

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

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: Poner la mesa

<i>la mesa</i>	table	<i>Pon la mesa.</i>	Set the table.
<i>el plato</i>	plate	<i>Quita la mesa.</i>	Clear the table.
<i>la servilleta</i>	napkin	<i>el almuerzo</i>	lunch
<i>el tenedor</i>	fork	<i>Vamos a cocinar</i>	Let's cook
<i>la cuchara</i>	spoon	<i>el pescado</i>	fish
<i>el cuchillo</i>	knife	<i>¿Tienes_____?</i>	Do you have?
<i>el mantel</i>	tablecloth	<i>el tazón</i>	bowl
<i>el vaso</i>	glass	<i>Por favor/gracias</i>	Please/thank you

Preparing for class: Be sure to have the nametags ready for all of the students, whether you are using sticky labels or the laminated tags with string they wear around their necks. Also, make sure you read this plan carefully so you have all of the flashcards, images, and other materials prepared in advance. Remember that it is key to instruct the class bilingually and encourage the students to use gestures or cognates to understand the Spanish. Have fun with the puppets—use them to make the class come alive.

Introduction: Play Spanish music as the students enter the room, and greet them by saying *¡Hola!* Take attendance and have the students say "presente." Make sure to show the students the Classroom Responsibilities poster and Consequence and Rewards chart and check to see that they remember how they can earn a peso or lose a star, depending upon the system you chose. Make sure they recognize the attention-getter and can explain what they should do when you use it.

¡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 and to get your class to stand up and use gestures to energize them and reinforce learning.

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: 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, Beto! ¿Desayunaste hoy?* Hi, Beto! Did you eat breakfast today?

Beto: *¡Sí! Comí huevos revueltos, pan tostado y jugo de naranja.*

Teacher: *¿Qué comió Beto, clase?* What did Beto eat, class? (Praise any students who give answers and then emphasize what each of the words means. Have all of the students repeat the phrases with you.)

Dani: *Yo comí frijoles y tortillas. Mmmm... ¡Qué rico!*

Teacher: *¿Qué comió Dani, clase?* What did Dani eat, class? (Praise any students who give answers and then emphasize what each of the words means. Have all of the students repeat the phrases with you.)

Dani: *Beto, ¿quieres jugar conmigo?* Beto, do you want to play a game with me?

Beto: *¡Sí! ¡Vámanos!*

Repaso: Maraca Shake

To ensure the next game is a success, start with a Maraca Shake flashcard review. You will hold up all the prepared flashcards and have students repeat each word in Spanish. You can make this more fun by having the students sit in a circle and roll a ball (or pass a maraca, sombrero or other fun object) to each student as you ask him or her to tell you the correct vocabulary word associated with the image on the flashcard.

¡Juego! Pictionary

To further reinforce the vocabulary from the previous lessons, play a quick game of **Pictionary**. Split the students into two teams (*Equipo Dani* and *Equipo Beto*) and make sure each team has a spot on a chalkboard or a large piece of paper on which to draw. Call up the first person in each team and tell them, in Spanish, which vocabulary word they are drawing. Make sure they know what the word is and then have them draw it for their team. The first team to correctly identify it in Spanish gets a point. If you have a group of very young children, you can be the artist while the two teams guess what you are drawing.

Puppet time! Invite all of the students to sit down in a circle on the floor. Remember to have fun and use your liveliest voices to keep your students engaged.

Dani: *¡Qué divertido!* How fun! *Buen trabajo, amigos.* Great job, friends.

Dani: *¿Sabes qué? Más que los juegos, a mí me gusta cocinar.* Do you know what? I like to cook even better than I like games. *¡Vamos a cocinar!* Let's cook! (Teachers-have all of the class repeat-*Vamos a cocinar* to reinforce the phrase.)

Beto: *No sé cocinar.* I don't know how to cook.

Dani: *¡Oh no! ¿Qué puedes hacer para ayudar con el almuerzo?* Oh. That's too bad. What can you do to help with lunch?

Beto: *Nada.* (Depressed.) Nothing. (Both are silent.)

Teacher: *¿Qué puede hacer Beto para el almuerzo?* What can Beto do to help with lunch? (Interpret the answers your students give you into Spanish and praise all answers.)

Dani: *¡Beto! ¡Tengo una idea!* (Dani is clearly excited, and Beto looks up hopefully.) Beto! I have an idea. *¡Pon la mesa, por favor!* Set the table, please!

Teacher: *¿Qué significa "Pon la mesa?"* What does "pon la mesa" mean? Emphasize learning by having all the students repeat the phrase several times as a class.

Introducing New Vocabulary: Be sure to bring in actual objects of the words included in the table-setting target vocabulary list at the beginning of this lesson (these words are also italicized in the song below). Plastic or paper items work great. Teach your students all the italicized words by holding up each object and having them repeat the names for you. (You may want to explain during the vocabulary lesson how the words change if you have more of them, so they can understand the song better. Example: *plato* becomes *platos*.)

