

1. INTRODUCTION Play Spanish music as the students enter the room, and greet them by saying *¡Hola!* Take attendance and have the students say "*presente*". Review the Student Responsibilities and reward/consequence system.
*Activity: Start class by playing the song La Bamba for the students or singing it to them. Feel free to teach them the lyrics by having them repeat after each line in the song. The lyrics can be found in the curriculum guide. This is a great way to review "soy" and masculine vs feminine. Print out the lyrics and have the students see if they can highlight or underline the "soy" parts in the song and the "la" parts in the song. Explain that since *Bamba* ends in "a", it is feminine.
2. La conversación: El noticiero- Let the students know that they will help act out a newscast or *el noticiero* skit. Bring in props to really make this come alive. For example you can bring in glasses, trench coat, a hat, and a toy microphone. You will play the role as the newscaster first. Ask a volunteer student complete sentences and make sure they are responding in complete sentences. To incorporate the entire class, ask follow up questions during the interview like "*¿Cómo se llama?*" to reconfirm the answers. Feel free to use some of the questions listed below. After showing the students an example ask for volunteers to come up and play the role of the newscaster and switch students to be interviewed.
Example skit questions: "*¡Hola señor! ¿Cómo te llamas? ¿De dónde eres? ¿Cuántos hermanos tienes? ¿Cómo es tu familia? ¿Cuál deporte es tu favorito? ¿Cuál fruta es tu favorito? Muchas gracias. Adiós.*"
3. Review the fruit vocabulary from last week by bringing in a grocery bag with the plastic fruit or picture flashcards inside. Have all students sit in a circle on the floor. Toss a small object like a soft ball to a student in the circle. That student needs to come up and close his or her eyes and pull a fruit out of the bag. He or she must then say the name of the fruit in Spanish. For the older students, you can encourage them to say the fruit with the color. For example: *las uvas verdes*. Have the whole class repeat each word or phrase. If the student can't remember the name, the class can help remind them. Teach the students to ask for "*ayuda*" if they need help in Spanish.
Teach the vegetables from the newsletter with the picture flashcards from the intranet. Hold up the picture flashcards with the Spanish word underneath and call out the Spanish names for each to the students. Have the students repeat after you. It would also be great to bring in plastic or real vegetables as visual aids. To make this more fun, encourage the students to use different voices as they repeat each vegetable. For example: a high pitched voice, a whisper, a loud voice, or a deep voice.
*Activity: Una ensalada de frutas y verduras- Use the template worksheet from the curriculum guide titled "*Una ensalada de frutas*" as a resource for this hands-on activity. Divide the class into two teams. Explain to the students that you will be writing names of fruits or vegetables in Spanish that are scrambled up on the board. Each fruit or vegetable will be in the salad! Each team needs to whisper and work together to figure out what the scrambled word is. Each team will race to write the correct word on a piece of paper and hold it up. The first correct team scores a point. Tip: Encourage the students within each team to work together and rotate the student who writes the answers so that they are all participating. After each answer has been given, make sure to have the entire class repeat the Spanish word. At the end of the activity ask follow up questions in Spanish to challenge the students like "*¿Cuántos verduras tenemos en la ensalada?*" "*¿Cuáles son las frutas en la ensalada?*" etc.

4. MERIENDA (Snack and Culture time) Have the students sit on the floor facing you. As you talk about your culture lesson for the day, they should quietly eat their snack. You can reference the week 1 lesson plan for snack guidelines. Feel free to use a *nota cultural* from the curriculum guide, the one below, or share experiences that you have from Spanish speaking countries.

*Nota Cultural: Explain to the students how *maíz* was regarded as "a gift from the gods" by the Indigenous people of Mexico. This amazing crop has been a staple food for the Mexican culture and others like Guatemala too. Every part of the corn plant was and still is used. The kernels are used for making food such as *masa* for *tamales* and *tortillas*. The corn silk was used for a medicinal tea, the stalks for animal feed and the husks for wrapping foods. Corn is still revered by the Mexican and American Indian peoples.

