

***¡Fútbol!* Soccer in....SPANISH!**

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

Day 3 Target Vocabulary: *Las Reglas*

<i>tarjeta amarilla</i>	yellow card	<i>una falta</i>	a foul
<i>tarjeta roja</i>	red card	<i>saque de meta</i>	goal kick
<i>una expulsión</i>	an expulsion or kicking out of the game	<i>saque de banda</i>	throw-in
<i>un aviso</i>	a warning	<i>saque de esquina/corner*</i>	corner kick
<i>¡Dáme cinco!</i>	Give me five!	<i>Tiro libre (directo/indirecto)</i>	free kick (direct/indirect)

* The English word "corner" is often used in Spanish soccer vocabulary in addition to the Spanish words for these phrases.

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.

Important 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 to spread enthusiasm for both topics.

Materials: Please have all the materials noted in week one each and every session of this course. You should also have flashcards, a point sheet, and cue cards prepared from the intranet for this class. For today's class you will also need a "water noodle"

from your soccer kit. 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 the "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 then ask them, "*¿Cómo se dice soccer player en español?*" How do you say soccer player in Spanish? *¡Sí! futbolista es soccer player.*" Ask students "*¿Cómo se dice team en español?*" How do you say team in Spanish? *¡Sí! equipo es team.*" Have the students break into their teams and then tell them to recall the chant that they learned 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 while standing. The loudest and proudest *equipo* will be awarded an extra-point on the scoreboard. Encourage *aplausos* by all!

Introduction to the drill and review vocabulary:

Teacher: Gather all your students together and have them sit in a circle. Engage them in a conversation regarding soccer. *Note: It is very important that each student repeats every phrase or vocabulary word a minimum of three times for reinforcement. Also, be sure to have flashcards and any other visuals prepared prior to starting this activity.*

Have the following conversation with the class:

- "*¡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 some time to remember 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. Pelota es ball*, as you point to the ball. Have the class repeat the vocabulary word after you say it. 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 had the opportunity to respond to the question. Be sure to praise each student when they respond with the correct phrase. Congratulate them on speaking a full, perfect sentence in Spanish!

- "*¿Dónde jugamos al fútbol?* Where do we play soccer?" Point to the soccer field to encourage the students to recall the word for soccer field. 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?" You might have to reply "*Jugamos en el campo de fútbol.* We play soccer on the soccer field." Have the students repeat the words after you. Since this is a longer phrase, you can break it down and have the students repeat with clapping or by passing an object around the circle and having each student repeat the phrase.
- "*¿Quién sabe las posiciones de los futbolistas?* Who knows the position names of the soccer players?" Give the students a moment to think about the position names. Hold up the flashcards that you printed from the intranet. Show them to the students and encourage them to say the words and repeat each word after you say it. Make sure that the students can say each of the position names since the main review activity for the day will revolve around the soccer positions. (Alternate: Make a simple poster of the soccer field and have the positions noted with numbers 1-6. Point to each position and ask the students, "*¿Qué posición es esta?*" Encourage any efforts to answer with positive reinforcement. Have the group repeat each word three times to ensure they really know the vocabulary.)

Repaso: "*¿Dónde está el futbolista?*"

- **Activity:** Hand each of the position flashcards to a different student. As you hand the flashcard to each of the students ask the students to repeat the position listed on the flashcard. Explain to the students that they should place the card in the appropriate location on the field where the player would stand and then return to the group. Once all of the cards are placed on the field, ask the students to stand-up if they are seated. "*Levántense por favor*" (Use your hands to motion the students to stand. If they don't understand repeat the phrase in English.) Explain to the students that they will take turns kicking the ball to each of the "players" or positions on the field. "*Vamos a patear la pelota a cada futbolista.*" As the students line up, you will shout the name of one of the player positions. The student is to kick the ball to the "player"/position and shout out the name of the position at the same time. They will then retrieve the ball and return to the

group. (You can also have the students go stand in the position locations so they can easily pass the ball back to the group.)

- **Juego:** If you would like, you can turn this review into a competitive game. Have the position flashcards (laminated is preferable in case the field is wet) placed on the field in the appropriate locations. Divide the class into two teams. Have the two teams line up on the parameter of the field. When you call out a position the two players at the front of the line must race to the correct location first. Whoever arrives at the correct location first scores a point for his or her team. Have the entire group repeat the position vocabulary word for reinforcement. Be sure to add the point to today's point tally! These players will go to the end of the line and the game resumes with two new players. Keep playing until every student has had an opportunity to compete or until 5-7 minutes have passed. (Note: You can make this even more challenging by having the students "dribble" a ball to the location of the player that is being called.)

