

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

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

**Day 7 Target Vocabulary: La carta**

<i>bate</i>	stir	<i>merienda</i>	snack
<i>cena</i>	dinner	<i>guacamole</i>	guacamole
<i>carne</i>	meat	<i>Comemos</i>	We eat...
<i>papas</i>	potatoes	<i>aguacate</i>	avocado
<i>uno, dos, tres, cuatro, cinco</i>	One, two, three, four, five	<i>jalapeño</i>	jalapeño
<i>seis, siete, ocho, nueve</i>	Six, seven, eight, nine	<i>diez, once, doce</i>	Ten, eleven, twelve
<i>chocolate</i>	chocolate	<i>Necesito</i>	I need

**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!

**\*Note:** After today's class you will need to assemble the compiled student work you have been saving. You can put those items and the science journal from today into an inexpensive folder, which the students can decorate, or you can make a small book. One way to do this is by stacking the papers and laying them between two pieces of construction paper. Staple the left side to create the book.

**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: Outburst/iDime!**

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 last lesson, using the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

**Beto:** *¡Hola, Dani! ¿Quieres jugar conmigo?*

**Dani:** *¿Qué vamos a jugar?* (Check with your class to see if they know what this means—praise efforts to answer.)

**Beto:** *¡Vamos a jugar Dime! We're going to play Tell Me!*

To review the vocabulary covered thus far, play a quick game of *iDime!/Outburst*. Divide the class into Team Dani and Team Beto. The teacher assigns each team a particular topic (*desayuno, frutas, el restaurante, poner la mesa, etc.*). The topic should be kept a secret from the other team. Each team meets for 2-3 minutes to brainstorm a list of ten items related to the topic they were given. (You or one of the older students may need to scribe for them. Younger classes can also draw pictures as long as they remember how to say the words.) After the lists are made, the game begins. The teacher tells Team Beto the name of Team Dani's topic. Team Beto then has one minute to try to guess the items on Team Dani's list. The members of Team Dani (and the teacher) must listen and check off the items that Team Beto manages to guess. For every word Team Beto guesses correctly, they score a point. For every word they miss, Team Dani gets a point. After the points are recorded, it's Team Dani's turn to guess Team Beto's list. Keep playing for 5-7 minutes or until each team has had an opportunity to guess.

**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:** *Tengo la carta de mi restaurante pero me falta algo...* (Teachers try and hold the Dani puppet in one hand and the menu from last class in the other. See if the

students remember the word *carta*. Have all the students repeat it to reinforce learning. Dani can then repeat the phrase in English: I have the menu for my restaurant, but I am missing something...)

**Beto:** *Hmm...Tienes desayuno, almuerzo...*(Teachers: See if the students can guess what Beto is saying since these are vocabulary words they should know from previous classes.)

**Dani:** *¡Aha! Necesito una merienda.* I need a snack. (Have the students repeat the word *merienda* and tell them that a *merienda* can mean a snack or appetizer.)

**Beto:** *¡Sí! ¡Quiero guacamole!*

**Cantamos:** Teach the song below to the tune of Frere Jacques. You can sing a line first and then have all the students repeat after you. After they have the lines down, sing it together. After you sing, see how many of the words the students can identify. It should be all of them except *comemos*, though they may need some prompting to recall *totopos* from the *Nota cultural* on Day Two. Be sure to emphasize teaching *comemos* by having all the students repeat it while making the gesture of eating.

Gauacamole, guacamole  
Comemos, comemos  
Con totopos y salsa  
Totopos y salsa  
Comemos, comemos

### **Activity: Making Guacamole**

**Teacher:** Explain that the class is going to make guacamole for *el restaurante de Dani*. Make sure they know the words for the guacamole ingredients: *aguacate, cebolla, tomate, limón, sal, jalepeño*. Hold up the images or objects for the words. They are all previous vocabulary words except for *aguacate*. Be sure to have the students repeat that word several times to ensure they know it. **Hint:** Have all of the ingredients pre-chopped or sliced except for the avocado, which browns. If you want to prepare the avocado in advance, be sure to keep the seed in the container to slow down the browning process.

### **Recipe: Simple Guacamole**

1 ripe avocado (Have an extra one for the game too!)  
3 spoonfuls finely chopped onion  
1/2 tomato, chopped  
juice of 1/2 lime  
1/4 tsp salt

Salsa (on the side for snack time), and cilantro to add to the guacamole, if you like

**As you make the guacamole, call up one or more student helpers to assist by handing you things during the presentation.**

**Teacher:** Explain to your students that you are going to call out an ingredient that you need to make the guacamole. The students need to respond "*Pásame...*" and the word in Spanish. First, be sure they understand that *necesito* means "I need." Have the class repeat this phrase with you several times. Have a big bowl, spoon, and fork ready for this activity. You will also want to have *totopos* for enjoying later.

