

***¡Fútbol! Soccer in.... SPANISH!***

**Theme-based Spanish camp for children in grades 2-5.**

**Day 2 Target Vocabulary: *Las posiciones del fútbol***

<i>un defensa</i>	defender	<i>el delantero centro</i>	center forward
<i>portero</i>	goalkeeper	<i>árbitro</i>	referee
<i>un mediocampista</i>	midfield player	<i>aquí</i>	here
<i>líbero</i>	sweeper	<i>futbolista</i>	soccer player
<i>un delantero</i>	forward	<i>el entrenador</i>	coach
<i>Es una pelota.</i>	It is a ball.		

**Preparing for Class:**

Be sure to read the lesson plan carefully! The lesson plan will help the daily activities and maximize the español that is being spoken each day. Please have cones, signs, etc. ready to use each and every session. You will probably have students from different grades and abilities in your class. Some will know how to play soccer very well and some may not be familiar with the game. Use the students that know how to play the game and those that might have prior experience in Spanish to your advantage. They can help make the class a fun and successful experience for you and the other students! Remember: since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, it is imperative that you instruct the class bilingually and encourage the students to decipher the Spanish by using gestures and cognates.

**Import Note:** Be sure that throughout this camp you remember to regularly praise the students in Spanish. The overall goal of this class is not to become an expert at either soccer or Spanish, but rather to encourage the students and help spread enthusiasm for both topics.

**Materials:** Please have all the materials noted in week one (less the paint and markers) each and every session of this course. You should also have flashcards and cue cards prepared from the intranet for this class. It is recommended that you have the field set up before students arrive, as well.

**Introduction:**

Play the musical CD while students are arriving to class. Greet each student by saying "*¡Hola!*" or "*¿Cómo estás?*". Take attendance and have students say "*presente*". Once all students have arrived, review the Student Responsibilities and the chosen attention getter. (For example: The teacher says "*olé, olé, olé*", and the students to respond "*gol, gol, gol*", to the tune of the Ricky Martin World Cup song.)

Hold up one of the student's t-shirts with the label attached and ask the students, "*¿Qué es esto?* What is this?" Praise any students' efforts to answer. Then have the entire class

repeat, "*La camiseta. Camiseta es jersey en español!*" Hand out "jerseys" you collected from last week out to each student. As they get the shirt from you, the students should say, *la camiseta* for reinforcement.

**Chants:** Have the students sit in a circle and ask them, "*¿Cómo se dice team en español?*" How do you say team in Spanish? *¡Sí! Equipo es team.*" Have the students break into their teams. Tell them to recall the chant that they learned last week for their teams. (It is a good idea to have copies of the chants ready in case they do not remember.) Give each team one minute to practice their chant together, and then have the *equipos* shout their chants. The loudest and proudest *equipo* will be awarded an extra-point on the score board. Encourage *aplausos* by all!

### Introduction to the drill and review vocabulary:

**Teacher:** Using the attention getter, refocus the students' attention and gather them together in a large circle on the ground. Engage the class in a conversation regarding soccer.

### Ask the class:

- "*¿Ustedes saben jugar al fútbol?*" Do you know how to play soccer?" Let the students raise their hands or nod their heads. Encourage them to say "*¡Sí!*" since they all played soccer the last time the class met! You might say "*¡Sí! ¡Sabes jugar al fútbol!*" Yes, you know how to play soccer!" to each student as they respond. Remember to repeat each of the phrases in English after saying it in Spanish. Eventually, you can eliminate the English repetition when saying phrases that you repeat many times each time the class meets.
- "*¡Vamos a jugar al fútbol!*" We are going to play soccer! *Pero primero vamos a repasar un poco.* But first we are going to review a little bit."
- "*¿Qué es esto?*" What is this?" Point to the ball. Repeat the question one or two more times to allow the students to think about how to say *ball* in Spanish. If no one raises their hand, say "*En inglés es ball pero en español es una...*" In English this is a ball, but in Spanish it is a..." After a brief pause you may have to tell the class "*Es una pelota.* It is a ball," as you point to the ball. Have the class repeat the vocabulary word after you say it. **Reinforcement Activity:** Have all the students stand while keeping the circle formation. Kick the ball to one of the students and ask "*¿Qué es esto?*" What is this?" Encourage the student to reply "*Es una pelota.*" Continue kicking the ball around the circle until each of the students has the opportunity to respond to the question. Be sure to praise each student when they respond with the correct phrase. Also, congratulate the class on making a complete sentence in Spanish!
- "*¿Dónde jugamos al fútbol?*" Where do we play soccer?" Point the soccer field to encourage the students to recall what they learned last session. Say "*Jugamos en el...*" We play on the..." You might have one or two students say the word in English. Encourage them by saying "*¡Sí. ¿Cómo se dice soccer field en español?*" How do you say soccer field in Spanish?" Respond, "*Jugamos en el campo de fútbol.*" We play soccer on the soccer field, *el campo de fútbol.*" Have the students repeat the words after you.

