

1. INTRODUCTION Sing the any of the popular food songs from this semester 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 *Las Chiapanecas* from the CD Sing, Dance, Laugh, and Eat Tacos Volume 2. Review the "yo form" of *SER* and then sing as a class together. You can also type out the lyrics and do an activity where the students need to change the pronouns and the verb *SER* accordingly.
2. La Conversación: Quiz the students to see if they remember how to ask where someone is from in Spanish from last week. Use the worksheet from the curriculum guide titled "Where are you from?" as a resource for this activity. Make one copy of the worksheet and cut out the different numbered sentences on slips of paper. Call on two volunteers to come to the front of the room. Give them the slip of paper for sentence number one and have them play the role of the characters in the sentence. They will need to fill in the verb conjugations to complete the sentences. Make sure to give the students praise for their participation and have the class give *un aplauso*. For the second sentence you will need to call three volunteers up to act and read the sentences. Continue calling on different volunteers to come up and practice the conversations. See if the students want to create their own sentences/skit similar to these sentences. Encourage them to be creative and have fun with the activity.
*Alternative Activity: From where?- Use the worksheet with this title from the curriculum guide. Make one copy of the document and cut out the different numbered sentences on slips of paper. Place the slips of paper into a bag. Have the students one by one come up and pick a sentence out. They will need to present their sentence to the class with the correct *SER* conjugation. Bring in a globe or use the classroom map for the students to locate and present the country from their sentence. Tip: Encourage discussions during these presentations to get the students thinking and speaking in Spanish. For example: "*¿Has visitado a México?* Have you visited México?" "*¿Recuerdes qué comen en Argentina?* Do you remember what they eat in Argentina?"
3. Have the students stand up and move around the room practicing Spanish related to food for the Busca la persona que Activity. Use the document from the intranet with this title and make copies for each student in the class. Have the students look over all of the different descriptions in the boxes. Have them first write their name in one of the squares that is true for them. Then have the students walk around the room to find classmates who fit the other descriptions and fill in their names in those boxes. Make sure to remind the students to use as much Spanish as possible during this activity. Review the key questions the students would need to ask and write them up on the board for the students to reference. For example: "*¿Te gusta(n) ___?* *¿Tienes hambre?* *¿Qué comes para ___?* *¿Cuál es tu comida favorita?*" The students may use the same name more than once. Have them try to see if they can fill in the whole grid! Walk around the room helping the students with the conversations. After five minutes, regroup the students using your attention getter. Call on students to share something they learned about a classmate from this activity using complete sentences in Spanish.
4. Teach the new food items from the newsletter by showing the pictures and having the students repeat the Spanish names after you. To make this review come alive bring in some real items to show the students and pass around while repeating the vocabulary in Spanish. *Nota cultural: Explain to the students that *totopos* is the word used only in Mexico to describe tortilla chips. Now that the students have learned a lot of different

foods and drinks, play a game to sort the different items. Divide the class into two teams. Explain that they will each have a set of pictures that represent food vocabulary. Have the following images copied two times in random order: *totopos, papas fritas, un refresco, los dulces; jugo de naranja, huevos, los panqueques, la banana; sándwich, leche, una hamburguesa, una manzana; carne, papas, arroz, tortillas*. Even though some of the foods could be eaten for various meals, they are most common for a particular one- *merienda, desayuno, almuerzo, o cena*. Be sure all the students repeat these words and remember what they mean. Give each team either four envelopes labeled with the meals or four labeled lunch bags. The teams will have to work together to put the pictures in the envelope or bag where they are best-suited as quickly as they can. Be sure to tell the teams that each category has four items in it. The team who can do this the fastest, wins. After the game is over, reinforce learning by going through each word together as a class. Hold up the image, repeat the word and then hang it up on the board under the appropriate meal label.

5. **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: Read to the students the "Food in the Spanish- Speaking World" from the curriculum guide. You can also make copies and have student volunteers read some of the paragraphs out loud. Encourage discussions about previous culture topics along with experiences you have had. See what the students think about the different foods and traditions. If possible, bring some traditional foods or drinks in to share with the students.

Explain to your students the difference between *una tortilla de maíz* and *una tortilla española*. Not only is one from Mexico and the other from Spain, but their ingredients are completely different. Share these recipes from the curriculum guide with the students. See if the students prefer corn or flour tortillas with their tacos!

