

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

Lesson Plan 8 Note: All activities should take 5-7 minutes.

Day 8 Target Vocabulary: Celebración de comida

<i>celebración de comida</i>	food celebration	<i>tortilla de maíz</i>	corn tortilla
<i>Mi comida favorita es...</i>	My favorite food is...	<i>receta</i>	recipe

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. 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!

The Final Class: This class celebrates the culmination of all of the words the students have learned thus far. The songs, games, and vocabulary words are primarily review. You want to really make this class fun and exciting. Be sure to praise all of the students to boost self-esteem. This lesson plan is extensive and you will not be able to finish everything. Therefore, make sure you read this plan carefully so you have all of the flashcards, images, and other materials prepared in advance. Also, you will need to pick and choose the songs, games, and activities that you prefer in advance. Always remember to have more activities planned than necessary in case something does not work well.

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”)

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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: Jeopardy

Jeopardy is a great way to review all the material up until this point. Using the categories and questions below as a reference, write the categories and then the numbers 2, 5, and 10 underneath them. Divide the class into two teams: Equipo Dani and Equipo Beto. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *Frutas por cinco*. You will then ask the student the corresponding question. If the answer is correct, he or she scores a point for their team. If not, the other team has an opportunity to steal the points. Keep alternating which team has the opportunity to answer a question. **TIP:** Be sure to divide the teams as fairly as possible. Also, you can vary the questions' difficulty based on the level of your students.

Frutas

- 2-What does *manzana* mean?
- 5-¿Cómo se dice *lime* en español?
- 10-How do you say *orange juice*?

Desayuno

- 2-What does *huevos* mean?
- 5-What is the difference between *pan* and *pan tostado*?
- 10--¿Cómo se dice *bacon* en español?

Almuerzo

- 2-What does the word *sándwich* mean?
- 5-¿Cómo se dice *milk* en español?
- 10-What is the difference between *papas a la francesa* and *papas fritas*?

¡Comida, Comida!

- 2-Sing the theme song for the class
- 5-What does *Tengo hambre* mean?
- 10-What does *Pásame el tomate* mean?

Pon la mesa

2-What does *pon la mesa* mean?

5-¿Cómo se dice *plate* en español?

10-What does *Necesito dos vasos* mean?

El zócalo

2-What is a *zócalo*?

5-¿Cómo se dice *ice-cream* en español?

10-What does *Quiero comer polomitas* mean?

Puppet Time

Invite all of the students to sit down in a circle on the floor. Pull out your puppets and remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

Dani: *Hoy es la celebración de comida.* Today is the food celebration!

Beto: *¡Mágifico! Tengo mucho hambre.* (Teachers, see if the students can remember what this sentence means.)

Juego: Vamos a Comer/I'm going on a picnic...

Explain to your class that you need to give Beto all the suggestions for what he can eat. Keep the students in a circle and start passing an object the students must say, "*Vamos a comer...*" and then a food word. He or she will then pass the object to the next student. The student will then say *Vamos a comer*, what the previous students said and then a new word. **TIP:** To reduce pressure on your students, you can have everyone say the complete list together after each student names the new food item they have. You can also make this a game where you keep playing until only a few students remain.

Transition: After the game, use the "*Tengo hambre*" song as a transition:

Tengo Hambre (to the tune "My Darlin Clementine")

Tengo hambre, tengo hambre, tengo tanto hambre

Quiero comer. ¿Ya comiste?

¿Tienes hambre también?

Puppet time

Dani: *¡Vamos al mercado!*

Beto: *¡Sí! ¡Vámanos!*

Juego: Grocery Bag Game

Have all of your students go over to an area of the room where you have set up two grocery bags. You will need two sets of prepared food images, plus the two grocery bags. Explain to the students that you are going to help Dani and Beto shop at the *mercado* for the *celebración de comida*. Divide the class into Team Beto and Team Dani. The players should sit in lines on the floor facing you and the bags. The first players will stand up, and when you call out a vocabulary word, they must race to find the correct image and put it in the grocery bag for their teams. Whoever puts the correct item in the bag the fastest scores a point for their team. **TIP:** You can choose easier or more difficult items based on the level of your students. You will also want to divide the teams as fairly as possible and have students of the same level competing against each other. For example, if you have a class with a few kindergartners, make sure they are equally distributed between both teams. Also, have the kindergartners compete against each other and give them age-appropriate words.

