

¡Vamos a Comer! Theme-based course with Dani y Beto.

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: El desayuno

<i>los huevos</i>	eggs	<i>los huevos revueltos</i>	scrambled eggs
<i>el tocino</i>	bacon	<i>el queso</i>	cheese
<i>los frijoles</i>	beans	<i>el jugo</i>	juice
<i>las tortillas</i>	tortillas	<i>Quiero comer...</i>	I want to eat...
<i>y</i>	and	<i>el desayuno</i>	breakfast
<i>el pan</i>	bread	<i>el pollo</i>	chicken
<i>el pan tostado</i>	toast	<i>Tengo hambre</i>	I'm hungry
<i>Tengo tanto hambre</i>	I am very hungry	<i>¿Tienes hambre?</i>	Are you hungry?

Preparing for class: Have the nametags ready for all of the students. Be sure also to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Remember that since this is a theme-based class, students of various grades and Spanish levels may be in 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 use gestures, other nonverbal cues, or cognates to understand the Spanish. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy!

Introduction: Play Spanish music as the students enter the room and greet them by saying *¡Hola!* Take attendance and have the students say "presente." Remind students of the Classroom Responsibilities and Consequence and Rewards systems. Make sure they recognize the attention-getter and can explain what they should do when you use it. Hand out the nametags to each student.

¡Cantamos! Start class with the theme song: "**Vamos a comer.**" Sing through it once while the class hums to refresh their memories if necessary, then have everyone join in for the second round through with the clapping and gestures from Day One. Don't forget to give all instructions in both Spanish and English!

Vamos a Comer (Sing to the tune of "The Farmer in the Dell")

Vamos a comer

Vamos a comer

Toda la clase, vamos a comer

Vocabulary Review: Quiz your class: *¿Qué dice la canción?* "Let's eat. Let's eat. Everyone in the class, let's eat." Emphasize the phrase *vamos a comer* and have all the students repeat after you.

Puppet time! Invite all of the students to sit down in a circle on the floor. Pull out your puppets and check to see what the class remembers from the day before using the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

Dani: *¡Hola clase! ¿Se acuerdan de mí?* Hi, class! Do you remember me? (Wave enthusiastically.)

Beto: *Y ¿se acuerdan de mí?* And do you remember me?

Teacher: *¿Clase, cómo se llama él?* What is his name? (Pointing to the Beto puppet. Have the entire class repeat "Beto.")

Teacher: *¿Clase, cómo se llama ella?* What is her name? (Pointing to the Dani puppet. Have the entire class repeat "Dani.")

Teacher: *La semana pasada Dani y Beto se fueron al mercado.* Last week Dani and Beto went to "el mercado." *¿Qué significa "el mercado?"* What does *el mercado* mean? (Have the whole class repeat "mercado" and be sure to praise any students who try and answer.)

Dani: *Vamos a cantar la canción "Vamos al mercado."* We are going to sing the song "Vamos al mercado." *Todos levántense, por favor.* Everyone stand up, please.

Cantamos: Vamos al Mercado

Sing a line and have the students repeat after you. Lyrics can be found in the plans for Day One. Be sure to use gestures and have fun with the song.

Repaso: Grocery Bag Draw

Beto: *Compramos muchas frutas. ¿Qué significa "frutas?"* What does *frutas* mean? (Have the whole class repeat *frutas*.)

Continue reviewing the fruit vocabulary by bringing out the grocery bag filled with the fruits. Have all the students sit in a circle on the floor. Toss a small object, like a soft ball, to a student in the circle. That student needs to come up and close his or her eyes and pull a fruit out of the bag. He or she must then say the name of the fruit in Spanish. The whole class should repeat each word. If the student can't remember the name, the class can help remind them.

¡Juego!: Teacher's Choice

Play quick game to review the fruit words. Some ideas are Pictionary, *Mata la Mosca*, or the Grocery Bag game from last class. See the Day One plans for details on how to play.

Puppet time! Pick the puppets back up and have the little conversation below:

Beto: *Tengo hambre.* I am hungry. *Tengo tanto hambre.* I am really hungry. (Say in an exaggerated fashion, puppet holding his stomach pitifully.) *¿Tienes hambre también?* Are you hungry too? (Have Beto facing Dani.)

Dani: *Un poco.* A little.

Beto: *¡Quiero comer ahorita!* I want to eat right now!

Dani: *Vamos a cocinar desayuno.* Let's cook breakfast.

