

Vamos por el pueblo: Theme-based course with Dani y Beto.

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: La cocina

<i>la cocina</i>	the kitchen	<i>el refrigerador</i>	refrigerator
<i>la mesa</i>	table	<i>la silla</i>	chair
<i>Tengo hambre.</i>	I'm hungry.	<i>el queso</i>	cheese
<i>lavarse las manos</i>	to wash your hands	<i>la merienda</i>	snack

Optional vocabulary for advanced or older students:

After teaching the vocabulary from class, review the different articles and possessive pronouns students have learned to use before each vocabulary word, such as *el, la, tu, and mi*. Teach the students that they can say "*su*" instead to signify "his or hers" or "your" in formal situations (when talking to a respected adult or in a situation where it is important to be very polite). For example: *Aquí está su silla*. Here is **his** chair. *Me gusta su cocina* (to a friend's grandmother). I like **your** kitchen, etc. Practice the article usage with the vocabulary from class by having students repeat while they point to themselves and classmates to signify the possession.

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Ayúdame, por favor!</i>	Help me, please!	<i>¿Qué falta?</i>	What is missing?
<i>¿Te gusta?</i>	Do you like it?	<i>¡Claro!</i>	Of course!
<i>¡Vámonos!</i>	Let's go!	<i>Buen provecho.</i>	Enjoy your meal.

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually, encouraging students to use cognates and nonverbal clues to "guess" what you are saying in Spanish. Emphasize the key phrases above by repeating them throughout the class. Use puppets and props when applicable to make the class activities come alive.

Specifics for today's class: Have a picture of a fridge, stove, and some kitchen items hung up in the room. Bring in kitchen items such a tablecloth, plastic utensils, and dishes to create the kitchen adventure. Have a table with chairs around it for the students, or move desks together to form this arrangement. For the hand-washing skit, bring in soap and a towel to review this vocabulary. Print the picture flashcards for the Spanish vocabulary from the intranet. If possible, bring in the cheese and tortillas for the kitchen skit as well as corn and flour tortillas for the students to taste during the culture lesson.

Introduction: Give your students a warm welcome by saying, "*¡Hola clase y bienvenidos a la cocina de Dani y Beto! Welcome to Dani and Beto's kitchen!*" Have the students place their backpacks in the back of the classroom. Take attendance and have the students say "*presente.*" Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter.

Puppet time! Encourage the class to sit at the chairs of the table by saying, "*Busca una silla en la cocina, por favor.* Please find a chair in the kitchen." Begin the skit below with the puppets.

Dani: *¡Hola clase! Aquí está mi cocina.* (Gesture to the kitchen. Encourage the class to repeat "*la cocina*" and see if they can guess the word in English.)

Beto: *¿Dónde está mi silla?* Where is my chair? (Point to a chair and have the students repeat the word. Also point to the table and teach the students "*la mesa.*")

Beto: *¡Gracias! Tengo mucho hambre.* I'm very hungry. *Quiero una merienda.* I want a snack. (Explain to the students that "*la merienda*" is a snack and have them repeat after you.)

Teacher: Ask the students, "*¿Tienen hambre también?*" Are you all hungry too? (Encourage the students to repeat "*Tengo hambre*" while pretending to be hungry.)

Dani: *Está bien. Puedo preparar una quesadilla.* Okay, I can make a quesadilla.

Necesito ayuda, por favor. I need help, please. *¿Alguién me puede ayudar?* (Encourage the students to raise their hand and come up to help.)

Dani: *Abre el refrigerador, por favor.* Open the refrigerator please. (Have the student pretend to open a refrigerator door and then have the whole class repeat the gesture while saying the word.)

Beto: *¡Necesitas tortillas!* You need tortillas! (Have a student find the tortillas and hold them up. The whole class should repeat the word.)

Dani: *Y queso, por favor.* And cheese, please. (Have a student find the cheese and hold it up as the class repeats the word.)

Beto: *Me gusta salsa también.* I like salsa too. (Have a student find the salsa and hold it up for the class to repeat.)

Interactive builder phrase review: Have the students stand and form a circle around "*la mesa.*" Review the phrase "*Necesito ____.* I need ____." Pass the *queso*, *tortillas*, and *salsa* around the circle while playing Spanish music. When you stop the music, the students should stop passing the food items. Encourage the entire class to repeat after you: "*¿Qué necesita* (insert student's name who is holding an item)?" The student who is called should respond, "*Necesito* (insert food item he or she is holding)." With the class repeating, ask the other students holding items the same question with response. Continue by restarting the music and passing the items. After 5-7 minutes, pick up the puppets and continue on to the next activity.

