

**Vamos por la ciudad: Theme-based course with Dani y Beto.**

Lesson Plan 4 Note: All activities should take 5-7 minutes.

**Day 4 Target Vocabulary: Las tapas**

<i>por favor</i>	please	<i>gracias</i>	thank you
<i>el jamón</i>	ham	<i>el pan</i>	bread
<i>el tomate</i>	tomato	<i>el queso</i>	cheese
<i>frío</i>	cold	<i>caliente</i>	hot
<i>Me gusta(n)_____.</i>		I like_____.	

**Key phrases to use during class and encourage Spanish responses:**

<i>Voy a...</i>	I am going to...	<i>¿Qué te gusta?</i>	What do you like?
<i>Tengo...</i>	I have...	<i>¿Dónde está...?</i>	Where is...?

**Preparing for class:** Read through the lesson plan carefully and instruct the class bilingually, encouraging students to use cognates and nonverbal clues to help them understand what you are saying in Spanish. Emphasize the key phrases above throughout the class. Use puppets and props when applicable to make the class activities come alive.

**Specifics for today's class:** Have the picture flashcards from today and previous classes printed. Bring in a blanket to set out for the picnic adventure. If possible, bring in plastic food or real food (in baggies) as props for the vocabulary. **If there are no dairy allergies in your class** (check the class list), bring small cubes of cheese on toothpicks for the kids to taste during the tapas adventure.

**Introduction:** Greet the students as they enter the class by saying, "*Hola* [student name]. *¿Cómo estás?*" Encourage the students to respond with *muy bien*, *más o menos*, or *mal*. Have the students sit in a half-circle facing you and take attendance. During attendance, have the students say "*presente*." Remind students of the classroom responsibilities, the consequence and rewards system, and the attention getter.

**Repaso:** Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing the students the theme song for the class: "*Voy a*" to the tune of "My Bonnie" from Day 1. Be sure to act out the song with the actions described for each line, and encourage the students to mimic these actions. After singing, review the meaning of the lyrics with the students focusing on "*voy a pasear, jugar, y correr*."

**Interactive vocabulary lesson:**

Encourage the kids to sit in a circle on the blanket for "*un picnic en el parque*." Pick up your puppets to lead the class to the picnic adventure in the park below.

**Teacher:** *Bienvenidos al parque para un picnic con Dani and Beto. ¿Quién recuerda que significa 'el*



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*parque?* Who remembers what *el parque* means? *¿Y qué piensas que significa 'un picnic'?* And what do you think *un picnic* is?

**Beto:** [rubbing his tummy as if hungry] *Tengo hambre.* I'm hungry.

**Dani:** *Bueno. Tenemos tapas para comer.* We have *tapas* to eat.

**Beto:** *Mmm... Me gustan las tapas.* I like *las tapas*. (Explain that *las tapas* are small plates, similar to appetizers. Show examples of tapas from the intranet.)

**Dani:** *¿Te gusta el tomate?* Do you like *el tomate*? (See if the kids can guess what "*el tomate*" is. Hold up the tomato picture or a real tomato and encourage the kids to repeat after you in Spanish.)

**Beto:** *Ew... No me gusta el tomate.* I don't like *el tomate*. *¿Qué más hay?* What else is there?

**Teacher:** (Have a volunteer pull out the ham from the picnic basket. This could be a plastic food item, a real food item in a plastic bag, or the picture flashcard. Continue the skit below to introduce the vocabulary. For older or more experienced students, see if they can translate the Spanish sentences you say during the skit or want to try and say the Spanish lines after you.)

**Dani:** *Aquí está el jamón.* Here is *el jamón*. (Hold up the ham and have the class repeat "*el jamón*" after you. **\*Pronunciation tip:** Explain to the students that the "j" in Spanish is pronounced like the "h" in the English word "hot," only a bit raspier. Help the kids mimic the correct sound for this letter and word.)

**Beto:** *Me gusta el jamón.* I like *el jamón*. *Gracias.* (Teach the class that "*gracias*" means "thank you." Pass "*el jamón*" around the circle and encourage each child to say "*el jamón*" when handing it to the next student. When receiving it, each student should say "*gracias.*")

**Dani:** *Quiero el pan, por favor.* I want bread, please. (Hold up the bread and encourage the kids to repeat "*el pan.*" Also teach that "*por favor*" means please. Pass the bread around the circle in the opposite direction, encouraging the kids to say "*por favor*" as they reach for the bread and "*el pan*" when they hand it to the student next to them.)