¡Cantamos! Pon la mesa

After you have taught all of the vocabulary words, use the song "Pon la mesa" from the *¡A Comer!* cd, song #10. Model the song first by yourself or using the puppets. Then sing each line and have the students repeat after you. Finally, have all the students work with you to set a table (either an actual table, if there is one in the room, or a rectangle on the floor) as you sing through the song together. (**Note: Only put down each item as it is mentioned in the song. For example, don't put the bowls on the table yet—see the conversation below.)

Pon la Mesa

Pon la mesa por favor, por favor, por favor

Pon la mesa por favor

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Muchas gracias

Los manteles van primero, van primero, van primero
Los manteles van primero
Muchas gracias

Pon los platos en seguida, en seguida, en seguida
Pon los platos en seguida
Muchas gracias

Los vasos si quieres leche, quieres leche, quieres leche
Los vasos si quieres leche
Muchas gracias

Ahora pon los tenedores, tenedores, tenedores
Ahora pon los tenedores
Muchas gracias

No olvides las servilletas, servilletas, servilletas
No olvides las servilletas
Muchas gracias

Puppet Time: After the song ends, have the students sit around the table as you continue the puppet dialogue.

Beto: *¡La mesa está perfecta!* The table is perfect.

Dani: *No—olvidamos algo.* We forgot something.

Beto: *Tenemos...* We have... (Teacher: Prompt the students to say the words in Spanish for each object on the table)

Teacher: *Clase, ¿qué olvidaron?* (If the class is silent, hold up a bowl until one student calls out the answer.) *Sí, un tazón. Repitan, por favor: tazón.*

Beto: *¡Sí! ¡Muy bien!*

Dani: *Y las cucharas.* And the spoons.

Teacher: *Clase, ¿qué olvidaron?* (If the class is silent, hold up a spoon until one student calls out the answer.) *Sí, una cuchara. Repitan, por favor: cuchara.*

Beto: *Y los cuchillos.* And the knives.

Teacher: Hold up the knife and have the students repeat the word. (Make sure to bring in a kid-safe knife such as a butter knife to avoid accidents.)

Cantamos: Add new verses to the "Pon la Mesa" song to cover the remaining vocabulary.

No olvides *el tazón, el tazón, el tazón*
No olvides el tazón
Muchas gracias

Pon algunas *cucharas, cucharas, cucharas*
Pon algunas cucharas
Muchas gracias

Ahora pon los *cuchillos, cuchillos, cuchillos*
Ahora pon los cuchillos
Muchas gracias

Juego: Missing Object

Explain to your class that every time Dani and Beto set the table, they forget something, and the class needs to help them remember the items they forgot. 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. Send one person from each team to go to the hallway or put on blindfolds. The teacher must remove an item from the table and then call the students back in. 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.

Puppet time: Teachers, gather your students back into a circle on the floor and have the conversation below with the puppets.

Dani: *Ahora necesitamos quitar la mesa.* Now, we need to clear the table!

Teacher: *¡Quita la mesa! Clase, repita: Quita la mesa.*

Dani y Beto: *¡Sí! ¡Quita la mesa!* (Teacher: Be sure to have the students repeat the phrases *Pon la mesa* and *Quita la mesa* several times to reinforce learning. Also, remember to use exaggerated gestures so they students are more likely to remember the phrases.)

Juego: ¡Quita la mesa!

Quiz your class to make sure they understand the meaning of "Quita la mesa." Explain in Spanish and English that the class will play a game to see which team can

clear the table first: Equipo Dani or Equipo Beto. Divide the class in two and set up two complete place settings. (You will want to make sure these are sturdy; no breakable items. You can set them up on tables, or if the space doesn't allow, on the floor.) Have both teams line up. Have the Dani or Beto puppets draw a vocabulary word from a hat to tell the first person in line what to get: *plato*, for example. The student must run to their table, grab their plate, and return it to you before the other team. (While their team cannot interpret to English for them, they may say "Sí" or "No" to help guide their teammates.) The first team back gets a point. Then, draw again and send the next person in line up to get an item from the table setting. To wrap up, give each group a paper bag and have them put their items in at the same time, piece by piece, leading them in saying the vocabulary for each item. (**Note:** Because this is a speed game, it will be especially important to remind the students of the responsibilities and your consequence and reward system before starting to play.)

iCantamos! After you play the game, sing a song as a transition. "*Vamos al Mercado*" or "*Tengo hambre*" are great choices.

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about "*almuerzo*." Be sure to teach the students this word and have them all repeat it several times. Remind the students that Dani and Beto live in Mexico. In Mexico, *almuerzo* is the biggest and most important meal of the day. Each school day, Dani and Beto ride their bikes home during lunch. They spend almost two hours at home. They eat a typical Mexican meal with the whole family: *pollo, arroz, salsa verde y frijoles*. So, Dani and Beto's lunch is kind of like our dinner. Would you like to come home for lunch with your family? What would make this difficult? (The teacher will want to present this bilingually and then encourage follow up discussion like the few questions noted above. Also, the teacher can utilize the *notas culturales* time to bring in pictures or actual food for the kids to try. Teach the students *Por favor* and *gracias* during the *merienda*. Be sure to have the students use these phrases each class.)