Dani: *Necesitamos lavarse las manos antes de comer la merienda.* We need to wash our hands before eating "*la merienda.*"

Teacher: Ask the students to stand and form a line behind you by saying, "*Levántense y formen una fila por favor.* Stand and form a line please." Have the students follow you to the sink (if there is one in the classroom) or to a pretend sink to wash their hands.

Beto: *Necesito el jabón.* (Have a student find the soap and hold it up and have the class repeat the word in Spanish.)



Teach the students that "*lavarse las manos*" means to wash your hands. Encourage the students to repeat while pretending to wash their hands. Reinforce this new phrase by teaching the following song with gestures.

Cantamos: Teach the students this first verse to the song "*Así es como...*" to the tune of "This is the way we..." To help the students learn the song, sing it first for them to hear the tune. Break the song down and encourage the students to repeat line by line after you. Once they get the hang of the lyrics, encourage them to sing with you. Watch the Vimeo song tutorial for this song before class to ensure you know the tune. Encourage the students to use gestures to act out the lyrics, pretending to wash their hands while singing.

*Así es como
Así es como lavarse las manos
Lavarse las manos
Lavarse las manos
Así es como lavarse las manos tan temprano en la mañana*

Dani: *Y aquí está la toalla.* And here is the towel. (Have Dani hold up the towel and have the students repeat "*la toalla.*")

Juego: ¿Dónde está? en la cocina- Divide the class into two teams and have two props or picture flashcards representing the following vocabulary items in "*la cocina*": *el jabón, la toalla, la silla, la mesa, el refrigerador, la merienda, y el queso.* Review the question "*¿Dónde está?*" with the students. When you ask this question and insert a vocabulary item in Spanish, the first person from each team will race to find that item in "*la cocina.*" Once the item is found, encourage the entire class to repeat the Spanish vocabulary.

Further reinforce the Spanish phrases and conversation elements by asking the students follow-up questions to check their understanding. For example: *¿Tienes hambre o necesitas lavarse las manos?* (If the word is "queso," their response would be "Tengo hambre." If the word is "la toalla," their response would be "Necesito lavarse las manos." Or if the item is a chair or table, encourage the class to respond to the question, "*¿Dónde está?*" with "*la cocina.*"

Note: For the younger students, you will need ask each question once at a time and help them along with gestures. You can make this silly by asking "*¿Tienes hambre?*" when they are holding soap, for example.

Beto: *Ahora estamos listos para comer la merienda.* Now we are ready to eat the snack. *¡Vámonos!* Let's go!

Interactive merienda & notas culturales: Encourage the students to return to their seats in the kitchen for snack time. Have them bring their snacks with them (if this is an after-school class). If possible, bring in some corn and some flour tortillas. Explain to the students that in Mexico, families usually eat corn tortillas. Here in the United States, many people like to eat flour tortillas. The corn tortillas are yellow, thick, and hearty while flour tortillas are thin and white. Ask the students, "*¿Cuántos tortillas hay?*" and encourage them to count the



tortillas with you in Spanish as you hand each of the students a small piece of the corn and flour tortillas for them to taste. Tell the class, "*Buen provecho*." Ask each of them, "*¿Te gusta o no te gusta?*" Do you like it or not?" Encourage them to give you a thumbs-up and say "*sí*" or thumbs down and "no." Continue by sharing the culture lessons below with the students.

Explain that the phrase "*Buen provecho*" is commonly used in Mexico after meals to wish that others enjoy their food similar to the phrase "Bon appetit." In some cases this phrase can be used prior to meals as well. When leaving a restaurant in Mexico, you will likely hear simply "*provecho*." Families eat all of their meals together and mothers typically do most of the cooking in Mexico.

Tortillas are consumed daily and often served with every meal in Mexico. They are frequently used as a spoon to scoop up sauce or rice while eating. They are served warm and kept in a basket with a cloth covering them to keep them from getting cold. Tortillas are also used to make many traditional dishes such as *tacos*, *enchiladas*, *quesadillas*, *flautas*, *tostadas*, and more. Tortilla chips are made from corn tortillas cut into wedges and then fried. In Mexico these are called "*totopos*." Tortillas originated in Mexico and are now popular all around the world. Tortillas are extremely popular in the United States, surpassing bagels and muffins to become the second largest packaged bread product in the United States behind sliced bread. Ask the students if they eat tortillas, tacos, or enchiladas often at home and if they are typically corn or flour. If possible, show the students this short YouTube video of how corn tortillas are made by hand: http://www.youtube.com/watch?v=TpefoB_pl2M

Ovens are not commonly used in Mexico as most meals are cooked on the stovetop. There are also differences with common food items. For example, in Mexico milk is often in a box instead of a plastic jug. Mayonnaise is left out on the counter instead of the refrigerator.

