

Summer Vamos a Ganar Lesson Plan Outline Day 1

Materials:

- Printed attendance list with Emergency numbers (on clipboard if possible)
- Students Responsibility and Voice Levels Poster, Star Chart, & printed Spanish student certificates
- Name stickers or name tents for students (sports theme templates provided)
- Flashcards separated for today's lesson, two sets.
- Printed handouts: Roll and color, jersey template, word search (station options)
- For Summer camps that allow outdoor activities: chalk, parachute, ball
- Cultural visuals from staff portal printed or on tablet/laptop to show. (PowerPoint visual provided.)
- Objects needed for games: ball, music, 2 bags (any kind), paper, coloring material, scissors, dice
- Other: snack if required

Day 1 Target Vocabulary: Los deportes

¿Cómo te llamas?	What is your name?	Me llamo ____.	My name is ____.
Hola	Hello	Adiós	Goodbye
Me gusta _____.	I like _____.	los deportes	sports
el fútbol	soccer	el fútbol americano	football
el baloncesto (básquetbol)	basketball	el hockey	hockey
el béisbol	baseball	el remo	rowing
el voleibol	volleyball	el golf	golf
bailar	to dance	el boxeo	boxing

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 use the theme name tag (available for printing) or have them create paper name tents to reuse throughout the semester.

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>

How to adapt plans for different ages: If your class has preschool students, please adapt any activities for their age by slowing the pace, using more visuals, and offering gentle guidance to help them find the answer without long waiting times. Pairing students in buddy groups encourages collaboration and builds confidence. If your class has upper Elementary level students, assign them to be team captains or the score keeper during games, or your special helper for activities. If applicable, increase the challenge by giving clues or using full sentences when calling out vocabulary during games to

support comprehension and critical thinking.

Dividing teams: When dividing teams, strategically place students with similar levels to compete against each other. For example: In a mixed grades class, the younger students compete against each other and not against older students. To reinforce learning, have the whole class repeat vocabulary after the answer is given during games. For conversation practices, it may be helpful to have older students partnered with younger students so that they can help them with the activity.

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 Information

- a. Introduce the **Student Responsibility Poster and Voice Levels Poster** to establish class expectations. Encourage students to repeat the expectations aloud and use gestures, such as raising their hand, to reinforce understanding.
- b. Explain that the **Star chart** is used to track how students are behaving during class using stars.
 - a. Students start each class with three stars and by following directions with appropriate behavior, will keep their stars and earn a sticker to place on their certificate at the end of class.
 - b. Students who do not follow directions or the class responsibilities lose stars after a warning. Students can earn stars back if they improve their behavior.
 - c. Students who lose stars by the end of class do not receive a sticker and if all three stars are lost may have a call home (speak with your manager to determine if a call is necessary).

Use the behavior chart consistently and encourage positive behavior. Address negative behavior immediately to set clear boundaries. Praise improvements to reinforce positive change.

- c. **Spanish Student Certificates** printed for each student: Have the students write their names on their certificate and explain that they will collect stickers as rewards during class activities for positive participation and keeping their three stars from class for good behavior. Please be sure to collect these for each class so that the students don't lose them.
- d. **Attention Getter~** Try a fun one related to the theme! You say, “*¡Olé, olé!*” and they respond, “*¡Olé, olé!*” (clap clap, then they freeze and be quiet) OR you say, “*¡Tiempo!*” (*Time!*) and they respond by holding their hands up/stopping what they are doing and saying “*¡Alto!*” (*Stop!*) and getting quiet.
- e. **Transition plan~** Use fun signals like a theme song or a chant—say “*A la bim..*”, students respond, “*A la bam..*”, and together finish, “*A la bim bo bá!*” while clapping to the rhythm. Use these transitions every time you change locations in the room or switch between sitting and standing activities to keep the students focused.

At the end of attendance, classroom management information, use a countdown in Spanish to transition to the next activity!

3. Greetings song: Cantamos: Invite students to stand with “*¡Levántense!*” and introduce the greetings song *¡Hola, mis amigos!/Bien o mal o más o menos*. Model each line and have students echo you. Once they're familiar, sing it together using gestures— waving hands when saying ‘*hola*’, thumbs up/down or so-so

motion, and shrugging shoulders with palms up when asking '¿Cómo estás?'. Give directions in both Spanish and English for support. You can preview the melody on the Futura Vimeo video.