This week's region to feature is the La Republica Dominicana in the Caribbean. Show the students on the map where this country is. Let them know that the Dominican has a variety of cuisine using many meats and seafood. Explain that the popularity of food depends upon where people are located in the country. For example, seafood is popular along the coast. Teach the students that *los mariscos* means seafood in Spanish. Breakfast or *desayuno* can consist of eggs (*huevos*) and *mangú* (mashed plantain). Lunch is the largest meal of the day in the Dominican. A popular lunch is called "*La Banderd*", which is made up of red beans, white rice, and broiled chicken. See if the students can tell you these food items in Spanish with the colors in Spanish too. Check out the newsletter for a Dominican Sun Rice-Arroz *del Sol Dominicano* recipe!

6. Teach the last adjectives from the newsletter today by giving descriptions of items with these characteristics. For example: "*Los diamantes son muy caros. Diamonds are very caros.*" Have the students guess what the adjectives mean in Spanish. Praise the students for their participation. Make sure to have the students repeat the new words after you. Review all of the adjective placement and agreement rules again with the students by showing examples up on the board. There are examples in previous weeks or in the curriculum guide that you can use as a reference for this.

*Activity: Use the worksheet from the curriculum guide titled "Plural Worksheet I" as a resource for this interactive activity. Note: Feel free to change the sentences and use vocabulary that the students need more practice with. Divide the class into two teams. Have one player from each team come up to the front of the room. With this activity you will be playing a game similar to Family Feud. When you read a singular sentence in Spanish from the worksheet, the students must "buzz in" to give the plural version of the sentence in Spanish. For example, if you call out "*El chico es rubio.*" The students would answer "*Los chicos son rubios.*" The first player to slap his or her hand on the desk gets a chance to answer. Tip: You can bring in a buzzer or bell to have the students "ring in" if they know the answer to make it more fun. If the answer is correct, the winning player's team gets a point. If not, the other team may talk among themselves to come up

with an answer. If they get it right, they get the point. If not, explain the correct answer and nobody gets a point. Keep playing 5-7 minutes or until everyone has a chance to participate.

7. Review the SER conjugations by singing the SER Cha Cha Cha or chanting the conjugations while pointing to a poster of the verb conjugations. Explain to the students that there are many uses for the verb *SER*. Give them examples like telling time, describing characteristics, and telling where you are from. Further explain that *SER* translates as "is" or "are" depending on if the pronoun is plural or singular. Let them know that there is another verb *estar*, that they will learn later, which also means "is" and "are" but has different usages.
***Interactive Activity:** Use the SER=ARE document from the curriculum guide as a resource for this interactive activity. Divide the class into two teams. Have one player from each team standing at the board. As you call out an English sentence from the document, the students will race to write the translation into Spanish on the board. For example: If you call out, "Marta, are you from Puerto Rico?" the students would race to write, "*Marta, eres de Puerto Rico?*" Note: You can also just have the students race to write the correct conjugation of *SER* to make the activity go faster or have the translations from Spanish to English. The student who gets the answer correct the fastest earns a point for his or her team. Continue playing until a team earns five points to win!

***Activity: Stations Game-** Set up the four station activities described below around the room. Explain to the students that each station represents each usage of the verb *SER*. Divide the class into pairs or four small groups, depending upon the class size. Have each group or pair of students start at different stations. Start a timer or watch the clock. After about two or three minutes, use your attention getter to regroup the students and have them move to the next station. Make sure to walk around the room helping the students with any questions and making sure they are on task.

- **Telling Time:** Have a list of classes in Spanish. One partner will ask the other at what time each of the classes is in Spanish. Give them the example sentence, "*¿A qué hora es la clase de arte?* At what time is art class?" Each pair or group will work together to ask and answer the times of the classes in Spanish and write the answers in full sentences. Note: Make sure to have enough lists of classes for each group at this station. After the stations activities are complete, call on volunteers to read out loud in Spanish the sentences they created. ***Variation:** Have two envelopes, one with digital times and the other with full sentences describing the times using the verb *SER*. Make sure each digital time has a matching sentence in the other envelope. For example: "*2:15 and Son las dos y cuarto.*" The students must work together to see how quickly they can match up the sentences to the digital times. ***Note:** you can use paper clocks for this activity and have the students move the hands on the clock to match each sentence. When they are done, have them call you over to check their answers briefly. You can have a timer or stop watch at the station for the students to time themselves. After the stations activities are complete, you can announce which team had the fastest time.
- **Descriptions:** Have a magazine picture or a picture of a famous family or group of people. For example: The Simpsons or iCarly. The students should compete to create as many sentences describing the people in the photos as possible. Give them examples like: "*Ella es muy bonita. Todos son simpáticos, etc.*" After the stations activities are complete, call on volunteers to read out loud in Spanish the sentences they created. You can also see which pair or group has come up with the most sentences and give them stickers or pesos! ***Variation:** Have a list of sentences with descriptions using the verb *SER* for each pair or group. Each list of sentences must contain various grammar mistakes. The students must work together to correct the sentences. After the stations activities are complete, call on volunteers show the mistakes from the sentences.

