

### Summer Vamos a Ganar Lesson Plan Outline Day 3

**Materials:**

- Printed attendance List printed with Emergency Numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & printed Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Day 1 and 2 for review.
- Printed handouts: Design your ball, Word search, Unscramble, Matching, Sports flag (optional stations)
- For Summer camps that allow outdoor activities: chalk, ball, parachute, 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: *Encuentra alguien que..* sheets, paper, coloring material, ball, music, scissors, wooden rods
- Other: snack if required

**Day 3 Target Vocabulary: El Fútbol**

<i>¡Tú puedes!</i>	You can do it!	<i>el trabajo en equipo</i>	teamwork
<i>Pasa la pelota.</i>	Pass the ball.	<i>¡Rápido!</i>	Quick!
<i>¡Vamos a jugar!</i>	Let's play!	<i>¡Gol!</i>	Goal!
<i>jugar fútbol</i>	play soccer	<i>el campo de fútbol</i>	field
<i>bloquear</i>	to block	<i>patear</i>	to kick
<i>la pelota</i>	ball	<i>el futbolista</i>	soccer player
<i>el agua</i>	water	<i>la portería/red</i>	goal/net

**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 Student Responsibility Poster and Voice Levels Poster with the students. Have a different student read off each of the responsibilities and the levels. Help younger students by giving gestures and showing the images and asking them what they think it means. Help them with the description of the rules or level for further clarification. Ask students to repeat after each responsibility and encourage them to copy the gestures. Note: Please refer to Week 1 for the detailed classroom management guidelines. Make sure to use Spanish and English during the levels and responsibilities review.

**3. Greetings song: *Cantamos*:** Invite students to stand with “*¡Levántense!*” and teach them the *Buenos días* song. Model each line with appropriate gestures and have students echo you and use gestures before singing it all together.

#### Buenos días

*Buenos días, buenos días*  
*¿Cómo estás? ¿Cómo estás?*  
*Muy bien, gracias. Muy bien, gracias.*  
*¿Y usted? ¿Y usted?*

**Vocabulary:** After teaching the song explain what the lyrics mean: “Good morning, good morning. How are you? How are you? Very good, thank you. Very good, thank you. And you? And you?” Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

**Practice the conversation by having students turn to a partner and ask:** “*¿Cómo estás?*”

- The partner responds: “*Muy bien, gracias.*”
- Then encourage students to reply: “*¿Y usted?*”

Model the exchange several times as a class before having students practice independently with gestures and smiles. Continue practicing the song and conversation in future classes to reinforce greetings and speaking confidence.

**4. Review: Teacher:** *Vamos a ver que recuerdan de la clase pasada.* We are going to see what you remember from the last class.

**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.

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

**Teacher:** Use gestures and say, “*Siéntense, por favor.*” (Please sit down.) Use gestures and props for added comprehension as you go through the vocabulary.

**Teacher says:** “Hoy vamos a hablar sobre el fútbol.” (Today we’re going to talk about soccer.)

**Teacher:** “Clase, ¿qué conocen sobre el fútbol?” (Class, what do you know about soccer?)

(Call on a few students to share prior knowledge.)

“Muy bien, vamos a aprender las palabras de fútbol.” (Very good, let’s learn some soccer words.)

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

- “Clase, repitan: el fútbol”
- “Clase, repitan: la pelota.”
- “Clase, repitan: el campo de fútbol.” (etc.)

**Guided conversation practice: Explain to students:** “Ahora vamos a usar estas palabras como si estuviéramos en un juego.” (Now we’re going to use these words like we’re in a game.) Model how players talk to each other during a soccer game using simple, natural phrases.

