

## Summer Vamos a Ganar 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 Spanish student certificates
- Flashcards separated for today's lesson, two sets. Flashcards from Day 1-3 for review.
- Printed handouts: Roll and Add, Yo veo, (pre-cut) Puzzle pieces (optional stations)
- For Summer camps that allow outdoor activities: chalk, ball, parachute, balloons
- Cultural visuals from intranet printed or on tablet/laptop to show. (PowerPoint visual provided)
- Objects needed for games: Post it notes, Sports Listen&Color, ball, *Lotería*, paper, coloring material, scissors, Jeopardy, blindfold material (optional)
- Bolero* craft: paper cups, string, glue/tape, beads
- Other: snack if required

### **Day 4 Target Vocabulary: *El gran desafío***

<i>¡Ayuda!</i>	Help!	<i>¡Cuidado!</i>	Watch out!
<i>carrera de obstáculos</i>	obstacle course	<i>desafío</i>	challenge
<i>Hacer ejercicio</i>	To exercise	<i>la pista</i>	track
<i>uno, dos, tres, cuatro, cinco</i>	1, 2, 3, 4, 5	<i>seis, siete, ocho, nueve, diez</i>	6, 7, 8, 9, 10

**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. Briefly review the classroom management rules with the students. Read the Student Responsibilities together out loud and encourage them to participate to end the class with all three stars on their Star Chart. **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 review 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:** Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

**Skit Conversation Practice:** After singing the greetings song, explain that students will practice a short conversation with a partner using the Spanish vocabulary they have learned throughout the camp. Model the conversation first with a student volunteer while using gestures and visuals for support. Then have students practice with a partner and encourage them to switch partners for extra speaking practice. Remind students to use greetings, ask and answer questions clearly, and respond in complete phrases when possible. **Tip:** Encourage students by using the phrases, “*No te rindas, Intentalo otra vez, y Buen Trabajo.*”

#### **Example conversation:**

- **Teacher:** *Hola, ¿cómo te llamas?*
- **Student:** *Me llamo \_\_\_\_\_. ¿Y usted?*
- **Teacher:** *Me llamo \_\_\_\_\_.*
- **Teacher:** *¿Cómo estás?*
- **Student:** *Muy bien, gracias. ¿Y usted?*
- **Teacher:** *Muy bien.*
- **Teacher:** *¿Qué deportes te gustan?*
- **Student:** *Me gusta el fútbol. ¿Y usted?*
- **Teacher:** *Me gusta el voleibol.*

**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: 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.

1. **What sport uses gloves and punching?** → *el boxeo*
2. **What sport is played on ice with sticks and a puck?** → *el hockey*
3. **What sport involves swimming in water races?** → *la natación*
4. **What sport is played with a net and a ball over a court?** → *el voleibol*
5. **What sport is played with clubs and a small ball on a course?** → *el golf*
6. **What do you call the person who plays on a team?** → *el jugador / la jugadora*

7. **What do you call the place where soccer is played?** → *el campo de fútbol*
8. **What do you call the action of stopping the ball in a game?** → *bloquear*
9. **What sport involves running in a race?** → *la carrera*
10. **What do athletes drink when they are playing sports?** → *el agua*

**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:** “*Clase, ¿han hecho una carrera de obstáculos antes?*” (Class, have you ever done an obstacle course before?) (Call on a few students to share prior knowledge.)  
“*Muy bien, vamos a aprender palabras para hacer ejercicios y desafíos.*” (Very good, let’s learn words for exercise and challenges.)

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

- “*Clase, repitan: ¡ayuda!*”
- “*Clase, repitan: ¡cuidado!*”
- “*Clase, repitan: hacer ejercicios.*”
- “*Clase, repitan: uno, dos, tres, cuatro, cinco.*” (count with fingers) (etc.)

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

**6. Juego: Post-It Race:** Divide the class into two teams and explain that they will play a fast-paced vocabulary review game called the Post-it One Minute Challenge. Before starting, place Spanish vocabulary words on Post-it notes around the room on a wall or table, making sure all words are visible and accessible. When you say “*¡Listos!*”, one student from each team will race at a time to the Post-it area, grab one word, bring it to you, read it aloud, and say its correct English translation. If the student answers correctly, they give the Post-it note to you and return to their team so the next teammate can go. If they are unsure or incorrect, they may quickly ask their team for help or receive a hint before trying again. Only one student per team is active at a time, and teams rotate quickly for the full minute. The goal is to collect as many correctly translated Post-it notes as possible before time runs out. The team with the most correct answers at the end of one minute wins.

