

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

Lesson Plan 4 Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary: Almuerzos para llevar

<i>la hamburguesa</i>	hamburger	<i>rápidamente</i>	quickly
<i>la hamburguesa con queso</i>	cheeseburger	<i>para llevar</i>	to go
<i>refresco</i>	soda	<i>bolsa</i>	bag
<i>papas a la francesa</i>	French fries	<i>leche</i>	milk
<i>galleta</i>	cookie	<i>Quiero comer.</i>	I want to eat. (review)
<i>el arroz</i>	rice	<i>sándwich</i>	sandwich
<i>papas fritas</i>	potato chips	<i>almuerzo tradicional de México</i>	traditional Mexican lunch

Preparing for class: Be sure to have the nametags ready for all of the students. 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 using gestures, other nonverbal cues, and 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!

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.

Repaso: Maraca Shake

Gather all of the students in a circle and review the vocabulary from the previous classes by rolling a ball, passing a maraca, or tossing a soft object around the circle. Whoever "catches" the object must say the word of the image on the prepared flash card you hold up. Be sure to praise all answers and have students repeat after you.

Cantamos: Sing one of the fun songs from the previous weeks to further review the vocabulary. Some suggestions are "*Vamos al mercado,*" "*Tengo hambre,*" or "*Pon la mesa.*" When it seems that students recall most of the words, continue on to the review game below. **Note:** Remember to stand up during the song, be lively and use gestures to reinforce learning.

Puppet time! Invite all of the students to sit down in a circle on the floor. Pull out your puppets and act out the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

Dani: *Vamos a poner la mesa.*

Teacher: Ask your students if they remember what *pon la mesa* means. Praise all answers and reinforce learning by have all the students repeat the phrase after you.

Beto: *Puedo poner la mesa rápidamente.* (Teach the students what *rápidamente* means and then see if they can guess what Beto said. Beto can repeat the phrase if necessary.)

Dani: *No, YO puedo poner la mesa rápidamente.*

Beto: *¡Vamos a ver! Let's see!*

Teacher: Explain to your class that Beto and Dani are going to have a race to see who can set the table the most quickly. Be sure every student knows the word *rápidamente*. Remind the students of the classroom responsibilities before starting the game to ensure it goes smoothly.

Juego: Table-Setting Race

Divide your class into two teams: Equipo Beto and Equipo Dani. Have the teams line up so that one end of the line is near you and the other end of the line is up where Dani and Beto's "table" is being set. (Designate this area by laying the tablecloth with the students and reviewing its Spanish name. You can use a blanket to demonstrate the tablecloth if necessary.) Hand each team a grocery bag containing a full place setting: plate, fork, knife, spoon, bowl, drinking glass, and napkin. Make sure these

are either plastic or paper items, all kid-safe and non-breakable. Explain in Spanish and English that you are going to give them an instruction (*Pon los platos, por favor*, for example), and the first person in line must search for the object you name. Once they find it, they must pass it to the person behind them, who must pass it to the person behind them, and so on, until the last person places it on the table. Each time the object is handed off, the person handing it off must say the name of the object in Spanish in order to reinforce learning. As soon as the first object reaches the table, give your leaders a new object. Continue until the table is set for two.

VARIATION: If you have both the space and an older (or especially energetic) group, make this a hand-off relay. For all students, be sure to clearly review classroom responsibilities beforehand. (**TIP:** Tell the students to listen closely for the table setting vocabulary. You may want to review all the words quickly before starting the game to ensure success.)

Puppet Time: Gather your students in a circle and resume the conversation between Dani and Beto. You can add a line congratulating either Dani or Beto for being the quickest at setting the table.

Dani: *Después de poner la mesa vamos a comer almuerzo.*

Beto: *Sí. Vamos a comer almuerzo.*

Dani: *¡Vámanos! Tengo hambre.*

Teacher: See if the students know what Dani and Beto said. The phrases should be familiar but be sure to emphasize each one again, especially *Vamos a comer almuerzo* since that one is new. **TIP:** As you proceed, be sure to have all of the prepared flashcards with you in order to review the old vocabulary and teach the new vocabulary. As Dani holds up the food items, have your class jump in to say the words in Spanish. These are words from the previous class, so this should go quickly.

Dani: *Tenemos* (holds up a picture of *pollo* while students name it), *tenemos* (holds up a picture of *frijoles*), *tenemos* (holds up a picture of *tortillas*), *tenemos* (holds up a picture of *pan*), *tenemos* (holds up a picture of *salsa*), y *tenemos* (holds up a picture of *jugo*).

Dani: *Tenemos arroz también. We have rice too.* (Teachers, this is a new word so be sure to hold up the picture and have all of the students repeat *arroz* with you.)

Beto: *No quiero almuerzo tradicional de México. I don't want a traditional Mexican lunch. ¡Quiero McDonalds!*

Dani: *¿McDonalds? Ay ay ay, Beto. Está bien. Vamos a McDonalds.*

Teachers: Lead the class in singing "*Vamos a comer*" and move to the area in the room where you have the food flashcards related to McDonalds set up.

Beto: *Quiero una hamburguesa.*

Dani: *¿Con queso?*

Beto: *Sí. Quiero una hamburguesa con queso.* (Teachers see if the students can guess what *hamburguesa* and *hamburguesa con queso* mean. Have all of the students repeat these words.)

Beto: *Y papas a la francesa* (hold up the image of French fries), *y un refresco.* (Hold up the image of the soda and have all the students repeat these vocabulary words.)

