



## Food

1. Have your child spend time making vocabulary cards with a picture of the food on one side and the word on the other. Just by spending time drawing the food, labelling it and coloring it, your child is processing the new vocabulary.
2. Bring out some of the foods and teach the vocabulary, then have children close their eyes while you take one away. When he/she opens his/her eyes, he/she has to say in Spanish which one is missing.  
The younger the child, the smaller the groups of food to be memorized on any given session/day. Too much vocabulary at one time may be overwhelming.
3. Don't forget to use the questions at the opening of this chapter to help the children use the new Spanish vocabulary. You don't have to use all of the questions at one sitting. Pick one or two sentences and ask these two questions over and over. The next time, use two more. There is a lot of vocabulary here, take your time.
4. Put some food items on the table. Play I spy with colors in Spanish and have your child guess which one you are talking about by listening to which color it is. Use the Spanish vocabulary for colors. If you like, use the whole sentence in Spanish "Yo veo algo rojo" or "Yo veo algo blanco." ("I see something red" or "I see something white.")
5. Do you have fake plastic play food? Have the children play restaurant. Bring out food on a platter and have the children say in Spanish which food they would like to order. Ask them "¿Qué quieres comer?" You could even draw pictures of food and use this "food" at your restaurant. You could use this play to practice greetings and politeness with lots of "gracias" and "de nada's".
6. Go all out and get dressed up to practice ordering. Have a special night where you make some hispanic food and use the Spanish vocabulary you know at the table!
7. Go to a restaurant that has Spanish speaking waiters and waitresses. Use a bit of your vocabulary. If you go regularly to this restaurant, the wait staff will get to know you and your children and use more Spanish with you.



8. Make a treasure hunt list in Spanish of items you actually need to buy in a grocery store. Have the child/children find the items on the list. They practice reading Spanish and understanding the vocabulary as they read the items on the list. Then when it's in the cart, have them look for the item you want them to return. Say the item in Spanish for them to look for it. This reinforces their listening skills. Of course, if your children are young, you might want to stick to one aisle, perhaps the fruits and vegetables, or the meat aisle.

For a nice treat after this hard work, stop by a Hispanic bakery (if there is one near you and buy a **pan dulce**!—a sweet bread).

9. Go to a Hispanic grocery store and ask where something is by simply saying, “¿Las manzanas por favor?” Of course don't forget to say “Buenos días!” y “gracias!”

10. Go to a farmer's market and see if there are any Hispanic vendors where you live. Try to use as many words that you know as possible. i.e. greetings, foods, numbers.

11. As you are getting food out for meals, ask “¿Te gusta el/la X?” or “¿Te gustan los/las X?” or “¿Quieres comer X?”

12. Look through a magazine and see how many foods you can name in Spanish.

13. Make a board game. It doesn't have to be elaborate, it could be the size of an 8" by 11" paper. The back of a cereal box works great. Draw squares in a pattern. Create a beginning and an ending and work with your child to decide how to best design your game and be able to use as many Unit 3 vocabulary as possible. Some squares could have words to translate into English, or a “Draw translation card” from a pile of cards with words in English to translate into Spanish as well as having words in Spanish you could translate into English. Others could have a question pile. For example, one question might be, “What foods do you eat for breakfast in Spanish.” OR “What foods do vegetarians not eat.” This is a very rich unit with tons of possibilities to use the vocabulary!

(If you make a “draw card” pile, always save these cards for subsequent board games you might make. They can be used for a great review of old vocabulary. Later in the book, you could make the super challenge board game with “draw card” piles from all previous chapters!)

14. Play bingo with food vocabulary!



15. Play a game where you say you are going to have a meal. Pick one of your meals, either breakfast, lunch or dinner. Say a list of food you'd like to eat at that meal, but have one obvious one that doesn't belong, like perhaps "helado", "ice cream" for breakfast. Your child has to listen and understand the food words you say in Spanish. Have your child give you a list of food she/he would eat at any given meal and you guess the one that doesn't belong!

16. Play the rhythm game. Sit facing each other cross-legged. Begin by clapping your hands against your legs twice, then clapping them together twice, then snapping twice. Keep up the rhythm. The varieties of what to say while you play are many. One example might be to name a category like "fruit." While you are snapping your fingers, say a fruit in Spanish. The next person has to name one too. See how far each of you can go before you run out of fruit you know in Spanish. Alternatively, you could play with the category, "foods you eat at lunch" or "desserts." Have your child come up with a category!

