# Unit 6: La comida

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 26**
Length: **5 Weeks**
Status: **Published**

## Unit Overview

In this unit students will explore food and nutrition. They will learn about typical dishes from the Spanish-speaking world and how they differ from those of the United States. They will be introduced to new food terms and meal-related words such as how to order food in a restaurant and describe the food they are eating. Students will continue to become familiar with the preterite tense and direct object pronouns.

## Standards

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| WL.7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| WL.7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| WL.7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| WL.7.1.NH.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.NH.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.NH.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| WL.7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| WL.7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| WL.7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| WL.7.1.NH.B.C.7 | Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) |
| WL.7.1.NH.B.C.9 | Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) |

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| WL.7.1.NH.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.NH.B.L.1.b.1 | Initiate, maintain, and end a conversation. |
| WL.7.1.NH.B.L.1.b.2 | Ask for and give permission. |
| WL.7.1.NH.B.L.1.b.3 | Express needs. |
| WL.7.1.NH.B.L.1.b.4 | Give reasons. |
| WL.7.1.NH.B.L.1.b.5 | Request, suggest, and make arrangements. |
| WL.7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience. |
| WL.7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing. |
| WL.7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| WL.7.1.NH.C.4 | Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing. |
| WL.7.1.NH.C.5 | Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives. |
| WL.7.1.NH.C.L.1.a.1 | Express needs. |
| WL.7.1.NH.C.L.1.a.2 | Give reasons. |
| WL.7.1.NH.C.L.1.a.3 | Express an opinion and preference. |
| WL.7.1.NH.C.L.1.a.4 | Request and suggest. |

## Essential Questions

- How do people talk about what they eat at each meal?
- How do you make comparisons about people, places and things?
- What are some common foods and dishes in the Spanish-speaking world?
- What do you need to do to live a healthy life?
- Why is food an important aspect of culture?

## Application of Knowledge and Skills...

## Activities

- Students will engage in a pair-share activity where they will talk about what they eat for each meal.
- Students will draw their own food pyramid labeling what they actually eat and present this to the class.
- Students will view a TV commercial for Bocatta which is a famous sandwich shop in Spain. Students will write what they can identify from the commercial. The class will share their results with class at the end.
- Students will read about Spanish chef- Ferran Adria and discuss why he is so popular.
- Students will view video Fotonovela- Una cena...romantica and respond verbally to teacher questions by holding up their Si or No? card.

- Individually or with a partner, students will write a restaurant review, and present to class.
- In small groups, students will create a menu for a special occasion. Such occasions may include sweet sixteen parties, quinceañera, etc.
- Teacher will prepare descriptions of five to seven different meals, with a mix of breakfast, lunches and dinners. As the teacher reads each description aloud, have the students write down what they hear as a dictation and then guess the meal it describes.
- In order to review and practice the preterite along with the food vocabulary, have students write a paragraph in which they describe what they ate yesterday.
- In small groups, have students role-play a situation in a restaurant. Two students play the customers and the other play the waiter. Students can then present these to the class.
- Have the class stand and form a circle. Teacher will call out a name or subject pronoun and an infinitive that has a stem change in the preterite. Toss a ball to a student, who will say the correct form and toss the ball back to the teacher. The teachers will then name another pronoun and infinitive and throw the ball to another student. To challenge students, include some infinitives without a stem change in the preterite.

## Activities to Differentiate Instruction

- Choice of working alone or in partners.
- Provide skeleton notes for presentations.
- Provide opportunities for students to work together in teacher designed groups.
- Provide tiered activities and homework.
- Assign Spanish "experts" to assist with each lesson.

## Integrated/Cross-Disciplinary Instruction

- Health - Food pyramid
- Language Arts - comparisons and the superlative
- Geography - Guatemala
- Technology - SuperSite activities (vhlcentral.com)

## Resources

- *Descrubre* 1 Textbook
- Descubre SuperSite Resources (vhlcentral.com)
- Fotonovela
- Flashcultura
- Flashcards
- exchange.smarttech.com (SmartBoard activities)
- Audio exercises

- PowerPoint
- Spanish-English Dictionary
- Internet
- SmartBoard
- Cuaderno de práctica
- Cuaderno de actividades comunicativas