

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

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

**Day 5 Target Vocabulary: El zócalo**

<i>las palomitas</i>	popcorn	<i>el zócalo</i>	the main square
<i>la paleta</i>	popsicle	<i>¡Está rico!</i>	It's delicious!
<i>el helado</i>	ice cream	<i>¡Está caliente!</i>	It's hot!
<i>el elote</i>	corn on the cob	<i>¡Está picante!</i>	It's spicy!
<i>el jícama</i>	jicama (a white, sweet, starchy root often served raw)	<i>¡Está dulce!</i>	It's sweet!
<i>el chicle</i>	chewing gum	<i>Pruébalo</i>	Try it.
<i>sal</i>	salt	<i>limón</i>	lime (review)

**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, other nonverbal cues, 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!

**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: Puppet Time and Quiero Comer (Red Rover)**

**Dani:** *Buenos días, Beto. ¿Cómo estás?* (Check with your class to see if they remember these words—praise attempts to answer.)

**Beto:** *Bien, Dani. ¿Y tú?*

**Dani:** *Bien. (Leans in to whisper) ¿Sabes qué? Yo tengo un juego nuevo.* Do you know what? I have a new game.

**Beto:** *¿Un juego nuevo? A new game?*

**Dani:** *¡Sí! ¿Quieres jugar?* Check with your class to see if they can understand—praise attempts to understand.)

**Beto:** *¡Sí! ¡Vámanos!*

### **Juego: 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. You can use the Go Fish cards. Do **not** have students wear the cards around their necks, as string tangles during the game could cause an accident. (Also, if they are wearing nametags on strings, make sure they take them off before starting the game.) Before playing, review the vocabulary and the responsible play rules and consequences to ensure the game is a success.

Divide the class in half (Equipo Dani and Equipo Beto) and find a large space to use, such as the gym, cafeteria, or outside. Each team will hold hands, and together, the team will choose one person from the other team to call over using the chant below.

*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. If you don't have access to a good space for this game, you can play a variation on **Family Feud**. The class will be in two teams as noted above. 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.

### **Puppet time and Introducing New Vocabulary**

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:** *¡Qué divertido! ¡Me encantan los juegos! How fun! I love games.*

**Beto:** *Sí, ¡qué padre! Yeah, cool!*

**Dani:** *¡También me encanta la comida! (Check with your class to see if they can understand this without interpretation—praise their attempts to answer.)*

**Beto:** *Mmmmm...la comida. Me encanta la comida...pan...tacos...frijoles...fresas... manzanas... (Check to see how many of these words your class remembers.)*

**Dani:** *Pruébalo, Beto. Try it, Beto. (Offers him an apple, Beto acts out taking a bite.) ¿Cómo está?*

**Beto:** *Mmmm...está dulce. Mmm. It's sweet. (Have your class practice this phrase with a gesture such as smacking their lips and saying "Mmm.") Pruébalo, Dani. (Beto offers her a bite of the apple and she tries it.)*

**Dani:** *Sí, está dulce.*

**Teacher:** *Clase, ¿que es "dulce?" What does "dulce" mean? Sí, "dulce" es "sweet."*

**Dani:** *¿Quieres más comida? Do you want more food? ¿Quieres totopos con salsa? (See if your students remember these words—praise their attempts.)*

**Beto:** *¿Está picante la salsa? (Look worried while asking) Is the salsa spicy?*

**Dani:** *Pruébalo. (Look worried for Beto...continue having Dani tell Beto to try it, and get your students to join in with *pruébalo*. Once Beto "tries" it, have him act shocked at the spiciness.)*

**Beto:** *¡Ay ay ay! ¡Está PICANTE! ¡Agua, por favor! ¡Agua! (Get Beto a glass of water. As he calms down, have your students practice the phrase *está picante* while fanning their mouths.)*

**Dani:** *¿Estás bien?*

**Beto:** *¡Más salsa, por favor! More salsa, please. Está picante, pero ¡está riiiiiiico!* It's spicy, but it's delicious!

**Dani:** *Sí, está rico.* (Dani should laugh at Beto and offer him more. Practice the phrase *está rico* with your students several times, using gestures such as rubbing the stomach and smiling.)

### **Actividad: Food Sort**

Put up a large chart on the board or using posterboard. It should have four rows, one each for *está picante*, *está dulce*, *está rico*, *está caliente*. Add a graphic next to each one as you teach your students the meaning of each phrase. For example, add a thermometer next to "*está caliente*" and explain this one thoroughly, as it was not introduced in the skit above. Make it clear that it refers to temperature of food, not spiciness. You can also put a hot pepper next to "*está picante*," draw a cookie or candy next to "*está dulce*," and a happy face next to "*está rico*."

