

**Day 7 Target Vocabulary**

|                  |               |                        |                    |
|------------------|---------------|------------------------|--------------------|
| <i>las uvas</i>  | the grapes    | <i>los totopos</i>     | the tortilla chips |
| <i>la piña</i>   | the pineapple | <i>la pizza</i>        | the pizza          |
| <i>las papas</i> | the potatoes  | <i>el pollo</i>        | the chicken        |
| <i>el maíz</i>   | the corn      | <i>el pavo</i>         | the turkey         |
| <i>los tacos</i> | the tacos     | <i>la carne de res</i> | the beef           |

- 1. INTRODUCTION:** Play Spanish music as the students enter the room, and greet them by saying *¡Hola!* and either *Buenos días* or *Buenas tardes*. Ask each student *¿Cómo estás?* Encourage them to answer, "*Estoy bien/mal/mas o menos.*" Have the students place their belongings in a designated area and remind them to go to the bathroom before class starts.

Take attendance and have the students say *presente*. Hand the students their simple label nametags during attendance so you can refer to each student by name throughout the class. Review the Classroom Responsibilities and the Star System. Demonstrate your attention getter for today and explain how you will be using it in class.
- 2. GREETING SONG:** Have the entire class stand and sing your designated Greeting Song along with gestures.

After the song, have the class sit in the circle formation and review simple emotions with gestures. *feliz* - happy, *triste* - sad, *cansado (a)*- tired, *emocionado (a)*- excited means. Show visuals to show the emotions or simply have the class act them out. Ask a couple of partners to demonstrate this dialogue in front of class:

Q: *¿Cómo estás?*  
A: *Estoy \_\_\_\_\_ .*

Give *aplausos* to your volunteers after their demonstration. For additional practice, have students form two lines and answer how he or she is feeling by using this simple dialogue with the student in front of them. Have one of the lines move down and continue practicing for 5-7 minutes.
- 3. MERIENDA (Snack and Culture time):** Have the students quickly get their snacks from their backpacks, and sit in a circle on the floor facing you. As you talk about your culture lesson for the day, they should quietly eat their snack. Feel free to use a *Nota Cultural* from the curriculum guide, the one below, or share experiences that you have from traveling to Spanish speaking countries. Please refer to the notes from the Day 1 lesson plan for reminders on snack protocol.

\*Be aware of allergies listed on the roster. count down as that time draws near.

\**Notas Culturales:* Bring day 7 cultural images found on intranet (Print or show on your laptop)

Ask students *¿Te gusta la tortilla?* Encourage them to say "*Si, me gusta*" or "*No me gusta*". *Pero y ¿Cuál tortilla?* Show the cultural images.

Explain that the *tortilla española* is very different from the Mexican tortilla. This popular *tapa* from Spain (*antojito* = appetizer) can be served cold or hot, sliced or cut up in small pieces. Unlike the Mexican tortilla or tortillas in other Latin American countries this is a dish made of eggs (*huevos*) and potatoes (*papas*) and is similar to an omelet. *Tortilla* is the Spanish word for a small round cake. The *tortilla española* can be made with a variety of different ingredients and can vary across different regions of Spain. For example other ingredients could be green or red peppers, chorizo, tuna, shrimp, or different vegetables.

Explain to your students that *tortillas mexicanas* can be made out of corn (*maíz*) or flour (*harina*). Making *tortillas* at home is very common. There's even a unique verb to refer to the action of making *tortillas*. It is "*tortear*"!

Hand out pieces of a "regular *tortilla*" (corn or flour) and have the kids try then say "*Me gusta*" or "*No me gusta*." If possible, also bring in a *tortilla española* for the kids to try. If you can't, simply have pictures of it for the kids to see an example. Have them answer "*Me gusta*" or "*No me gusta*" after they try it or if they think they would like it or not based on the pictures/description.

\*\*\*Note: Be very certain to check your roster for allergies to gluten (for flour *tortillas*) as well as egg (for the *tortilla española*.) Skip this activity (or avoid it by, for example, using corn instead of flour *tortillas*) if any students have allergies.