¡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: After teaching the song explain what the lyrics mean: "Hello my friends. Hello my friends. Hello my friends, hello to my friends. And how are my friends? Good or bad or so so (x3). How are you, how are you?". Continue practicing the song in following classes. Write the lyrics on the board or pull up the PowerPoint visual for the students to visually follow along.

4. Conversation Practice: Teacher: Use gestures and say, "Siéntense, por favor." (Please sit down.)

Teacher: "Clase, vamos a decir 'Hola.' 'Hola' significa 'Hello' en inglés. (Class let's say 'Hola'. It means 'Hello' in English.) Repitan: ¡Hola! (Repeat: Hello!) (Wave your hand and smile.)

Then say to the class: "Clase, 'Me llamo' significa 'My name is.' Vamos a practicarlo juntos." (Let's practice it together.)

Write on the board: **¿Cómo te llamas?** and **Me llamo _____.**

Shake a maraca for each syllable of the words in the question "¿Có-mo te lla-mas?" Have students repeat the question after you each time you pass the maraca to a new student to answer:

- "¿Cómo te llamas?"
- "Me llamo _____."

As each student answers, encourage the whole class to repeat after you, "Hola, (Student's name)."

End with praise: "¡Muy bien, clase! Ahora sabemos cómo saludar y decir nuestro nombre." (Great job, class! Now we know how to greet and say our name.) **Note:** You will probably need to help the students remember how to answer the question in Spanish.

5. Transition: Move to a different part of the room to start your vocabulary lesson by using your transition plan before asking students to sit down once more.

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

Teacher: "Párense en un círculo, por favor." (Please stand in a circle.) Briefly explain: "Hoy vamos a hablar sobre los deportes. (Today we're going to talk about sports.)

Teacher: "Clase, ¿qué deportes conocen?" (Class, what sports do you know?) (Call on a few students to share prior knowledge.)

Continue with the vocabulary from page 1 using flashcards and gestures when possible. Use this video as an example for how to introduce gestures: <https://vimeo.com/874108160?share=copy&fl=cl&fe=ci>

- "Clase, repitan: los deportes."
- "Clase, repitan: el fútbol." (Pretend to kick a soccer ball.)
- "Clase, repitan: el fútbol americano." (Pretend to throw a football.) (ect.)

Continue with the remaining vocabulary before practicing the following builder phrase.

"Me gusta _____." (I like _____.) (Point to yourself and smile.)

Teacher modeling with sentence frames:

- "Me gusta el fútbol."
- "Me gusta el baloncesto." (ect.)

Hand out flashcards to the students so each will have a partner to practice this builder phrase.

Explain that when the phrase "¡Deportes!" is called out, students need to hurry and find their matching pair. Once they have found their partner, they should practice asking each other, "¿Te gusta _____?" while the

partner responds with “Me gusta” or “No me gusta _____.” to practice the word they have. End by having the partners share which word they were practicing with to the rest of the class by using *Me gusta*.

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

7. Juego: Jugando a la pelota (Ball toss): Arrange students in a circle or seated with enough space to safely toss a soft ball. Prepare a stack of vocabulary flashcards. Hold up the first card or say it aloud (in either Spanish or English), then toss the ball to a student. When the student catches the ball, they must give the correct opposite language translation of the word they were shown or heard. For example, if you say “béisbol”, the student responds “baseball”; if the teacher says “soccer”, the student responds “fútbol.” After answering, the student then tosses the ball to another classmate. Continue rotating through students, showing a new word or flashcard each turn. Have the class repeat the answer after each turn.

8. Juego: Pop up game: Gather your students and sit in a circle. Hand each student a picture flashcard from class. Repeat the word in Spanish as you hand them out to the students for practice. Let the students know that they should jump or pop up when you call their vocabulary word. For example: When you call out *voleibol*, the student(s) with that picture should jump up. **Tip:** Have the students rotate cards after you have called out all the vocabulary. Make the second round more difficult by challenging them to pop up and call out the word in Spanish at the same time!