Use a copy of the labeled Go Fish cards from Day Three, or the laminated food cards you've been making to represent the foods the students have learned thus far. Ask the students what foods should normally go in each column. When someone names a food correctly (for example, saying "*fresa*" for the *está dulce* category), give that student the picture card and have them tape it to the all-class map in the correct row. When they are no longer able to spontaneously generate the vocabulary words, help them by holding up the pictures you have in your hand and asking them where the leftover foods should go. (For example, you will hold up "*salsa*," and they will say, "*Está picante*.") Save the "*está rico*" column for an oral activity. After the other three columns are all filled, sit in a semicircle facing the list and ask students to name the food they think is the most *rico* of all. You may pass a fun object such as a maraca, food object, or sombrero for this part. Encourage them to speak in complete sentences, e.g., "*La hamburguesa está rica*."

### **Juego: Huevos Revueltos**

Using the same images you used in the last activity, prepare cards for your students according to the directions that follow. 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. The game is played like this: There will be one picture of each easily-categorized food word on note cards (things that are easily identified as either spicy, sweet, or hot). There will also be three, large construction paper cards, each one with a different label: "*Está caliente/picante/dulce*." Hold up each sign and say the words together before playing to ensure the game is a success. Choose three

students to wear or hold those signs, but don't let the class know which student has which sign. Then, scramble the food pictures and hand them out to everyone in the class. Students should keep their cards a secret. The whole class will start chanting *huevos revueltos* and walking in a circle or around the classroom, scrambling up. When Dani or Beto yells "*¡Tengo hambre!*" the students must look for their partners. They can't show the pictures or signs; card-holders can only ask sign-holders "*¿Quieres (food)?*" OR the sign holders can ask the food card holders "*¿Está caliente/picante/dulce?*" If they are a match, they can link arms and continue to look for more people in their group. Keep playing until everyone is linked and all matches have been made. The "matches" should sit on the floor. After everyone is sitting, have Dani and Beto say, "*Quiero comer algo dulce/picante/o caliente.*" Then that group will stand, and each person will name the food item they hold and show their pictures. 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 a game to assure it goes smoothly.)

#### **Merienda & Notas Culturales:**

**Dani:** *Beto, ¿quieres visitar el zócalo conmigo?* Beto, do you want to visit the city square with me?

**Beto:** *¡Sí, excelente! ¡Me gusta el zócalo!*

**Dani:** *¡Vámanos!!*

**Teacher:** *¿Qué es el zócalo? Vamos a ver.* What is the zócalo? Let's find out.

\*To transition to snacktime, try a song from one of the previous days such as "*Tengo hambre*" or "*Pon la mesa.*"

Gather all the students on the floor and use the puppets to initiate a discussion about the *zócalo*. Have Dani explain that it is the main square in Mexican cities and that most cities and towns have one. A cathedral or church usually stands on one end, a government building on the other, and shops, food vendors, balloon sellers, musicians, and families are crowded all around. Beto can explain that families may spend an afternoon in the *zócalo* together, enjoying the entertainment, the food, and the sights. **Be sure to print pictures from the internet of bustling zócalos in Mexico to really make this discussion come to life.** Have Dani and Beto describe the various foods you can buy from vendors around the *zócalo*. This is an opportunity to introduce the food vocabulary for this lesson, so make sure to have the students practice the words as Dani and Beto explain *helado*, *paletas*, *elote* (with *crema* or *mayonesa*, *chile powder*, *sal y limón*), *tacos*, *jícama* (with *chile powder*, *sal y limón*) and *palomitas*. (See if the students remember what *limones* are from the first class

before you tell them.) These words will be revisited once the lesson picks back up, so they don't need to have them down 100%. However, retention will be easier if you have prepared pictures to support the foods you are discussing. Have Dani explain that some of the poorer children sell *chicle* in the *zócalo* in Mexico to try to help their families. Many of these children's families are so poor that they depend on the money so much that the children only work and do not go to school. Ask the students what they think it would be like to work and not go to school. Encourage a discussion. Be sure to present this bilingually. Keep the lesson to 7 minutes so that you do not lose the students' attention.

**\*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.

### **Actividad: Making a Zócalo**

**Dani:** *¿Vamos al zócalo, clase?*

With the class, walk around the room and set up pictures representing the different foods for sale: *palomitas*, *paletas*, *helado*, *jícama*, and *elote*. As you put each one up, talk with the students about the food: practice its name, and practice describing it using the words *caliente*, *picante*, *dulce*, y *rico*. With each picture, be sure to use the adjectives that the students will be using in the *El zócalo, ¡a comer!* song, which follows.