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

You can sing the "*Vamos a Comer*" song together as the students put away and clean up from snack.

Juego: Pescado

Use the labeled clipart included with this course to make an identical set of eight different *Go Fish* cards for each student. They can cut the sets apart themselves, but each child should have one card for all the vocabulary you choose to emphasize.

Be sure to use all the words from today as well as some of the vocabulary from the last two classes. Teach them the words and phrases they will need to play the game: *¿Tienes _____?* and *Pescado*. Be sure to have the students repeat these several times so they remember them.

To make the *Go Fish/Pescado* cards, follow the simple directions below.

- 1: Start by folding a paper in half lengthwise.
- 2: Then fold the other way two times and unfold.
- 3: This should give you 8 equally sized cards.
- 4: Draw lines with a ruler on the creases so you can see where to cut after you photocopy.
- 5: Cut and paste vocabulary target pictures on the cards. (Leave a space to write the words.)
- 6: Photocopy a set for each student.
- 7: You can give them to the students to cut or have them pre-cut before class.
- 8: Have the students write the correct vocabulary words next to the pictures. (For the younger students you may want to have the words up at the board so they can copy them. Also, be sure to circulate the room and give help where needed.)

Basic rules:

Each player is dealt 5 cards, and the rest are put in a pile in the middle. The object is to get pairs of cards with the same animal on them. If a player has a pair, s/he can put it face down, thus discarding it. The first person to discard or otherwise get rid of all their cards wins.

The first player begins the game by asking another player for a certain kind of card (E.g., *¿Tienes pollo?*). If the other player has that card, s/he hands it over. Otherwise, s/he tells the first player *¡Pescado!* He or she will then pick the top card off the pile in the middle. Either of these answers ends the turn. The next person in the circle then asks someone for a card, etc. (You can have your class break into two or three groups to play this if you want to simplify it.) **Note:** *You may want to hold up all of the cards before the game and have the students say each word out loud together. This will ensure the game is a success. It is also recommended that you walk around as the students are playing to make sure they are speaking Spanish during the game.*

Alternate Juego: Another way to emphasize the various vocabulary words is to play a game of BINGO. Using the BINGO template provided for you, give each student a copy of it along with a sheet of paper of the images (sized down) of the vocabulary words you have chosen. They need to cut and glue the images onto their boards quickly so the game can get underway without wasting too much time. Everyone will then have a different board. Play BINGO as you normally would and keep track of

what you call. Example: *B, tocino*. That way when the winner says, "BINGO" you can verify their claim is correct. Have the students call the words back to you so everyone can benefit from hearing the words again. You can also point to the flashcards to reinforce learning.

Puppet Time: Gather your students in a circle and resume the puppet conversation.

Dani: *Tengo hambre. ¿Tienes hambre, Beto?*

Beto: *¡Tengo tanto hambre, Dani!* (Teacher—check to see if your class remembers what these phrases mean. Praise efforts to answer. Have all of the students repeat them to reinforce the vocabulary.)

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

Juego: Sin Sillas (musical chairs without the chairs!)

Explain to your class in Spanish and English that you all have to help Dani guess what Beto wants to eat. Clear a space in the middle of the room. Give each child a food picture or object from the vocabulary already covered and have them place it on the ground in a large circle. You should have one image for every student. Explain that you will play some music, and when you stop, all the students must stay on the food where they are. That that's their guess for what Beto will eat! When the music is turned off, ask your students who is on a specific food item: for example, *¿Quién adivina huevos? Who guesses huevos?* Your students must identify that person. The person whose food was called will win a prize, such as a food sticker or a peso. Continue playing until everyone has won a prize.

Activity: Drawing a table setting

Using the handout *Pon la mesa*, have the students use their art supplies to draw the table-setting vocabulary they learned today. Give them one item to draw at a time.

For example:

- *Pon los platos, por favor.* Check their work as you walk around.
- *Ahora, pon los tenedores...* You may have Dani or Beto sing the appropriate verses of the "*Pon la mesa*" song as they work to help them memorize the vocabulary they learned today.

Continue until their "tables" are completely set, then help your students label everything with its Spanish name. Have them put their names on their work, collect it, and keep it somewhere safe to present to parents in the comprehensive book on the last day of class.

Puppet time: Closing

Teachers, 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 have the students say goodbye to you in Spanish **and hand you their nametags**. 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 **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. You may also allow **extra work time on the menus** the students began on Day Two and/or watch more students present their work. Remember to save these projects in a safe place for later lessons playing restaurant, as well as for the comprehensive book the parents will get the last day of class from each of the children.