Transition:

Use the attention getter to refocus the student's attention. Gather the students together to sit in a circle on the ground and prepare for the next activity.

Introduction to the game and new vocabulary:

Teacher: Engage your students in a conversation regarding soccer. *Note: It is very important that each student repeats every phrase or vocabulary word a minimum of three times for reinforcement.*

- Explain to the students that all sports and games have rules. *"Hoy vamos a aprender algunas de las reglas y regulaciones del fútbol. Today we are going to learn some of the rules and regulations of soccer".* Ask the students some of the rules that they have already learned in past sessions or that they know from previous soccer experiences. The answers that they provide will probably be quite varied and range across the spectrum. Keep the students focused and guide the conversation. You can start the conversation by reminding them of some of the basic information already learned. A *partido* or soccer game is composed of the *primer tiempo* or first half, *descanso*/half-time or more literally "rest" and the *segundo tiempo*/second half. Lead into a discussion about the target vocabulary as follows:
- *¿Quién tiene reglas en casa? Who has rules at home? ¿Quién tiene reglas en la escuela?* Encourage the students to raise their hands. Let the students tell you what some of the rules are at home. Explain to the students that just like at home and in school, sports have rules that have to be followed. In soccer we use *una tarjeta amarilla*, a yellow card, and *una tarjeta roja*, a red card, as consequences for rule violations. (Hold up the yellow and red cards

to reinforce the phrases.) Ask the group if anyone knows what happens when the *árbitro* shows a *futbolista una tarjeta amarilla o una tarjeta roja?* Remember to use the experience of your students with soccer to help teach concepts of the game. Praise the student volunteers for their explanations. *"¡Sí! ¡Muy bien!"* If the students do not provide a description of a yellow card and a red card, provide a brief description. See the Teacher Resource guide for a complete description. *"Una tarjeta amarilla es un aviso"* Explain to the group that a yellow card is a warning when a rule is broken. *"Una tarjeta roja significa una expulsión del partido"* A red card means a player is expelled from the game. This occurs if there is a very serious or repeated violation. After two yellow cards, a player is given a red card and is expelled from the game. It might be helpful to have the class remember the cards *¡Como un semáforo!* like a stop light! YELLOW = YIELD/CAUTION, RED = STOP/ EXPULSION.

- **Actividad:** Ask the group for two volunteers by saying, *"Necesito dos voluntarios."* Hand the red card and the yellow card to one of the volunteers. Explain to the group that this person will be *"el árbitro"*. *"Repite clase-el árbitro. ¿Qué significa el árbitro?"* Praise any efforts to answer and then reinforce the word by holding up the referee flashcard and saying, *"Sí. El árbitro es referee."* Ask the class who they think the other volunteer will be by playing, *"¿Quién va a ser el otro voluntario? Who will the other volunteer be?"* If they respond with "soccer player", ask *"¿Cómo se dice soccer player en español?"* Praise the correct response, *"futbolista"*, when you hear it. Ask the entire group to repeat the word *"futbolista"*. Tell the group that you will say either *"aviso"* or *"expulsión"*. The *"árbitro"* will hold up the appropriate card to the *"futbolista"*, and the rest of the group will respond with the appropriate name of the card EN ESPAÑOL. If you say *"expulsión"*, the *futbolista* should leave the group. If you say *"aviso"* the *futbolista* can simply sit down again. You can repeat the activity until everyone has the opportunity to be the referee or soccer player. Remind the students that after *"dos tarjetas amarillas"* a player is expelled from the game completely. (To make this activity livelier, you can have the students start running in a circle. When you blow the whistle everyone must stop in place. You will give either a yellow or a red card to a "player" in the group. The students must then respond with either *"aviso"* or *"expulsión"* according to the card you gave out.)
- **Juego:** Divide the students into their teams. Have each team sit in a circle. Give each team a soccer ball, which you place in the middle of the circle. You can act as the referee or have a student volunteer act as the referee. Explain that you are going to hold up a yellow card or a red card. (Use this as an additional opportunity to review these phrases.) The teams must race to stand, grab the ball, and then shout out either *"aviso"* or *"expulsión"* when

they see the card you hold up. Keep playing until you feel the students have grasped these vocabulary words/phrases. Note: You can feel free to add vocabulary from previous classes if you feel the students have mastered these two concepts. Be sure and have those flashcards prepared and handy if you intend to include additional vocabulary.

