

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: Play the song *iBistec!* Track 5 from Volume 1 of the Sing, Dance, Laugh, and Eat Tacos CD. Let the students know what the song is about and see if they can guess what the food items are in the song. You can also print lyrics with blanks and have the students fill in the words as they listen to the song. They can do this individually, in pairs, or small groups. Feel free to use this tune and substitute the words below. The students learned lunch vocabulary from Advanced I Part II, so some of these words may be familiar to them. Sing each line and have the students repeat after you.

iBocadillo!
Me gusta, Me gusta,
Me gusta el bocadillo.
Oh no no, no no el bocadillo
Las papas fritas, las galletas,
La leche y el agua.
La hamburguesa, manzana, banana y naranja

2. La conversación: ¿Te gusta?- Hand out picture flashcards with the food covered in class so far to the students. Each student should start with a different food. Let them know that when you start the music they should walk around and find a partner to ask "¿Te gusta_(the food on their card)_?" The partner will respond in a full sentence with "Sí, me gusta_(the food on the card)_." Or "No me gusta_(the food on the card)_." Then the partner will ask the other student if he or she likes the food on his or her card. After the mini conversation, they will switch cards and continue to walk around the room practicing this conversation element with other students. Make sure to walk around the room and help the students if needed. Tip: It would be helpful to write the question and answers up on the board for the students to reference during the activity.

Alternate Conversation Activity: Las familias imaginarias- Divide the class into pairs. Have the students think of an imaginary family or a famous family from TV or movies. Give the partners about two to three minutes to talk together and write down sentences describing their imaginary family in Spanish. Read the students the example below to help get them started. See how much they can understand from the Spanish description. Regroup the students with your attention getter and ask for volunteers to present to the class their description about the imaginary family. Make sure to ask follow up questions to the rest of the class to make sure they are participating. For example, "¿Cuántos personas hay en la familia?*" OR "*¿Cómo se llama el padre?*" *Variation: Divide the class into small groups. Have different family scenarios like below written down and hand them out the groups. Give the students a few minutes to work together trying to read and understand the paragraphs. Regroup the students using your attention getter and have each group present or tell about their family in Spanish to the rest of the class. Make sure to ask follow up questions like above to encourage discussions in Spanish.

Example description: The Jetsons- "*La familia se llama Jetson. El padre se llama George. El es muy alto y moreno. La madre se llama Jane. Ella es bonita y rubia. El hijo es Elroy. El es muy joven, bajo, y rubio. Su hermana es Judy. Ella es muy bonita, comica, y rubia. También la familia tiene un perro se llama Astro. La familia tiene una criada (maid) robótico se llama Rosie. Ella es muy simpática. La familia es interesante y divertida.*"

3. Review the vegetables and fruit by playing the memory game I'm going on a picnic only using the phrase in Spanish "Quiero comer..." Teach the students this phrase before starting the activity. Teach them that *quiero* is the present tense "yo form" of the verb *querer* and that verb means "to want". The verb *comer* means to eat. In future weeks you can teach the older students to conjugate this verb and create full sentences describing what they eat. For now, they will use the verb in a phrase to describe what they want to eat. Have the class repeat, "Quiero comer" by having them repeat it after you. Be sure to teach the students that "y" means and, as they will need to use this during the game. Once they are comfortable with the chant, add clapping. The students should strike their knees twice with their palms, then clap their hands twice continuously to establish the rhythm. Explain that the students will all say the chant and go around the circle clockwise. Each student will need to say a new food item in Spanish. They can use any of the fruit or vegetable words from class. Students must remember what each person in front of them said and repeat that as well. For example- Class: "Quiero comer" Student one: "naranjas" Class: "Quiero comer" Student two: "naranjas y lechuga" Class: "Quiero comer" Student three: "naranjas, lechuga, y manzanas" Note: To reduce pressure on your students, you can have everyone say the complete list together before each student names the new food item. Alternatively for a competitive and capable class, you can continue playing until only a few students remain. *Variation: Pictionary- Write down various food vocabulary words on small pieces of paper. Divide your class into two teams. Call one person from each team to the front of the room and show them one vocabulary word. Each student needs to go to the board and draw the food. Whichever team calls out the correct vocabulary word in Spanish first, wins.