**Introduce and practice with actions and repetition:**

- “¡Vamos a jugar!” (Let’s play!)
- “¡Rápido!” (Quick!)
- “¡Gol!” (Goal!)
- “Pasa la pelota.” (Pass the ball.)
- “¡Tú puedes!” (You can do it!)
- “El trabajo en equipo.” (Teamwork – gesture working together)

**End with:** “¿Listos para practicar?” (Ready to practice?) “¡Listos!” (Ready!) “¡Vámonos, clase!” (Let’s go, class!)

**6. Telephone:** Have students sit or stand in a line or circle. Whisper a Spanish word or short phrase (like *patear* or *Vamos a jugar*) to the first student. Each student quietly whispers what they heard to the next person in line. The last student says the word or phrase out loud. Compare it to the original and laugh at any funny changes! Repeat with different words so everyone gets a turn. Remind students to keep things appropriate.

**Alternative:** Divide the students into teams and see which team can pass along the word/phrase correctly the quickest.

**7. Juego: Sports Trivia:** Divide students into teams of 3–4 and have them participate in a sports trivia game focused on sports vocabulary. Ask questions about different sports based on the vocabulary learned so far. Teams have the opportunity to answer each question after having 30 seconds to discuss with their teammates. Each correct answer earns a point for the team. Continue multiple rounds of questions, and at the end of the game, the team with the most points wins. **Tip:** Encourage students by using the phrases, “No te rindas, Intentalo otra vez, y Buen Trabajo.”

1. **What sport is played with a ball and two teams on a field?** → *el fútbol*
2. **What is the place called where sports games are played?** → *el estadio*
3. **What word means “goal” in a game?** → *¡Gol!*
4. **What do you do with your foot to move the ball in soccer?** → *patear*
5. **What is a person who plays soccer called?** → *el futbolista*
6. **What object do you use in many sports like soccer and basketball?** → *la pelota*
7. **What do you call a group of players who play together?** → *el equipo*
8. **What sport is played in water?** → *la natación*
9. **What do you receive when you win a competition?** → *la medalla / el trofeo*
10. **What is the opposite of “ganar”?** → *perder*

**8. Juego: Sports story:** Have students sit with a paper and crayons or pencils. Explain that they will be listening to a short story and should try to draw or write any words that they recognize. After listening, have students share with a partner or the class by saying: “Yo escuché \_\_\_\_.” Optionally, reread the story so students can add more details or check their work. **Note:** Read it first just in Spanish, then a second time bilingually - to see how many connections the students can make.

El jugador está en el estadio con su equipo. Tiene una camiseta roja y zapatos azules. Tiene la pelota en el campo de fútbol. Corre hacia la portería y hace un gol. Después del juego, el equipo recibe un trofeo y una medalla. El futbolista toma agua y celebra con su equipo.

**9. Juego: Juego: La víbora de la mar:** Have students stand in a line holding onto each other's shoulders or hands to form *la víbora*, while two students stand facing each other with arms raised to create a bridge. The line of students walks in a circle and passes under the bridge while everyone chants "A *la víbora de la mar...*" As the chant ends, the bridge gently lowers their arms to "trap" one student. The trapped student pauses and must answer a Spanish vocabulary question (for example, name a sport, act it out, or translate a word). After responding, the student switches with one of the bridge students for the next round. Continue the game so multiple students have turns being "trapped," reinforcing vocabulary through repetition while maintaining safe movement and clear expectations (walking only, gentle arms, and awareness of space).

**La víbora de la mar**

*A la víbora, víbora de la mar,  
de la mar, por aquí pueden pasar.  
Los de adelante corren mucho,  
los de atrás se quedarán... tras, tras, tras.*

\*At the end ("tras, tras, tras"), the bridge drops their arms to "catch" someone

**Nota cultural:** Share with students that *La víbora de la mar* is a popular children's game played in many Spanish-speaking countries, especially in Mexico. Kids often play it at parties, school events, and celebrations while singing together, laughing, and trying not to get "caught" by the bridge at the end of the song!

**10. Cantamos:** Invite students to stand with "¡Levántense!" and review the *Los deportes* song. 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 deportes**

*Jugamos, jugamos  
Béisbol, voleibol  
el tenis también, tenis también  
y el golf, y el golf*

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

**11. 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: Soccer Skills Station:** Turn the outdoor space into a mini soccer practice! Use cones or chalk to create small goal areas or dribbling paths. Have students practice simple soccer skills such as:
- Passing the ball back and forth with a partner
  - Dribbling around cones/markers
  - Taking turns shooting the ball into a cone/chalk goal
  - Stopping the ball with their foot before passing again

Encourage students to use Spanish vocabulary during play by saying words such as "¡Pasa la pelota!", "¡Gol!", or "Voy a jugar al fútbol." Rotate students through the different stations to keep everyone active.

