

Day 8 Target Vocabulary

<i>la pera</i>	the pear	<i>las quesadillas</i>	the quesadillas
<i>las cerezas</i>	the cherries	<i>los panqueques</i>	the pancakes
<i>el jamón</i>	the ham	<i>la mayonesa</i>	the mayonnaise
<i>el bistec</i>	the steak	<i>la mantequilla</i>	the butter
<i>el puerco</i>	the pork	<i>la sal</i>	the salt
<i>el huevo</i>	the egg	<i>la pimienta</i>	the pepper
<i>la sopa</i>	the soup	<i>el catsup</i>	the ketchup
<i>la mostaza</i>	the mustard	<i>los condimentos</i>	the condiments

- 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.
- GREETING SONG:** Have the entire class stand and sing your designated *Greeting Song* along with gestures.

Have students practice conversation phrase with the person to their right asking, "*¿Cuál es tu fruta favorita?*", answering "*Mi fruta favorita es ____*", then the partner gets a turn to answer the same question. You can also roll or pass a ball to practice this question/answer pattern.
- 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 drawers near.

**Notas Culturales:* Bring day 8 cultural images found on intranet (Print or show on your laptop)

*optional: Play YouTube video Positively Tampa Bay: International Cuban Sandwich Festival
<https://youtu.be/eagQikSxYjc> (kids cooking competition - Cuban Sandwich)

Cuba is the largest of all islands in the Caribbean. From the air, the island of Cuba resembles a crocodile or alligator and so Cuba is often referred to in Spanish as "El Cocodrilo" or "El Caimá". The capital and largest city of Cuba is Havana or "La Habana" in Spanish.

A Cuban sandwich or "*cubano*" is a variation of a ham and cheese sandwich that likely originated in cafes catering to Cuban workers in Tampa or Key West, two early Cuban immigrant communities in Florida. Some believe that the sandwich was a common lunch food for workers in both the cigar factories and sugar mills of Cuba (especially in big cities such as Havana or Santiago de Cuba) and the cigar factories of Key West by the 1860s.

The traditional Cuban sandwich starts with Cuban bread lightly buttered on the crust. A coat of yellow mustard is spread onto the sliced bread. Then sliced roast pork, glazed ham, Swiss cheese, and thinly sliced dill pickles are added in layers. Sometimes the pork is marinated and slow roasted. Once all ingredients are in, the sandwich is pressed (think "grilled cheese").

Source: https://en.wikipedia.org/wiki/Cuban_sandwich

Ask students *¿Te gusta el sándwich cubano?* Do you think you would try to prepare the sandwich at home? Encourage them to say "*si, me gusta*" or "*no me gusta*" and ask parents to help them prepare the sandwich at home.

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.
Conversation Review Activity: Have students sit or stand in a circle. Bring a ball to throw around. Explain that you may ask "¿Cuántos hermanos tienes?*" when you are inquiring about hermanos and hermanas, but you will be specific and use hermanos or hermanas for this activity. Throw the ball to the volunteer and ask "*¿Cuántos hermanos tienes?*" or "*¿Cuántas hermanas tienes?*" or "*¿Cuántos hermanos y hermanas tienes?*" The student with the ball will answer "*Tengo_____ hermanos*" or "*Tengo_____ hermanas*". Make sure students are listening and paying attention to the word *hermano/hermana* to answer for masculine or feminine accordingly. Have students throw (or roll) the ball to another student and ask the recipient. Play until everyone has had a turn to participate.
5. REVIEW telling time - *¿Qué hora es?* and vocabulary words *el desayuno* - breakfast, *el almuerzo* - lunch, *la cena* - dinner, *la merienda* - snack, *los antojitos* - the appetizers. Help students recall telling time by asking them to tell you *¿Qué hora es?* for times you write on the board. Reinforce times for the different meals during the day and check for understanding by asking your students to tell you the correct time at which these events happen - *¿A qué hora es el desayuno/el almuerzo/la cena/?*

*Activity: ¿Qué hora es?: Bring a stuffed animal/ class amigo (see weeks 3 & 4). Explain to your students that the puppet will be sharing clues of his/her activities and asking them *¿Qué hora es?* Students have to raise their hand and guess an appropriate time for the activity. Students should use *de la mañana* or *de la tarde* when they are telling time. Use the puppet and pretend you are completing a day's routine by acting out phrases with gestures and saying them in Spanish. Tip: For movement & adventure, you could set up pictures in different parts of the room and take the students to each picture station as you pretend to carry out activities with the puppet:

Amigo: ¡Que ricas las frutas! Me gustan las frutas en el desayuno. ¿Qué hora es?