**Teacher:** *Necesito un aguacate.* (Encourage your class, including starting them off with "*Pásame...*" until they respond.)

**Clase:** *Pásame el aguacate, por favor.* (Repeat it, and have your student helper hand you an avocado. Scoop the flesh into a bowl and mash it with a fork.)

**Teacher:** *Ahora, necesito la cebolla.*

**Clase:** *Pásame la cebolla, por favor.* (Repeat it, and have your student helper hand you the onion.)

**Teacher:** *Ahora, necesito el tomate.*

**Clase:** *Pásame el tomate, por favor.*

**Teacher:** *Ahora, necesito el limón.*

**Clase:** *Pásame el limón, por favor.*

**Teacher:** Squeeze the lime into the bowl and continue in this way for the rest of the ingredients except the salsa, which you can put in a separate bowl. Explain that normally there is *jalapeño* in *guacamole*, but you are not going to add it because it may be too *picante*. See if the students remember what that means and praise any efforts to answer. Have them repeat the word *jalapeño* using the appropriate accent. Once everything is in the bowl, show them the pile of ingredients and continue.

**Teacher:** Tell your students that now the guacamole needs to be stirred. The word for stir is *bate*. Encourage the entire class to shout, "*¡Bate el guacamole!*" Set the guacamole aside and save it to sample during the *merienda*.

### **Juego: Aguacate Caliente**

Play a game of *aguacate caliente*. Put on one of the fun songs off the *Vamos a comer* CD. When the music stops, whoever is holding the avocado needs to answer a question you ask. For example: How do you say "avocado" in Spanish? *¿Cómo se dice "fruit" en español?* Be sure to use today's vocabulary, but include past classes as well.

### **Puppet time!**

Gather the students on the floor and resume the conversation below with the puppets.

**Dani:** *La carta tiene mierenda, desayuno, y almuerzo. Hmm...me falta algo más? Am I forgetting something else?* (Teachers, see if your students can take clues to what is missing from the menu by repeating the vocabulary words above. You can ask them what meal they didn't hear in the list. Encourage any efforts to answer. Once someone says dinner, be sure to have the entire class say *cena* together.)

**Beto:** *¡Necesitas cena!* You need dinner.

**Dani:** *¡Claro!* Of course! *¡Vámanos!*

### **Juego: Brainstorm**

Divide your class into two teams-Team Beto and Team Dani. Be sure the teams are evenly divided with students of each skill set and age on each team. Give each team a piece of paper. The goal is to come up with a list of vocabulary they have learned so far that could go on the menu for *cena*. Start the timer and give the students three minutes to brainstorm. After the time is up, have each team send one person to the board to write their answers. Whichever team has the most correct answers wins. Be sure to have everyone say the answers together as you go over them. **Note:** There are many possible answers. You can briefly show the students the flashcards before starting the game if you think they may need a refresher. For a class of only younger students, you can have them draw pictures of the words and then orally give the answers. **VARIATION:** If you prefer, this activity can be a group brainstorming activity with the younger students instead of a game. (Answers could include previous vocabulary such as *pollo, arroz, salsa, tortillas, sopa, ensalada, and verduras*. Students can also have some ethnic foods such as *enchiladas* on the list as well.)

### **Puppet time**

**Dani:** *Yummm...La cena me parece muy rica.* Dinner looks great.

**Beto:** *Sí pero necesitas carne también.* You need meat too. (Teachers have all the students repeat the words *la carne* and hold up the prepared image.)

**Dani:** *¡Perfecto! Y necesito papas.* And I need potatoes. (Teachers have the students repeat the word *papas* and hold up the prepared image.)

**Beto:** (Shaking his head) *No, no está perfecto. ¡Necesitamos chocolate!*

**Dani:** *¡Claro!* Of course!

### **Cantamos: Chocolate**

Have the class stand and using gestures, teach the song below. You can sing a line first and then have the students repeat after you. Keep going through the song and see if the students catch on. After you have sung the song several times, see if they can guess what the song means. Do a quick teaching of the numbers one through ten if your class doesn't know them by holding up your fingers. Also, you probably will need to teach *once* and *doce* if the class doesn't know those words. Since the focus is

food vocabulary, do not spend too much time on the numbers. If you are not familiar with this chant, here is a website where you can see and hear the song in action: <http://www.rif.org/leadingtoreading/es/preschoolers/play/view-fingerplay.msp?id=49>.