4. CONVERSATION: As you transition back from snack, have the class sit in a circle or in a u-shape facing the front of the room.  
It is important that you are either introducing or reviewing a new conversational phrase each week. For this week, prior to conversation practice, write on the board all of the adjectives you have reviewed in class with the new ones for today. For a complete list of adjectives for Level 6 consult your curriculum guide (section III). Have the class review the adjectives by repeating some of them after you and asking them what the word means in English "*¿Qué significa (adjective)?*"  
\*Activity: Have students sit or stand in a circle. Bring a ball to throw around. Select a volunteer for a practice round. Throw the ball to the volunteer and ask "*¿Quiénes en la clase son (adjective)?*". The student with the ball will answer "*ellas/ellos/ustedes son (adjective)*". Have students throw the ball to another student and ask the recipient. Play until everyone gets an opportunity to practice the phrases and adjectives. \*Optional: teach students a new word "*nadie*" which means no one. This would be appropriate if a student asks a question which doesn't apply to the partner's family.
5. REVIEW food vocabulary words from last week. Bring pictures from magazines or newspapers or find 2- 3 menus or kids menu with pictures (preferably in Spanish) online and print them. Review the food

groups by having students repeat the words as you show them the pictures (from intranet or your images or objects). Pass sample menus around for students to look at.

\*Activity: Play Bingo with pictures of fruit using a basic grid with empty boxes about 5 by 5. Feel free to use the Bingo template found on the intranet. Have an *espacio libre* in the middle. Let the older students write in the Spanish words they choose from a selected list of vocabulary from today's class and previous that you have created and written on the board. Have the bingo boards created ahead of time for the younger students with pictures of the transportation or places in the squares. Five in a row or four corners can win the game. You can use M&Ms or Skittles as markers to review the colors. Make sure to have the winners read off their answers in Spanish.

6. INTRODUCE new food vocabulary by bringing pictures or real food/fruits (to show only \*be aware of allergies or food restrictions). Pronounce each word as you show the picture or item. Have students repeat the words after you. Check for understanding by quickly going around the circle and asking students to tell you a new vocabulary word that they remember and the meaning in English.

\*Activity: Quiero comer...- Bring plastic food or real food for this activity. Set a chair or a table in the front of the room. Divide the class in to two teams. Tell students you will name the food you would like them to bring to you by saying "Quiero comer...". Have the players stand on the opposite end of the room from you and race to the object after you indicate which one. For example, when you say "Quiero comer el tomate" The players will race to the table and the first one to pick up the correct fruit/food item and bring it to you is the winner. You may give students the opportunity to be the person calling out the object by writing the phrases to call out in a piece of paper before class and having students take turns reading the phrases for the players racing to the objects.

\*Activity: Cake walk: Set pictures of the food vocabulary on the floor in a circle. Play Spanish music while the students walk around the circle. When the music stops ask *¿Quién tiene\_\_\_\_\_?* The person in front of the fruit you mention has to complete a fun challenge (i.e. spell a word backwards in Spanish, name their favorite fruit in Spanish, sing a solo of the greeting song, interview the person next to them in Spanish, count to 20 in 20 seconds or less in Spanish, imitate an animal sound, repeat a tongue twister after the teacher in Spanish...).

\*Activity: Mata la Mosca - Write the various vocabulary words on the board or for mixed ages and younger classes, post the *visual* flashcards/pictures. Divide your class into two teams. Call one person from each team up to the board and give each player a fly swatter. Have the contestants turn away from the board with their hands behind their backs. Call out a word or phrase in English. The first student to "swat" the correct word or picture in Spanish, scores a point for his or her team. You can vary this by having the class sit in a semi-circle on the floor and placing the images in the center of the circle.

7. CLOSING: Sing the Adiós Amigos song to the tune of Frere Jacques (lyrics below) or another closing song you teach the class at the end of class as the students are cleaning and packing up. Have the

students say adiós to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Adiós Amigos (Sing 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

**If there is extra time...**

- Teléfono (telephone game)- Divide your class into two equal teams on opposite sides of the room, sitting in a line. The teacher then whispers a vocabulary word or phrase into the first child's ear of both teams. The children have to whisper the word to person behind them until it reaches the end of the telephone line. Wait until both teams have a chance to get to the end of the line and then the teacher asks what word they heard. Take turns letting kids be the start and/or end of the telephone line.
- Make my own menu- Bring markers or crayons and paper. Have your students start working on creating their own menus and categorizing foods "el desayuno", "el almuerzo", "la cena". Have students label their food in Spanish on their drawings. Save these projects to send home on the last day of class.