

Vamos a Explorar- Theme-based course with *Dani y Beto*.

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

Day 5 Target Vocabulary: El restaurante

<i>el restaurante</i>	restaurant	<i>el mesero/la mesera</i>	Server (waiter/waitress)
<i>la cena</i>	dinner	<i>el pescado</i>	fish (to eat)
<i>la carta</i>	menu	<i>la ensalada</i>	salad
<i>Me gustaría...</i>	I would like...	<i>el bistec</i>	steak

Optional Vocabulary for advanced or older students:

<i>Tengo hambre.</i>	I'm hungry.	<i>Quiero</i> _____.	I want_____.
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Key phrases to repeat during class and encourage Spanish responses:

<i>por favor</i>	please	<i>Gracias.</i>	Thank you.
<i>¿Dónde está...?</i>	Where is...?	<i>¿Cuánto cuesta?</i>	How much does it cost?

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class.

Specifics for today's class: Set your classroom up to look like a restaurant as much as possible. Have pre-assigned reservation groups created for the interactive activity. Each group will represent a table at the "restaurant". The number of students per group can depend upon the classroom space you have and total class size. Right before the activity you will let the students know what group they are in and the name of the reservation group. Set up a group of desks or tables for students to be seated at when pretending to dine in the restaurant. Bring in props and real life objects to make the lesson come alive. For example: Bring in plastic silverware, plates, cups, a tablecloth, or food. Print a copy of the menu template from the intranet for each student. Have the picture flashcards prepared for today's vocabulary and previous classes. For the role of the server you can wear an apron, a vest, or you can carry a notepad. Print menus from Panamanian restaurants for *Notas Culturales*.

Introduction: Encourage the students to sit in a half circle facing you and take attendance. Review the Classroom Responsibilities and Consequence and Rewards chart. Demonstrate the attention-getter and explain how you will be using it in class to regroup the students.

Cantamos: Encourage the students to stand using gestures and saying, "Levántense." Sing the theme song for the class: *Marcha de exploración*. Encourage the students to march and to act out the gestures while singing.

Puppet time! Use your attention getter to regroup the students and invite them to sit in a half circle facing you near "the restaurant." Bring out the Dani and Beto puppets and have



them greet the students. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Beto: *Es la hora para la cena.* It is dinner time. (Hold up the picture flashcard and encourage the students to repeat "cena.")

Dani: *Qué bueno. Tengo hambre.* Good. I'm hungry. *Quiero ir a un restaurante para comer.* I want to go to *un restaurante* to eat. *For the older students, feel free to teach "Tengo hambre" by using gestures and having the students repeat after you.

Teacher: *¿Clase, qué significa un restaurante?* What does *un restaurante* mean? *Muy bien, un restaurante significa a restaurant. Todos repiten por favor, un restaurante* (while holding up the picture flashcard).

Beto: *Buena idea.* Good idea. *Vamos a un restaurante. ¡Vámonos!*

Interactive Activity: Invite the class to dine with Dani and Beto at the restaurant by saying, "*Vamos clase. Vamos a comer en el restaurante con Dani y Beto.*" For the reservation groups: If you have twelve students in class and three tables, you will have three groups of four students. Depending on your classroom space and the number of students in class you may need to vary the groups. Feel free to give each reservation group a Spanish name. Make sure to have the tables already set up in the classroom for this activity. If possible have plastic table settings out for the students or a tablecloth over the desks to make it look like a real dining experience. Call the students by their pre-assigned reservation groups to sit at their table.

Teacher: You will play the role of the *mesero(a)* in the skit or you can assign an older student from class to volunteer and help play this role. To make the role come alive you can wear an apron, a vest, or you can carry a notepad.

Mesero(a): *Bienvenidos al Restaurante La Playa.* Welcome to The Beach Restaurant. (Seat the students by reservation at the restaurant.) *¿Reservación de cuatro personas al nombre de Sanchez? Bueno, aquí por favor.* (Continue calling reservation groups like this and seating them in the "restaurant" until all students are seated.)

Mesero(a): (Continued at the tables) *Soy tu mesero para la cena.* I am your server(waiter/waitress) for dinner. (Encourage the students to say "*Hola mesero(a)*" while holding up the picture flashcard.)

Mesero(a): *Aquí está la carta.* Here is the menu. (Hand out the menu template to each student.)

*Encourage the students to say "*gracias*" when they receive the menu. Once they all have the menus encourage the students to hold them up high and say "*carta*" multiple times for practice.

Mesero(a): *Tenemos tres platos principales en la carta esta noche.* We have three entrees on the menu tonight. (While holding up the menu and pointing out the pictures) *Tenemos pescado y es corvina.* We have fish and it is sea bass. *También tenemos bistec.* We also have steak. *Finalmente tenemos una ensalada grande.* Finally we have a large salad. *Les doy algunos minutos para discutir. Regresaré en un rato.* I will give you a few minutes to discuss. I will be back in a bit.

