

FOREIGN LANGUAGE LESSON PLAN

Jody Dreher  
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**CONTENT AREA:** Foreign Languages

**TITLE:** Tell Me If You Like It / Dime Si Te Gusta

**TARGET AUDIENCE:** Grades 3-5

**OBJECTIVE:**

1. Students will learn to express liking and disliking foods and physically express it dance or movement
2. Students will compare words of foods with similar forms in English and Spanish
3. Students will experience how the expression *gustar*, to like, is used differently in Spanish versus English
4. Students will learn a chant and a skit and perform it for one another
5. Students will plan and have a party to experience Mexican culture, with typical foods, music, and dance.

Note that this lesson plan can be adapted to other songs on this same topic in various languages. Examples here will be given in Spanish.

**SUNSHINE STATE STANDARDS:**

**Foreign Language 3-5**

**Communication**

**Standard 1:**

**The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.2)**

1. expresses likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.
2. exchanges information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts).
3. recognizes and appropriately uses oral syntax (grouping of words into sentences and phrases)

and inflection in the spoken target language.

**Standard 2:**

**The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.2)**

3. organizes information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).
5. comprehends and responds to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.
7. recognizes the multiple ways in which an idea may be expressed in the target language and uses them appropriately.

**Standard 3:**

**The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.2)**

3. gives responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age appropriate stories, poems or other literature, songs, films, or visual works.

**Culture**

**Standard 1:**

**The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices.**

**(FL.B.1.2)**

1. recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).
3. experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).

**Connections**

**Standard 1:**

**The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.2)**

1. participates in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures).
2. uses target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations).

**The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.2)**

2. accesses information from a skit or play in the target language that is only available in the target culture.

## Comparisons

### Standard 1:

**The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.2)**

1. identifies examples and understands the significance of true and false cognates (i.e., words derived from a common original form).
2. recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.

### Standard 2:

**The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.2)**

1. distinguishes the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.
2. recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).

## ACTIVITY:

This lesson uses the song, “Tell Me if You Like It / *Dime Si Te Gusta* from the CD titled, Sing Your Way to Spanish with Jody, volume 1. The dialogue before and after the song on this CD will be used to further enrich lesson. The song and dialogue are written out on page 9 of this lesson plan on page titled *Song Lyrics and Dialogue*

### For Objective 1

- Teacher begins by introducing new vocabulary through body motions by playing song on CD or singing.
- Teacher breaks students into groups of 5 or 6.
- Students create movement/dance with rhythm of music in groups of 5 to the versus of words, “qué rico, me gusta, qué bueno” and “qué malo, no me gusta, qué feo”, with first person doing movement alone, then two together as a duet, then three as a trio then four as a quartet. The fifth (and sixth if there is another student) keeps the beat with a percussion instrument.
- Students make collages with pictures from magazines or images from the computer of foods that they like and don’t like and label them as such using the expressions they have just learned.

### For Objective 2

- Students are broken into groups and together practice the dialogue in the middle of the song which speaks of foods with similar forms to those words in

English. (*hamburguesa, limón, chocolate, salsa, melón, caramelos*).

- Using drumming each group create a rhythmic chant or use the one below, to memorize the foods. Drumming is done in four beat counts. If using the one below, the syllable that students hit the drum beat to is underlined.

“Tomate, hamburguesa, salsa, limón,  
Chocolate, caramelos, \_\_\_ melón”

#### For Objective 3

- Teacher points out the difference in meaning when the expression “*te gusta*” in the song is changed to “*le gusta*”. The same can be done to introduce “*te gustan*” instead of “*te gusta*”.
- Students sing the song first substituting “*le gusta*” for “*te gusta*”.
- Students present one another’s collages using the “*le gusta*” format, referring to he/she
- Together class makes a graph of how many students like which foods in the middle of the song (see poem in Objective 2). The vertical variable is the number of students, the horizontal variable is the different foods. Creating as discussing the graph reinforces the 2nd and 3rd person singular of *gustar* as well as graphing of two attributes.

#### For Objective 4

- See page 7 titled *Song Lyrics and Dialogue*. This activity refers to entirely to this page.
- Teacher points out cultural references in the dialogue students will be learning, such as *siesta, some Mexican food being spicy, mariachi bands*.
- Using props, teacher acts out the dialogue. Then teacher reads dialogue with the students.
- Teacher instructs students in their groups to learn the dialogue before the song. Students discuss what simple props they can use to dramatize their skit. Additional suggestions are given at the end of this lesson plan in the Materials section. Students work in their groups and will perform for one another at the Mexican Fiesta that is Objective 5 of this lesson.
- Students can rewrite the narrative in the middle of the song using their own names as well as foods that they personally like and dislike.