9. Juego: Dance Freeze: Play music and have students dance or move around. Once the music stops, all students must freeze. Students who move after the music stops must call out one of the vocabulary words they have learned (no repeats) or answer a vocabulary question given to them. Give them help as needed and continue the music after all the class has repeated the answer given.

10. El certificado: Ask students to sit at their desks using the phrase “*Siéntense*” with gestures. Hand out the certificates and coloring supplies. Explain that this certificate is where they will be earning their stickers each class. You will be keeping them with you for the semester and on the last day they get to take it home. Ask students to write their name and color the certificate. Play fun Spanish music while they work. After five minutes, say “*¡Hay dos minutos más!*” and help students begin cleaning up their coloring supplies and sit back down when they are done. **Tip:** Use this *deportes* song for reinforcement:
https://youtu.be/S_2jDRRSDsl?si=CYla0T4TCKQVe6av

11. Cantamos: Invite students to stand with “*¡Levántense!*” and teach the *¡Vamos a Ganar!* theme song to the tune of “The Wheels on the Bus”. Sing a line first and use the gesture to represent the sport and then have the students repeat after you and mimic the gesture. Give instructions in both Spanish and English. You can also substitute the lyrics for other sports. **Tip:** Watch the video on the Futura Vimeo for the beat.

¡Vamos a Ganar!

El fútbol se juega con los pies, con los pies, con los pies,

El fútbol se juega con los pies,

¡y vamos a ganar!

El baloncesto se juega al botar, al botar, al botar,

El baloncesto se juega al botar,

¡y vamos a ganar!

El béisbol se juega al batear, al batear, al batear,

El béisbol se juega al batear,

¡y vamos a ganar!

Vocabulary: After teaching the song explain what the lyrics mean: “Soccer is played with the feet (x3), Soccer is played with the feet. And we are going to win! Basketball is played by dribbling (x3), Basketball is played by dribbling. And we are going to win! Baseball is played with the bat (x3), Baseball is played with

the bat. And we are going to win!" 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) **Racing activity: Tiburrones y Peces (Sharks and Minnows):** Set up a large, clearly marked outdoor space and choose 1–3 students to start as *tiburones* (sharks). The rest of the class are *peces* (minnows) lined up on one side. Before each round, introduce or review a Spanish sports vocabulary word and model it quickly with a gesture. On "¡Listos, ya!", students run to the other side while *tiburones* try to gently tag them (no pushing or grabbing). If a *pez* is tagged, they must stop and answer a quick vocabulary question (say the word, give the meaning, or act it out). After answering correctly, they become a *tiburón* for the next round. Continue until all *peces* are caught. **Variation:** You can pre-assign a rotation list of *tiburones* for each round so every student knows when they will have a turn, ensuring equal participation. Tagged students still answer vocabulary questions, but they only switch roles when it is their scheduled turn.
- b) **Tiza (Chalk):** Have students draw themselves playing their favorite *deporte* with chalk on sidewalks or playground areas. **Note:** Check with your area manager to ensure we have the ability to use chalk and where it will be best to use it.
 - i. **Hopscotch-** Draw a hopscotch pattern and encourage the students to play practicing numbers in Spanish.
- c) **Juego: Baloncesto:** Separate the students into 2 teams. Draw 2-3 different circles on the ground, each one further than the other. Ask a student from the first team a question in Spanish, if he/she answers correctly; they get to take a shot at the baskets. You can have them use a soft toy, ball or paper ball to throw. Each circle is worth different points. The closest will be 5 and the furthest is 15. They can try to shoot at any one of their choice. Even if they do not make it in the basket, they still get a point for answering the question correctly.
- d) **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!

- 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.

13. Notas Culturales: Walk students back to the classroom and have them sit on the floor to initiate a discussion about culture on sports. Once seated, explain to the students in Spanish, followed by English: Today we are going to talk about sports in Spanish-speaking countries! Did you know that soccer, or *fútbol*, is the most popular sport in almost every Latin American country? In Argentina, people cheer for Lionel Messi, and they even sing songs for hours before a big match! **Which sport do you like the most?** In Mexico, baseball is very popular, and stadiums are full of mascots, fireworks, and even tacos during the games. **Where have you usually played sports?** In Cuba and the Dominican Republic, kids play baseball in the streets with homemade bats and balls, and baseball is part of everyday life. Some Spanish-speaking countries also have sports festivals in schools with medals and trophies, just like the Olympics! And in Spain,

people sometimes dance flamenco during festivals that include sports competitions. **Note:** Share your travels and experiences as well as any current relevant events as you go through future lessons.

