

1. **INTRODUCTION** Play Spanish music as the students enter the room. Take attendance and review the Classroom Responsibilities. If it is the spring semester, remind the students about the parent showcase, which will take place the last class. Collect any RSVPs at this time. Discuss and practice the various activities and songs the class will be presenting to their parents. Please refer to lesson plan #10 for ideas on which games and songs you should be practicing for the *fiesta*. Sing the food or *SER* songs that the students enjoy from past classes. Focus on the two best songs that the students will sing at the *fiesta* next week. Bring in maracas, sombreros, or other instruments to let the kids use while singing to make the song lively and fun. If this class is in the fall, there will not be a parent showcase, but you can still use the activities listed and celebrate with the students.
2. **La Conversación:** Each week the students have been practicing questions and answers related to food and the usages of *SER*. Practice all of these conversation elements by passing a ball or maraca and asking the students questions in Spanish. Have them answer in complete sentences. You can begin the review with the basic introductory questions the students have learned in previous semesters. Praise the students by saying, "*¡Qué inteligentes son!*"*Variation: You can have the students pull random questions from a hat or use the Pregunta Dice from week four.
*Activity: Pass back the Restaurante Project menus and skits to the groups. Have the students do a final practice run through on their skits in preparation for the presentations at the parent showcase.
3. Review the table-setting vocabulary from last week by playing a fun game of Pon la Mesa. Use the worksheet *¿Qué necesitas?* from the curriculum guide as a resource for this interactive activity. Have the picture flashcards of the food items from the document set out on a table. You can use picture flashcards or bring in plastic or real objects to make the activity come alive. Divide the class into two teams. Give the first team a paper bag with the table setting objects covered in class. Make sure you have multiple objects for the items that will need to be used more than once. For example, if the fork needs to be used three times, make sure to have three forks in the bag. The first team will work together to place the the correct objects needed to eat each item next to the food or drink listed. The teams will each have a turn separately and be timed to see who can complete the task the fastest. The team with the fastest time wins! Make sure to ask follow up questions after each team to verify the answers with the entire class. For example, "*La cuchara es para la sopa de tomate. ¿Clase es correcto? ¿Sí o no?*"
4. To review all food items, play a fun variation of Simon Says called La Receta Dice. Decide what vocabulary words you want to focus on and make sure you have two sets of flashcards for every image. Have the images in envelopes. Then have a big bowl set up for each team. Tip: Make sure to model the activity with a student before starting the game. Begin by teaching the class the word *receta* by having them repeat it several times. Then, explain what *la receta dice* means. Divide the class into two teams. Explain not to forget ingredients while making a recipe. Call up one person from each team and give them an ingredient needed for the recipe. For example, *La receta dice, "la lechuga."* Players must grab the lettuce image from their envelopes and place it in their team's bowl. After they successfully add the ingredient you called for, the next student from the team is given a new ingredient. For example: *La receta dice: tomate*. Each time, the first person to correctly add the specified ingredient earns a point for their team. In Simon Says fashion, if a player completes any action and you didn't say "*La receta dice...*," the team loses one point! Play until the 5-7 minutes are up. Tip: It

may be fun to give ingredients that equal a real recipe and then have the students guess what it is. You can use simple things like salsa, guacamole, tacos, etc. You can even hand out the recipes at the end of class!

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: Explain to the students that food stands are very popular on the streets of almost every Latin American ciudad y pueblito (city and town). These food stands are similar to the hot dog stands in the United States. The typical food served on the streets varies by country. Popular food items in Mexico would be: *tacos*, *helado*, *elote* (corn on the cob with mayonnaise, chile powder, salt, and lime), *tortas* (sandwiches), *empanadas* (deep fried meat filled patty) and variations of *palomitas* or popcorn. In Spain, however, the street food vendors are not as popular. Spaniards prefer to eat in a bar or restaurant with friends. However, some major cities will have street vendors selling ice cream from a cart on street corners.

This week's feature region is El Salvador. Show the students where this country is on a map and let them know the capitol is San Salvador. El Salvador is the smallest country in Central America. They use the US dollar for their currency. The *pupusa* is a popular food from El Salvador. This is a fried stuffed tortilla. The fillings vary, but bean paste and cheese are typical. *Curtido* is a typical cabbage salad that can be served on top of *pupusas* in El Salvador. *Curtido* is usually made with pickled cabbage, onions, carrots, and sometimes lemon juice. In El Salvador, *ensalada* is not just a lettuce salad. It can also refer to fruit drinks made up of fruit juice and chopped fruit. *Horchata* is a popular drink, which is a milky rice based drink with sugar and spices. Other Spanish speaking countries have variations of this drink. It would be really fun to bring in a small amount of *horchata* for the students to taste. *Horchata* can be bought at any Mexican or Latin American grocery store or sometimes in the Mexican aisle of a large grocery store.

6. **Sentence Scramble-** Prepare sentences that include the plural subject pronoun, conjugation of *SER* verb, and an adjective. For example: *Ellos son morenos*. Create two sets of cards for each sentence and cut them up so that the words are separated and scrambled. Put them into envelopes and number them. I.e.: *Frases Uno, Frases Dos*, and *Frases Tres*. Break the class into two teams. Give each team one of the sentences. They need to pull out the words, unscramble them, and put them in the correct order. Whichever team does this the quickest scores a point. This can also be adapted to small groups or have the sentence written in English and the students need to race to translate them into Spanish either on the board or at their seats.