**Interactive practice:** Divide the class into two teams and explain that they will be helping Dani and Beto pack the picnic basket. Have two baskets or bags at the front of the room. Hand each team a set of picture flashcards from today's vocabulary. Explain that when you say, "*Me gusta + \_\_\_\_\_* [food item from today's class]," each team will work together to find the correctly matching image and send one player to put it in the basket. The person that first puts the correct item in the basket scores a point for the team. Once the food vocabulary words have been reviewed, you can hand the teams each a set of picture flashcards or props for the sports and pastimes they learned in past classes and continue the game using this vocabulary. For example: *correr, leer, montar en bici, patinar en línea, pasear, hacer ejercicios, el fútbol, el voleibol, el tenis, el golf, el baloncesto, y el béisbol.*

**Actividad- ¿Dónde está la comida?-** Beto is being silly and hiding the food from the picnic around *el parque*. Help Dani find the items and put them back in *la canasta de picnic*. The picture images and props should be set out on a table. Divide the class into two teams, forming lines facing the table. The first student from each team will compete. When you call out a word in Spanish using the question "*¿Dónde está...?*" the players will race to find the object and hold it up. Encourage the whole class to repeat the Spanish after the answer is found. Continue playing with the next students in line competing and calling new words.

**Merienda & notas culturales:** As a transition, use your attention getter to regroup the students and encourage them to sit in a circle for snack time.



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*Clase, hoy vamos a hablar sobre las tapas en España. Today we are going to talk about tapas in España. Who remembers what tapas are? Yes, tapas are small plates that people share like appetizers or snacks. In Madrid, the capital of España, people often eat tapas very late into the night!*

*Aquí tengo un ejemplo de un plato de tapas. I have an example of a plate of tapas. (You can make a small plate with olives, ham, bread, and cheese for example or show the pictures from the intranet.) Tapas can be served "caliente" (hot) or "frío" (cold). An example of a *tapa fría* would be a cold soup like *gazpacho* or small cubes of different cheeses (like the popular Spanish Manchego cheese made from sheep's milk) or olives. An example of a *tapa caliente* would be skewers of chicken or toasted bread. *Jamón Serrano*, thinly sliced salty ham, is the most popular tapa in Spain.*

In an excited, suspenseful voice, tell the students, "*Tengo una sorpresa para Ustedes en mi canasta de picnic. I have a surprise in my picnic basket for all of you.*" (Have cheese cut in small cubes with toothpicks for the kids to taste. **\*Note any allergies in your class ahead of time. If any child in your class has an allergy to dairy products, please skip this activity or change it for small pieces of bread [el pan]**) *Aquí está una tapa de queso. Here is una tapa of queso. (Remind the students to say "por favor" and "gracias" as you hand out the samples. Ask each student, "¿Te gusta el queso?" and encourage them to respond with a thumbs-up or thumbs-down saying, "Me gusta el queso." or "No me gusta el queso."*

If there is more time, share the following information with students:

Ask the students what time they eat dinner by having the students raise their hands to answer, "*¿A qué hora cenas?*" Explain that Spaniards typically eat very late compared to the U.S.—often around 9pm. Spaniards eat *tapas* at local bars and restaurants after work and before having dinner (*la cena*). Lunch (*el almuerzo*) is typically between 2:00-4:00PM. *Tapas* are also common on the weekends around noon while socializing before lunch. In some countries in Central America, these snacks are called "*bocas.*" In Mexico they are known as "*botanas.*"

Tapas often have strong flavors with garlic (*ajo*), chilies (*chiles*), saffron (*azafrán*), and olive oil (*aceite de oliva*). Popular tapas include stuffed peppers (pimientos), skewers of chicken (pollo), *patatas bravas* (fried potatoes in a spicy tomato sauce), toasted bread with different spreads or toppings, roasted nuts (*nueces*), Serrano ham (*jamón*), Manchego cheese (*queso*), olives (*aceitunas*), and slices of salty chorizo.