### **Repaso: "Pasamos la Pelota"**

To review the previous week's vocabulary, play a game called "*Pasamos la Pelota*". To play the

game, have the students stay in the circle and sit down. Put on music in Spanish. Give the students a ball to start quickly passing around the circle. When you stop the music, you will hold up prepared flashcards with images of review vocabulary words or actual objects of the words. The student left holding the ball will tell you the corresponding vocabulary word associated with the flashcard/object. For example: You hold up the jersey flashcard or an actual jersey and the student must answer, "*la camiseta*." You hold up a picture of a soccer field and the student must say, "*el campo de fútbol*." If the student answers incorrectly, he or she will come out of the circle to help you ask the questions. Keep playing until 5-7 minutes are up or until only a few students remain. You can add points to the score board of the team with the most players remaining!

#### Introduction to the game and new vocabulary:

**Teacher:** If necessary, use the attention getter to refocus the students' attention Engage them in a conversation regarding soccer.

- "***Todos saben COMO jugar al fútbol.*** You all know HOW to play soccer. *Ahora vamos a aprender las posiciones del fútbol.* Now we are going to learn the positions in soccer." Ask the students to name some of the positions in English. The students will name positions like (goalie, defender, forward, mid-fielder) Be sure to say "*Gracias*" to the students that shared the English words for the positions. You can extend the conversation by asking the students to share what each position does and what purpose it serves as a way to help the students that have less experience with the game learn from those students with more experience.
- At the conclusion of your brief conversation with the class about field positions, **ask for six volunteers.** You want one volunteer to represent each of the positions on the field that you will focus on for the day. **\*\*See Target Vocabulary for Day 2\*\*** (Teachers-Be sure to have the flashcards prepared and printed from the intranet.) Give each of the volunteers one of the flashcards. One at a time, ask the volunteers to hold up the cue card they are holding. First say the word on the card, and then ask the rest of the class to shout out the name of the position on the card as it is held up by each of the volunteers. It is helpful to have them repeat the word a minimum of three times for reinforcement.
- **Next, ask each of the volunteers to stand in the appropriate location on *el campo de fútbol*** for the position that is written on their cue card. Once the volunteers are standing in the correct location, have the rest of the class line up facing the volunteers. Tell the students that you will say one of the position names and then "*Hay que patear la pelota a la persona en esta posición.* You have to kick the ball to the person in that position." The students must say the name of the position *en español* as they kick the ball to that person. The students should then trade places. Continue this until all of the students have had the opportunity to stand in a field position and to kick the ball.

#### Transition:

Use the attention getter or the closing song to refocus the student's attention. Gather the students back together in a circle and hold up the cue cards again. Have the students repeat the key vocabulary words after you a few times to ensure the next activity is a success.

### Drill: "El Entrenador Dice"

Tell the class that it is time to *hacer ejercicios de calentamiento*, warm-up, before playing the soccer games. Explain to the students that today's *ejercicios de calentamiento* will be a game called "El Entrenador Dice". Ask the class if anyone can guess what the word "Entrenador" means? You can give them clues by saying things like "It sounds like trainer. What is another word for trainer? OR every team has one", etc. If no one guesses what the word means, tell them that it means coach. Ask the class to repeat "el entrenador" after you three times while you hold up the corresponding flashcard. Ask the students if they know how to play *Simón Dice/Simon Says*? Tell the students that this game will be played in the same way as *Simón Dice*, but they will be listening for the words *El Entrenador Dice*, the coach says instead of *Simón Dice*. If you don't say "El Entrenador Dice" and a student moves, he or she is out. Be sure to have the commands be things that you have already learned in class. For example, "El entrenador dice.. *hay que patear la pelota*" or "El entrenador dice... *hay que bloquear la pelota*", while having the students "act out" each of the commands.

