

***¡Fútbol! Soccer in....SPANISH!***

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

**Day 4 Target Vocabulary: *Los equipos***

<i>equipo de casa</i>	home team	<i>ganar</i>	to win
<i>equipo visitante</i>	away team	<i>perder</i>	to lose
<i>un empate</i>	tie	<i>la selección</i>	the national team
<i>estadio</i>	stadium	<i>campeón</i>	champion
<i>hinchas*</i>	fan	<i>La Copa Mundial</i>	World Cup

*\*aficionado- This is another very common word for fan, so feel free to substitute this word if it is more familiar to you.*

**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. Additionally, be sure to have certificates written up for every student to hand out with the newsletters today. 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, and 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. After you have quickly reviewed the vocabulary words, assign various students to run out to the field to a particular position. Ask for volunteers. As you say a position, the volunteer must kick the soccer ball to the correct person in the field while the entire class repeats the vocabulary word. Do this activity until you have reviewed all the positions.

- "*¿Qué significa árbitro?*" What does *árbitro* mean? "*¿Qué hace un árbitro?*" What does an *árbitro* do? Ask the group if anyone knows what happens when the *árbitro* shows a *futbolista una tarjeta amarilla o una tarjeta roja?* "*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. Praise the student volunteers for their explanations. "*¡Sí! ¡Muy bien!*" Have copies of a red card and a yellow card to show the students as a reminder if they do not provide a description of a yellow card and a red card.

**Repaso:** You can review *las Reglas* vocabulary from last week by playing a simple game. Have the class sit in a big circle on the ground. Have the flashcards laminated and prepared from last week. Put them in the middle of the circle. Have one person representing each team stand up. Call out a vocabulary word in English. They players must then race to pick up the corresponding flashcard in Spanish. Whoever does this correctly first scores a point for his or her team. Be sure the entire class repeats the word for reinforcement. Tip: To add a more soccer element, have a soccer ball in the center of the circle instead of the flashcards. Whichever player knows the answer first will pick up a ball, say the correct word in Spanish, and kick the ball out into the field. The "losing" team must go retrieve the ball and dribble it back to the circle. For example: You say "yellow card" and the student must respond "*tarjeta amarilla.*"

### Transition:

Use the attention getter to refocus the student's attention. Keep the students together to sit in the 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.*

- "*Todos saben COMO jugar al fútbol.* You all know HOW to play soccer. *Todos saben las posiciones del fútbol.* You all know the soccer field positions. *Todos saben las reglas del fútbol.* You all know the rules of soccer. *¿Qué más necesitan saber?* What else do you need to know?" Encourage the students to talk about anything else that they

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need to understand about the game of soccer. Thank the students for their answers by saying *¡Gracias!* and acknowledge their responses with praise in Spanish. Ask the class if they believe fans are an important part of a game or sport? *¿Las hinchas\* son importantes en un partido o en un deporte?* Repeat the word *hincha\** for the class. Ask the class to repeat the word with you while you hold up the corresponding flashcard.

- *“¿Las hinchas \*ayudan el equipo visitante o el equipo de casa? Do fans help the visiting team or the home team?”* Hold up the corresponding flashcards as you say the words in Spanish. If the class responds in English, encourage them to repeat their answer in Spanish. Have the class stand in with their teams line a line so that there are two lines (one from each team) facing each other. This way each player is looking at a player from the opposing team. Explain very briefly how the home team and away/visiting teams change. Give the ball to the first players from each team. They should pass the ball back and forth to each other and then down to the next set of pairs. Every time someone touches the ball they need to shout, *“equipo visitante.”* Do this again, starting at the other end of the lines and have the players repeat *“equipo de casa.”*
- After the vocabulary reinforcement activity above, regroup the students into the circle using the attention getter. Ask the question again *“¿Las hinchas \*ayudan el equipo visitante o el equipo de casa? Do fans help the visiting team or the home team? ¿Por qué? Why?”* Encourage the students to explain why they believe a home team is benefited by the *hinchas\**. If the students say that the *hinchas\** can help a home team. Ask the class *¿Si las hinchas \*ayudan el equipo de casa, el equipo de casa va a ganar or va a perder el partido? If the fans help the home team, will the home team win or lose the game.* You might have to repeat this phrase a couple of times. Stress the words *ganar* and *perder* each time you ask the question. Encourage the students to respond with either *ganar* or *perder*. You can further reinforce the vocabulary by having the students pass a ball to each other in the circle. The student with the ball will say win or lose in English. Whoever they pass the ball to must respond with the corresponding word in Spanish.