Teach the new food vocabulary from the newsletter by calling out the Spanish word for the food and seeing if the students can guess what food item is in English. Many of the words are cognates so the students may be able to guess the translations easily. Make sure to have the students repeat the Spanish after you while holding up the picture flashcard to help the students practice the correct pronunciation of the new words. Picture vocabulary- Help the students to categorize the foods by asking questions like, "¿Es una fruta?" You may have conversations asking if the students like a particular food, or when given two foods, you may ask them which one they prefer. For example, "¿Qué te gusta en una ensalada?" Also discuss the colors and adjectives that describe the foods in Spanish. For example, "¿De qué color es el maíz?"

*Activity: No me gustan los tomates...- Use this template document from the curriculum guide for this activity. Divide the class into two teams. Have the words listed up on the board twice in two separate spaces (one for each team). Read the story to the students flipping between Spanish and English. Have each team race to cross out the foods that you shouldn't serve because it might have "tomates." Keep playing and alternate the ingredient that Miguel doesn't like to challenge the students. After the activity review the full sentence structure of "No me gusta" or "No me gustan" giving examples from the game. You can also check the students understanding by asking them questions and having them answer in full sentences. For example, "¿Miguel no le gusta qué?"

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: This week's feature region is South America, specifically the Ecuadorian cuisine. Show the students a map of Ecuador, pointing out the mountains and the capital. Explain to the students that the native populations of the Andean mountains provided many of the crops and popular food traditions that are still eaten today in the area. Crops that grow in the area are: corn, lima beans, potatoes, sweet potatoes, chile peppers, avocados, peanuts, and chocolate. The area is known for raising llamas and guinea pigs also.

When Europeans arrived they used many of the native dishes in their cooking and also brought European foods to the area like: pigs, chickens, citrus trees, wheat, cows, and goats.

Explain that the guinea pig or *cuy* is a beloved housepet in the United States and other countries, but in many South American places, like Ecuador, it is dinner. It is considered a delicacy and many children would have this for a birthday celebration. The taste is similar to chicken. This cuisine may seem strange or barbaric, but it is a tradition in the area for many years. See what the students think of this food and if they would try it.

5. Sing La Bamba with the students to start the SER lesson. This would be a great song for the students to present to their parents at the fiesta, so you can practice it each week with the students so that they can remember the lyrics. Feel free to have them incorporate maracas or dance moves to make it even more fun!
*Activity: ¿A quién hablas?- Use the document with this title from the curriculum guide for this activity. Print two copies of the document. Divide the class into two teams. Have the one copy of the paper on a desk in front of the room. Each team should line up in front of the two desks, one line per desk. Explain to the students that they will be playing a relay race. The first person from each team will race to the paper and read the first quote. They will write the correctly matching subject pronoun in the space next to the quote. Then they will race back to their team and hand off the pen to the next teammate in line. That player will race to the desk to write the subject pronoun for the second quote and so on. The fastest team wins! Make sure to review the answers with the students orally by calling out the quote and having the students raise their hand to give the correct answer.
6. Review the singular adjectives the students learned last semester by showing pictures that represent the vocabulary. Have the students call out the corresponding Spanish adjective. For example if you show a picture of a girl with blonde hair, they would call out "rubia." Remind the students that adjectives are words that describe nouns. In Spanish adjectives have a gender- masculine or feminine. Explain that in addition to agreeing with the noun in gender, adjectives must also agree in number with the noun. (singular or plural) Teach the rules for making an adjective plural- if the adjective ends in a vowel, simply add the letter "s." If the adjective ends in a consonant, simply add the letters "es." Give the students examples to show them how this works. For example: *alto* ends in a vowel so you add "s" for "altos". *Joven* ends in a consonant, so you add "es" for "jovenes." Hold up pictures that represent the plural adjectives from the newsletter and call out the Spanish name. Have the class repeat after you for practice. *Nota Cultural: The word "*moreno*" means dark-haired. People would describe someone with either brown or black hair as *moreno*. People from Guadalajara, México are very famous for having the most beautiful dark eyes. They call them, "*Ojos Tapatíos*." There is even a contest to find who has the most beautiful *ojos tapatíos*. There is a mariachi song by Jorge Negrete called, *Ojos Tapatíos*. If you can, play the song for the students to hear! Explain how not all Spanish speakers are "morenos". For example in Chile and Spain, many people have blonde or lighter colored hair.
*Activity: Guess Who- Divide your class into small groups of two or three students. Give each group pieces of white paper. The students need to draw and color either a boy or girl dramatically representing a minimum of three traits. Then have the students write on the back the adjectives to describe their person. Assign each group a number and then have the groups go around to each "station" and write down the traits of the person they saw at each station. Whichever team guesses the most adjectives correctly wins! You can also have each group add another person and then identify similar adjectives, causing the answers to be plural.
*Variation: You can also bring in magazine pictures of famous people. Place two pictures of different people on the board and have each person write down as many similar traits as possible. Whoever has the longest correct list, wins!
*Alternate Activity: Opposite Matching- Write out the plural Spanish adjectives on two sets of note cards. Divide the class into two teams. When you say "¡Vámonos!", the teams work to pair each word with its