Cantamos: As a transition, have the students stand singing and use gestures with the theme song for the class: *Vamos por el pueblo*. After singing the song, review the words "*el pueblo*" and "*el mercado*."

Choose one of the following activities based upon the age group of your students:

Activity good for all ages: ¿Qué falta?- Beto is having fun cooking with Dani in the kitchen. He is secretly hiding things around the kitchen. In this game, students will help Dani find the missing items in the kitchen. Divide the class into two teams. Have the following picture flashcards on the board to show what is all in "*la cocina*": *la silla, la mesa, el refrigerador, las tortillas, el queso, la merienda, la ventana, y la puerta*. Encourage the students to try and remember all of the items. One person from each team will wear a blindfold or close his or her eyes to start. Ask a volunteer to come up and secretly take away one item from the kitchen. Ask the players, "*¿Qué falta?*" to let them open their eyes and race to call out the missing item in Spanish. After the item is found, encourage the entire class to repeat for practice. Continue playing by having two new players compete and calling on a new volunteer to hide a different item. **Tip:** You can continue this game and incorporate past vocabulary by explaining that Beto is now hiding items all around the house. Continue playing by adding picture



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flashcards for *el papel, el jabón, la cama, el champú, la toalla, el cepillo de dientes, y la pasta de dientes.*

Casa de mis sueños project- Hand out these drawings that the students started in the first class. Encourage the students to draw "*la cocina de sus sueños.*" Help the students label *la cocina, el refrigerador, la mesa, y las sillas.* After 5-7 minutes, collect the drawings for the students to continue on future classes.

¿Cuántos hay?- Read the house description below in Spanish and English, pretending that it is a real ad from a newspaper. (Use your selling voice and exaggerated gestures, and have fun with it!) Ask the follow up question, "*¿Cuántos ____ hay?*" about the household items and rooms in the story. Toss a ball or pass a maraca to ask each of the students how many of these items or rooms are in their own house.

Hay una casa muy grande en el pueblo para la venta. Es anaranjado y tiene cuatro ventanas grandes. Hay una puerta bonita en el frente. La cocina es moderna y hay una mesa con doce sillas. Hay seis cuartos con ocho camas en total. Hay dos salas también.

Juego de repaso: Pistas- Divide the class into two teams and have them line up facing you. Put the picture flashcards for today's class and previous classes in a hat or bag so you can draw blindly. Explain that you are going to give a *pista*, clue, for the vocabulary word you draw. The players at the front of the line must race to say the word in Spanish. Whoever says the right word the fastest scores a point for the team. The players then go to the end of the line and the next players in line will be given the next clue. Some suggested clues are listed below. Feel free to add more! **Tip:** For the younger students, feel free to post the picture flashcards of the possible answers up on the board to help speed up the game and help them reference the vocabulary. For all students: Review the vocabulary words with the flashcards before starting the activity to make sure it is successful.

Sample Clues:

You need me to dry off your hands after washing. (*la toalla*)

You say this when your tummy grumbles. (*Tengo hambre*)

You open me when entering your house. (*la puerta*)

Pantene Pro V, Fructis, Head & Shoulders, & Herbal Essences are brand names for...(*el champú*)

Colgate, Crest, & Aquafresh are brand names for... (*la pasta de dientes*)

Juego de repaso: Pictionary- Divide the class into two teams for this game. Have one player from each team come to the board to draw a vocabulary word from today's class and previous classes. Whisper the word in Spanish to the students and have them draw the word for their teammates to guess in Spanish. The first team to guess the correct word scores a point. Continue playing by calling on new players to draw and using new vocabulary words. Have the entire class repeat the vocabulary words together as the answer is given. The team with the most points after 5-7 minutes wins.

Closing: Pick up your puppets and carry on the small conversation below.



Beto: *Me encanta la cocina.* I love the kitchen. *Vamos a visitar a los vecinos la próxima clase.* We are going to visit the neighbors next class. *¿Clase, quiere venir con nosotros?* Class, do you want to come with us?

Teacher: Encourage the class to respond, "Sí."

Dani & Beto: *Muy bien. Adiós clase.*

Teacher: Encourage the class to respond, "Adiós."

Adiós: Sing the "Buenas noches" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds as they are cleaning and packing up.

Request that the students "*Formen una fila en la puerta.* Form a line at the door." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Remind them to look for your weekly newsletter by email and tell their family about class today. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.