### **Chocolate**

Bate, bate, chocolate.  
Tu nariz de cacahuete.  
Uno, dos, tres, ¡CHO!  
Cuarto, cinco, seis, ¡CO!  
Siete, ocho, nueve, ¡LA!  
Diez, once, doce, ¡TE!  
Chocolate, ichocolate!  
Bate, bate, ichocolate!  
Bate, bate, bate, bate,  
Bate, bate, ¡CHOCOLATE!

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

As you transition to snack time, use the song "Pásame" to practice asking for guacamole and chips (*totopos*, but guacamole also pairs well with fresh vegetables if you prefer), plus any napkins or plates you may need. (You may also want to use this time to mention that *totopos* is a very Mexican term for tortilla chips.)

### **Por Favor, Pásame (to the tune of "Row, Row, Row Your Boat")**

Por, por, por favor  
El plato, por favor  
Pásame, pásame, pásame, pásame  
El plato, por favor

Por, por, por favor  
Totopos, por favor  
Pásame, pásame, pásame, pásame  
Totopos, por favor

Por, por, por favor  
Guacamole, por favor  
Pásame, pásame, pásame, pásame  
Guacamole, por favor

As the students are enjoying their guacamole, chips, and salsa, you can talk to them about the song they just learned, "Chocolate." Be sure that every child repeats the word with you and



knows what it means. In the song, *chocolate* refers to hot chocolate. Children in Mexico often drink *chocolate* with breakfast. The chocolate is stirred with something called a *molinillo*. (Be sure to hold up the picture of the *molinillo*.) One of the differences of the Mexican version of hot chocolate is that it has chili powder in it so it is a bit spicy. See if the students remember how to say "spicy." Have the class repeat: *picante*. See what they think of a spicy hot chocolate for breakfast. You can also encourage a discussion about the guacamole by taking a poll: *Me gusta/No me gusta el guacamole*.

**\*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, or another song such as "Tengo hambre" or "Vamos al mercado."

### **Juego: Meal Sort**

Have the following images copied two times: *salsa, totopos, quesadilla, guacamole; jugo de naranja, huevos, pan tostado, tocino; sándwich, papas fritas, manzana, leche; carne, papas, arroz, tortillas*. Divide the class into two teams-Team Beto and Team Dani. Explain that they each have a set of pictures that represent food vocabulary. Even though some of the foods could be eaten for various meals, they are most common for a particular one-*merienda, desayuno, almuerzo, o cena*. Be sure all the students repeat these words and remember what they mean. Give each team either four envelopes labeled with the meals or four labeled lunch bags. The teams will have to work to put the pictures in the envelope or bag where they are best-suited as quickly as they can. Be sure to tell the teams that each category has four items in it. The team who can do this the fastest, wins. After the game is over, reinforce learning by going through each word together as a class. Hold up the image, repeat the word and then hang it up on the board under the appropriate meal label.

**VARIATION:** If you have a class of all younger students, you can adapt this game by separating the words into the appropriate categories as a class.

### **Activity: Making Menus**

Using the template provided, have the students finish up their menus. They can draw and write the names of the appropriate items. Be sure to walk around the room and help students with spelling. You may want to play fun music in Spanish as the students work. Keep this activity to 5-7 minutes.

### **Puppet time**

Gather the students on the floor and resume the brief conversation below.

**Beto:** *Ahora tengo hambre*. (Teachers: see if the students remember what that means. Be sure to praise all answers.)

**Dani:** *Está bien. Es la hora de comer*. That's okay. It's time to eat!

**Beto:** *¿Qué voy a comer?* What am I going to eat?

### **Juego: Song Super Spies**

Divide the class into two teams (Team Dani and Team Beto) and have them spread out on the floor or at tables. Give them a blank piece of paper and a pencil. Explain that the class must help Beto think of three things to eat. You will then put on the song from the CD called "*A la hora de comer.*" The teams must listen closely for the three foods they recognize in the song. Without talking, they must write the names or the pictures of the items on the paper. Play the song three times. After the third time, the teams must hold up their papers. Whichever team had the correct answers (and can correctly say them) wins!

### **Alternate Activity: Storytime**

Gather the students in a circle on the floor and read one of these books: *Cuadros de familia* by Carmen Lomas Garza or *Too Many Tamales* by Gary Soto. The students might enjoy it if Dani or Beto "reads" the book to them as well!

**Puppet Time/Closing:** When it's time to wrap up, use your puppets to 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 **turn in 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 may play a round of **Duck, Duck, Goose** (*Palomita, palomita, POP*) to review vocabulary, or you may allow the students a little extra time on their menus. You might also sing any of the songs from this course.



**\*Don't Forget!** You will need your final student books ready to go for the final class period. See the explanation up at the introduction of this lesson.