

1. INTRODUCTION Sing the previous SER songs like the Cha Cha Cha or the SER song to the tune of London Bridges as the students enter the room, and greet them by saying *¡Hola!* You can also greet the students with the other phrases they have learned like *"Buenas tardes. ¿Cómo estas? ¿Qué tal?"* Etc" Take attendance and have the students say *"presente"*. Review the Student Responsibilities and reward/consequence system.  
\*Activity: Have the students present their SER raps from last week. Make sure to give them all praise and *aplausos!*
2. La Conversación: Remind the students that the verb SER is used for telling time, which they learned last semester. Ask the students a few review questions about time to refresh their memories. For example, *"¿Qué hora es?"* *"¿A qué hora es la clase de español?"* After a brief review on telling time, begin a discussion about when the students eat different meals of the day. Pass a ball or maraca around and ask the students, *"¿A qué hora es el desayuno?"* At what time is breakfast?" Substitute the meal for every other student you ask to keep variety. You can also change the question to *"¿A qué hora comes el desayuno? Or ¿Cuándo comes el desayuno?"* At what time do you eat breakfast?" to make it more challenging. Make sure to help the students respond in full sentences. If they are doing well with this, have them turn to the student next to them and ask what time they eat a specific meal and what they eat during the meal. After the students have practiced asking and answering their partner, ask for volunteers to present what they learned about their partner to the class.  
\*Alternative Activity: Los tiempos de comer- Hand out flashcards with random digital times (mainly for meal times) so that each student has a time flashcard. You can also have cards with *"de la mañana, de la tarde, y de la noche."* Have all of the students look at their card and hold it in front of them all sitting in a line at the front of the room. When you call out a meal of the day in Spanish, the students who think their time is when that meal is eaten, should "pop up." Call on each student that popped and ask them, *"¿A qué hora es (meal time called)?"* The student should respond using a full sentence in Spanish. Continue playing by calling out a new meal in Spanish. Tip: For classes with older or advanced students, you can have volunteers take turns and come to the front to call out the meal and ask the questions. \*Variation: You can make this a game by dividing the class into teams. Have the students from each team sit in different areas, but still in the front of the room facing you. The student who pops up the fastest during each correct meal time, scores a point for his or her team. He or she will also score a point if they answer the question correctly in a full sentence. If not, the other team can steal the point by giving the correct sentence. Make sure to rotate cards after each meal is called. The first team to score five points wins!
3. Review all of the past food and drink vocabulary by playing a game of Mata la Mosca. You can make copies of the Mata la Mosca document from the curriculum guide and give every other student a paper. Each pair will have one piece of paper. As you call out a food word in English, the two students will compete to put their finger on the corresponding Spanish word. The fastest student earns a point. Continue playing until students have won five points and then they can trade partners. You may also do this activity with English words or pictures on the sheet or pictures and orally call the Spanish. \*Variation: Divide the class into two teams. Write the food and drink words scattered on the board. One player from each team will come to the board and will be given a fly swatter. Players must face away from the board. As you call out a word in English, the students will turn around and race to swat the corresponding word. The student with the correct answer first earns a point for his or her team. Continue playing five to seven minutes. The team with the most points at the end wins stickers or pesos.

Teach the new dessert vocabulary by having the pictures of the desserts posted on the board (without the words beneath). As you call out a dessert in Spanish, see if the students can raise their hand to guess which dessert matches the Spanish name you called. Praise the students for their participation and make sure to have the entire class repeat the new words after you. Teach the new condiments vocabulary by using the words in a sentence using all Spanish and then all English, keeping the vocabulary word in Spanish. See if the students can guess what the condiments are in English. For example, "No me gusta la mostaza en los sándwiches. I don't like *la mostaza* on my sandwiches. *¿Clase, qué es la mostaza?* What is *la mostaza*? *Sí, la mostaza* is mustard." Hold up the pictures of the condiments and have the class call out the Spanish words.

**\*Un Sándwich-** Use the document with this title as a reference from the curriculum guide. Ask the students, "*¿Qué necesitas para hacer un sándwich?* What do you need to make *un sándwich?*" Have the students brainstorm ingredients and write them in Spanish on their paper. Have the students draw a picture of their ideal sandwich. Give the students two to three minutes to work. Walk around the room to help students with the spelling of the words. You can also write vocabulary up on the board for them to reference. Once students start finishing, have them walk around the room and discuss each other's sandwiches. Encourage them to ask questions in Spanish like, "*¿Quieres comer mi sándwich?*" or "*¿Te gusta mi sándwich?*" Have the students describe their sandwich ingredients using only Spanish also. Feel free to have volunteers come up to the front of the room to present their sandwich drawing in Spanish. Then ask the class follow up questions like, "*¿Qué les gusta del sándwich?* What do you like from *el sándwich?*" \*Variation: You can also have colored construction paper cut into shapes representing sandwich ingredients. Students can cut and paste them into a sandwich on a blank piece of paper and then label them. \*Alternate Activity: Have two sets of colored construction paper cut into shapes representing sandwich ingredients in paper bags. Divide the class into two teams. The teams will line up in front of their bag. Have a big piece of white paper posted on the board for each team. As you call out an ingredient in English, the student will need to find the shape in the bag and bring it to the white paper on the board, paste it on, and label it correctly in Spanish. Hint: Start with *pan* as the first word! For example: Cheese- The student picks out the yellow cheese shape and goes to the board and glues it on. He or she then labels it with *el queso*. At the end, the winning team has the "perfect sandwich" with all the correct Spanish labels.

