

Lesson:

Likes & Dislikes



General:

Time:	40 mins - 1 hour
Objectives:	Talking about likes and dislikes for food
Structures:	"Me gusta/ gustan ~" "No me gusta ~" "¡Qué peste!"
Target Vocab:	queso, chocolate, arroz, papas fritas, fresas, pan, helado, uvas, pasta, pizza, judías, comida, bebida, muy agradable, delicioso, puaj

You will need to download:

Flashcards	queso, chocolate, arroz, papas fritas, fresas, pan, helado, uvas, pasta, pizza, judías
Printables:	<ul style="list-style-type: none"> Gustos y disgustos canción worksheet Comida divertida: Juego de Gustos y Disgustos handout Te gusta la comida o no te gusta (1) or Comida que te gusta o no te gusta (1) worksheets (depending on the level of your students) No Me Gusta el Queso song poster Warm Up & Wrap Up lesson sheet
Readers:	La Serpiente Hambrienta
Songs:	No Me Gusta el Queso (I Don't Like Cheese)

These can be downloaded at <http://www.spanishkidstuff.com/lesson-plans.html>

You will also need:

- crayons / pencils
- CD / Tape player or something to play the song on
- board with chalk / markers
- Blue-Tak or something to stick flashcards on the board
- scissors
- glue
- supermarket magazines (with lots of food and drink pictures)
- A3 paper or construction paper to stick the magazine pictures on (1 sheet per student)
- dice (enough for each group of 3 or 4 (see point 5 below))

Notes:

This lesson introduces students to simple structures for likes and dislikes. As the lesson is based around food and drink vocabulary it should be done after lessons on food, otherwise the food vocab should be pre-taught at the beginning of this lesson.

Lesson Overview:

Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Introduce "Me gusta/gustan" and "No me gusta"
2. Controlled Practice saying "Me gusta/gustan ~" and "No me gusta ~"
3. Play the song "No Me Gusta el Queso" and students fill in their worksheets
4. Read classroom reader "La Serpiente Hambrienta"
5. Magazine cut outs
6. Play the game "Comida divertida: Juego de Gustos y Disgustos"

Wrap Up:

1. Set Homework: "Te gusta la comida o no te gusta (1) or Comida que te gusta o no te gusta (1)" worksheets (depending on the level of your students)
 2. See our "Warm Up & Wrap Up" lesson sheet.
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Lesson Procedure:

Warm Up and Maintenance:

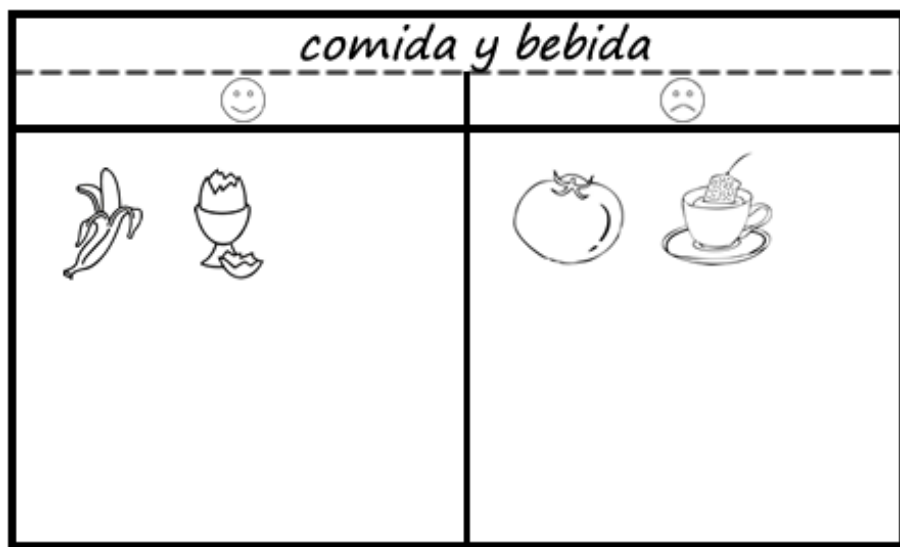
See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Introduce "Me gusta/gustan" and "No me gusta"

Start off by preparing your board as shown below (without the food drawings). Also, have the following flashcards printed out (just in case): queso, chocolate, arroz, papas fritas, fresas, pan, helado, uvas, pasta, pizza, judías

The board should be divided into two sections: "likes" on the left and "dislikes" on the right (indicated with a smiley and unhappy face).