This week's region to feature food is Oaxaca, Mexico. Show the students where Oaxaca is on a map. Oaxaca is popular for their different mole sauces. Mole is a complex paste made up of nuts and spices. They are known as the home for the seven moles. These moles are: *mole negro*, *mole colorado*, *mole coloradito*, *mole amarillo*, *mole verde*, *mancha manteles*, and *chichilo negro*. Some of these moles even have chocolate in them! The sauce is often served over turkey, chicken, seafood, pork, or vegetables. They are also unique for their famous chile covered *chapulines* or grasshoppers. The *chapulines* are cooked and often are eaten alone as a snack or in filling or tacos. People in Oaxaca sell these at the local markets or mercados and at sporting events as snacks. Show the students pictures of these food items from the intranet. See if the students would be brave enough to taste a *chapuline* if they visited Oaxaca!

The potato came from South America. The potato was a very important crop to the Incas in South America. As well as using the food as a staple crop, the Incas thought potatoes made childbirth easier and used it to treat injuries. The potato was first cultivated in South America between three and seven thousand years ago, though scientists believe they may have grown wild in the region as long as 13,000 years ago. The Spanish conquistadors encountered the Inca eating potatoes in many different forms. At first, they only used the potatoes to feed their livestock. Once the potatoes reached Europe many Europeans were still sceptical and unsure about eating the potatoes. Not until the late 1700's did the potato become accepted. While the conquistadors were searching for gold and silver, they did not realize they found a great earthly treasure in the potato. Now the potato has been spread to about 150 countries around the world and is a staple in the world's diet. *Fun fact: Remind the students the difference between *Papá* and *papa*. *Papá* means dad, but *papa* means potato.

5. Review the plural subject pronouns and verb conjugations of SER by singing the SER Cha Cha Cha or the song to the tune of the London Bridges with the students. Have the verb chart up on the board to point to during the song. Teach the students that *somos*, *sois*, and *son* all correspond with the English word "are." The Spanish word for "are" is chosen because of the pronoun. *Nota Cultural- Let the students know that in Spanish it is not always necessary to say the subject pronoun, as it is often implied by the verb. Give them this example: You can say *Nosotros somos* or just *somos*.

*Activity: I'm talking to YOU...Juegito- Use the template with this title from the curriculum guide for this activity. This will reinforce the lesson that there are many words which mean "you" in the Spanish language. If "you" is only referring to one person, the word is translated either to *tú* or *Ud*. Review the formal versus informal lesson. If the "you" is really "all of you" and is referring to a group of people, the word is translated *Uds*." Divide the class into two teams. Write the words "tú", "Usted", and "Ustedes" on the board (or hang them up on poster board if there is not a board in the room). Call one person from each team up to the board and have he/she put his/her hand behind their back and face away from the board. Read the sentence (from the template in the curriculum guide) and then whoever hits the correct word first scores a point for their team. After each answer is given review why the particular "you" was chosen to reinforce learning during the game.

*Activity: ¿Quién es?- Use the template with this title from the curriculum guide for this activity. Make two copies of the document and cut out the sentences. Divide the class into two teams. Give each team the six sentences on slips of paper and have them write the correct Spanish pronoun for each proper noun in italics. Encourage the teams to work together and make sure everyone is participating. The fastest team wins. After the teams are completed, have a volunteer from each team take turns reading the sentence out loud to the class with the correct Spanish pronouns. Correct any mistakes and review with the class the translations

of the sentences as well as the reasons for using each particular pronoun during the review of the answers. Make sure to give the students praise for participating!