**\*\*Note:** It is really important that you have the commands pre-chosen and that you teach the motions to the students prior to playing. You may want to review the vocabulary first using the flashcards and then add the movements. For example: for *Hay que patear la pelota* the students can motion kicking. For *Hay que bloquear la pelota* they can move from side to side. Be creative! Play the game for 5-7 minutes or until there is only one remaining player. **Note:** For any game, be sure to review the Student Responsibilities beforehand to ensure the game is a success and that the students behave.

### Drill #2:

As a second *ejercicio de calentamiento*, tell the students that we are going to practice dribbling or kicking the ball. "Vamos a practicar pateando la pelota. We are going to practice kicking the ball." Divide the class into their two teams. Put cones in two lines. Be sure that the lines area at least 15-20 feet apart. Have all the players go the far side of the cones and sit down. Send one player to the beginning of the cone line or the opposite side with a soccer ball. When you blow the whistle encourage all the players to chant, *¡Aquí!* while their teammate runs down the field dribbling the ball in and out of each cone. The player who gets to the other side of the cones first, scores a point for his or her team. The "losing" player must then answer a question in Spanish about the vocabulary thus far. For example: "¿Cómo se dice soccer field *en español?*" (Teammates can assist with this.) If the player answers the question correctly, he or she also gets a point added to the daily tally. Continue the activity for approximately 5-7 minutes or until you have observed each of the students complete the drill satisfactorily.

### Transition & Introduction of Teams:

Use the attention getter to regain the students' attention and gather everyone together in a huddle. Ask the students, "¿Qué significa futbolista *en inglés?*" Encourage the students to guess by pointing out the root word *fútbol* and holding up the soccer player flashcard. Then explain, "futbolista es soccer player *en español.*" Have the students repeat the word three times. You can make this more interactive by throwing a soccer ball to each students and having him or her say the word while catching the ball. That player then gets to throw it to the next student. Following this lesson, have the students split into their two soccer teams

and have each team stand in two lines. "Introduce" each " *futbolista*" and the " *equipo*" in the same way that they would at a professional sports game by saying the student's name and having them run through their teammates onto the field. You can encourage their teammates to give them high fives and *aplausos*. Once you announce the *equipos* have the students perform their chants again one time through.

### **Partido de fútbol (primer tiempo):**

#### **Before playing the game:**

1. Review the rules in the teacher resource guide. Explain to the class that the game will be played in *español* only! Hold up a picture of a referee and have the students repeat the word *árbitro* to formally teach them this word. Once they seem to grasp the vocabulary, remind the teams that the " *árbitro*", referee, has the ultimate say in points. This means the referee can also take points away for speaking English too!
2. **Go over the Key Words sign** with words like "... *Aquí*", "*¡GOOOOOOOOL!*", "*Hay que bloquear*", "*Hay que patear*, etc." Have the students shout out the words and phrases as you point to them and demonstrate a movement to help them remember what they mean. (You can also point to the pictures on the sign.) Explain that the students should reference the sign during the game so that they only speak in Spanish.
3. **Assign a student to hold the sign** during the game. If you don't have an extra student, you will be in charge of holding up the sign or placing it somewhere both teams can actually see it. Note: If you have a student holding the sign, be sure to rotate this person onto their team halfway through the game to switch places with another player.
4. **Start the game!** Have the teams line up on opposite sides of the field. Blow the whistle and begin the game and continue playing for ten minutes.

***Important Note:*** As the game progresses, you should keep track of English & Spanish phrases that you hear because you will take away points from the teams' overall score for English that is spoken. Points can be earned by scoring goals.

**Descanso/Half-time:** After 10 minutes of playing the game, blow the whistle to signal that it is half-time (*medio tiempo*). Allow the students to get their water bottles and snacks. Do not hesitate to use the attention getter to help gather the students' attention and direct their focus during half-time. Sit in a circle in the middle of the field. Use this time to talk to the students about the great Spanish that you were hearing while they were playing or as a refresher for the phrases and target vocabulary that you want to hear and maybe review the vocabulary if it seems that the group isn't using any of the target vocabulary. You will also want to use the *descanso* as a transition into the *Notas Culturales*.