As a class you are going to draw food and drink items you like and don't like, as follows:

- First, draw a food or drink in the 'like' column (such as a banana). Get everyone to shout out what you have drawn. Gesture that you like this (say "¡delicioso!" and rub your tummy and smile – make it obvious that you like it a lot). Say "Me gusta los plátanos".
- Next, draw something in the 'dislike' column (such as a tomato). Again, get everyone to shout out what you have drawn. Gesture that you don't like this (say "¡puaj!" or "¡que peste!" and grimace – make it obvious that you don't like it). Say "No me gustan los tomates".
- To make sure everyone understands, draw another food/drink item in the 'like' and 'dislike' columns, using the same structures and gestures as before. This will turn into a fun guessing game as everyone tries to guess what is being drawn.



- Next, your students are going to draw some pictures on the board. Invite a student up and point to the 'like' column and say "Dibuja un alimento que te guste" (Draw a food or drink that you like). When the student draws the item, everyone has to guess what it is. Then get the student to say "Me gusta ~". The next student should draw something in the 'dislike' column and say "No me gusta ~". Keep bringing students up to the board to draw their likes and dislikes until the board is pretty full.
- If any of the items from the song haven't been drawn (cheese, chocolate, rice, French fries, strawberries, bread, ice cream, grapes, pasta, pizza, beans) use the flashcards to get them on the board: hold up each picture and elicit the word, then ask students to place the flashcard (use blue tak or tape) on the board in the column of their choice (whilst saying "Me gusta ~" o "No me gusta~").

2. Controlled Practice saying " Me gusta/gustan ~" and "No me gusta ~"

Put the students into pairs. They are going to make sentences using the food and drink items on the board. Model with a student first so everyone understands what to do: Teacher says "plátano" – choosing an item from the board. The student has to make a sentence (e.g. "Me gusta el plátano"), The answer should be the student's own true answer. Then in pairs, students take turns in choosing a food item for their partner to make a sentence about. For example:

Student A: manzanas

Student B: Me gustan las manzanas

Student B: zanahorias

Student A: No me gustan las zanahorias

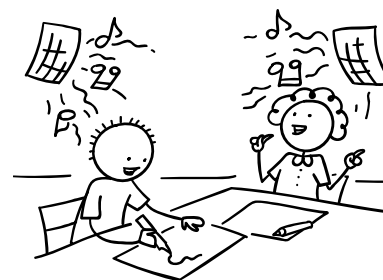


Also, encourage the use of phrases such as "delicioso", "puaj" and "qué peste". Pairs keep talking until they have gone through all of the items on the board.

3. Play the song "No Me Gusta el Queso" and students fill in their worksheets

For this song, students listen and fill in their "Gustos y disgustos canción" worksheets by drawing the different food items they hear. The song runs through the vocab pretty quickly, so play the song at least twice.

After playing the song a few times, elicit the answers and put the flashcards on the board in the right columns so everyone can check (there will only be "queso" in the 'I don't like' column). Play the song through once more, pointing at the items on the board – encourage everyone to sing along. Alternatively, you could use the "No Me Gusta el Queso" song poster.



<p>Lyrics for "No Me Gusta el Queso" (<i>I Don't Like Cheese</i>)</p> <p>Estrofa 1: Me gusta el chocolate, El arroz, Las papas fritas, Son muy agradables, Me gustan las fresas, El pan, ¡Oh, no! ¿qué es eso? ¡No me gusta el queso!</p> <p>Coro: Queso, queso, No me gusta el queso, Queso, queso, ¡No me des, por favor! Me gustan muchos alimentos, Me gustan muchas bebidas, Pero el queso - ¡qué peste!</p> <p>Estrofa 2: Me gusta el helado, Las uvas, La pasta, ¡Sabe muy bien! Me gusta la pizza, Los judías, ¡Oh, no, ¿qué es eso? ¡No me gusta el queso!</p> <p>Coro</p>	<p>Gestures for "No Me Gusta el Queso" (<i>I Don't Like Cheese</i>)</p> <p>There are no gestures for this song – a listening activity with worksheet accompanies the song (see point 3 below). However, if students enjoy the song you can encourage them to sing along and dance!</p> <p>The worksheet to use during the song is the "Gustos y disgustos canción" worksheet.</p> <p>Students listen to the song and draw the food items they hear in the 'I like' and 'I don't like' columns (only cheese is in the "don't like" column).</p> <p>The song runs through the vocab pretty quickly, so play the song at least twice.</p>
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4. Read classroom reader "La Serpiente Hambrienta"

This story ties in nicely with the song (the snake likes lots of food but doesn't like cheese). Before class, download and print off the reader "La Serpiente Hambrienta" from our website. As you go through each page, point to the pictures and elicit each key word, for example:

Teacher: ¿Qué está comiendo la culebra?

