

*Important Note: Do not hand out fiesta invites if you are teaching this class during the fall semester, as the fiesta will be the spring semester only.

1. **INTRODUCTION** Sing any of the popular SER or 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. If applicable tell the students about the parent showcase on the last class. Wait to hand out the invitations until the end of the class. Discuss which activities and songs the class will present to their parents.

*Activity: Teach the students the song *Tengo Hambre* to the tune of "My Darlin Clementine." Sing a line and have the students repeat after you. Encourage them to use gestures while singing like rubbing their bellies to show they are hungry! Don't forget to tell the students what the song means!

Tengo Hambre (to the tune "My Darlin Clementine")

Tengo hambre, tengo hambre, tengo tanto hambre

Quiero comer. ¿Ya comiste?

¿Tienes hambre también?

2. **La Conversación: Entrevistas-** Divide your class into partners. List the questions below on the board and review them with the students before starting the activity. Explain to the students that they will ask and answer each other the questions like in an interview. They will also write down their partner's answers in full sentences in Spanish. After about three or four minutes, regroup the students by using your attention getter and call on some volunteers to tell the class in Spanish what they found out about their partners in the interview.

¿Qué te gusta comer para el desayuno? ¿Cuál es tu comida favorita para el almuerzo? ¿Qué no te gusta comer para la cena? ¿Cuál es tu comida favorita para la merienda? ¿Tienes hambre o sed?

*Alternative Activity: Post a variety of food and drink picture flashcards that they have learned this semester on the board. Give each student a piece of paper. Have them write a sentence in Spanish that describes something on the board that they like, dislike, want to eat and want to drink. Review the sentence outlines for them and have them posted on the board for reference (like below). After two to three minutes, call on volunteers to present their sentences in Spanish at the board pointing to the object as they read. Make sure to help the students with pronunciation or grammar mistakes. Praise the students for their participation by giving them high fives saying "*dáme cinco*."

Me gusta _____.

No me gusta _____.

Quiero comer _____.

Quiero tomar _____.

**Remind the students that tomar can be changed with beber.*

3. Teach the new table-setting vocabulary by bringing in actual objects of the words. Plastic or paper items work great. Hold up each object and have the students repeat the Spanish name after you. You can also reinforce the vocabulary by passing the objects around in a circle. Each time the students receive an object, they need to call out that vocabulary word in Spanish. For example, if you pass a spoon around each student will say "la cuchara" when they receive it. You can make this a fun game by seeing how fast the students can pass the objects around the circle calling out the Spanish words! Also teach the students the phrases "*pon la mesd*" and "*quita la mesd*". Encourage them to use this vocabulary at home for dinner with their families to showcase their knowledge! After this lesson, teach the students the Hip Hop Cocina Song (lyrics below). Sing a line and have the students repeat after you. Encourage the students to snap their fingers, clap hands, or move their

shoulders to make it more "hip hop." After the students know the song you can have the boys sing the chorus and the girls sing the verses or vice versa to switch things up.

To hear the song visit: <http://www.songsforteaching.com/spanish/m/cocinacasakitchenvocabulary.htm>

Hip-Hop Cocina!

Spanish in the Kitchen! (repeat)
Spanish in the House! (repeat)
¡En la Cocina! (repite- repeat)
¡En la Casa! (repite- repeat)
I know words in Spanish. (repeat)
'Cuz this is what I do. (repeat)
And if you listen to my words. (repeat)
Then you can learn them too! (repeat)
Table . . . **mesa**; chair . . . **silla**
Fork . . . **tenedor**; knife . . . **cuchillo**
Napkin . . . **servilleta**; plate . . . **plato**
Spoon . . . **cuchara**; glass . . . **vaso**.....

*Activity: Quita la mesa- Explain in Spanish and English that the class will play a game to see which team can clear the table first. Divide the class into two teams and set up two complete place settings. (You will want to make sure these are sturdy; no breakable items. You can set them up on tables, or if the space doesn't allow, on the floor.) Have both teams line up. As you call out a random table setting vocabulary word: *plato*, for example, the student from each team must run to their table, grab the *plato*, and return it to you before the other team. The first team to bring back the correct object scores a point. Continue calling out vocabulary and the next students in line will continue the racing game. Tip: Because this is a speed game, it will be especially important to remind the students of the responsibilities and your consequence and reward system before starting to play.

*Alternative Activity: ¿Qué falta?- Divide the class into two teams. Tell the class to look very carefully at all of the objects on the table and try to memorize them. Send one person from each team to go to the hallway or put on blindfolds. Remove an item from the table and then call the students back in. The first person from each team to remember the name of the object that is missing and say it correctly in Spanish scores a point for his or her team. If necessary, their teams can tell them in English what is missing, and the students must translate that word into Spanish.

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: Teach the students age appropriate slang in Spanish regarding food. For example, "¡Qué asco!*" means "gross." Also many people in Latin American countries say "*Buen provecho*" before each meal. The literal translation of this is "good digestion". It is meant to say "enjoy the food" like bon appetit. In Venezuela "*bala fría*" is junk food or a quick lunch. This literally translates to a cold bullet. *Picar* means "to snack". For example, "*¿Hay algo para picar?*" means "Is there something to snack on?"