- **Say the word "estadio" and ask the students what word in English it sounds like.** You can provide hints to the group by saying things like *Es el lugar donde los equipos juegan al fútbol.* It is the place where teams play soccer. Some students might respond with the *el campo de fútbol.* Praise the students for recalling a previous vocabulary word. Encourage them to say *estadio.* by saying *El campo de fútbol está en el....* "The soccer field is in the..." If none of the students guess the answer, say "estadio" and encourage each student to say the word. Be sure to hold up the flashcard for better reinforcement. Praise the student volunteers for their explanations. "*¡Sí! ¡Muy bien!*" or "*¡Dáme cinco!*"

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

Have the students stay in the circle 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. **Introduction of teams:** Have the students break into their teams and ask them to recall the chant that they learned for each of their respective teams. Introduce each team and have them stand and recite their chant in a huddle.

5. **Start the game!** The teams will line up on opposite sides of the field and get into position. 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. \*Fun addition!* You can hand out a "tarjeta amarilla" to any student speaking English during the game! You can also keep the "BASTA" element from Day 3 for further *reglas* reinforcement.

**Descanso/Half-time & Vocabulary Lesson:** After 10 minutes of playing the game, blow the whistle to signal that it is half-time (*medio tiempo*). Allow the students the students to get their water bottles. (Save the snacks for the *Notas Culturales* time.) 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. Important Note: During today's class the *descanso* will be used as an opportunity to finish teaching today's vocabulary words and the *Notas Culturales* will follow later in the lesson.

**Vocabulary lesson:** While sitting in the circle, take the opportunity to show the class the "scoreboard". Remind the class that today's game is the final game. This is *un campeonato*, a championship. Ask the class to recall the name of the most famous and important *campeonato* in soccer. You can remind them that they learned the name on day 2. You can provide the English name for the tournament if none of the students say the answer. Have a picture of the World Cup trophy on hand to show the class. If none of the students responds with the answer, say *La Copa Mundial* and have the students repeat the phrase after you several times. Ask the students how often the *Copa Mundial* is played. You are looking for the students to reply with every four years. You can tell them *cada cuatro años* to add more Spanish to the conversation. Ask the students who plays in *la Copa Mundial*? Is it *la selección*? Most students will reply with the national team. Explain to the class that *la selección* means the selection and refers to the very best and "select" players from each country. It is the best soccer players from each country that are chosen for *la selección*. (It is not necessary to formally teach this vocabulary word.) "*¿Qué pasa si los dos equipos terminan el campeonato con las mismas puntas?*" What happens if the two teams finish *el campeonato* with the same points?" Give the students a moment to answer and praise their efforts. Explain that if the teams end up with the same number of points after the championship, there is *un empate*, a tie! Hold up

the corresponding flashcard and have the students repeat the word after you several times. Then explain that we want to declare *un campeón* today, so we are going to play vocabulary and soccer games to compete for points. Be sure the students learn the word *campeón* by making sure to hold up the corresponding flashcard. You can also have them pass around an object and repeat the word several times. This is a good time to transition to the game below.

### ***Juego: ¡Tope!***

Use the target vocabulary from today's class only to play the game from last week called *¡Tope!* It is strongly suggested that you keep the focus on the target vocabulary from today's class to be certain the students really learn it in this short time. 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 *estadio* the person with that vocabulary card has to quickly think of another word before being tagged by "it." Example: He or she can say, "*equipo visitante*" and then the person with the *equipo visitante* 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.