**Extension Activity – Vocabulary Categories:** After the Post-it Race, gather all of the Post-it notes and challenge students to sort the vocabulary words into categories as a class or in small groups. Create category headings on the board or table such as “Sports,” “Actions,” “People,” “Places,” and “Encouragement Phrases.” Students will work together to place each Post-it note under the correct category. As students sort the words, encourage them to say the vocabulary aloud in Spanish and review the meanings together. Once finished, quickly review each category as a class and discuss any words that could fit into more than one group.

**7. Juego: Lotería:** Use the created bingo cards with vocabulary words. Start calling out the words in Spanish, showing the flashcard after a few seconds to help those who are stuck. Instruct the students to make a small mark in the corner of the squares where the vocabulary image is. Continue this way until a student has 4 in a row and yells out, “*Lotería.*” At this point, you can challenge that student to call out the Spanish vocabulary s/he has in that row. If s/he knows all of the meanings within that row, s/he wins a small prize, like a sticker. You can also call them out all together as a class. Continue that round until 5 or 6 students win. Then, if time permits at the end of the class, ask students to choose a new color or make a different mark for the next round. Start the list over and randomly call words using the same format.

**8. Juego: Body Telephone:** Start by quickly reviewing sports vocabulary with students using simple gestures (for example: kick for *patear*, running for *la carrera*, swimming for *la natación*). Have students repeat each word and action a few times. Have the students stand in a line facing the front of the room. The last student is shown a vocabulary word and must silently “pass” it forward by tapping the person in front of them so they

turn around and are able to see the gesture being made. Each student repeats the action to the next person without talking. The first student in line does the gesture and guesses what the word is. Rotate roles so everyone gets a turn sending and receiving the word. **Note:** You can make this more challenging by adding 2-3 gestures at once.

**9. Juego: Sports Listen and Color:** Give each student a worksheet with different sports pictures (soccer, basketball, tennis, swimming, volleyball, etc.). Review the sports vocabulary together before beginning. Explain that students must listen carefully to the teacher's directions in Spanish and color the correct picture with the correct color. Read each direction slowly and repeat if needed. Encourage students to point to the picture first before coloring. After each direction, briefly review the vocabulary word and color with the class. They could also draw the image instead of coloring off of a worksheet. **Tip:** Before starting, quickly review the key vocabulary with gestures so students can recognize each word.

**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: Obstacle Course:**

- Use sidewalk chalk to draw a start line, finish line, and multiple circles of different sizes scattered across a safe outdoor pathway. Invite students to help draw the circles while counting together in Spanish.
- Explain to students that the chalk circles are “obstacles” that they must avoid stepping inside during the activity.
- Divide students into pairs. One student will be the “walker” and the other will be the “guide.”
- Blindfold the “walker” using a cloth, long sleeve, another safe covering, or have them cover their eyes with their hands.
- Explain that the guide must lead their partner from the start line to the finish line using only verbal directions in a calm voice. No touching is allowed.
- Encourage students to use “cuidado” when warning their partner about obstacles and “ayuda” if they need the teacher to pause and ask the walker a question.
- Encourage students to use simple direction words and teamwork to help their partner safely avoid the chalk circles.
- Begin the activity and allow pairs to move through the obstacle course one at a time or all together if space allows.
- Pause the activity at different times to ask the class Spanish vocabulary questions.
- Have all students stop, answer the vocabulary question together, and then continue the course.
- Once students reach the finish line, allow partners to switch roles if time permits so both students can practice guiding and walking.

b) **Juego: Number Line:** Create long lines on the ground using chalk and Number them 1-10. Have students

stand behind a starting line, and call out numbers in Spanish. Students must quickly jump to the correct number on the ground and land on it safely. Continue calling out numbers, gradually increasing difficulty by using longer sequences or skipping numbers to challenge students. Encourage students to say the numbers aloud as they jump.