17. Your child could prepare a lapbook. It's a great way to review the material as you make one and a great resource to have on hand to look back on all you have accomplished. Your child could make one when you finish each chapter or he/she could make one that would eventually incorporate the whole book! There are many great sites on the internet that explain how to make one. Here are two sites to help get you started.

Alot of information information and resources here:

<http://www.homeschoolblogger.com/eclecticeducation/294539/>

Many examples of lapbooks here:

<http://www.thehomeschoollibrary.com/sugarplum/lapbook1.html>

18. Don't forget to make journal entries. How are you feeling today? (hoy = today)? How are the people in your family feeling today? Your friends? What do you like to eat during the day? At what times?



## Family

1. Make a small family photo album and write Spanish phrases on the pages like, “Esta persona es mi hermana”, “Es mi papá,” “¡Hola!”, “Mi hermana se llama .....”, “Tengo \_\_\_\_ hermanas”, etc. If your child is creative and enjoys this type of activity, it could involve a whole week or more of work. Leave space to add descriptions that will be presented in the Adjective section of this Unit.
2. Make a family tree and only fill in parts of it. As you read out the missing parts have your child fill in this person’s name. Start out simple. If your child needs to fill in the blank for a missing person, you could read for ex., “La hija de Jim se llama Joanne,” “Jim’s daughter’s name is Joanne.” Then your child will write “Joanne” in the missing blank underneath “Jim’s spot. If it’s your own family you are using, the names of the people will be good clues. If your child is too young to be using the family tree, ask questions like “¿Cómo se llama la hija de Jim?” “What is Jim’s daughter’s name?”
3. After your child (and you!) get really good at this, try to challenge each other with questions like “¿Cómo se llama la hija de la madre de Maria?” “What is Maria’s mother’s daughter’s name?” Your child might just answer “Sheila!” Remember not to say “no” if you are expecting a full sentence. Just model the full sentence “La hija de la madre de Maria se llama Sheila” “Maria’s mother’s daughter’s name is Sheila”, and ask your child to repeat it if he/she is willing.
4. After you practice with your own family, advance to a fictitious family. This will be more of a challenge. Your child might have a lot of fun with this. Let him get as silly as he/she wants. He/she could create the spider family, the dog family, the bee family, the flower family, the alien family, the monster family. Children of any age can enjoy creating a family.
5. Have your child give YOU a test of the family tree or a fictitious family tree.
6. Many magazines have pictures of two or more people on a page. Ask if they can deduce relationships between the people. “Es su hermana.” (It’s her sister).
7. Play hangman with the family vocabulary.
8. Play bingo with family vocabulary. This could have many variations. Your child could write family names on the bingo card. You then call out, “la esposa de tu padre!” “the wife of your father” and your child will put a mark on his/her mother’s name. OR, you could simply write the family word in Spanish on the sheet and you call out the word in English. Your child will have to translate spontaneously.



9. Have your child create his/her own bingo game for Unit Four and have him/her prepare all the bingo cards him/herself.

10. Play a game where one of you stands behind the door and knocks. The other person asks, “¿Quién es?” The first person answers with (and you can start out easy and get progressively more challenging) “Es tu abuelo.” The first person then has to deduce who it is, “Oh it’s my grandfather George!” Later you could say, “Es la hija de la hermana de tu mamá.” Your child will answer, “Oh, it’s Aunt Kate’s daughter Jill!”

11. Take out one or two pictures each day and see how much your child can say in Spanish about the picture. What colors are in the picture? What time of day is it? Morning, noon, night? 5pm? How many people are in the picture? 3? 15? Who is in the picture? Describe this person. (Great review exercise!)

12. Magazine pictures work for the previous exercise as well.

13. Are you interested in celebrities? Use some of the previous guessing activities to guess family names among the stars. Or use movies and families (real or animated) in movies.

14. How about Biblical families? Can you say in Spanish the relationships between people in the Bible?

15. If your child would like to make a board game, try it again in this chapter. Remember, save your word cards for subsequent board games. There are many possibilities. Have each square be a family vocabulary word for Unit Four A and B in English and as you move your piece you must say the word in Spanish. For further practice, as you say the word in Spanish, say the person it might refer to in Spanish and then describe this person. For example, if the word is “uncle”, you would say “tío.” Then you could say, “Mi tío es alto y moreno.” (My uncle is tall and dark haired).

Also, you might have piles to draw from for Unit Four that ask various types of questions. There could be sentences to translate or sentences that quiz relationships within a family like, “La hija de la madre de tu tía es tu....” (Your aunt’s mother’s daughter es your...tía or madre.).