- Where are you from: Have one envelope with famous people's names or different names on separate slips of paper. Have another envelope with countries on separate slips of paper. Have the students take turns to randomly chose a name from one envelope and a country from the other. They will then say the sentence describing where the person is from using the correct conjugation of SER and the information from the slips. For example: If a student picks "Oprah Winfrey" and "Argentina", they will call out "*Oprah Winfrey es de Argentina.*" This will be a funny activity, since the sentences will be untrue but a bit crazy! *Note: To make this more hands-on you can use sticky notes with the celebrities names and have the students post the note to the country they choose on a map while creating the sentence. *Variation: Use the list below and any other examples for this activity about where celebrities are from. Have the celebrities' names on slips of paper in an envelope. Have each student take turns picking a celebrity out of the envelope. The group or partner will ask "¿De dónde es ___?" The student will write the full sentence guessing where the celebrity is from. For example: "¿De dónde es Ricki Martin?" "Ricki Martin es de Puerto Rico." After the stations activities are complete, go over the answers with the entire class giving the correct origins for the celebrities.

Penelope Cruz	→ España
Antonio Banderas	→ España
Shakira	→ Colombia
Arnold Schwarzenegger	→ Australia
Sammy Sosa	→ La Republica Dominicana
Ricki Martin	→ Puerto Rico
Jennifer Lopez	→ Los Estados Unidos
Roberto Clemente	→ Puerto Rico
John Lennon	→ Gran Bretaña
Yao Ming	→ China
Dirk Niwitzki	→ Alemania
David Beckham	→ Inglaterra
Steve Nash	→ Canadá
Justin Bieber	→ Canadá

- SER=ARE statements: Have the students brainstorm as many simple statements about food and colors using the words "is" or "are" as they can in the time at this station. The students will also need translate their sentences into Spanish. For example, "*El platano es amarillo. La leche es blanca.*" After the stations activities are complete, call on volunteers to read out loud in Spanish the sentences they created. You can also see which pair or group has come up with the most sentences and give them stickers or pesos! *Variation: Have a list of colors for each pair or group. The students will need to think of as many food and drinks in Spanish that are of each color typically and write the *SER* sentences to describe the items. For example: next to the "anaranjado" category the students should write: *La naranja es anaranjado. El queso es anaranjado, etc.* After the stations activities are complete, call on volunteers to read out loud in Spanish the sentences they created. You can also see which pair or group has come up with the most sentences and give them stickers or pesos!

8. El proyecto: Mi Restaurante- Hand back the restaurant skits to each of the groups. Remind them to use the skit details from last week. Try to use the class time today for the skits only, as the students should be completed with their menus. You can also teach the students more phrases to use during their skits regarding the food like, "*Buen provecho. ¿Tienes___? Es delicioso, etc*" 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 write their skits. It will also be important to check the grammar and pronunciation before the showcase. Make sure to collect the students' projects for next week, when they can practice performing the skits for the fiesta.

9. **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...
 - Las familias opuestas- Have students draw "Opposite Families." These are drawings of two families who are as opposite as they can be. For example, one family can be tall, thin, and blonde. The other can be short, fat, and dark haired. Students write the plural Spanish adjectives that correspond to each drawing on the side of the drawing that contains the character. You can award a prize for whichever student conveys the most opposite characteristics on his or her drawing.
 - Mi Cuarto Secreto- Use the worksheet with this title from the curriculum guide for this activity. Have the students work in pairs to fill in the blanks and create the sentences. Then have the partners draw a picture of their secret room. Have the students present their rooms in Spanish to the class. *Variation: Give the students a blank piece of paper and have them draw a picture of items that could be in their secret rooms using vocabulary that they know in Spanish. Encourage the students to have fun with this and use their imagination. Give them examples like: *perros, gatos, camisas, zapatos, coches, barcos*, etc. Encourage them to draw things to represent adjectives, numbers, and colors that they have learned in Spanish. Then have the students write full sentences describing their secret rooms. For example: *Tengo tres gatos anaranjados*. Have the students present their rooms in Spanish to the class.