Students: ¡Chocolate!

Teacher: Me gusta el chocolate, que sabroso! ¿Qué hay de ti (Ana)?

Student (Ana): ¡Me gusta el chocolate! ¡Delicioso!

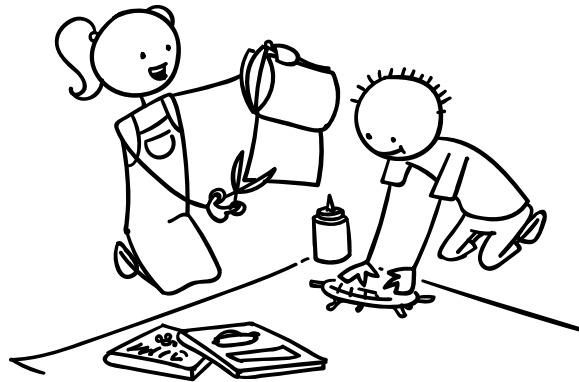


Get the students really involved in the story by asking lots of questions (e.g. eliciting colors and other objects). Be sure to point out the snake's tummy getting bigger on each page.

5. Magazine cut outs

Now everyone is going to make a poster showing the food and drink they like / dislike. You will need some supermarket magazines for this – many supermarkets have free magazines showing the food they have on sale – collect as many as you can before the lesson. Give each student a large piece of paper (construction paper or card, if possible), scissors, glue and a magazine (you can group students together to share magazines).

On the paper, each student should write their name at the top and then make a table with two columns titled "Me gusta/gustan..." and "No me gusta". Then they can go through the magazines and cut out and glue food and drink pictures into the correct column on their posters.



As the students are working on this, circulate, helping with vocab and asking questions (e.g. ¿Qué es esto? ¿Le gusta... ~?, etc.).

When everyone has finished, get each student to hold up their posters and explain what they like and dislike. If you have a large class, you can do this in pairs or groups.

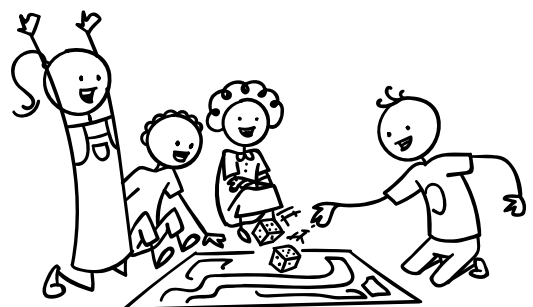
6. Play the game "Comida divertida: Juego de Gustos y Disgustos"

This is a really fun way to end the lesson. You will need put the class into groups of 3 or 4 and give each group a die and the handout "Comida divertida: Juego de Gustos y Disgustos" (if you can, enlarge it to A3 size it would be better):

Instructions:

Before the game starts write the following on the board:

1. *pizza*
2. *sopa*
3. *helado*
4. *sandwich*
5. *jugo*
6. *pastel*



1. Play the game in groups of 3 or 4. Everyone sits around the game board. Decide who goes first and play in a clockwise direction around the game board.
2. Player 1 rolls a die onto the game board paper. Look at which food item it lands on and the number of the die.
3. The player must then make a sentence with the food item and using the number on the board. E.g. If the die lands on the cheese picture and number 3 s/he must say:

"¡No me gusta el helado de queso!"

or

"Me gusta el helado de queso" (in this case, probably not!)

4. Cross out that picture with a pencil.
5. The next player must roll the die. If the die lands on a crossed out picture s/he misses a turn (also miss a turn if the die doesn't land on a picture at all). If the die lands on a new picture, s/he must make another like /don't like sentence.
6. The game continues until all of the pictures are crossed out.

At the end of the game you can ask everyone to tell you the strangest thing they made a sentence about (e.g. "¡No me gusta el helado de hamburguesa!").

Wrap Up:

1. Assign Homework: "Te gusta la comida o no te gusta (1) or Comida que te gusta o no te gusta (1)" worksheets (depending on the level of your students).
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at spanishkidstuff.com/lesson-plans.html
 - More free Lesson Plans are available at spanishkidstuff.com/lesson-plans.html

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