Cantamos: "Vamos al mercado"

Have all of the students stand up and gather them together. Sing the "Vamos al mercado" song from Day One with gestures. If you don't remember the tune, use the song on the *¡A comer!* CD. Remember to modify the song to make it simpler 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 images as you say them. **Note:** The italicized words can be changed to any of the food vocabulary.

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

Explain to your class in Spanish and English that you all have to help Dani and Beto figure out what to eat. They have so many options after going to the *mercado*! Clear a space in the middle of the room. Give each child a food picture or object from the vocabulary covered to this point and have them place it on the ground so that they form a circle the students can walk around. You should have one for every student, and you should make sure to prominently feature some of the vocabulary they will be working with later in class: *tortillas*, *salsa*, *totopos*, *guacamole*, etc. 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 vote for what Beto and Dani will eat at the party! Then, when the music is turned off, ask your students who is on a specific food item by saying which food you want ("*¡Quiero guacamole!*" for example) and then wait for your students to identify the person standing on the guacamole card. The person whose food was called will win a small prize, such as a sticker or a peso. Continue playing until everyone has won a prize.

Puppet time

Gather your students in a circle and resume the conversation below.

Beto: *¡Quiero comer!*

Dani: *Primero, necesitamos poner la mesa.* Teachers, see if your students can guess what the puppets said. Praise efforts to answer.

Cantamos: Pon la mesa

Standing and using the prepared images, sing the song "Pon la mesa," #10 from the *¡A comer!* CD. Model the song first by yourself, or using the puppets. Then sing each line and have the students repeat after you. You can find the lyrics in the plans from Day Three.

Juego: ¿Qué falta?

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. Put various table-related vocabulary words on a table or desk. Tell the class to look very carefully at all of the objects on the table and try and memorize them. Send one person from each team to go to the hallway or put on blindfolds. Then, remove an item from the table and 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.

Alternate game: Table Race

Divide your class into two teams: Equipo Dani and Equipo Beto. Have two sets of the table-related vocabulary. (If you plan to use real objects, you will want to make sure these are sturdy, not 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 puppet 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 all the plates from their table, and return them to you in a stack before the other team. (While their team cannot translate 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 also consequence and reward systems before starting to play.

Puppet time

Regroup the students into a circle and carry on the brief description below.

Dani: *Necesitamos hacer tortillas para la comida.* We need to make tortillas for the food.

Beto: *¡Sí! ¡Quiero hacer tortillas!*

Merienda and Notas Culturales: Staying in the circle, explain to the class how Mexican families typically have *tortillas* with every meal. They sometimes use their tortillas to scoop up their food and sometimes to dip into their food. For example: During *desayuno* it is common to pick up *huevos revueltos* with a *tortilla*. During *almuerzo*, it is not uncommon to dip a *tortilla* into *sopa*. *Tortillas* can also be used to hold food items. For example at *cena*, it is common to cut up the meat and put it in the tortilla with *salsa* and other items such as beans and rice and eat it as a taco. *Tortillas* can be made of *maíz* (corn) or *harina* (flour). (Teachers: If possible, try to bring in a real example of each instead of relying only on pictures.) Explain how traditionally, families would make their own tortillas. They would flatten the dough with their hands and then move it back and forth until a perfect tortilla was formed. The tortillas then go onto a hot griddle called a *comal* for about a minute. (Show the provided pictures.) Some families still make their own tortillas, but many buy them at the grocery store or *mercado* premade. Explain to the students that they are going to make a *tortilla de maíz*. Have all the students repeat this term to reinforce learning.

Actividad: Tortilla-smashing and cooking (cooking optional): Before class, prepare the masa.