#### For Objective 5

- Students plan a fiesta to celebrate Mexican culture, organizing decorations, food, and entertainment.
- As part of preparations, teacher shows where Mexico is in relation to the United States and makes students familiar with it’s shape and where it is on the map.
- For decorations,

- students hang pictures of such things as maracas, guitars, mariachi bands, sombreros, etc.).
- Students make pictures of the Mexican flag to hang around the room. See <http://www.inside-mexico.com/flag.htm> for a brief description of the flag's colors and symbolism.
- Desks are moved in a square or rectangle, taking on the shape of a *plaza* or *zócalo* in the center of a Mexican town. One end of the rectangle can be left open for a "stage" where the song and skits will be performed.
- For food, typical Mexican food is brought in, for example: tacos, guacamole, mangos, papaya, rice and beans, salsa and tortilla chips, non-alcoholic sangria, etc.
- For entertainment,
  - A CD of Mariachi music can be played.
  - Students perform their songs/skits of the dialogue for one another
- Students make piñatas out of paper bags and break them open to get candy.
- Students are taught the Mexican Hat Dance. Go to the following website for instructions on the dance. <http://www.janbrett.com/piggybacks/hatdance.htm>

#### ASSESSMENT:

Reading: Students can be given the dialogue and song lyrics to read and then answer questions related to the content.

Writing: Students can write out the dialogue or song lyrics

Oral Skills: Students listen to the teacher read the dialogue and the song lyrics. The students then answer simple questions related to what the teacher has read.

#### MATERIALS:

- CD: *Sing Your Way to Spanish with Jody*, vol. 1, Song: *Tell Me If You Like It / Dime Si Te Gusta*
- For Objective 1:
  1. percussion instrument
  2. paper or cardboard for collages. Pictures of foods. Glue or tape for adhering pictures
- For Objective 2:
  1. pictures of other representations of hamburguesa, limón, chocolate, salsa, melón, caramelos

2. Percussion instrument. If not available, students can drum on tops of desks or on their own bodies, or simply by clapping.
- For Objective 3:
    1. Song on CD
    2. Collages students already made
    3. Graph done together on white board if done as a group. If done individually, graph paper and writing utensils for students.
  - For Objective 4:
    1. Simple props for the skits such as a picnic basket, pretend food, an empty water bottle, a napkin with Mexican flag colors on it for the picnic basket, a few sombreros, inflatable guitars and black jackets to outfit a Mariachi band.
    2. Copies of the dialogue for students to learn
  - For Objective 5:
    1. A map or globe showing Mexico's geographic location and shape
    2. Pictures of such things as maracas, guitars, mariachi bands, & sombreros.
    3. White paper and red and green colored pencils, scissors and tape to make Mexican flags
    4. Typical Mexican food items such as tacos, guacamole, mangos, papaya, rice and beans, salsa and tortilla chips, non-alcoholic sangria, etc.
    5. Paper goods for party
    6. Mariachi music and/or the Mexican Hat Dance song
    7. Simple props from Objective 4 for skits
    8. A CD player
    9. Music to Mexican Hat Dance
    10. Large paper bag to make piñata. Packing tape and any decorations for bag. Rope to hang piñata.

## Song Lyrics and Dialogue

### Song: Dime Si Te Gusta,

CD: Sing YourWay to Spanish, Volume 1, all-Spanish version.

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#### DIALOGO

Sabes, yo creo que en esta cesta de merienda hay comida mexicana.

Y eso me hace pensar en una banda de mariachis.

Oye, creo que oigo una banda de mariachis.

Y están tocando una canción.

esta salsa.

Ihkk, ¡Qué fea!

David, dime si te gusta

este chocolate.

Mmm, ¡Qué rico!

Daniela, dime si te gusta

esta hamburguesa.

Mmm, ¡Me gusta!

David, dime si te gusta

este limón.

Uhk, ¡Qué malo!

Daniela, dime si te gusta

este melón.

Mmm, ¡Qué bueno!

David, dime si te gusta

este tomate.

Yuhk, ¡No me gusta!

David y Daniela, díganme

si les gustan estos caramelos.

Mmm ¡Me gustan!

#### SONG LYRICS (track 22)

##### Estribillo:

Dime si te gusta.

¿Cómo está?

Dime si te gusta.

¿Qué tal? (2x)

(se repite)

Mmm ¡Qué rico!

Mmm ¡Me gusta!

Mmm ¡Qué bueno!

¿Qué bueno, sí sí sí!

(se repite)

##### Estribillo

Uhhk ¡Qué malo!

Yuhk ¡No me gusta!

Uhkk ¡Qué feo!

¡Qué feo, sí sí sí!

(se repite)

##### Estribillo

(hablado)

Daniela, dime si te gusta

(se repite la canción)

Música y letra por Jody Dreher

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