Explain to the students that fast food is also popular in Latin American countries. See if the students think that kids from Latin American countries eat McDonalds. Once you hear their ideas, explain that there are actually McDonalds in Latin American countries. However, the names of the foods are a bit different. For example: A Big Mac is called a *McNifica* and a Happy Meal is called a *Cajita Feliz*. There are some other differences. They serve packets of salsa alongside the ketchup. It may be fun to print a few pictures for the students or bring in a menu for them to see which you can find at <http://www.mcdonalds.com.mx/>. Further explain that there are

all different fast food restaurant chains in Latin American countries. Pollo Campero is extremely popular and is the largest fast food chain in Latin America. Since they mainly serve fried chicken, "pollo frito" Pollo Campero is similar to Kentucky Fried Chicken in the United States. This fast food chain started in Guatemala, but has restaurants in Mexico, Spain, El Salvador, Ecuador, Costa Rica, Nicaragua, Honduras, China, Indonesia, and even the United States! Biggest is a fast food chain from El Salvador that serves burgers and chicken. Pio Pio is a fast food chain from Panama that serves chicken.

This week's region to feature is Nicaragua. Show the students on a map where the country is. Point out the capital, Managua. *Gallo pinto* is served with nearly every meal in Nicaragua. This is considered the national dish in Nicaragua and Costa Rica. Although there are many variations to this dish, it is usually a combination of rice and beans. Other unique traditions to Nicaragua are the types of meat that they eat. From the cow, Nicaraguans will make meals from the tale, udder, stomach, or brain. From pork, the skin is used to make *Chicharrón*. In addition, Nicaaguans eat turtle eggs, lizards, armadillos, and boas. See if the students want to practice the phrase "¡Qué asco!" after hearing about these food traditions! A traditional Nicaraguan meal from Granada is Vigorón. A plate is covered with a plantain leaf, on top is yucca, *chicharrón*, and a cabbage and tomato salad. Show the students the images of these food items from the intranet.

5. El proyecto: Mi Restaurante- Hand back the restaurant skits to each of the groups. Call on a volunteer group to present their skit for practice. Give each group praise after presenting and have the class give *un aplauso*. Help the students with any grammar or pronunciation mistakes. If applicable let the students know that during the parent showcase on the last class they will present their skits for the parents!
6. Comprehensive Review- Listening Activity- Read the students the story below. Test their comprehension by asking follow up questions. Encourage the students to sing Catalina "*Feliz Cumpleaños*" in Spanish! See if the students can point out on a map where Catalina is from saying "*Catalina es de Guatemala*." Discuss the story with the students to practice Spanish conversation. Tip: You may want to read a bit and then ask a question before resuming reading and asking more questions since there is a lot of material.

En Antigua, Guatemala la niña Catalina es muy emocionada para su fiesta de cumpleaños. Ella tiene once años ahora, pero en dos días va a tener doce años. Ella es baja, morena, y bonita. Ella tiene muchos amigos simpáticos. Para la fiesta ella quiere comer mucha comida buena. Ella le gustan los pasteles, especialmente tres leches. También ella quiere comer los tamales, el arroz, y los frijoles para la cena. Su desayuno favorito incluye las fresas con melón y huevos revueltos. Ella va a tener el almuerzo con sus amigos en la escuela. Usualmente ella come un sándwich con las papas fritas. ¿Ustedes pueden cantar Feliz Cumpleaños a Catalina?

Follow up Questions: *¿Ahora cuántos años tiene Catalina? ¿Cómo es Catalina? ¿Cómo son sus amigos? ¿Qué quiere comer para el postre? ¿Qué le gusta comer para la cena? ¿Cuál es su desayuno favorito? ¿Qué va a comer para el almuerzo a la escuela?*

*Activity: Pen Pals- Read the letter below to the students and ask the students follow up questions to check their understanding. Have the students create a pen pal letter in Spanish responding to the questions and telling information about themselves. Write examples of sentences in Spanish the students could use in their letters on the board. Walk around the room to help the students with any questions. This letter would be great to present to the parents at the fiesta showcase or on the last class!

Hola amigo nuevo,

Me llamo Jorge y soy de Santiago, Chile. Tengo trece años y tengo una familia grande. Tengo dos hermanos mayores y dos hermanas menores. Mis hermanos son muy inteligentes y simpáticos. ¿Cuántos hermanos tienes tú y cómo son? Soy alto, moreno, y delgado. Mis amigos son muy interesantes y divertidos. Nos gusta jugar el fútbol mucho. Mi clase favorita es la clase de educación física. ¿Cuáles deportes juegas y cuáles clases te gustan?

Tengo un trabajo en un restaurante lavando los platos. Me gusta mucho la comida del restaurante. Tiene muchas carnes deliciosas como el pollo, el bistec, el puerco, y el carne de res. ¡También las ensaladas y sopas son magníficos! Yo como muchos postres del restaurante como las tortas, el helado, y los pasteles. Mi comida favorita es la empanada. ¡Como las empanadas casi cada día! ¿Qué es tu comida favorita? ¿Qué comes para la cena usualmente?

Tengo que salir, mi madre me dijo que la cena está lista. Mmm... ¡Tengo hambre!

Saludos,

Jorge Garcia

*Nota Cultural: In Spanish people often sign letters with *Saludos*.

7. **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 fiesta invitation 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...
 - La comida crossword- Use the crossword puzzle template from the curriculum guide as a resource for a competitive interactive activity. Divide the class into pairs. Make copies of the crossword (enough for each pair). Explain to the students that they will race to complete the crossword puzzle with their partner. The pair that finishes the puzzle correctly first wins stickers or pesos!
 - Musical Chairs is adaptable for food vocabulary and adjectives. In order to make this an educational game, say the words based on the theme of the lesson, and then say a word not related to the theme in place of music. For example, for a lesson on *las frutas* say something like "la pera, la manzana, el plátano, el caballo" and the students should find a chair when "el caballo" is called since it is an animal and not part of the fruits vocabulary. Whichever student can't find a seat is out. Keep removing another chair so that you are always one short. Keep playing until one student remains and is the winner. Note: Make sure to have the students who sit out help with calling out the vocabulary words to keep them included in the game.