- c) **Juego: Color Path Challenge:** Set up colored cones and rings (or draw circles in different colors) around an open play area and review the Spanish color and action words with the class. Explain that students must listen carefully to the Spanish commands and move to the correct cone or ring. Model examples such as “*Salta al aro rojo*” or “*Corre al cono azul.*” Start with simple one-step directions and then give more challenging two-step directions like “*Camina al cono verde y salta al aro amarillo.*” Students should follow the directions as quickly and carefully as possible. If a student makes a mistake or goes to the wrong color, they must return to the starting line and try again. Give directions in Spanish first and then in English if students are stuck. **Tip:** Use a call-and-response to get students ready before each round by saying “¡Listos!” and having students respond “¡Listos!” before giving the next command.
- d) **Optional Equipment Activities:** If teachers have the cones, bean bags, or rings from Day 2 materials, students can also:
- Bean bag balance: Students balance a bean bag on their head while walking through the cones/course without dropping it.
  - Set up rings or cones as targets, with each target representing a category or difficulty level, and have students say a Spanish vocabulary word or answer a question correctly before throwing to earn points.
- e) **Juego: Defying Gravity:** Give each student a balloon and have them spread out in a safe, open space with clear boundaries. Explain that the goal of the game is to keep their balloon in the air without letting it touch the ground by gently tapping it up using hands only. Students should stay in their personal space and avoid throwing or hitting balloons too hard. Before giving out the balloons, quickly review the Spanish sports vocabulary students are practicing. Begin the game by saying “*¡Empieza!*” and have students keep their balloons in the air while moving carefully within their space. If a student's balloon touches the ground, they must freeze, retrieve it, and answer a quick vocabulary question (before rejoining the game. **Note:** This can also be played as a group in a circle and the balloon gets gently tapped to a student across the circle or down the line of students.
- f) **Juego: Freeze Tag:** Set up a clearly marked space and choose 1–2 students to be “it” for freeze tag. When you say “*¡Empieza!*”, the taggers move around the area trying to gently tag other students while everyone stays within boundaries. If a student is tagged, they must freeze in place immediately and remain still until you come over to ask them a Spanish sports vocabulary question. To be unfrozen, the student must answer a question correctly by saying the word, giving the meaning, or acting it out. Once they answer correctly, they are allowed to rejoin the game. Continue circulating, asking different vocabulary questions to frozen students throughout the game to reinforce comprehension and recall. Continue playing for several rounds, rotating taggers frequently.

**12. Notas Culturales:** Walk students back to the classroom and have them sit on the floor to initiate a discussion about culture. Today is all about fun challenges and games! In many Spanish-speaking countries, schools and neighborhoods have competitions called “*olimpiadas escolares,*” where kids race, jump, and work together as a team. **Which challenge or game do you think would be the most fun?** In Mexico, schools have “*Jornadas Deportivas,*” full days of obstacle courses and mini-games. In Argentina, kids play games like “*carrera de sacos*” (sack races) or “*tira y afloja*” (tug-of-war). **Have you ever participated in a school obstacle course or race?** And in countries like Cuba and Puerto Rico, kids get exercise while dancing to *salsa* or *merengue*. It's a fun way to move your body, stay active, and celebrate culture through play. In some Spanish-speaking countries, especially in Mexico and parts of Central America, people also use the word “*¡Aguas!*” to warn someone to be careful—like when something is about to happen quickly, such as a ball coming their way.

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

**13. Juego: Baloncesto Express:** Divide students into two teams and set up 2–3 target circles or baskets on the ground at different distances for different points. Each circle is worth different points. The closest will be 5 and the furthest is 15. One student at a time comes up for their team and is given a quick Spanish vocabulary question. If they answer correctly, they immediately have 10–15 seconds (or 1 minute for full round play) to take a shot using a soft ball, beanbag, or paper ball and try to land it in one of the scoring circles. Students can choose which circle to aim for depending on how confident they feel, with higher points for harder shots. If the student answers the question correctly, their team automatically earns 1 point even if the shot misses. If the shot goes in, they also earn the point value of the circle they hit. After the turn, the next student from the other team rotates in quickly to keep the game moving. At the end, the team with the most points wins. **Tip:** Encourage students by using the phrases, “*No te rindas, Intentalo otra vez, y Buen Trabajo.*”

**14. 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/5DAg5BEfqvU?si=2mhDzP52OLY3dcFv>

One half of the class will work on the DIY Bolero activity and the other half work on another activity of your choosing 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.**

