



Siesta! Fiesta!

Objective

- Students will identify *siesta* and *fiesta* verbs.



Siesta Smirk™



Fiesta Smirk™

Materials

- Overhead projector and markers
- *Siesta/Fiesta Verbs* (transparency)
- *Siesta/Fiesta Cards* (photocopy, laminate, cut out, and place magnetic tape on the backs)
- *Dino Theme Park*

Lesson

1. Introduce students to the words *fiesta* and *siesta*. Tell students that these words have special meanings in the Spanish language. Dim or turn off the lights in the room and tell the students that you would like them to all put their heads down and take a *siesta*. Ask the students to guess what the word *siesta* means based on your request (*a rest or nap taken, usually in the afternoon*).
2. Now gain the attention of the class by flashing the lights on and off in the classroom and in a festive voice say, "What are you waiting for? It's time to *fiesta*!" Encourage the students to act as if there is a party or celebration going on. Return to *siesta* mode by dimming the lights once again and declaring, "Siesta!"
3. After the students are given a few seconds to settle down from this activity, explain to them that while all verbs indicate action, there are two types of verbs. Write the words *siesta* and *fiesta* on the board. Tell students that *siesta* verbs are overused words (worn-out) or that do not express a lot of action (they can put the reader to sleep), while *fiesta* verbs grab the reader's attention right away (and make them want to party!). Explain that in order to qualify as a *fiesta* verb, a verb must show a lot of action.

☺	Examples:	SIESTA	FIESTA
		talk	jabber
		ran	dashed
		laugh	chuckle
		drink	slurp

4. Explain to students that *fiesta* words, although they “liven” up a story, need to be used appropriately (not out of context). (Let students know that a blend of both types of verbs is most appropriate.)

☺ Note: The teacher may explain about “helping verbs.” Although they may very well qualify as *siesta* verbs, they serve a necessary function within a sentence (was sleeping, are going, have slurped). (The helping verbs are underlined.)

☺ Examples: My homework **is** almost finished. (is/are/were)
I **have** to find my sweater because it **is** cold outside. (has, have, had)

5. Place *Dino Theme Park* on the overhead and read with the class. Explain that this story has both strong action words (*fiesta* verbs) and more commonly used verbs that do not express a lot of action (*siesta* verbs). Have students work as a class to identify the verbs that qualify as *fiesta* verbs and *siesta* verbs. Direct volunteers to place a wavy line under the *fiesta* verbs (like a party!). Have students place a line under *siesta* verbs (like someone lying down when they are asleep).

6. Instruct students to identify at least three *fiesta* verbs (wavy line) and at least three *siesta* verbs (straight line) in their weekly stories.

*The rest of this lesson can be found in the
SMILE Writing Curriculum.*

Name _____

Date _____



Dino Theme Park

Directions: Use a pencil to underline the *siesta* verbs and place a wavy line below the *fiesta* verbs.

One weekend during the summer, I raced my bike to the Dino Theme Park. As I sat on the moving Dino Coaster, my head jerked from side to side, and my legs shook from the speed of the ride. The coaster took a turn to the right and landed me in a world known only to a few people.

I flew out of the seatbelt like a rocket and somersaulted onto the ground. I dusted myself off and glanced around. What I saw made my eyes nearly pop right out of their sockets. A herd of gigantic brontosaurus was grazing peacefully on tree leaves. "Have I gone back in time?" I thought to myself. Then, I saw some men. They were chopping wood. When they saw me, they grunted to each other and ran over. They carried me off to their leader. He said to me, "Get sharp claw and bring to me." He showed me out of his cave and pointed to the valley below. I scratched my head while I tried to figure out what he meant, and then it came to me. I leaped off of the rocks and headed toward the carcass of a stegosaurus. I tugged on the shiny, grey object that was sticking out of its side. As I pulled it out, I had to use it to fend off the T-rex that sprang at me. I gave the sharp claw to the leader. He handed me an animal skin covering to wear and called all of the men to gather around me. As they grunted, the sound rang in my ears and before I knew it, I was back on the Dino Coaster.

I was relieved to be back at the theme park. The only problem now was to figure out how to get back into normal clothing!