Beto: *¡Vámonos!*

Teacher: Review the key phrases by saying them and making exaggerated gestures to reinforce learning. Have the student repeat each phrase after you:

Tengo hambre: I am hungry.

Tengo tanto hambre: I am really hungry.

Quiero comer: I want to eat.

If your class is older or picks up phrases quickly you can also teach *¿Tienes hambre?*

After you have taught the key phrases, have all the students stand and teach them the following song. Use the puppets as teachers to draw the students in. Remember to give instructions in Spanish first followed by English. Sing a line and have the students repeat after you until everyone knows the song together. After they can sing it through with you, ham it up, emphasizing the word **taaaaaanto** and using gestures like holding their tummies during the first line and miming eating for the second line.

Tengo hambre (to the tune "My Darlin' Clementine")

Tengo hambre, tengo hambre, tengo tanto hambre

Quiero comer. ¿Ya comiste?

¿Tienes hambre también?

Teacher: *Beto tiene tanto hambre.* Beto is really hungry. *Vamos a la cocina con Dani y Beto para ayudar con el desayuno.* Let's go to the kitchen with Dani and Beto to help them with breakfast. *¡Vámanos!* Let's go! Move the students to another area in the classroom. While moving, you can sing the "Vamos a Comer" song as a transition.

Puppet time: Introducing New Vocabulary

Have all of the students gather and go sit around your makeshift "kitchen." Have your fruit props from last class ready, as well as plastic foods or images for today's vocabulary, which you have glued onto cardboard or laminated so they are easy to hold up and show the class. It may also be fun to have pans and other kitchen items to make the lesson really come alive. **Note:** Try and hold the puppets in one hand and hold up each food object in the other hand.

Dani: *¡Vamos a comer!* Let's eat! (Have all the students repeat: *¡Vamos a comer!*)
¿Qué quieres? What do you want?

Beto: *Quiero huevos.* I want eggs. (Hold up the image of the egg and have all of the students repeat *huevos.*)

Beto: *Quiero huevos revueltos.* I want scrambled eggs. (Hold up the image of the scrambled eggs and have all of the students repeat *huevos revueltos.*)

Dani: *Está bien. ¿Quieres salsa?* Okay, do you want salsa? (Point to the image of salsa and have the students repeat.)

Beto: *¡Claro!* Of course. *Con tortillas y frijoles.* With beans and tortillas. (Point to the images of beans and tortillas and have the students repeat.)

Dani: *¿Quieres tocino?* Do you want bacon? (Hold up the image as you say the word. Have the students repeat the word.)

Beto: *Quiero tocino.* I want bacon. *No olvides el queso.* Don't forget the cheese! (Hold up the cheese image and have the class repeat the word.)

Dani: *¡Ay ay ay, Beto, tienes tanto hambre!* Ay ay ay, Beto, you are so hungry!

Beto: *¿Qué quieres comer, Dani?* What do you want to eat, Dani.

Dani: *Quiero pan.* I want bread.

Beto: *¿Pan tostado?* Toast?

Dani: *¡Sí!* *Pan tostado con frutas.* Yes, toast with fruit.

Beto: *¡Vamos a comer el desayuno!* Let's eat breakfast.

Teacher: Have all of the students repeat the word *desayuno*. Then hold up each breakfast item and have all students say the words together for reinforcement.

¡Juego! **Yo soy Beto y quiero comer/I'm going on a picnic...**

Explain that they are playing a memory game: *Yo soy Beto y quiero comer...* (This game is a variation of "I'm going on a picnic and I'm going to bring.")

Teach the class the chant, "*Yo soy Beto y quiero comer*" by having them repeat it after you in two chunks: *Yo soy Beto/y quiero comer*. (If you have a class of all younger students, you can simply say, "Quiero comer." Use the Beto puppet to teach them that the phrase means, "I am Beto and I want to eat..." Be sure they understand that "y" means *and*, as they will need to use this during the game. Once they are comfortable with the chant, add clapping. The students should strike their knees

twice with their palms, then clap their hands twice continuously to establish the rhythm. Explain that the students will all say the chant and go around the circle clockwise. Each student will need to say a new food item in Spanish. They can use any of the fruit words from last week and any of the new vocabulary words. Students must remember what each person in front of them said and repeat that too. Example:

Class: "Yo soy Beto y quiero comer"

Student one: naranjas

Class: "Yo soy Beto y quiero comer"

Student two: naranjas y tocino

Class: "Yo soy Beto y quiero comer"

Student three: naranjas, tocino, y manzanas

Note: To reduce pressure on your students, you can have everyone say the complete list together before each student names the new food item. Alternatively, for a competitive and capable class, you can continue playing until only a few students remain.