6. La conversación de la comida: Review the verb *gustar* (from Advanced I Part II) with the students so that they can discuss what foods they like and dislike. *Me gusta, no me gusta, and ¿Te gusta?* Review these phrases by using sentences to describe fruits and vegetables in class and create a discussion. For example: "*Me gusta la espinaca*. I like spinach. *¿Te gusta la espinaca?* Do you like spinach?" You can explain the pronouns and verb conjugations. Also explain that this is for describing singular things that you like. For the older students you can let them know for plural fruits and vegetables the verb *gusta* would change to *gustan*. Teach the students the word "*la comida*" by letting them know that this refers to all food. Use the word in a sentence and have the students repeat after you. *Interactive Activity- Write on one side of the board "*me gusta*" and on the other "*no, no me gusta*" or post these two phrases in opposite sides of the room. Hold up picture flashcards of the fruits and vegetables that the students have learned so far. When you call out "*¿Te gusta?*" each student should race to stand next to the correct sign according to their preferences. For example if you hold up "*la lechuga*" and say "*¿Te gusta la lechuga?*" the students that like it should race to the "*me gusta*" sign. *More practice: Have a list of fruits and vegetables in Spanish for the students. Have them conduct interviews with their classmates in Spanish to see who likes what. This will help them practice asking and answering the questions in Spanish. After the interviews, you can ask for volunteers to present what they learned about their classmates.

*Activity: Me gusta la comida- Bring in old magazines that have pictures of food in them. Have the students cut out the pictures of food that they like and don't like. Print the template document from the intranet with the two different columns "*me gusta*" and "*no me gusta*". Have the students paste or tape the pictures into the correct category according to their preferences. Encourage the students to label the food items that they have learned in Spanish. After the five to seven minutes is up, collect the collages from the students. Let them know that next week they will present to the class what food items they like and dislike in Spanish! Make sure to keep these projects for next week.

*Alternate Activity: Conjugation Buddies- Everyone in the class gets a partner. You call out, "You like the pineapple!" The partners get 60 seconds (or less as they improve) to discuss and write how to say that in Spanish. At the end of the time limit, each team presents their answer. They get 1 point for the correct pronoun, 2 points for the correct conjugation, and 1 point for every other word in the sentence. Continue playing by changing the call. The team with the most points wins.

7. Repaso del día: BINGO- Using the BINGO template from the intranet, give each student a copy of it. Have the fruits and vegetables vocabulary listed on the board that they should use to fill in their cards. Tip: You can also pre- make the bingo cards with the words or images randomly placed in the squares to help make sure this activity runs quickly and smoothly. For younger classes you can also have them pair up and work together on one board. Play BINGO as you normally would and keep track of what you call. That way when the winner says, "BINGO" you can verify their claim is correct. Have the students call the words back to you so everyone can benefit from hearing the words again.
8. CLOSING Sing the Adiós Amigos song to the tune of 'Frere Jacques' or another closing song you teach the class at the end of class as the students are cleaning and packing up. Hand out the newsletters and have the students say "hasta luego" 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.

10. Extra activities if there is more time...

- Sin Sillas- Clear a space in the middle of the room. Give each student a food picture from the vocabulary already covered and have them place it on the ground in a large circle. You should have one image for every student. Explain that you will play some music, and when you stop, all the students must stay on the food where they are. When the music is turned off, ask your students who is on a specific food item. For example, "*¿Quién tiene las papas?* Who has *las papas?*" Make sure after each food item has been found the entire class repeats the word together for extra practice. The student whose food was called will win a small prize like a sticker or a peso. Continue playing until everyone has won a prize. For the older students, challenge the student whose food was called to create a full sentence telling whether they like or dislike their food using the verb *gustar*.
- Fruta, Fruta, Verdura/Duck, Duck, Goose- Have all of the class sit in a circle. The game you are going to play is similar to Duck, Duck, Goose. One student will walk around the circle saying "*fruta, fruta, fruta...*" while lightly tapping students on the head. When the student says, "*¡Verdura!*", the child that was tapped on the head must answer a question about the fruits or vegetables vocabulary. (Teachers: It is recommended that students stay in their spots to answer the question instead of running around the circle.) The questions can ask students to translate words from either English to Spanish or Spanish to English. For example you can ask, "*¿Cómo se dice 'pear' en español?* How do you say pear in Spanish? OR "*¿Cómo se dice 'frijoles' en inglés?* How do you say "*frijoles*" in English? If the student answers it correctly, he or she can now be the "tapper." If not, the student can sit inside of the circle. Keep playing until only a few students remain. Tip: For the older students make sure to ask more challenging questions like "*¿Te gusta el maíz?*" and have them answer in complete sentences.