

\*Tip: Make sure to keep the activities brief so there is time for everything. Make sure to really focus on the starred activities: the Restaurant Project and the Pen Pal Letters.

1. INTRODUCTION Before class begins hang the rehearsal sign on the door. (The sign can be found on the Futura intranet: [www.futuraadventures.com](http://www.futuraadventures.com)). Until the last 25 minutes of class, you should conduct your class the way you normally would. For example, play Spanish music as the students enter the room, and greet them by saying *¡Hola!* Be sure to take attendance and review the Classroom Responsibilities. In the beginning of class, please also review the vocabulary with the students. You can do this by singing the songs and playing games that will be performed at the showcase. Some suggestions are: *Mata la mosca*, *Around the world*, *Papa caliente*, *Cake Walk*, ect. Be sure to practice the conversational element you will demonstrate to families as well. Display any art projects the class has worked on throughout the semester. Have a separate table designated for the fiesta food and supplies. \*\*\*Note: *The morning fiestas will begin right away and end after the first 25 minutes. Continue playing review games with the students as the parents leave.*
2. Once the rehearsal is done and it is time to begin the fiesta, open the door and welcome the parents to the fiesta by saying "¡Bienvenidos a la fiesta!" Introduce yourself to the parents as they enter the room. Have one student explain that the class will present the La Bamba song or any other song from the semester that your class has chosen. Sing the fun song with the students standing in the front of the room as the parents take their seats. Props and visuals or instruments will make this come alive!
3. Discuss the topics you worked on throughout the semester by first asking students what they remember from class. (Note: You should review this at the rehearsal.) Remember to speak in English and Spanish when talking. The entire showcase should be bilingual. Remind students to "*Levanta la mano*". After the students give examples, elaborate on the semester's curriculum including all topics from Advanced II Part Two. For example: food vocabulary, food conversation, plural subject pronouns, plural adjectives, and plural SER conjugations. (Use the outline in the front of your curriculum binder.)
4. Showcase the students' conversational skills by having the students present their \*Restaurant Project. Have each group present their Spanish skit and showcase their menus. Make sure to remind the rest of the class to give *un aplauso* after each presentation.
5. Sing the Hip Hop Cocina song with the students standing in the front of the room. Have the students each hold flashcards with the table setting vocabulary in Spanish or the actual objects and hold them up as they sing the matching object in the song. Or it may be fun to have the students teach their parents too! Play the Grocery Bag Game from week 1 or Mata la Mosca from week 6 to showcase the students' knowledge on the food vocabulary. Feel free to substitute other successful games to showcase what the students have learned.
6. Showcase the SER verb conjugations by having the students do the chant or sing the song to the tune of London Bridges, or perform their SER raps from week 5. Demonstrate their ability to conjugate verbs in a comprehensive way by adding the adjectives vocabulary to form complete sentences in the Sentence Scramble or Make me a Sentence Activities from last week. Tip: Try to adapt the games on the board so parents can see what the students have learned better. Note: Feel free to substitute any other successful activity from the semester that would demonstrate these skills.

7. Have the students read their \*Pen Pal letters in Spanish to their parents from week 8. The students can give the parents their letters after they are done presenting them. \*Variation: You can have the students read their Comida en vivo paragraphs from week 4 in Spanish and give them to their parents.
8. If there is time, play the Cake Walk Game that you played from week 9. This will demonstrate what the students have learned and how classes typically went. Other games you can play are: Jeopardy or the relay race bag game. Feel free to substitute other successful activities the students have practiced.
9. At this time invite everyone to get food from the table in the back and bring it back to the classroom area. Have the students sitting in a circle with their food. Bring in one of the traditional food or drink items from a Spanish speaking country that you discussed with the students this semester. Explain what the food item you brought in and where it is popular. Give the parents and students a sample. You only need a small amount for samples, which can go in Dixie cups. Explain to the parents that each week the students learned culture lessons and each week also focused on unique and traditional foods and drinks from various Spanish speaking countries. Have one or two of the students who did not present earlier in the fiesta explain what they learned about the unique and traditional foods of a specific country. Ask the class other questions related to the culture topics discussed this semester. Make sure to incorporate 50% Spanish and encourage participation by asking questions such as "Can you explain the popular dessert from Spain or the unique meat from Ecuador?" or "Can you tell me about when people in Spanish speaking countries eat their meals and which meal is typically the biggest and most important?" Keep this portion of the fiesta limited to 7 minutes. Be sure to rehearse this at the beginning of class.
10. Have the students give their parents the final newsletter with the comprehensive vocabulary list on the back encouraging them to continue practicing their Spanish skills. Also have the students show their parents projects they completed throughout the semester including the *Me gusta* drawings from week 2, *Mis favoritos* drawings from week 3, the *un sándwich* drawings from week 6, and any others.
11. Explain how every semester the children graduate and move to the next level of Spanish. Tell them about what they will learn in Level VII such as: comparing and contrasting SER and ESTAR, position of adjectives, Infinitive verbs, present tense of regular -ar verbs, negation, and more fun cultural topics.
12. Be sure to remind parents that learning a language takes time and patience. Their students are learning a lot just *poquito a poco*-bit by bit! Hand out a registration form to all families and encourage them to continue next semester. The best way to learn a language is to stick with it! Remember to ask your Bilingual Area Managers for registration forms or specific instructions. Note: Some families have pre-registered, so you can tell them to call the Futura office if they are unsure if they have pre-registered.
13. Begin the graduation "ceremony." Hand out the certificates by calling each child to the front of the class. Have the other students clap as each student receives his or her certificate. Be sure to continue speaking in Spanish and English during the graduation ceremony as well. Congratulate all students by saying, "*Felicidades!*" You may also want to give a small token such as a sticker or a pencil to go along with the certificate.
14. Hand out and collect parent surveys. Tip: Bring pens and an envelope or manila folder to put them in. *Please mail in or return with materials.*



15. Put on music in Spanish and start the *fiesta* portion of the day. (After student showcase and "graduation" ceremony are complete.) Feel free to hand out the recipes from the curriculum guide or any others. Have fun and mingle with the parents and students!
  
16. CLOSING Sing the Adiós Amigos song to the tune of 'Frere Jacques' at the end of class as the students are cleaning and packing up. Be sure to thank the parents for coming. ☺