Transition & Introduction of Teams:

Use the attention getter to regain the student's attention and get them excited and ready to play *el partido de fútbol!* Have the students stay in their teams and ask them to recall the chant that they learned for each of their respective teams. Each team will stand and recite their chant and then the game will begin.

Partido de fútbol (primer tiempo):

Have the students sit into a circle on the ground and explain (in Spanish first, followed by English) that the soccer game is about to officially get underway.

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! 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*.
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.*

Very Important Note/Vocabulary Lesson: During today's session, the *partido* will be played just as it has in the past, but we are going to add a "*¡BASTA!*" or a "FREEZE" piece to assist in teaching some of the new vocabulary for the day. When the ball goes out of bounds during today's game, the "*árbitro*" will blow the whistle and say "*¡BASTA!*" and all *futbolistas* will freeze in place. You will then take this opportunity to teach the type of kick that will take place in order to restart the

game. Be sure and have the appropriate flashcards printed beforehand from the intranet. (For these vocabulary words you may want to have them on normal 8 ½ x 11" paper in big bold letter so they can easily be seen from the field) Either you or a student on the sidelines will assist by holding up the appropriate sign.

For example: If the ball goes out of bounds along the sidelines. You will blow the whistle and shout, "*¡BASTA!*" All the players will freeze and look up. You will teach the phrase "*Saque de banda*" by holding up the sign and having everyone repeat the phrase. Give a brief explanation of the kick using the descriptions below. Keep these as simple as possible and remember to speak in both Spanish and English. To better reinforce the phrase, kick or throw the ball to a player and have him or her say the phrase back to you "*saque de banda.*" That player then throws it or kicks it to another player who repeats it again. You can do this a minimum of three times for optional reinforcement. Then you can put the ball into play again. In this instance, the team that didn't touch the ball last will have a player throw in the ball. You can do something similar for each phrase noted below.

***Fun addition!** You can hand out a "*tarjeta amarilla*" to any student speaking English during the game!

Kick Descriptions:

- ***saque de meta:*** a goal kick will occur when the ball goes out of bounds anywhere between the goal and the corner field markers and last person that touches the ball is a member of the attacking team. The defending team will take the kick by placing the ball in line with one of the goal posts and kicking the ball in the direction of the opposite end of the field.
- ***saque de esquina/corner:*** a corner kick will occur when the ball goes out of bounds anywhere between the goal and the corner field markers and the last person that touches the ball is a member of the defending team. The attacking team will take the kick by placing the ball at the corner field marker and kicking the ball in the direction of the defending team's goal.
- ***saque de banda:*** A throw in will occur when the ball goes out of bounds along the sidelines. The throw-in will be made by a member of the team that DID NOT touch the ball last.
- ***tiro libre:*** a free kick is given to a team for *una falta*, a foul, committed by the opposing team. *Una falta* can include things like touching the ball with your hands or dangerous play. A free kick is awarded anytime there is a yellow or red card is given.

Descanso/Half-time: (Please note that the game may be a bit longer this time because of the "*esperas*" used for teaching the vocabulary. Feel free to extend it so that there are actually 10 minutes of playing 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. Use this time today to discuss the new elements of the game: *saque de meta*, *saque de banda*, *saque de esquina/corner*, *tiro libre* and *fuera de juego/offside*. Explain that you will play the *Segundo tiempo* in the same way.

Notas Culturales:

Keeping the students in the circle, ask them students if they know of any famous *futbolistas* from around the world? Praise the students for the players that they know by name. Point out those players who are from Spanish speaking countries. Read the book provided to you this week to the group. To make this more interactive, you can read a page in Spanish and have the students guess what the page said. You can also have students try to read individual pages for the group. Be sure to praise the students efforts by saying, "*¡Excelente!, ¡Dáme cinco!*" Remember to limit this portion of class to 5-7 minutes. Therefore, if you don't finish the book you can read more at the end of the class today or continue into next week.