**Ask the students to quickly throw away garbage and put away any leftover snacks. Start a slow count in Spanish from 1-10, explaining that they should be back in the picnic area ready for the next game by the time you get to 10. Use the Beto puppet to introduce the next activity. Choose one of the games below for your class.**

**Beto:** *¡Ay caramba! Hay hormigas en el picnic. There are ants in the picnic.*

**Hormigas I-** Hand each child a picture flashcard or prop from class today (there will be repeats), while saying the word in Spanish. All students should sit. Explain that when you say a word in Spanish, the



student with that item will "pop up" to shake off *las hormigas*. Encourage the class to repeat the word in Spanish after popping up.

**Hormigas II-** In this game, the students will hop up and down in place to shake off *las hormigas* while you chant "*hormigas, hormigas*." When you call out "*basta*," the students should freeze in place. Whoever moves has to answer a question about vocabulary from today's class or previous classes. For example, you may ask students "*¿Qué es el jamón?*" or you may hold up a picture flashcard and ask students, "*¿Qué es?*"

**\*Alternate activity for older kids-** Play a game of "*Alrededor del picnic*" by having two students stand to compete at a time. When you hold up an item from today's vocabulary, the two players will race to say the word in Spanish. The student with the fastest correct answer stays standing and competes with the next student in the circle. Continue playing until a student makes it all the way "*alrededor el picnic*" to win the game or until the 5-7 minutes are up.

**Juego: Caliente o frío/Hot or Cold** - Review that *caliente* means hot and *frío* means cold. Have students practice mimicking gestures for being hot and cold along with the vocabulary words. Hold up different tapas and encourage the class to call out *caliente o frío* for practice before starting the game. Call on one volunteer to start the game. Have the chosen player stand with eyes closed while you work with the class to secretly hide an item from the vocabulary list in the room. Then, ask the student to open their eyes and search for the missing item. Help and encourage the class to give the correct directions: "*caliente*" if s/he is close to the item and "*frío*" if moving farther away. Once the item is found, encourage the whole class to say the vocabulary word in Spanish. Choose a new volunteer and hide a new item to continue the game.

**Interactive conversation lesson:** Regroup the students using your attention getter and encourage them to form a circle by using gestures and saying, "*Formemos un círculo, por favor*." Explain that Dani and Beto like a lot of different foods and that they want to know what foods they students like. Review that "*Me gusta*" means "I like" and give them examples with the food vocabulary. (*Me gusta el queso. Me gusta el jamón, etc.*) Have this phrase written on a small poster or dry erase board as a visual reference. Review the foods in Spanish from today's class by holding up the picture flashcard and encouraging the kids to repeat the Spanish after you as you place the images into a bag. Pass the bag with the picture flashcards around the circle. Chant with the class "*¿Qué te gusta? ¿Qué te gusta?*" The first student with the bag will pull out an item and give the full sentence "*Me gusta \_\_\_\_\_* [the food in Spanish]. Or No me gusta\_\_\_\_\_." Help the students as needed and praise them for their efforts. Continue the activity by passing the bag of images to the next student and chanting the question with the class.

**Note:** Only for older/more advanced students, you can challenge them by explaining that for plural items, "*Me gustan*" should be used. For example: *Me gustan los tomates*.

**Closing:** Pick up your puppets and carry on the small conversation below.

**Beto:** *Me gustan las tapas en España*. I like tapas in Spain.

**Dani:** *¡A mí también!* Me too!

**Dani & Beto:** *Adiós clase. Vamos a explorar la ciudad de Madrid, España, en la próxima clase.* We are going to explore the city of Madrid, Spain the next class.



**Teacher:** Encourage the class to respond, "*Adiós.*"

**Adiós:** Sing the "*Adiós Amigos*" song to the tune of "Frere Jacques."

*Adiós amigos, adiós amigos  
Hasta la vista, hasta la vista  
Hasta luego, hasta luego  
Chau, chau, chau. Chau, chau, chau.*

Request that the students "*Formen una fila en la puerta.* Form a line at the door." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Hand the students the weekly newsletter and the optional homework. Be sure to share any positive information about what they are learning and how they are doing. Make sure all students get picked up by their parents or guardians and safely leave your classroom.