Teacher: Encourage the students to discuss what food from the menu looks good to them. Have the students repeat the different food items after you while pointing to the pictures on their menus. Teach the students the phrase "*Me gustaría*" which means "I would like" Have them repeat this phrase a few times after you for practice.

Mesero(a): *¿Están listos para ordenar la cena?* Are you ready to order dinner?

Interactive Activity: Encourage each student to order dinner by saying "*Me gustaría*_(menu item)_" to the server. *Tip: If you have a large class, have the students return to sit in a circle on



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the floor and pass a restaurant related object (like the menu) having each student answer when they receive the object. This way all students are engaged and able to see each other while talking and you can keep an eye on everyone.

Mesero(a): *Muy bien, gracias. Very good, thank you.*

Juego: Restaurante animado- Before starting this activity review all of the vocabulary from today's lesson by holding up the picture flashcard or object and having the students repeat the word in Spanish. Explain to the students that the restaurant in Panama where Dani and Beto are eating is very busy. The servers (waiters/waitresses) are moving very quickly around the restaurant. Divide the class into two teams and have each team sitting at a table. Have the picture flashcards or real objects representing the vocabulary words from today's class scattered around the room. Call out an object and have one player from each team compete at a time to race and find the object in the restaurant. Players should bring it to the team's table. Remind the students that they need to find the object quickly like a server in the restaurant, and bring it back to their table, like servers bring things to their guests. You can even have them carry the objects on paper plates (like a serving tray) to make the adventure more realistic. The player who brings the correct object first scores a point for his or her team. Continue playing by having a new player from each team compete as you call out another vocabulary word. During the game make sure to review all vocabulary words with the entire class repeating after you for additional practice.

Cantamos: Encourage the students to form a circle by using gestures and saying "Hacemos un circulo por favor." Teach the students the following song to the tune of "Row, Row, Row your Boat." Before you begin each verse, hold up the vocabulary item and have the class say the word together. As you sing each verse, pass the appropriate item or image around the circle. The goal is to get the item to each student and back to you before the appropriate verse is done.

Por favor, Quiero (To the tune of "Row, Row, Row your Boat")

Por, por, por favor

Pescado por favor

Quiero, quiero, quiero, quiero

Pescado por favor

Por, por, por favor

Bistec por favor

Quiero, quiero, quiero, quiero

Bistec por favor

Por, por, por favor

Ensalada por favor

Quiero, quiero, quiero, quiero

Ensalada por favor



Merienda & Notas Culturales: Encourage the students to sit and quietly eat their snack while you share the culture lesson for the day. Be sure to use Spanish first, followed by English. Ask the students what they think food in Panama is like. Show the students some examples of menus from Spanish speaking restaurants from the intranet. Explain the following popular main courses in Panama by describing the meals and showing pictures. *Sancocho* is a hearty chicken soup with a starchy root called *namé*. It is spiced with a green herb. *Corvina* is Panama's premier fish that is internationally known as sea bass. This can be served with a variety of sauces, fried, or as ceviche. Panamanian tamales are like square burritos which are made from ground corn dough with a chicken or pork filling and spices. The tamales are wrapped in a banana leaf and boiled. Panamá means "abundance of fish" in the original Indian language. There is definitely a lot of fresh seafood given the extensive coastlines of the Atlantic and Pacific oceans. Shrimp (*camarón*), lobster (*langosta*), and fish (*pescado*) can be found on many menus.

Little shops or open air markets are a common way for people in Panamá to shop. You will find these all over the country as well as in many other Central American countries. The bakery in the town would be called the *panadería*. There may be carts along the streets selling fresh fruits and vegetables. *El Mercado de mariscos* (Seafood market) is another popular market in Panama. This market sells seafood from the Pacific and Caribbean. It has a lot of action as the vendors shout advertisements and fillet fish in the open air market. You can find tuna, octopus, and several food stands that sell snacks like *ceviche*. *El Mercado público* (Public market) is a covered Farmer's market in Panamá City with a variety of fruits and vegetables, meats, and dried spices and nuts. There are also many *fondas* (cheap food stands) serving Panamanian fare.

Explain to the students that in different Spanish speaking countries people call the menu, *el menú* instead of *la carta*. Also, in some countries people call servers *camareros* or *mozos* instead of *meseros*. Even in English there are different words to describe the same thing. For example: In England they call an elevator a "lift" and a bathroom is the "loo."

**Note: Please refer to day 1 for the Merienda guidelines. Also, be sure to encourage Por favor and Gracias during all snack time and other activities.*

Optional physical Activity: Quiero, Quiero, Bistec- This game is a variation of Duck, Duck, Goose. Have the students sit on the floor in a circle. Start the game by walking around and saying "Quiero" each time you gently touch the students' heads. When you call out a dinner item like "Bistec" that student is "it" needs to chase you around the circle. If the student tags you before you sit back down in his or her spot, then you sit in the center of the circle. If not, the student continues playing the game by saying "Quiero" each time he or she touches the students' heads around the circle until he or she calls out a different food item in Spanish. Continue playing for five minutes.

