage the students to practice at home with the **Parent Portal** from Futura's website with newsletters, practice activities, and more!

21. Teacher (to whole class): "*Todos repitan: ¡Adiós!*" (Everyone repeat: Goodbye!)

(Wave as a group and repeat together:)

"*¡Adiós! ¡Nos vemos la próxima clase!*" (Goodbye! See you next class!)

Extra time or Optional Game Substitutions: If there is extra time, you can play this extra game. This can be substituted for games within the lesson plan or adapted for later classes as well.

- **Around the World** – Have two students stand up at a time or arrange the class in a circle. Say a vocabulary word in English or Spanish, or show a flashcard without saying the word. The two students race to say the correct translation or vocabulary word. For example, the teacher says "athlete" or shows the flashcard, and students race to say "*atleta*." The student who answers correctly first moves on to compete against the next student, while the other student sits down. The winner continues moving around the room until another classmate answers first. The new winner then continues the game against the next student.