Amigo: Ya me voy a la escuela. ¿Qué hora es?

Amigo: Voy a la clase de español. ¿Qué hora es?

Amigo: Es la hora de la merienda. ¿Qué hora es?

Amigo: Me voy a dormir. ¿Qué hora es?

Amigo: Voy a jugar fútbol, después de la escuela. ¿Qué hora es?

Amigo: Voy a preparar la cena con mi hermana. ¿Qué hora es?

Think of other phrases and activities and play for 5-7 minutes with your students.

*Activity: Time Race: Draw two clocks without hands on the board or bring two paper plates clocks. Divide the class into two teams. The teams will line up and students will take turns racing to the board or clocks to draw or place the clock hands in the correct position as you call out times in Spanish. The first contestant to draw the correct answer wins a point for their team.

-*Son las dos y cuarto (2:15)*

- *Es la una (1:00)*

- *Son las cinco de la tarde (5:00)*

- *Es el mediodía (12:00)*

- *Son casi las nueve de la noche (the student who gets the minute hand closest to the 12, along with the hour hand between 8 and 9 wins the point)*

-*Son las tres menos cuarto (2:45)*

-*Son las una y cincuenta (1:50)*

-*Son las dos menos diez (1:50)*

-*Es la una menos cinco(12:55)*

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 asking students "*¿Cómo se dice (vocabulary word) en español?*" for them to translate from English to Spanish.

*Activity: Musical chairs- Make note cards with new and review vocabulary words, including house vocabulary. Hold on to the note cards . Start with enough chairs for all students to sit minus a chair

for a student to remain standing each round. Play Spanish music and have students move around the chairs. When the music stops, students must sit. The student who remains standing gets to draw a card and must try to translate the word to English correctly. Play as many rounds as possible until everyone gets a turn. Make sure to repeat the words with the entire class after each individual turn.

*Activity: Ensalada de Frutas -(adapted pin the tail on the donkey)- You will need pictures and a bandana or soft scarf to use as blindfold. You may also want to quickly review *abajo, arriba, derecha, izquierda* by using gestures and having the students repeat after you before this game.

Draw a big plate on the board and ask students to line up. Hand each student a picture of a fruit or vegetable. Have the first student in line close their eyes, blindfold them and give them a couple of spins. Ask the rest of the group to help the student get to the board and place the fruit/vegetable on the plate by guiding the student only with their words in Spanish (*si, no, dos pasos, tres pasos, abajo, arriba, etc*). After their turn the student opens their eyes and has to name their fruit/vegetable in Spanish plus they get to see how close they were with placing their picture on the plate!

*Activity: Hot menu (hot potato adaptation)- Bring 2- 3 menus or kids menus with pictures (preferably in Spanish). Pass the sample menus around as you play some Spanish music. When the music stops, ask students with menus to order a drink or a meal from their choices. Play as many rounds as possible during 5-7 minutes.

*Activity: Los Condimentos - Bring real objects or pictures of the condiments, *la mostaza, la mayonesa, el catsup, la sal, la pimienta, la mantequilla*. Set them on a table. Review the vocabulary with students repeating after you as you set them on the table. The teacher will pretend he/she is making a sandwich/hamburger. Have students form two teams and two lines away from the table. Have students in front of the line race each other to grab the condiment you call out. Each student will get a turn to race. For example, when the teacher says "*necesito la mantequilla*" students will race to grab or show you the butter. The next two students in front of the line are up next. Track points for each team. The team with the most points wins!

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 you have extra time...

- Review the numbers in Spanish from 1-60 by playing Lotería. Use a basic bingo grid with empty boxes about 5 by 5. Feel free to use the Bingo template found on the intranet but don't write bingo at the top, just numbers. Have the lottery cards created ahead of time for the younger students. Call out numbers randomly. Whoever fills all squares first wins 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.

Charades and time - Select a student to act out an action in front of class like preparing for school, eating dinner, going to bed or brushing their teeth. The student who will act out the phrase tells the instructor at what time they usually perform the activity for instructor to keep track. The student acts out the activity but must also communicate to group without words the time of the day they have told the instructor (e.g. may use fingers for 7 and sunrise gesture for am) . The first student to guess the activity and time can say the activity in English, but must say the corresponding time and time phrase in Spanish. This student gets the next turn to act out another activity.