Between the food pictures, set up additional stops to trigger your students' different senses. For example, you might have a CD of mariachi music and some maracas at one stop, a picture of the cathedral and the governmental palace at each end, a Mexican flag and a recording of the national anthem at another, pictures of balloon art and a balloon for each child to blow up at another, some popcorn at the *palomitas* stop, and a large, empty picture frame at another (make a makeshift one with cardboard or wooden dowels, if necessary) that groups of kids can pose behind while you take their picture...either with a real digital camera, or with the rest of the class just imagining. Bring in props such as *sombreros*, stuffed parrots, traditional Mexican shirts, etc. for this stop if you can. If you take pictures with a digital camera, consider including copies of the picture in the comprehensive book you will give to parents on the last day of class! As you set these items up, explain how they are part of the *zócalo*, but don't let the kids try them out yet.

### **Cantamos y visitamos: El Zócalo, ¡a comer! With Virtual Field Trip**

Once they are familiar with the pictures and you have everything set up, take your students on an exploratory walk of the *zócalo* together. Let them pretend to take

pictures (just using their hands and making camera noises), and encourage them to experiment with the items at different stations. You should move together, using the song as a transition from place to place and a way to keep them moving together.

**NOTE:** This will run longer than 5-7 minutes total, but that's okay—the state changes from activity to activity in the virtual trip will help keep interest high. Do be aware, however, that you may need to sit at some stations or encourage them to dance when there's music to keep them from becoming distracted or restless. Just remember: change it up and give them plenty of opportunities to move!

*Using the song:* Sing the appropriate verse of the song below with them as you approach each **food** stop—you will lead in this song, but the students should be able to jump in with the key words when you prompt them, such as the refrain, the name of the food item, and the adjectives that describe the food. This is a more challenging song, so slow it down and don't worry if all the students are doing is the key words; that's the most important part for them! (You don't need to talk about singular and plural forms of the verbs or adjectives unless you have an older or more advanced group. Just continue to model for the students the correct versions.) After each verse and before you move on to the next food item, quiz them about the food stop you just visited: *¿Qué vamos a comer? Sí, las palomitas. ¿Cómo están las palomitas? ¡Sí, están ricas!*

Also, this is a great tune and beat to play with. Establish a funny walk between each stop, and have everyone move with the beat as you continue singing the refrain.

***El zócalo, ¡a comer!*** (To the tune of *The Adams Family* theme; go to the intranet to find the link to view a performance of this song)

El zócalo. A comer. El zócalo, el zócalo, el zócalo (*This is the ba-da-da-da part with the snapping from The Adams Family*)

Vamos a come-er  
unas palomitas  
Está-an muy ricas  
Las palomi-i-tas

El zócalo. A comer. El zócalo, el zócalo, el zócalo

Vamos a come-er  
La paleta-a fría  
Está rica y dulce  
La paleta fría

El zócalo. A comer. El zócalo, el zócalo, el zócalo  
Vamos a comer  
Helado de mango  
Está rico y dulce  
Me gusta el helado

El zócalo. A comer. El zócalo, el zócalo, el zócalo  
Vamos a comer  
Limón con jícama-a  
Con chile, está picante  
Limón con jícama

El zócalo. A comer. El zócalo, el zócalo, el zócalo  
Vamos a comer  
Elote co-on crema  
Está tan caliente  
Elote con crema

**Actividad: Class Zócalo Book**

Find a place to sit down, and ask your class what they remember about their visit to the *zócalo*. If necessary, show them pictures from the *merienda* to remind them about the families, vendors, balloon animals, music, and cultural presentations that happen. Then, make a class list of the things that form the heart of the *zócalo*.

Your list might include:

- Food (pick a few specific items)
- Families
- The Mexican flag
- Cathedral and government building
- Items like toys and balloons for sale
- Children playing
- Music/strolling mariachis
- Cultural presentations and dances

Explain that you are going to make a class book about your experiences at the *zócalo*. Have each child choose something about the *zócalo* or assign them an element, and put that child in charge of creating that page for your class book. Hand out paper and let them use their art supplies. Let the children work on the pages for 5-7 minutes, then have them present their page to the class if there's time. Be sure to save these for the comprehensive book at the end of the course.

### **Juego: Palomitas/Duck, Duck, Goose**

If there is time, play a fun game of *Palomitas*. This is just like the game of *Pan, Pan, Tortilla* from the second class. However, you will insert vocabulary from today's class. The "tapper" will say *Palomitas, palomitas, palomitas...¡Pop!* When the student says *¡Pop!*, whomever he or she is tapping on the head at that time will have to answer the question you ask. For example: How do you say "ice cream" in Spanish? Or what does *queso* mean? To keep the students who are "out" engaged, have them work together to come up with the vocabulary questions. They will love the challenge!

### **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.*

**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**, **Go Fish**, or **the Grocery Bag Game**. You could also play **Bingo** or **Pictionary** to review all the vocabulary up until now. The instructions for all the games can be found in the earlier lesson plans. All the games can be adapted for future lessons.