*Activity: **Make me a sentence game-** Make flashcards with selected plural subject pronouns, conjugation of *SER*, and selected adjectives in Spanish like "*altos, bajos, rubios, etc.*" Divide the students into three groups. One group will have the subject pronoun cards, one will have the conjugations of *SER*, and one will have the adjectives. When you call out a sentence the students in each group will figure out the matching part to the sentence. For example you can call out, "They are tall." The students with the "*Ustedes*" flashcard, the "*son*" flashcard, the "*altos*" flashcard come up to the front and make a sentence. Make sure they put the vocabulary in the correct order to make the sentence. Tip: You can make this activity more comprehensive and challenging by adding verbs and vocabulary to the sentences. For example, have the students create the sentence "*Me gusta el postre.*" Or "*La manzana es roja.*"

7. **Repaso del día-** Play a game of **Jeopardy** to test the student's knowledge of the Advanced II Part 2 topics. Divide your class into two teams and write each topic on the board followed by 10, 50, and 100. One person from each team will start by saying the topic name and the number of points the question they will be given is worth. The higher the points, the more difficult the question. You will then use the questions that correspond to the points/topics listed at the end of this lesson plan. (You can add your own additional questions or adapt the ones listed depending on your class' skill level.) If a student answers a question correctly, he or she scores a point for the team. If not, the other team has an opportunity to steal the point by answering the question correctly. Be sure to give students the model sentence in Spanish for playing the game. I.e: Topic name + por +



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number of points. Example: *Las frutas por diez or Conjugations of Ser por cien. Be sure to bring in the questions below to class so that you are prepared. If this activity goes well, it may be great to demonstrate overall skill level on the final day fiesta by incorporating a short version of the game.*

8. Repaso del día- Play a Cake Walk Game to test the student's knowledge of the Advanced II Part Two topics. Write numbers on construction paper and place them on the ground, snaking around the room or in a circle. Put review questions and their corresponding numbers on slips of paper in a hat. A sample of questions is at the end of the lesson plan. Start the music and have the students start walking on the numbers. When the music stops all students must freeze on their number. Draw a slip of paper out of the hat. Whichever number you choose, the person on that number must answer the question. If the student answers completely and correctly he or she stays in the game and you resume the music. Take that question out of the hat. If the student answers incorrectly he or she must sit out. Tip: Have the students who are out help ask the questions to keep them engaged in the activity. Keep playing until only two students remain. The prize can be candy, pesos, or stickers! You can create easier or more difficult questions depending on the age and level of your class.

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.

9. Extra activities if there is more time...
 - Play a Relay Race game to review. Divide the students into two teams and standing in two lines side by side. Have two bags with the same set of flashcards in each bag. The flashcards can have vocabulary words like the food and drink vocabulary, SER verb conjugations, and adjectives in Spanish on them. As you call out a word in English, the first team player from each line will race to find the correct flashcard from the bag in Spanish and read it out loud to the class. Have the class repeat the vocabulary to make sure everyone practices speaking Spanish and reviewing the answers.
 - El Río- Place flashcards of the food and drink vocabulary or any other topic on the floor in a winding manner. Each card represents a stepping-stone in a river. As the students go across the river, they must say the name of the picture they are stepping on. You can play this game where you have two students racing across at the same time, each from opposite ends, or one at a time in teams. You can also ask the students to step next to the cards so that you are able to use them again, or you can laminate the flashcards.

Jeopardy Questions/Topics* *The difficulty or the questions can be changed depending on the ability and age of your students.*

La Comida (las frutas, los vegetales, los favoritos, y otras)

10- *¿Cómo se dice pumpkin en español?*

50- Name *tres frutas en español.*

100- Name two table setting items that would be needed to *comer la sopa.*

La Comida (la carne, las bebidas, el postre)

10- *¿Cómo se dice cake en español?*

50- Name *tres carnes en español.*

100- Name two condiments that could be added to *un sándwich.* OR Name *dos bebidas populares en español* that are often served with *el desayuno.*

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Plural Subject Adjectives

10- *¿Qué significa antipáticos?*

50- Name *dos adjetivos en español* that describe your entire family.

100- *¿Cuál es la diferencia entre largos, altos y grandes?* *You can repeat this in English and students can answer in English.

La conversación de comida

10- *¿Cómo se dice I like (singular) y I don't like (singular) en español?*

50- *¿Cómo se dice 'What is your favorite breakfast food?' en español?*

100- Translate the following sentence: "I want to eat a hot dog".

Ser verb conjugations and Plural Subject Pronouns

10- What does the verb SER mean in English and what types of sentences can you use this for?

50- *¿Qué significa "¿De dónde eres?"* and how would you answer the question *en español?*

100- Chant the SER verb conjugations or sing the pronoun and Ser song to the tune of London Bridges that we learned.

Cake Walk Questions * *The difficulty or the questions can be changed depending on the ability and age of your students.* *Tip: These would be great questions for the parent showcase even if not part of the game.

1. Answer the following question in a complete sentence, "*¿Cuál comida es tu favorita?*"
2. What does "*Nosotros somos de Chile*" mean?
3. Translate this phrase: *Mis amigos son interesantes y inteligentes.*
4. Name two objects in the table setting in Spanish.
5. Name two things you could have in your *almuerzo*.
6. *¿Cómo se dice they are en español?*
7. Please tell me what this meal is in Spanish: dinner.
8. Translate this sentence, "They like hamburgers."
9. True or false (verdad o falso): Adjectives are placed after nouns in Spanish.
10. Chant the SER verb conjugations.