

Day 9 Target Vocabulary

<i>el postre</i>	the dessert	<i>el plato</i>	the plate
<i>el helado</i>	the ice cream	<i>el vaso</i>	the glass
<i>el pastel</i>	the cake	<i>la taza</i>	the mug
<i>la torta</i>	the cake	<i>el tenedor</i>	the fork
<i>el flan</i>	the flan	<i>la cuchara</i>	the spoon
<i>los dulces</i>	the sweets	<i>el cuchillo</i>	the knife
<i>los dulces</i>	the candies	<i>la servilleta</i>	the napkin
<i>las galletas</i>	the cookies	<i>el popote</i>	the straw

- 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.

Have students practice conversation phrase. Write "*¿A qué hora es?*" on the board and recall the meaning of the phrase and the appropriate answer by giving examples. Ask students to practice with the person to their right asking, "*¿A qué hora es la clase de español?*". Their partner can then answer "*La clase de español es a las _____ de la mañana/de la tarde.* The partners can then flip the conversation. You can also roll or pass a ball to practice this question/answer pattern.
- 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 drawers near.

**Notas Culturales:* Bring day 9 cultural images to share with students (printed or displayed on laptop).

Gather all the students and initiate a discussion about *comidas interesantes* in various Spanish speaking countries. Start by asking the students what are the most common things they eat at home. Encourage them to use the Spanish food words they know when applicable.

Does anyone know what the word *Chapulines* mean? They are cooked grasshoppers, which very popular in Oaxaca, Mexico where people often eat them every day. They can be wrapped in a corn tortilla chile sauce, or on their own as a quick snack. There are even some places here in the U.S. now where you can eat quesadillas or tacos with chapulines. Would you try them?

In Colombia there is another local delicacy that you may find interesting- Hormigas culonas. These are "big-bottomed ants". They are a type of large leaf-cutter ant. They are only eaten in the Santander region of Colombia. They are fried with a pinch of salt and are crunchy and can be compared to a peanut. Would you be interested in trying *hormigas culonas*?

In Ecuador, it is part of the history and tradition to have cuy, which is a kind of guinea pig that is grilled. Point Ecuador on the map.

In the cold areas of Bolivia potatoes are used to make *chuños*. The process to make these is very unusual. They let them freeze in the below zero temperatures at night and then to thaw in the morning sun. They then freeze them and thaw them again. Multiple times. The most interesting part? The potatoes are stomped upon in order to peel them! They are then frozen and thawed again one more time and then they are ready to add to soups and stews. Do you think it would be fun to stomp on potatoes?

In Honduras, it is very typical to eat corn on the cob as a street food. What makes it different is the mayonnaise and cheese that is added to it! This is actually very common in many Spanish speaking countries. For example in Mexico where they also add lime and chile powder!

Ask students, "What's the most unusual thing you have ever eaten?"

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. Ask students to think about the fruits and foods they have learned so far (set pictures or flashcards in the middle of the circle and have them repeat the words as you set the pictures down). Have students throw (or roll) the ball, taking turns using the phrase "*Me gustan + (plural fruit or vegetable)*" or "*No me gustan _____*" combining the phrase with a fruit, vegetable or meal.

5. INTRODUCE the tableware vocabulary by bringing plastic silverware. Pronounce each word as you show the item. Have students repeat the words after you. Lay out the tableware and call out a vocabulary word in Spanish. Ask for volunteers to come up and point to the corresponding word to ensure the students know the words.

After the students know the singular versions of the words, teach the plural ones. i.e. *plato* becomes *platos*.

Call out a singular vocabulary word in Spanish and have the students say the plural version back to you to ensure they understand the concept.

*Activity: Missing Object

Set the table with plastic silverware. Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try to memorize them. Ask one person from each team to turn around, looking away from the table. Remove an item from the table and then have the students turn around facing you again. The first person from each team to remember the name of the object that is missing and say it correctly in Spanish scores a point for his or her team. If necessary, their teams can tell them in English what is missing, but the students must still answer in Spanish.

*Activity: Poner la mesa/Setting the table game Have two sets of the plastic tableware items or ones from home. Divide your class into two teams. Give each team a bag with the items that you place in front of each line. Call out a vocab word in Spanish. Have the students race to find the object in their bag and set it on the table. Whichever team does this the fastest, scores a point. Give the students a reminder on responsibilities in advance. When the game is over hold up each object and have the students say the word in Spanish for reinforcement. Be sure to also review the plural words.

6. INTRODUCE new food vocabulary by bringing in corresponding pictures. Hold up each picture and say the word in Spanish. Have the students repeat after you. Clarify meaning. For example: "*Galletas significa cookies en español.*" Next set out all of the pictures. Call out a vocabulary word in Spanish. Have volunteers come up and point to the word you called out. Have the entire class repeat the words together.

Before moving onto the activities and games below review all of the food vocabulary thus far by holding up pictures.

*Activity: Quiero Comer/Red Rover

This game is a riff on Red Rover. In order to play, each student will need a card or sign with a vocabulary item (such as food, drink, or place setting) on it that they can tape to themselves for the game and keep their hands free. Do **not** have students wear the cards around their necks, as string tangles during the game could cause an accident. Before playing, review the vocabulary and the responsible play rules and consequences to ensure the game is a success. Divide the class into two teams and find a large space to use (if not the classroom, you may use a low traffic hallway or go

outside). Each team will hold hands, and together, the team will choose one person from the other team to call over using a simple chant:

Quiero comer, quiero comer
Quiero (Insert vocabulary word here)

The person they have called will come running over and attempt to break through the line at any point s/he chooses. If s/he makes it through, s/he can choose one student to take back to his/her team, but if s/he cannot break through, s/he must join the new team and hold hands with them. Continue playing until time is up or one team has taken all the players from the other team. This game is really fun, so if you can ask to use the gym or cafeteria for a few minutes, those spaces would be great.

- *Activity: Family Feud: The class will be in two teams. One player from each team will come to the front of the room. Have a bell or buzzer set up on a podium or on a table or desk. You will say a vocabulary word in English and the player who knows the correct word in Spanish will ring the bell or buzz the buzzer to answer. If you don't have a bell or buzzer, bring in a piece of green construction paper. The student will raise the piece of paper over his or her head to announce they know the answer. If the student answers correctly, he or she will earn a point for the team and you can move to the next players. Keep playing for 5-7 minutes. Be sure to include vocabulary from the various lessons, praise answers, and emphasize learning by having everyone repeat vocabulary words after you.
- *Activity: Making Menus: Have the students create their own menus. Encourage them to use their imaginations and label the drawings in Spanish. Ask them to label with their names and save their menus to hand out with all other projects during the last class. (Remember to keep all activities to 5-7 minutes. If students don't finish, they can work on the menus next week or take them home and bring them back.)

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. Remind students you will play many favorite review games for your last class. Ask them to practice the vocabulary at home with their parents on the Parent Portal so they are ready for the games next week. 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...

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.