- 2 cups dry masa harina, such as the kind made by MASECA or Bob's Red Mill, **not** wet prepared masa. *This can be found at any Mexican or Latin American grocery store. It is also commonly found in the ethnic food aisle at larger American grocery stores.*
- 1/4 teaspoon salt
- 1 1/4 c. water

Making the dough: Blend the dry ingredients and then add the water. Work the dough with a wooden spoon, or with your hands. If it seems too dry, add additional water, a teaspoon at a time. Too much water, and you won't be able to peel the plastic off the tortilla; too little and your tortilla will be dry and crumbly. Once it seems like a nice, pliable consistency (don't worry—you can't over-knead corn dough), divide it into golf-ball-sized hunks and roll each one neatly into a ball. The masa will dry out quickly, so keep everything covered with a piece of plastic wrap or a damp towel while making your tortillas. Put each ball into a cut-open sandwich bag. Make sure you have enough for each student to have one.

During class: Have the students place the ball of *masa*—in the plastic—on a table and drop a heavy book onto it. They will have a perfect tortilla! If you have a hot plate or griddle, peel the tortillas off the plastic and cook each one for about 30 seconds per side. If you don't have a griddle, have the students take their tortillas home along with instructions to cook them in a dry, heavy-bottomed skillet, 30 seconds on each side. **IMPORTANT:** If you are using a hot plate in the classroom, make sure to arrange it so that it is difficult for students to touch it and that any extension cords do not pose tripping hazards. Make sure everyone is on-task and being responsible. Once students have finished making their tortillas, have them work together to create the longest list they can of Mexican dishes that use tortillas, corn, or both while you help the remaining students with their tortillas. When you return, check their list and keep track of their names and total points so you can award a winner at the end of the activity time. **TIP:** If you do make the tortillas in class, have some salsa for the students to fill their tortillas with. If you are giving the students the *masa* to take home, it may be nice to have some other tortillas ready for them to try.

Puppet time and Activity: *Mi comida favorita es...*

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

Dani: *Mmmm...me gustan las tortillas.*

Beto: *A mí también. Me too. Pero mi comida favorita es el helado.* But my favorite food is ice-cream!

Teachers: Teach the phrase *Mi comida favorita es...* by having all the students repeat it several times.

Hand out the prepared sheets titled *Mi comida favorita es...* Explain to the students that they need to draw and label their favorite food. Encourage them to use vocabulary from the semester. However, if they insist on something you have not taught yet, tell them the words in Spanish and help them to correctly spell the words. Afterwards, call volunteers up to the front of the room to present their favorite foods. Make sure they speak only in Spanish! Give positive reinforcement to all students by clapping after each presentation and praising with phrases such as *muy bien*, *excelente*, and *buen trabajo*.

Juego: La Receta Dice

This game is a slight adaption of "Simon Says." Decide what vocabulary words you want to focus on and make sure you have two sets of every image. Have the images in envelopes. Then have a big bowl or a big brown bag set up for each team. **Hint:** Make sure you model this activity a few times by yourself or with student volunteers.

Begin by teaching the class the word *receta* by having them repeat it several times. Then, explain what *la receta dice* means. Divide the class in two teams: Team Dani and Team Beto. Explain that not forgetting ingredients is key for making a recipe. Call up one person from each team and give them an instruction. For example: *La receta dice, "aguacate."* Players must grab the avocado image from their envelopes and place it in their team's bowl or bag. After they successfully add the ingredient you called for, the next student from the team is given a new ingredient. For example: *La receta dice: sal.* Each time, the first person to correctly add the specified ingredient earns a point for their team. **And, in Simon Says fashion, if a player completes any action and you didn't say "La receta dice...", the team loses one point!** Play until the 5-7 minutes are up.

Puppet time and Activity: Final Books

Gather the students back on the floor and pick the puppets back up.

Dani: *El restaurante es mi sueño.* The restaurant is my dream.

Beto: *¿Cómo se llama el restaurante?* What is the restaurant's name?

Teachers: Explain that the class needs to come up with a name using the vocabulary from the class. Encourage a discussion and decide on a name.

Hand out the student's collective food books. Give each student a few minutes to write the name of the restaurant on the cover. Also, use this time to give the students the recipe sheet and remind them to cook the items together as a family if possible.

Cantamos: Sing one of the classes favorite songs before preparing to leave. Be sure to stand and use gestures.

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.

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 before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom. **Make sure each student takes his or her final book, the recipe book from today's class, and, if it wasn't cooked and eaten, the tortilla and cooking instructions.**