Transition: After the game, sing the "Tengo hambre" song again as you transition to snack.

Tengo hambre (to the tune "My Darlin' Clementine")
Tengo hambre, tengo hambre, tengo tanto hambre
Quiero comer. ¿Ya comiste?
¿Tienes hambre también?

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about breakfast in Mexico, where Dani and Beto live. Ask the students what they think Dani and Beto's family might eat for breakfast based on what they heard during the earlier discussion about breakfast. Explain how eggs, beans, tortillas and salsa are, in fact, very common for breakfast in Mexico. Be sure to emphasize all of the words in Spanish. Another really common breakfast is *chilaquiles*. **Chilaquiles** are a traditional Mexican dish. Typically, tortillas are chopped up and fried. These crunchy chips (*totopos*) are then covered with salsa and cooked. Eggs and cheese are sometimes added to the mix. Chilaquiles are often served with beans. Even at breakfast, chicken is sometimes added to the chilaquiles. The word for chicken in Spanish is *pollo*. The word salsa in Spanish literally means "sauce" and so Mexicans use the word salsa for ALL sauces: *Salsa de mayonesa* (mayonaisse), *salsa de catsup* (catchup), etc. However, the typical salsa is a spicy sauce that is usually green or red. *Salsa verde* is green salsa and *salsa roja* is red salsa. If you like, bring in samples for the kids to try with the *totopos* (chips), but remember that they will have the opportunity to try these

on Day Seven of the course as well. If there is time, initiate a discussion where Dani and Beto ask the students how their Mexican breakfast is different from an American breakfast.

***Note:** Please refer to Day One for the full *merienda* guidelines.

Sing the "*Vamos a comer*" song together as the students put away and clean up from snack.

Juego: Huevos Revueltos

Gather all the students around and explain (in both Spanish and English) that you are going to play a game called HUEVOS REVUELTOS. Ask the students to remind you what that means and have all the students repeat the term.

To play the game, you will need two pictures of each food word on note cards. You can incorporate the fruit images from last class as well as the new breakfast words from this class. Hold up each picture and say the words together before playing to ensure the game is a success. Scramble the pictures and hand them out to everyone in the class. **Students should keep their cards a secret.** (Be sure that you count the number of students in the class beforehand and make sure that all the cards that are handed out are complete pairs.) The whole class will start chanting *huevos revueltos* and walking in a circle or around the classroom, scrambling up. When Dani or Beto yell, "*¡Tengo hambre!*" the students must look for their partners. They can't show the pictures; they can only ask "*¿Quieres _____?*" and the name of their food item. A student will answer *Sí* if that is the same food they have or *No* if it isn't.

Students will only have a match when they have confirmed the vocabulary word and the picture. Those students will then sit down. The first pair to sit down gets a small prize such as a sticker or a peso. The game then resumes without that pair. Keep playing until everyone is seated and all matches have been made. After everyone is sitting have Dani and Beto say, "*Quiero comer _____.*" As they say a food-related word, the pair with that word will stand and show their picture. The whole class will repeat the word. You can add an element of excitement by making this a speed game. (**Note:** Always be sure to review the student responsibilities before playing an active game to ensure it goes smoothly.)

Puppet time! Gather all the students on the floor and have the following conversation.

Dani: *Quiero un jugo de frutas con mi desayuno.* I want a fruit juice with my breakfast. (Hold up a picture of a fruit juice and have the whole class repeat *jugo* and *jugo de frutas*. Explain that *jugo* means juice and *de frutas* means of fruit.)

Beto: *Clase, Dani quiere un jugo de frutas.* Dani wants a fruit juice.