#### **Notas Culturales:**

While sitting in the circle discuss the different types of soccer teams that are typical in Spanish speaking countries. (Please speak 50% in Spanish during this discussion!) In Spanish speaking countries there are national teams and club teams for soccer. The club teams are very much like the NFL, NBA and NHL. Ask the students to provide examples of teams from the various professional sports leagues in the USA, and to name the cities that these teams represent. Further explain that soccer clubs in other countries represent cities and towns in

much the same way as the professional sports teams in the US. Each of these club teams compete against other club teams from other cities. The national teams are made up of the very best players from all over the country. A soccer player's goal is to be selected for the national team of their native country. The national teams' ultimate goal is to compete in and win the World Cup of Soccer. The World Cup is the most important tournament in soccer. It lasts for one month and is played every four years. As a bonus question, ask the group if they know when the next World Cup is and where it will be played. Ask the students if any of them know how to say World Cup en español. ANSWER: LA COPA MUNDIAL You will sometimes also simply hear it stated as "EL MUNDIAL". Show the students pictures from the intranet of the World Cup and ask the students if they know where the next World Cup will be played. Be sure and do your research so you know the answer! If you have additional time, you can read one of the selected soccer related books to the class or pick up where you left off last week. You can also have the students take turns reading sections of the book and then discuss the sections that are read for reinforcement and understanding.

#### **Partido de fútbol (segundo tiempo):**

The *segundo tiempo* should run in the same way that the *primer tiempo*. At the end of 10 minutes, blow the whistle and have the teams return to the center of the field. You can have the players from each team line up and shake hands or high five and say "*Buen juego*" good game at the end of the game.

#### **Repaso Juego #1:**

If time permits, play a game such as "*Palabras Musicales*". The game is played very much like musical chairs. Place the vocabulary picture cards from Day 1 & Day 2 in a large circle on the ground. (It is helpful if these are laminated in case the field is wet.) Play some fun Spanish soccer music and have students start walking around the circle. When you stop the music everyone must stop next to a card and sit down. You should then call out one of the vocabulary words. For example: "*Futbolista*". The students will then look at the card next to them. Whoever has that card must hold it up and repeat the word in Spanish. The entire class should then also repeat the word for reinforcement. The student that is sitting next to the vocabulary word is "out". Resume the game and continue to play until only one player remains or 5-7 minutes have passed. The last child in the game wins a point for his/her team!

Variation: You can also say the vocabulary word in English and the students need to identify themselves if they are sitting next to the corresponding flashcard by saying the vocabulary word "en español." Like noted above, be sure the entire class repeats each word for reinforcement. *Note: To make any game successful, it is helpful to review all the vocabulary flashcards and/or objects beforehand. For this and the game below you can include vocabulary from both today and the last class.*

**\*Repaso Juego #2:** If you have remaining time, you can continue to play another game called *Bolsa Race*. Divide the group into their two teams and have the two teams line up facing you. Give each team a gym bag (or backpack or paper bag) filled with a set of vocabulary flashcards. Have the teams sit down except for the first two players in line. You will call out a vocabulary word and the two players must race to find the corresponding flashcard in the gym bag. Whoever pulls the correct card out first, scores a point for his or her team. These players go to the end of the line and the game resumes with two new players. Keep playing

until every student has had a chance to participate or 5-7 minutes pass.

*\*Note: You can chose to play a review game after the Notas Culturales and before the second half of the soccer game. Just be sure you leave enough time to finish the game!*

**Closing:** Gather the students into a circle using the attention getter. Have all the students stand for the closing song, which you will sing with gestures.

- ✓ **Sing the closing song with the students:**

Jugamos al fútbol  
(Sing to the tune of "Farmer in the Dell")  
Jugamos al fútbol, jugamos al fútbol  
Todo el día  
¡Jugamos al fútbol!

- ✓ **Review the point chart** and encourage "*aplauso*" or high fives for a job well done by everyone.
- ✓ **Handout the student newsletters** and encourage everyone to practice their new Spanish five minutes per day.
- ✓ **Collect all the jerseys** so that you will have them when the class meets again
- ✓ **Dismiss the group** by saying "*Adiós*", "*Hasta luego*". Make certain that all students are picked up by caretakers prior to departing the premises.

**If there is additional time:**

**Juego: ¡Rápido!**

Play another fun review game called *¡Rápido!* Have the students sit in a big circle. Put all the flashcards for the words that the students have learned so far in the middle spread out. Have one person from each team to stand up and put his or her hands behind their backs. You will say a vocabulary word in Spanish. The players must race to go into the circle and hold up the corresponding flashcard. If the fastest student picks the right image, he or she scores a point for the team. Have the entire class repeat the vocabulary word for additional reinforcement. Keep playing for 5-7 minutes or until each student has had an opportunity to compete. Note: You can make this more challenging by saying the word in English and having the players not only pick the right image, but also recall the word in Spanish.

**Mini-Partido:** You can play a shorter version of the soccer games above if there is additional time. Be sure that the game is only played in Spanish!