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: *Tres leches* is a popular cake in Latin American countries like Mexico and Nicaragua. See if the students can guess what "tres leches" translates to in English. This is a sponge cake that is soaked in three different kinds of milk- evaporated milk, condensed milk, and heavy cream. It is also popular in the Caribbean only with a coconut cream instead of condensed milk. This is a tasty cake, but is unique due to the moistness. Often this cake is decorated with cherries, berries, or chocolate. Show the students pictures of these cakes. See if the students would be interested in having a moist cake for their birthday instead of the traditional dry cake. Remind the students of "la mordita" birthday tradition in Mexico. This tradition is where the birthday boy or girl gets to take the first bite of the cake and when he or she does this, someone pushes their face into the cake as a joke!

This week's region to feature is Spain for the popular *flan* dessert. *Flan* is also common in Mexico, the Caribbean and many other countries. *Flan* is an open topped pie similar to a custard. There are many fillings that can be put into *flan* and many different types of *flan*. This is an elegant rich dessert that is consumed on many occasions in Spain. Spain is also widely known for their *tapas* or appetizers. Many restaurants serve a wide variety of these *tapas* some served cold and some warm. The tradition with *tapas* is that consumers order many different *tapas* and are able to extend the dinner and allow for more conversation. Spaniards also love to use olive oil when cooking. The Spanish word for olive is *aceituna*. See if the students have ever eaten Spanish cuisine or if they think it sounds tasty. Show pictures from the internet of some *tapas* and *flan* for the students to see. Note: Feel free to expand on Spanish cuisine like: paella, empanadas, banilleras, manchego cheese, croquetes, etc.

¡Pruébalo!- Bring in a piece of *flan* or *tres leches* for the students to try. Cut the piece into small samples and place the samples in dixie cups with a small spoon for the students.

5. Remind the students that the verb *SER* is not only used to describe people and tell time, but also used to describe where people are from. See if the students remember what "*¿De dónde eres?*" means and how to respond to the question. Use this question with different subjects to show the different forms of the *SER* conjugations. For example: "*¿José y María de dónde son?*" and explain that they could answer together "*Somos de México.*" See if the students can translate the following sentence, "Angela is from Argentina." Explain that in this sentence the verb changes to "*es*" because the subject is singular. Use these sentences and other examples to show the students that the verb *SER* changes the conjugation depending upon the different subjects in each sentence.

\*Activity: Where in the World- Bring in a globe or pull down the classroom world map. Have each student close their eyes and point to the map. Wherever he or she lands, is the country they are from for that day. Go around the room and ask, "*¿De dónde eres?*" Have them practice saying, "*Soy de + the country.*" Then divide the class into very small groups and again have them as a group chose a country. Go around the room and ask, "*¿De dónde son?*" They can practice answering, "*Somos de + the country.*" Then ask one group of students where another group is from by asking "*¿De dónde son?*" The students can practice by answering "*Ellos son de + the country.*"

\*Activity: Forms of SER Conversation Practice- Use this document from the curriculum guide. Have the students take out a piece of paper. Read each sentence three times and then ask the follow up questions from the document to check their understanding. Have the students answer in Spanish. Go over the answers as a class and explain any conjugations or grammar corrections as you go. This is a great listening activity.

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 for them to use. Let the students know they can use the class time today to finish the menu or if they are done with the menu, they can start to work on the skit portion of the project. Explain that in the skit some of the group members will play the role of the restaurant workers like the waiter or waitress and that the other group members will play the role of the restaurant guests. To make this activity come alive you can have a box of props for the students to use in their skit. Each student playing the role of the guest will need to order something in Spanish and each server needs to ask at least one question in Spanish. The servers also need to greet their patrons. Encourage the students to be creative and have fun with this. Give the students example sentences and questions to use that are popular in restaurants and write them up on the board for them to reference. For example: "*¿Qué hay para tomar?* What is there to drink?" "*¿Me trae \_\_\_\_ por favor?* Can you bring me \_\_\_\_ please?" "*¿Qué vas a pedir?* What are you going to order?" You can also teach the students there are two words for waiter/waitress. Some countries say "*camarero*" and others say, "*mesero.*" Let the students know that they will be presenting their restaurant skits at the showcase to their parents on week 10. Make sure to walk around the room and help the students writing their skits. It will also be important to check the grammar and pronunciation before the showcase. Make sure to collect the students' projects so that they can work on them again next week.
7. Comprehensive Activity: El tren de palabras- Use the document on the intranet with this title. Divide the class into two teams. Have the students use the words from the document as parts of a train that link together to form a sentence. Tip: Feel free to edit these words to make the activity more or less challenging depending upon the level of your students. You can also list the words up on the board instead of printing copies of the document. Give the students about 5 minutes to see how many different sentences they can come up with



using the words below. For example: *Me gustan los frijoles*. They can use words more than once. The team with the most sentences wins!

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...
  - ¿Quién tiene la respuesta?- Have the class stand and form a large circle. Choose one volunteer to stand in the center of the circle. Have this student close his or her eyes and point out to the circle. Once you start the music the large outer circle should start moving to the right and the center student should move to the left. When you stop the music, all students should stop in their place. The center student will be pointing to a student in the outer circle. The student from the center can open his or her eyes to see who they have chosen. This student will have to answer the question you ask. If the student answers correctly, he or she will be the new person in the middle. If the student answers incorrectly the game continues. The questions can be review from any topic covered in class so far. For example: *¿Cómo se dice I like en español?* Or *¿Qué significa la mantequilla?*
  - Estrellas- Bring in three pictures of well known celebrities that are age appropriate such as someone from *High School Musical*, etc. Make sure there are multiple people in each picture. Hang the pictures up at the board and number them 1, 2, 3. Break the class into two teams. Each team needs to come up with as many adjectives as possible to go along with the picture. Whichever team comes up with the most correct adjectives wins. Remind the students to make the adjectives plural. (The teams can orally discuss and give the answers if the students are younger.)