Partido de fútbol (segundo tiempo):

The *segundo tiempo* should run in the same way that the *primer tiempo*. Don't forget to include the "Esperas" to reinforce the new vocabulary! At the end of 10 minutes, blow the whistle and have the teams return to the center of the field. "*¡Dáme cinco!*" Explain what the phrase means and have the entire group repeat it after you. Then have the teams line up and give every player on the opposing team a high five while shouting, "*¡Dáme cinco!*"

Transition: (If needed)

Use the attention getter to refocus the student's attention. Gather the students back together in a circle and get ready for the next activity.

Repaso: "Guardar a la Pelota"

The object of this game is to work on kicking and controlling of the ball while keeping the ball away from the person in the middle of the circle. Ask the students to form a circle. "*Por favor, hacemos un círculo.*" Select one person to go into the center. Then the rest of the students will pass the ball by kicking it, and trying to play "Keep Away" from the person in the center of the circle. The person in the center of the circle will answer a question about the material from this week or previous weeks before leaving the circle. For example: *¿Cómo se dice referee en español?*, "*¿Qué es una pelota?*", "*¿Cómo se dice soccer player en español?*", "*¿Qué es una tarjeta amarilla?*" Hold up the appropriate flashcards and have the rest of the class repeat the words for extra reinforcement. You will blow the whistle about

every 45 seconds and a new student will go into the center of the circle. Once everyone has had a turn, and if time permits, two balls are added to the game and the game is repeated. Don't forget to praise the students for great Spanish that you heard today! Hint: Before starting this activity review all the vocabulary you will be incorporating. You can do this by holding up the signs or flashcards and having the students repeat the corresponding words or phrases with you a minimum of three times each.

Repaso Continued: Competición

To further reinforce the vocabulary learned thus far, play this game by dividing the class into their respective teams. Ask one or two volunteers help you set up two identical "courses" with cones or markers on the field. At the end of the course have a bucket, box, or paper bag. In each box have a set of vocabulary words in Spanish. Have the players sit down in a line behind their obstacle course. In order to keep them engaged, you should have them sitting facing you and not in a single file line. The first players will stand up. You will blow the whistle. The players must then dribble the ball around each cone to the box. When both players have gotten to the box you will shout out a vocabulary word or phrase in English. The players will then have to look in the box for the correct and corresponding vocabulary card in Spanish. They will pull it out and then dribble the ball back to you. Whichever player reaches you first with the correct phrase scores a point for his or her team. To reinforce the words, hold up the flashcard and have the entire class repeat the word(s) in Spanish.

Repaso (Alternative or If time permits): ¡Tope!

For further reinforcement, use a combination of target vocabulary from this and previous days. Before class, make copies of the flashcards without the words from the intranet. Make enough copies so that each student has one. Although it is best to have a different picture for each student, doubles are okay if necessary. Before officially starting the game, briefly review each flashcard and have the students repeat the vocabulary out loud with you. Next, give a copy of a picture to each student and have them form a circle. The students should place their picture in front of them on the ground. Select one student to go in the center of the circle to be "it" by tagging him or her first with the water noodle provided for you in the soccer kit. Give the noodle to the person who is "it." Say a vocabulary word to start the game off. (It is fun for the students if you play too!) The goal: for the person in the center of the circle to tag the person that has the picture of the last word said. The game is similar to tag, but instead of running away, the person that's about to be tagged has to say another word...Remind the students that they will need to be very alert because of the fast-paced nature of the game. Example: If you say the word *futbolista* the person with that vocabulary card has to quickly think of another word before being tagged by "it." Example: He or she can say, "*Saque de bandd*" and then the person with the *Saque de banda* flashcard must think of a new vocabulary word.

A few rules to remember and review with the students:

1. No "tag backs." (This allows more students to be engaged in a more meaningful way.) If they *accidentally* tag a person back, they automatically go in the center.
2. Show them how hard you will allow them to tag each other— Please tell the students no head or below the waste tagging.
3. Advise the students that if they run away to buy time they are automatically in the center.
4. As always with any active game such as this, be sure to review the Student Responsibilities beforehand to ensure success.

Closing: Use the attention getter to regain the students' attention. Keeping them standing in the circle, sing the closing song with them using gestures:

(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*" or "*Hasta Luego*". Make certain that all students are picked up by caretakers prior to departing the premises.