**Optional Equipment Activities:** If teachers have the cones, bean bags, or rings from Day 2 materials, students can also:

- Toss bean bags into colored rings while naming colors or sports in Spanish

- Dribble or run around cones while repeating vocabulary
  - Aim soccer shots through cone “goals” worth different point values
- b) **Juego: Pasa la pelota (Hot potato):** Have students form two straight lines facing each other with a few feet of space in between, creating a clear “passing lane.” Give one student a soft ball and explain that they will gently kick the ball back and forth in a zig-zag pattern across the two lines (one student kicks to the person across from them, who then kicks to the next person on the opposite line, and so on). Start music or a rhythm while students continue passing the ball using controlled, gentle kicks only (no hard kicks or chasing). When the music stops, the student who has the ball must stop, hold the ball, and answer a quick Spanish vocabulary question. After answering, have all students repeat the word and restart the music to continue the game so all students stay engaged. Rotate starting points as needed to ensure equal participation.
- c) **Juego: Pulpo (Octopus Tag):** Choose 1–2 students to start in the middle as the “octopus.” The rest of the class lines up on one side. Quietly assign each student a Spanish vocabulary word by handing them a flashcard (students can share the same word by using both sets). Explain that instead of calling colors, the octopus will call out a vocabulary word in Spanish. When their word is called, those students must run across to the other side while the octopus tries to tag them using gentle, safe touches only. If a student is tagged, they stop and answer a quick vocabulary question (such as saying the word, translating it, or acting it out). After answering, they join the octopus in the middle for the next round. Continue calling different vocabulary words each round so students listen, move, and practice the language. **Tip:** Review the vocabulary words before starting the game.
- d) **Parachute game:** If you have a parachute, you can play a fun racing game with the parachute. **Cambio de lugar (Sports Switch):** Review the flashcards for different sports before each round. Have students stand in a circle holding the parachute tightly at waist level. Assign each student a sports vocabulary word. Students should repeat their word aloud so everyone hears it. Begin shaking the parachute gently while calling out a sport in Spanish. When a student hears their sport, they must let go of the parachute, run clockwise around the outside of the circle, and return to a different open spot before the parachute comes down. Each time a student switches places, the class pauses to repeat the sport together to reinforce vocabulary. **Variation:** Instead of sports, you can use verbs or actions (*corre, salta, lanza, pateo*) so students connect movement words to the parachute activity.
- Parachute specific rules to address before playing!**
- i. Don't go under the parachute without being asked.
  - ii. Don't go on top of the parachute without being asked.
  - iii. Don't shake the parachute too hard or without being asked.
  - iv. Let go when I say it's time to do so.
- e) 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.

**12. Notas Culturales:** Walk students back to the classroom and have them sit on the floor to initiate a discussion about culture. ¡Atención, fans del fútbol! Today we are talking about soccer, a sport that is loved all over Latin America and Spain! In Argentina, fans love cheering for famous players like Diego Maradona and paint their faces for games—it feels like a big celebration! In Uruguay, kids look up to Luis Suárez, and in Mexico, fans often sing “Cielito Lindo” to cheer for their teams. **Have you ever watched a soccer game on TV or in person?** In Spain, soccer games are full of music, cheering, and team songs that everyone knows. A very famous song used in soccer celebrations is “La Copa de la Vida” by Ricky Martin, which is played during big tournaments like the World Cup. Soccer is not just about playing—it is also about singing, cheering, and having fun together! Each country also has simple chants that fans sing during games to support their teams. One popular chant in Spain goes: “¡Ay, ay, ay! Canta y no llores...” It is a happy song that fans sing together in the stadium. Soccer is all about teamwork, energy, and having fun. **If you could cheer for a team, what would your chant sound like?** \*You can listen with your class here:

<https://youtu.be/43ZEv-1r7sY?si=IMAF4E0aC1gBiytm>  
[https://youtu.be/tF\\_ggG5dY5U?si=fp2m2aoNrrl2mvm8](https://youtu.be/tF_ggG5dY5U?si=fp2m2aoNrrl2mvm8)

**Note:** Share your travels and experiences as well as any current relevant events as you go through future lessons.

**13. Juego: Encuentra alguien que.. (Find someone who fits the description):** Students will walk around the room and talk to different classmates in Spanish. They should ask the questions on their worksheet, such as “¿Te gusta el fútbol?” or “¿Cómo te llamas?” If a classmate answers “sí,” students will write that person’s name on the line. Encourage students to practice speaking clearly, listening carefully, and using Spanish greetings like “Hola” and “Adiós” during their conversations. The goal is to find a different classmate for each prompt if possible. **Tip:** Go over each box first to show how they should be asking or approaching their classmates.

**14. Juego: Carreras (Racing):** Set up a table or clear space on the floor with all the sports vocabulary flashcards laid out and visible. Students should be divided into teams and seated or lined up at a designated starting point away from the cards. Explain you will read a clue, definition, or give a description (in English or Spanish), and students must quickly identify the correct vocabulary word and race to point to the correct flashcard. When the teacher says “¡Listos!”, one student from each team will move safely to the flashcard area. The teacher then gives a clue such as “This is where soccer is played.” Students must look carefully, decide on the correct answer, and point to the correct flashcard as quickly as possible. The first student or team to correctly point to the right card earns a point for that round. **Tip:** Encourage students by using the phrases, “No te rindas, Intentalo otra vez, y Buen Trabajo.”

**15. Juego: ¿Qué Falta?:** Place all of the picture flashcards representing the vocabulary from today’s class in the center of the table. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to turn around. You will then remove a card from the table before calling the students back over. The first person from each team to remember the name of the object that is missing when you ask, “¿Qué falta?” and say it correctly in Spanish scores a point for his or her team. Teams are not allowed to help those answering and must stay quiet. Switch out the student who is guessing and which card is missing each round.

**16. 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.**

- **Actividad: Sports flag:** Give each student one flag template along with coloring supplies. Students will color and decorate their flags while writing Spanish sports vocabulary words they have learned throughout the program. If students need additional writing space, they may continue their vocabulary words on the back of the flag. Once students have finished decorating, help them glue their flags around the wooden rod included in the kit to create their sports flag. Encourage students to share or read their vocabulary words aloud with classmates while they work.
- **Juego: Unscramble:** Give students a set of scrambled Spanish sports vocabulary words on strips of paper or display them on the board and give them a piece of paper. Explain that their goal is to work together to unscramble each word correctly. Students should take turns suggesting possible answers, sounding out letters, and checking with the group before agreeing on the final word. As they solve each word, they should say it aloud in Spanish. Encourage teamwork by having all students participate in deciding the answer before moving on to the next word. The activity

continues until all words are correctly unscrambled. At the end, the group reads all the words together as a review to reinforce pronunciation.

- **Actividad: Design your ball:** Give each student a blank ball template or plain sheet of paper and have them design their own ball. Review Spanish sports vocabulary and let students label their ball or add additional words.
- **Actividad: Matching:** Give each student or group a worksheet with Spanish sports words and matching pictures. Students will draw lines to match each word to the correct image. Encourage students to say the words aloud as they work. If students are working in groups, they should talk about their answers together before finishing. When completed, review the vocabulary as a class by saying each word aloud together.
- **Actividad: Deportes Word search:** Have copies of the word search available for students to work on in case they finish early at other stations. This is most suitable for older students.

**17. 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/ZcDiLk5ZOBo?si=5O9BUC0cGITF\\_k9h](https://youtu.be/ZcDiLk5ZOBo?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.

**18. 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.

**19. 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!

**20. 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.

- **Huevos Revueltos:** Give each student a flashcard from the vocabulary. Explain that when the phrase "¡Gol!" 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.