- **Juego: Roll & Add:** Give each student a worksheet with rows of small sports-related images and a dice. Explain that students will roll the dice, add the numbers, and then color in that many images on their sheet. Students take turns rolling the dice and saying the number in Spanish. Encourage students to say the vocabulary word in Spanish as they color each image.
- **Juego: Memoria (Memory):** 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 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.
- **Actividad: Puzzle pieces:** Give the group a set of puzzle pieces that include Spanish sports vocabulary words, their English translations, and matching images. Explain that the goal is to work together to correctly match all three parts so each set forms a complete “puzzle.” Students should spread out the pieces, read and look carefully, and discuss with their group before making matches. Encourage them to say the Spanish words aloud as they match them to reinforce pronunciation.
- **Actividad: Yo veo:** Give each student an “I Spy” sheet. Explain that students will search the sheet and find each image, then write down how many they see for each one. Encourage students to carefully count each item out loud in Spanish as they go and to say the vocabulary word each time they find it.
- **Actividad: DIY Boleros:** Explain that they will be creating their own *bolero*, a traditional toy often found in Mexico. First, students will decorate their paper cup, encourage creativity and colorful designs. Once done coloring, students will come up one at a time for help on the rest. Help them attach the string by securing one end at the bottom of the cup using tape or glue and threading the other end through the bead to create the ball. While waiting for their turn, encourage them to write vocabulary words and add sports related images. After construction, students can test their *bolero* in a designated safe space, practicing how to play. **Watch for example:** <https://youtu.be/xfFJIS6WZlc>

**15.** 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=5O9BUC0cGIF\\_k9h](https://youtu.be/ZcDiLk5ZOBo?si=5O9BUC0cGIF_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.

**16. Comprehensive Review Game: Jeopardy:** Explain to the students that you are going to play a fun game to review everything they learned. Using the categories and questions below, write the categories and then the numbers 5, 10, 20, 30 underneath them on the board or use the PowerPoint provided. Divide the class into two teams. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *Los deportes por diez*. You will ask the team the corresponding question. The team can work together to answer. If the answer is correct, the team scores a point. If not, the other team has an opportunity to steal the points. Keep alternating which team can answer a question.

- Be sure to divide the teams as fairly as possible.
- Vary the difficulty of the questions based on the level of your students.
- Encourage the students to ask for the numbers/questions in Spanish by writing *cinco, diez, y veinte* on the board. You should also write *por*. That way they can say *Los deportes por cinco, por favor*. A perfect, complete sentence! Practice this once or twice before getting started.
- Quickly run through the vocabulary flashcards prior to starting the game to ensure success during the game.
- Explain that you will give clues as needed and it is not considered cheating as everyone is there to learn.
- Encourage students by using the phrases, "*No te rindas, Intentalo otra vez, y Buen Trabajo.*"

### **Los deportes**

5- ¿Qué significa "fútbol"? What does "fútbol" mean?

10- ¿Cómo se dice "basketball" en español? How do you say "basketball" in Spanish?

20- ¿Cómo se dice el deporte "rowing" en español? How do you say the sport "rowing" in Spanish?

30- How do you say, "I like sports" in Spanish?

### **Los Juegos Olímpicos**

5- ¿Qué significa "medalla"? What does "medalla" mean?

10- ¿Cómo se dice "team" en español? How do you say "team" in Spanish?

20- ¿Qué significa "gimnasia"? What does "gimnasia" mean?

30- What can you say to someone who is doing a good job?

### **Fútbol**

5- ¿Cómo se dice "goal" en español? How do you say "goal" in Spanish?

10- ¿Qué significa "futbolista"? What does "futbolista" mean?

20- What do you use to play fútbol?

30- This is what you say when you want someone to be quick.

### **El gran desafío**

5- ¿Qué significa "¡Cuidado!"? What does "¡Cuidado!" mean?

10- ¿Cómo se dice "track" en español? How do you say "track" in Spanish?

20- ¿Qué significa "nueve"? What does "nueve" mean?

30- *Cuenta hasta diez en español*. Count to ten in Spanish.

**17. 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.

**18. 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!

**19. 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.

- **Futbolista (Hangman):** Choose a word or phrase. Draw blank lines for each letter. Students take turns guessing letters. If the letter is correct, fill it in; if incorrect, add a part to the soccer player drawing. The goal is to guess the word before the drawing is complete. You can draw an example of what a completed *futbolista* looks like.