### **Notas Culturales:**

Using the attention getter, refocus the students' attention and have them sit in a circle. They can get their snacks or you can provide one to them. If one of your teams is "Mexico" a fun snack to bring in is *palomitas con salsa y limón*. (Popcorn sprinkled with salt, lime, and topped with Salsa Valentina or another similar hot sauce.) If there is another country represented feel free to bring in a simple, affordable, and fun cultural snack to share with the class during this time. Be sure to note allergies from your class roster. Explain to the class that children from all over "*el mundo hispanoblante*", the Spanish speaking world, play soccer. It is the most popular sport and children play anywhere! Many children, however, don't have really nice "*equipos de fútbol*" or "*estadios de fútbol*." Therefore, they play soccer in dusty streets or in barren fields without grass. In poorer areas, some children may even play soccer without shoes. Of course there are also cities and towns that have traditional soccer teams for children like we have here. Show the students the pictures from the intranet and lead them into a brief discussion about what they see. If you have brought in a traditional snack, be sure to discuss where it is from and why it is "tipico." Be sure to limit *Notas Culturales* to 5 minutes.

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

After the *Notas Culturales* discussion start the second half of the game. 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. "*¡Dáme cinco!*" If you want you can have the teams line up and give every player on the opposing team a high five while shouting, "*¡Dáme cinco!*"

**Transition:** Start singing the closing theme song from the class and gather the students in a circle on the ground. Show them the points after the game and explain that there is an opportunity to earn more points for their teams by playing the review games that will follow. Get everyone really excited and encourage "*mucho aplauso*."

### **Repaso Juego #1: Soccer "Jeopardy!"**

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Put various questions onto little slips related to all the different topics of the camp into a jar or hat. (These are provided for you and are available for download on the intranet.) Divide the class into their two teams and have the teams sit in two "u shapes" facing the field. Set up cones in two lines in front of each team out in the field. Call one person from each team up and hand each player a ball. When you blow the whistle the players must dribble the ball down and around the cones and back. Whoever makes it back first must give you a "high five". That player then draws a question out of the hat. The question will be related to a soccer vocabulary topic and will be worth a certain number of points. Read the question out loud so everyone can hear them. If the fastest player answers correctly, he or she scores the number of points noted. If not, the other player has the opportunity to steal the points for his or her team. Once the answer has been established, have everyone repeat the vocabulary word and those players sit down. The game resumes with two new players. Keep playing for 5-7 minutes or until each player has had an opportunity to partake in the game. Be sure to add the points to the "score board!" *Hint-You can change the questions to make them easier or more challenging depending on your class.*

### **Repaso Juego #2: "Fútbol Race"**

You can review the vocabulary from all four days of the camp by playing this fun review game from Day 1. Divide the students into their teams from above and have each team sit in a large circle. Put a soccer ball in the center of each circle. Explain that one person from each team is going to come to the center of their team's circle and put their hands behind their back. When you ask a question related to the target vocabulary, both players must race to pick up the soccer ball first if they know the answer. If the fastest player answers correctly, he or she scores a point for his or her team. Continue to track the points on the point chart. If not, the game resumes with the same question and the other team has an opportunity to steal the point. If time permits, keep playing until every student has had an opportunity to be in the circle. (*Hint: Be sure to call students of the same age and level into the circle to make the game as fair as possible.*)

**Repaso Juego Alternativo:** You can feel free to substitute the game above with the **Drill #2 from Day 2** or the **Competición game from Day 3**. Remember to include all the vocabulary from the 4 days of camp!

**Certificados:** Tally up the points and announce *el campeón*. Encourage "apluso" from everyone. Have the teams line up and give each other high

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fives by saying, "*Dáme cinco*" or "*Buen trabajo*." Remind the students that they are all winners because they learned *mucho español* during this class and played some great *fútbol*! Call each student up one at a time and give him or her the certificate, which you have printed and prepared from the intranet. You can also feel free to give a very small and affordable *regalito* if you have money left in your budget. Examples: soccer related stickers, candy, pencils or erasers. Thank all the students for their hard work and close the day as usual.

- ✓ **Closing Song:** Have all the students stand for the closing song, which you will sing with gestures.

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

- ✓ **Hand out the student newsletters** and encourage everyone to practice their new Spanish five minutes per day.
- ✓ **Remind everyone to take their t-shirts, but be sure to collect the team labels** so that you have them for future classes.
- ✓ **Dismiss the group** by saying "*Adiós*", "*Hasta luego*". Make certain that all students are picked up by caretakers prior to departing the premises.