opposite. When they think they are done, they yell, "¡Listo!" Once this is called, the playing stops. If they have all of the words paired correctly, that team wins. If not, the other team wins by default. *Variation: You may also use these cards to play "Go Fish" (opposites are matches) where the student can say "Necesito____." "No tengo____." You could also play Old Maid. In this game the students sit in groups of three to five. All of the cards are dealt out, even if some students have one more than others. If the students have a match (cards with the opposite adjectives) they may lay them out. The object is to get rid of all of your cards. The player that starts picks a card from the player on his or her left. If it is a match, the player lays out the cards. If not, the player to his left picks a card from him, and the play continues in a circle until just one card is left. The player holding that card is the "Old Maid or Criada vieja".

7. Teach the students that the food they learned today was under the category "mis favoritos" or my favorites. Let the students know the question to ask about their favorites is "¿Cuál es tu ____ favorito(a)?" With this question they can ask what someone's favorite fruit, vegetable, or any other category is. Write this question and the answer "Mi ____ favorito(a) es ____." up on the board for the students to see. Give them examples like "Mi comida favorita es pizza." Pass a ball or maraca to the students and ask them what some of their favorites are. Make sure to help the students answer in complete sentences in Spanish. Note: Make sure to explain that the ending on the word "favorito" changes according to gender and plurality of the noun. For example: *Mi comida favorita es ____.* *Mi desayuno favorito es ____.* *Mis comidas favoritas son ____.*

*Activity: Mis favoritos - After the review, have the students draw their favorite food. Make sure to ask them to pick an item covered so far in class. It would be fun to bring in white paper plates for them to draw on. Ask them to draw two or three items and make sure the items are from what you have covered in class. Give the students about 4-5 minutes to finish the project. Walk around as the students are working and help them label the pictures in Spanish. Ask a few volunteers to present what they have drawn using full sentences in Spanish. Make sure to collect the drawings and save them to present at the parent showcase during the fiesta.

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 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.

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

- Los errores- Write Spanish sentences up on the board using vocabulary and grammar covered in class so far. Include a few errors in the sentence and ask the students to find the errors. Call on volunteers to come up to the board and make the corrections. Explain the grammar rules to the students as the errors are found. For example: Use the sentence "Nosotros son estudiantes inteligente." The students would need to find the verb conjugation error as it should be "somos" and the agreement error of the adjective as it should be "inteligentes." Make sure to have the students repeat the correct sentence together and give the meaning or translation. *Variation: To make this an interactive game, divide the class into two teams. Have one person from each team come up to the board (facing away from the board, towards the class). Write the sentence with errors twice on either side of the board for each player. Once you are ready call "listos" and have the students turn around and race to make the corrections. Each fastest correction earns the player a point for his or her turn.



- Baloncesto- Divide the class into two teams. Ask a student from the first team a question in Spanish. If he/she answers correctly they can take a shot at the basket. You can use a soft toy, ball or paper ball to throw into a empty trashcan or box as the basket. If the student gets the ball in the basket he/she scores two points. If not the student has the opportunity to score one point by answering the question correctly. The team with the most points wins. Examples of questions you can ask are: "How do you say food in Spanish? ¿Cuál es tu fruta favorita? ¿Qué significa me gusta?"