Teacher: Explain that in Mexico fresh *jugos* are available for breakfast everywhere. The *jugos* can be made of any fruit. (Be sure to speak in Spanish first followed by English.)

iJuego! Brainstorm

Divide your class into two teams: Equipo Beto y Equipo Dani. Give each team a piece of paper. The students' job is to come up with as many types of *jugos de frutas* as they can, using the fruits they learned during the last class. When Dani or Beto say to stop, the teams will put down their pencils and count the fruits they remembered. Whichever team has the most fruits that they can say correctly in Spanish wins. (**Note:** If you have an older group, the students can write the words out. If the group is younger, they can draw pictures. If it is a mixed-age group, be sure the teams are even with both older and younger students on each team.)

iCantamos! Si tienes mucha hambre

Have all of the students stand up and teach the following song with gestures. Use the song *Si tienes mucha hambre*, #2 on the *¡A Comer!* CD. However, modify the song as indicated here to tie in the vocabulary and slow it down considerably. Sing each line and have the students repeat after you. Once the students have the lyrics down, you can sing the song together. You can reinforce the vocabulary words by holding up the foods as you say them.

Si tú tienes mucha hambre come un pan
Si tú tienes mucha hambre come un pan
Puedes comerlo con huevo
Y esto va a estar delicioso
Si tú tienes mucha hambre come un pan

Si tú tienes mucha hambre come un pan
Si tú tienes mucha hambre come un pan
Puedes comerlo con queso
Y esto va a estar delicioso
Si tú tienes mucha hambre come un pan

Si tú tienes mucha hambre come un pan
Si tú tienes mucha hambre come un pan
Puedes comerlo con jugo
Y esto va a estar delicioso
Si tú tienes mucha hambre come un pan

Si tú tienes mucha hambre come un pan
Si tú tienes mucha hambre come un pan
Puedes comerlo solito
Y esto va a estar delicioso
Si tú tienes mucha hambre come un pan

Puppet Time!

Beto: *¡Quiero comer mi desayuno!*

Teacher: Ask the students if they know what Beto just said. Praise any answers and after you confirm the answer, reinforce the important phrases by having all of the students repeat them in Spanish.

Quiero comer=I want to eat

Desayuno=breakfast

Explain how the class is going to play un "Juego de desayuno," a breakfast game, for Beto.

¡Juego! Pan, Pan, Tortilla/Duck, Duck, Goose

Have all of the class sit in a circle. The game you are going to play is similar to Duck, Duck, Goose. One student will walk around the circle saying *pan, pan, pan...* while lightly tapping students on the head. When the student says, "*¡Tortilla!*", the child that was tapped on the head must answer a question about the breakfast vocabulary. (**Teachers:** It is recommended that students stay in their spots to answer the question instead of running around the circle. Also, you can use fruit vocabulary during this game as well.) The questions can ask students to translate words from either English to Spanish or Spanish to English. For example, the teacher can ask, *¿Cómo se dice "juice" en español?* How do you say juice in Spanish? Or *¿Cómo se dice "tocino" en inglés?* How do you say "tocino" in English? If the student answers it correctly, he or she can now be the "tapper." If not, the student can sit inside of the circle. Keep playing until only a few students remain.

¡Repaso! Do a quick review of all the foods using the flashcards you have prepared.

Puppet time! Pick up your puppets and carry on the small conversation below.

Dani: *Quiero tener mi propio restaurante un día.* I want to have my own restaurant one day.

Beto: *¡Qué padre! ¿Puedo trabajar contigo?* How cool! Can I work with you?

Dani: *¡Claro!* Of course!

Activity: Making Menus

Teachers, explain to the students that they are going to help Dani and Beto create the breakfast menu for their future restaurant. Give each student the support

document called *Desayuno*. Have each student draw pictures of his or her favorite breakfast foods. Help students label them in Spanish. You can ask a few volunteers to come up and show their menus. Save these projects in a safe place for later lessons playing restaurant and for the comprehensive book the parents will get the last day of class.

Puppet time: Closing

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

Dani: *Necesito ir a mi casa.* I need to go home.

Beto: *Yo también. Me too.*

Dani: *Adiós, Beto. Bye, Beto.*

Beto: *Hasta mañana, Dani. See you tomorrow, Dani.*

Teacher: *Clase, es la hora de ir a nuestras casas también.* (Substitute *escuela* if this is a morning class.) It is time to go to our houses, too.

Adiós: Sing the "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Les Digo Adiós
Adiós—ya me voy
Hasta luego
Vamos a la casa ya
Les digo adiós

Hand out the newsletters and parent introduction letters and have the students say goodbye to you in Spanish **and hand you their nametags before leaving**. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Extra time: If there is extra time you can play a fun game of **Pictionary**, **Around the World**, or **the Grocery Bag Game**. The instructions for all three games can be found on the Day One lesson plan. All the games can be adapted for future lessons.