Actividad de repaso: Me gustaría- Sit with the students sit back at the "dinner table" from the restaurant activity. Have the objects or picture flashcards representing the vocabulary



from today's class in the center of the table (within reach of the students). Explain that when you say "*Me gustaría + vocabulary item.*" The student on your right will search for that item and take it from the center of the table. He or she will then pass it to the right so that it will go all the way around the table to get to you. When each student receives the item he or she must say the word in Spanish. For example if you say "*Me gustaría la carta.*" The student will pick up the menu and say "*carta*" and pass it to the right. Each student will say "*carta*" while passing the menu to you. Continue playing by having the next student at the table (to the right of the first student) grab the next item you call out to pass, and so on. This is a great way for the students to practice using the vocabulary while making a connection with the visual. Tip: Once the students understand the activity, encourage them to see how quickly they can say the object in Spanish and pass it around the circle for more fun. **Note: Make sure to also add vocabulary from previous lessons to this activity for review.** ***Variation Game:** While sitting around the table as a class, call on two students to race to grab the item you ask for in Spanish. (Make sure to have students of the same age compete against each other.) For example if you say "*Me gustaría el pescado.*" The two students would race to grab the fish. Continue playing by having the winner compete with a new student that you call on. *Note:* You can include review vocabulary from previous classes in these activities.

Actividad: Preguntas del restaurante- Move the class to a new area in the room for this activity. Dani and Beto have a lot of questions and comments for the server at the restaurant. They want to know where things are, how much things cost, and they want to order food in Spanish. Review these questions and statements in Spanish with the students for success during the activity. "*¿Dónde está? ¿Cuánto cuesta? Me gustaría.*" For this activity, divide the class into two teams- *Equipo Dani y Equipo Beto*. As you read each statement below in Spanish, the teams will work together, racing to translate the statement to English. Once the team knows the answer they will "buzz in" to give their answer. If the team that buzzes in first has the correct answer they score a point. If the team is incorrect, the other team can try to steal the point by giving the correct answer. For example: the teams will be racing to say, "How much does the steak cost?" for number one. Continue playing until one team scores five points or the seven minutes is up. ***Note:** For the older students, feel free to challenge them to translate the statements from English into Spanish.

1. *¿Cuánto cuesta el bistec?*
2. *¿Dónde está la carta?*
3. *Me gustaría la ensalada grande.*
4. *¿Cuánto cuesta el pescado?*
5. *¿Dónde está el mesero?*
6. *¿Cuánto cuesta la cena?*
7. *¿Dónde está la cámara?*
8. *Me gustaría el bistec.*

Proyecto: El restaurante perfecto- Have the students move to desks or a table where they have space to draw for this activity. Explain to the students that they will be the owners of their very own restaurant from any city in Panama. Encourage the students to be creative and to think out of the box for this activity. For example: The restaurant can be very fancy, have



a fun theme, or it can be really casual and on the coast. Have the students imagine their restaurant for a few seconds and then hand out the *Restaurante perfecto* Template from the Futura intranet for the students to draw their perfect restaurant. Encourage the students to include the vocabulary from today's class in their drawings and come up with a name for their restaurant. Post the vocabulary words in Spanish up on the board for the students to reference. For example: servers, menus, and the food items. Walk around the room and help the students label their drawings in Spanish as much as possible. While the students are working, play Spanish music. After five minutes, have the students start finishing the drawings and put the coloring supplies away. Encourage the students to present their restaurants to the class. They can point out any Spanish vocabulary from class in the drawings and say "*Mi restaurante se llama__.*" They can take the drawings home to share with their parents.

Juego: La cena- Move to a new area in the room for this activity. Explain to your class that every time Dani and Beto had dinner at the restaurant the server forget something. So, the class needs to help the restaurant remember the items that were forgotten. Place all of the picture flashcards or objects representing the vocabulary from today's class in the center of the table. Divide the class into two teams. 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 turn around or put on blindfolds. You will then remove an item from the table before calling the students back over. The first person from each team to remember the name of the object that is missing when you ask, "*¿Qué falta?*" and say it correctly in Spanish scores a point for his or her team. You can keep playing for 5-7 minutes.

Closing: Use your attention getter to regroup the students and pick up your puppets to carry on the small conversation below.

Dani: *El restaurante está cerrando.* The restaurant is closing.

Dani & Beto: *Adiós, clase. Nos vemos para una exploración nueva la próxima clase.* We'll see you for a new exploration the next class.

Teacher: Encourage the class to respond "*Adiós*" or "*Nos vemos.*"

Adiós: Sing the "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class (or any other Spanish goodbye song). They can sing together or in rounds daily as they are cleaning and packing up.

Ask the students to "*Formen una fila a la puerta.* Form a line at the door." Hand out the newsletters and parent introduction letters, and have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Extra time: If there is extra time, you can play review games from previous lessons.