Teacher: Hold up all the images again to review and have the students repeat them.

Dani y Beto: *¡Vamos a comer almuerzo de McDonalds!*

Juego: Vamos a Comer Quick-Think

Gather all the students around and explain you are going to play a game called *Vamos a comer* where the class will help Dani and Beto think of all the options they have for things to eat. Sit in a big circle and pass around an object such as a maraca, sombrero or stuffed animal. Each student will need to say *Quiero comer _____* and name a food as they are passed the object. They can use any of the vocabulary from the four classes. Students must answer within five seconds and not repeat any previous answers. Keep the speed going and make this very fun and lively. If students can't think of a new word or can't answer quickly enough, they move out of the circle and the circle moves in closer. Keep playing until only one or two students remain. (You can ask the students who are "out" to help you play referee to keep them engaged. Also, remember to give positive reinforcement even when students don't answer correctly.)

Puppet time! Gather all the students back into the circle and pick up the puppets for the conversation below.

Beto: *Mañana voy al parque.* Tomorrow, I am going to the park. *Necesito mi almuerzo para llevar.* I need my lunch to go. (**Teachers:** emphasize the phrase *para llevar* and have all of the students repeat it after you. Make sure they know it before moving on.)

Dani: *Está bien. Vamos a preparalo.* Okay, let's go pack it.

Teachers: Gather the students and move to the area in the room where you have the pretend bag lunch. Hold the Dani puppet in one hand and the objects you are demonstrating in the other.

Dani: *¿Quieres una manzana?* (Verify the students remember the term *manzana*.)

Beto: *Sí y quiero un sándwich.* (See if the students can guess the word, since it is a cognate.) *Y no olvides la galleta.* And don't forget the cookie. (Be sure to have the students repeat the word *galleta* while pointing to the image.)

Dani: *Necesitas leche y papas fritas también.* (Teach the words *leche* and *papas fritas* while pointing to those images.)

Beto: *¡Perfecto! Aquí está la bolsa.* Perfect! Here is the bag. (Emphasize the word *bolsa* by having everyone repeat.)

*To transition to snacktime, try a song from one of the previous days that you didn't already sing today, such as "Tengo hambre," "Pon la mesa," or "Vamos al mercado."

Merienda & Notas Culturales:

Gather all the students on the floor and ask them to tell you something they remember from last class about how lunch in Mexico is different from traditional lunches in the United States. Praise all answers in Spanish. Then ask the students if they think that Mexican students really eat at McDonalds like Dani and Beto did today. Once you hear their ideas, explain that there are actually McDonalds in Mexico. However, the names of the foods are a bit different. For example: A Big Mac is called a *McNifica* and a Happy Meal is called a *Cajita Feliz*. There are some other differences. They serve packets of salsa alongside the ketchup and they have something called a *McMollette* which is *pan, con frijoles, queso y salsa*. (See if the students can remember all those words!) Also, sometimes the McDonalds have men that work as guards outside the building. It may be fun to print a few pictures for the students or bring in a menu for them to see which you can find at <http://www.mcdonalds.com.mx/>.

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

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

Activity: Making McDonalds Menus

Have the students create their own *McDonalds de México* menus. Encourage them to use their imaginations and label the drawings in Spanish. Save these for the comprehensive book for the end of the semester. (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.)

Juego: Unscramble and Sort

Split the class into two teams: Equipo Beto y Equipo Dani. Give each team three envelopes with the following labels-*almuerzo para llevar, almuerzo tradicional de México, y almuerzo de McDonalds*. Then give each team a set of the following images: *un sándwich, leche, galleta, manzana, pollo, arroz, frijoles, pan, hamburguesa, papas a la francesa, y un refresco*. Make sure they are all scrambled up. Tell the teams they need to help Dani and Beto figure out which foods are for the traditional Mexican lunch, which from McDonalds, and which are from the bag lunches. The teams must work

together and as quickly as possible to separate the images into the correct envelopes. The team that finishes first should stand. The teacher should have three columns written on the board or another space labeled *almuerzo para llevar*, *almuerzo tradicional de México*, y *almuerzo de McDonalds*. The quickest team will need to come and tape all the images up under the correct label. The other team can say *Sí* or *No* depending on whether they put the image in the correct place or not. If the quickest team puts an image up incorrectly, the other team has the opportunity to gain the winning title by moving the image to the right column. **TIP:** Say all the words out loud together after the game to reinforce learning.

Puppet Time: Closing

When it's time to wrap up, use 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, play the Cake Walk game. This game makes for great review. Write the numbers 1-10 (or however many students you have) on pieces of construction paper and lay them on the floor, snaking through the room. Put a card with each number on it in a hat, and, next to you, keep a list of vocabulary questions you can ask the students. Start some music and have the students walk from square to square. When you stop the music, all students must freeze on the number where they are standing. Draw a number from the hat. The student on that number gets the opportunity to answer a vocabulary question. If s/he is correct,

s/he can stay in the game. If s/he is incorrect, s/he must sit out. Keep playing until only one student is left. The prize? A cupcake! **TIPS:** Keep in mind that it is usually easier for beginning learners if you provide the Spanish word and have students give you the English version, rather than vice versa. Also, if you don't want to give sweets, give a large clipart cupcake that the student can later redeem for another prize, such as pesos or stars, a sticker, a special pencil, or an eraser. If you're giving a sweet, make sure to have the student tuck it away immediately to enjoy at home.

Alternatively, you may also choose to give the students more time to work on their menu designs.