

1. INTRODUCTION Sing the Chocolate song from last week or play the Mariachi song called Ojos Tapatios by Jorge Negrete 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, La Lavadora, from the Sing, Dance, Laugh, and Eat Tacos 2 CD. You can bring in the lyrics and choose from one of these games: Have the lyrics typed out with blanks where the adjectives should be. Have the students listen and then write in the correct adjectives. Or you can also bring in the complete lyrics and have the students underline or circle the adjectives that they find.
2. La Conversación: Print copies of the Comida Favorita document from the curriculum guide for each student. Have the students partner up and ask each other the questions from the worksheet. Tip: Before starting the activity, make sure to read through the questions with the students and help them to understand what each question is asking and how they should respond. Write any helpful translations on the board for them to reference during the activity. Each student should write their partner's answers on his or her own paper. Give them three to four minutes to complete this. Walk around the room to help any students with questions. After four minutes, even if they are not finished, ask for volunteers to come up and present one of the question and answers from the conversation.
3. Review all of the past food and drink vocabulary by playing a racing game. Bring in two copies of picture flashcards of the vocabulary. Place them on a table or in grocery bags in the front of the room. Divide the class into two teams. Line up the teams and give them each a list of food vocabulary words in Spanish. The first member must race to get the first picture/food and bring it back. Once he or she brings back the correct item, the next team member can begin looking for the next vocabulary word. This is a relay race, so the next person cannot go until the team member ahead of them brings back the correct flashcard. Whichever team has collected the correct objects in order first, wins! In order to "officially" win, the team needs to orally present their objects with the correct vocabulary words.
Teach the new meat vocabulary words from the newsletter by showing the pictures and calling out the Spanish translations. Make sure to have the class repeat the vocabulary words. After you have gone through the words a few times, see how fast the students can call out the vocabulary words as you hold up the flashcards! Begin a discussion in Spanish to introduce the meal time vocabulary words. For example, "*En la mañana tenemos el desayuno. In the morning we have el desayuno. ¿Qué significa el desayuno? What do you think el desayuno means? Sí el desayuno is breakfast. Clase repite por favor, el desayuno. Mmm. Me gusta el desayuno.*"
*Activity: Huevos Revueltos- Let the students know that the name of this game means scrambled eggs in Spanish. Also teach them that *los huevos* means eggs. Have the students repeat the phrases after you as you hold up the pictures to further practice. For the game, you will need two pictures of each food word on note cards. You can include past vocabulary along with the new vocabulary from today. Hold up each picture and say the words together before playing to ensure the game is a success. Scramble the pictures and hand them out to everyone in the class. Students should keep their cards a secret. (Be sure that you count the number of students in the class beforehand and make sure that all the cards that are handed out are complete pairs.) The whole class will start chanting *huevos revueltos* and walking in a circle or around the classroom, scrambling up. When you yell, "*¡Tengo hambre!*" the students must look for their partners. They can't show their pictures, they can only ask "*¿Quieres _____?*" and the name of their food item. A student will answer "*¡Sí!*" if that is the same food they have or "*No*" if it isn't. Students will only have a match when they have confirmed

the vocabulary word and the picture. Those students will then sit down. The first pair to sit down gets a sticker or a peso. The game resumes without that pair. Keep playing until everyone is seated and all matches have been made. After everyone is sitting, review by calling out "Quiero comer_(one of the food pairs)_" As you say a food word, the pair with that word will stand and show their picture. Make sure to have the whole class repeat the word. You can add an element of excitement by making this a speed game. (Note: Always be sure to review the Student Responsibilities before playing an active game to ensure it goes smoothly.)

4. **MERIENDA** (Snack and Culture time) Have the students sit on the floor facing you. As you talk about the 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: Meal times differ from country to country. Quiz your students to see if they remember anything regarding Spain's mealtimes from last semester? Hint! In Spain, there are traditionally four meals daily. A light breakfast is eaten around 7:00 in the morning, and lunch is served around noon. Lunch is the largest meal of the day and typically includes: meat, vegetables, soup, salad, and dessert. Around 5-6 p.m., when people are hungry again, it is not uncommon to have a "merienda" which translates as a "snack." The *merienda* is usually a sandwich or piece of pie, something to tide people over until dinnertime. It is common to have the *merienda* in a café or restaurant. These small plates are often called *tapas*. Dinner is the second largest meal of the day and is not eaten until 9:00 p.m.

This week's region to feature is Argentina, which is a large producer of meat, especially beef. Show the students on the map where Argentina and point to the capital of Argentina, Buenos Aires. Red meat is a large part of the diet in Argentina. This is usually prepared over a charcoal grill and the meat is then called *asado* (grilled meat). *Asado* is often served with a garlic parsley salsa called *Chimichurri*. This is a variant of a green sauce which can include: parsley, garlic, olive oil, vinegar, and red pepper. This sauce is used all over Latin American but originated in Argentina and Uruguay. Look for the recipe on the newsletter to try this at home. There are also many European influences in the cuisine in Argentina like the popularity of Italian pizza and English tea in the afternoon. Another famous Argentine dish is *Carbonada*, which is a stew made of potatoes, sweet potatoes, meat, and corn on the cob.