14. Juego: Simón dice (Simon Says): Assign gestures or movement actions to each vocabulary word. For example, kicking for "fútbol", dancing in place for "bailar", and rowing with hands for "remo". 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.

15. Juego: Los deportes (Packing game): Divide the class into two teams and have them stand in a line. Each team will receive a set of flashcards, make sure it is a mix of words and no words, so it is fair. They should all have the same vocabulary to work with. Review before playing the game by holding up the flashcards or objects and having the students repeat the Spanish words after you. Place two "bolsas" at the front of the room. These can be paper bags, backpacks, or any kind of bag that is easy to bring into the classroom. As you call out a Spanish vocabulary word, the teams will race to find the matching picture from the set of cards they have and send one player to race to the front of the room to "pack" it into *la bolsa*. The team that correctly does this first scores a point. For example: If you call out, "el hockey", the students must find the picture of the pumpkin and send someone pack it in the bag. Each member must take a turn in racing to pack the card.

16. Juego: Charades: Variation 1- Divide the class into 2-3 teams. One student from the first team randomly picks a flashcard to act out and see how many a team can guess when timed for 60 seconds. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Have the whole class repeat the word after it is guessed correctly. **Variation 2-** Play the game with the whole class having one student come to the front at a time to act out a term. Have the students raise their hands to answer if they have a guess in Spanish. Either you or the actor could call on a student to guess the action. If s/he is correct, s/he comes up next to act out a term.

17. 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.**

- **Juego: Roll and Color:** Have the prints of the sheet ready. Provide the group with a pair of dice and have the students take turns in tossing the dice softly to get the number they need to color for their pictures. Have the students count in Spanish as they mark how many they need to color in the little square next to the pictures. They should be copying the number of dots that are on the dice in that little square.
- **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: Mascota del equipo (Drawing):** Give each student a blank sheet of paper and ask them to create a team mascot for a sport they choose. Briefly review Spanish sports vocabulary (e.g., *el fútbol, el baloncesto, el béisbol, el tenis*) and model how to say the sport in a simple sentence such

as “*Mi equipo es de fútbol.*” Students then draw a mascot (animal, character, or creative figure) that represents their team. Encourage them to label their work in Spanish by writing the sport name and a simple phrase like “*Mi equipo es de ____.*” After drawing, students can briefly share with a partner or the class using the sentence frame to practice speaking and reinforce vocabulary.

- **Actividad: Design a Jersey:** Give each student a blank jersey template or plain sheet of paper and have them design their own sports jersey. Review Spanish sports vocabulary and let students choose a sport. Students should decorate their jersey with a team name, number, and colors, and clearly include the sport in Spanish on their design. Encourage them to add simple Spanish phrases like “*Equipo de ____*” or their name on the jersey. When finished, students can share their design with a partner or the class by saying, “*Mi jersey es de ____.*”
- **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.

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/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.

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: Review the meaning of ‘*adiós*’ before teaching the next song. The “*Es la hora de decir adiós*” song goes to the tune of “If You’re Happy and You Know It” and is a call and response format. **Note:** They can sing together at the door or in as they are cleaning and packing up.

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 the students to practice at home with the **Parent Portal** from Futura’s website with newsletters, practice activities, and more! Walk them to the pick-up area and ensure each student is safely picked up by a parent or guardian.

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 Substitution: This can be adapted for future lessons or substituted for games within the lesson plan if preferred.

- **Papa Caliente (Hot Potato):** Have the students sit in a circle and explain that they will play a quick game of *Papa Caliente* to review the vocabulary. Play the game using a small object or a ball. Sing a Spanish song to or with the class as students pass the object, you can use the theme song. When the song is done, whoever has the object answers a vocabulary question. Or play music and stop the music randomly to determine which student answers.