5. Quiz the students on the plural adjectives from previous classes by saying a sentence in Spanish and leaving the adjective blank, in the blank make a gesture to represent the missing adjective (or hold up a picture). For example, "*Mis hermanos son ____*. (holding your hand high to gesture tall)" Have the students raise their hand to guess the Spanish adjective that fits the sentence. Remind them that the adjective must agree with the noun in the sentence. Have the entire class repeat the full sentence in Spanish after the adjective is called out. Teach the plural adjectives from the newsletter by saying the Spanish word and giving a matching gesture or picture to accompany the word. Have the students repeat each adjective after you.

*Activity: **Somos Alumnos**- Teach the students what "somos alumnos" means and then write the categories on the board: *alto*, *moreno*, *bajo*, and *rubio*. (You can add your own adjectives too.) Call out an adjective; for example *bajo*. Whoever considers themselves to be short comes to the board. Have the students individually say, "Soy bajo/a" depending on if they are a boy or girl. Then have them answer as a group, "Somos bajos." Then ask the class to answer how they would talk about them, "Son bajos." After you introduce the categories use the "Somos Alumnos" worksheet in the curriculum guide, which is a great review of adjectives, conjugations, and pronouns. To save on time, you can have the students complete two of the four sentences. Give the students a few minutes to fill in the words. Then have them pair up with another student and present themselves and each other to the class, using the terms I am and He/She is, and We are in Spanish.

*Activity: SER RAP!- After the review of the adjectives and SER conjugations, divide the class into a few small groups and have them create a rap using SER + adjectives. Encourage them to be super creative and just have fun! Then have each group come and "rap" in front of the class!

6. El proyecto: Mi Restaurante- Hand back the restaurant menus to each of the groups. Give them reminders about the project and hand out craft supplies like markers and crayons. Write any important phrases or vocabulary words on the board for the students to reference. Have the students start working on the food and drink items within the menu. You can also play Spanish music while the students work. Make sure to show them that they can separate the items according to meals. For example, they can have a "desayuno" section and a "bebidas" section. Walk around the room to help the students with any questions. Give the students five to seven minutes to work and then collect the projects to continue them next week.
7. Comprehensive Activity: Grouping Game- Divide the class into two teams. Use a variety of flashcards you have created for the different food types, adjectives, and SER verb conjugations covered so far in class for this activity. Give each team a set of about 15 flashcards. Make sure each set of flashcards has words from the different themes like: fruit, vegetables, favorites, meat, drinks, SER verb conjugations, and the adjectives. Have the teams race to separate the flashcards into the appropriate themes. Students must separate the correct vocabulary words into seven different piles. Whichever team does this correctly the fastest wins. Have each team call out the Spanish words from each pile for additional reinforcement. *Extra Practice: Now that they have the vocabulary separated, have the students race to create three sentences using the flashcards they have. For example: "Somos inteligentes y interesantes." Or "Me gusta la manzana." They can put the flashcards in the order of the sentence. Once the teams are done have them read the sentences out loud. Note: For the younger students, use picture flashcards and have the students read the sentences out loud. *Variation: Scategories- Divide the class into two teams. Give each team a blank piece of paper. Call out a theme or topic from class like "el carne". The teams will race to write down or draw as many vocabulary words from the category as they can think of. Give the students two minutes and then call *¡Basta!* Have one team read off the words in Spanish that they came up with. The other team should check their list for similar answers. The students will only get points for words listed that the other team didn't have. Help the students with the scores. Play another round until the 5-7 minutes are up. Award the winning team with stickers or pesos.
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.
9. Extra activities if there is more time...
 - Singular vs Plural- Use the worksheet from the curriculum guide as a resource for this interactive activity. Remind the students that whenever a noun and adjective are next to each other in an English sentence, they trade places when they are written or spoken in Spanish. Divide the class into two teams. Give each team paper to write answers on and hold up to you. Use the first sentence from the worksheet as an example. Let the students know the first task will be to write the noun in the sentence on their paper and hold it up. The first team to get the noun correct the fastest earns a point. The next task will be to write the plural form of the sentence. Example: "Miguel es un chico bueno." the noun would be "chico"



and the plural form would be "Miguel y Luis son chicos buenos." The team to get the plural sentence correct the fastest earns a point. This team can earn an additional point for giving the correct English translation to the sentence.

- Son una familia- Bring in a picture of your family or a magazine picture of a family. Have the students divide into groups and think of as many things in Spanish as they can say to describe the picture. They can use their imaginations and say how old the family members are, who is who in the family, describe the people using adjectives, talk about where they are from, etc. Whichever team comes up with the most descriptions, wins! Make sure to have the students present their sentences in Spanish and give *aplausos* after each presentation.