

Unit 1- La Comida

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **15 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn food vocabulary and how to express preferences in Spanish. They will also learn how to order food at a restaurant and express that they are hungry or thirsty.

Standards

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| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.A.C.3 | Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) |
| WL.7.1.NM.A.L.1 | The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| WL.7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| WL.7.1.NM.B.C.3 | Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) |
| WL.7.1.NM.B.L.1.a | Respond to learned questions. |
| WL.7.1.NM.B.L.1.b | Ask memorized questions. |
| WL.7.1.NM.B.L.1.c | State needs and preferences. |
| WL.7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.7.1.NM.C.C.3 | Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) |

Essential Questions

How do food choices and preferences reflect a person's culture?

How does food vocabulary vary from country to country?

What does the culture of meal times tell us about Hispanic culture?

Application of Knowledge: Students will know that...

- “gustan/encantan” is used when expressing that you like/love something that is plural
- “gustar” (like) and “encantar” (love) are used to express preferences in Spanish
- “Le gusta” means “he/she/you (formal) like”
- “Me gusta” means “I like”
- “Te gusta” means “you (familiar) like”
- “Tengo hambre/sed” is used to express hunger/thirst
- “Yo quiero” (I want), “Me gustaría” (I would like), “Quisiera” (I would like) are words/phrases used when ordering food
- definite articles are used with “gustar” and “encantar”: Me gusta la manzana.
- food vocabulary varies from country to country: “choclo” is corn in Argentina, “elote” is corn in Mexico
- in Spanish-speaking countries, lunch is the most important meal of the day
- to conjugate “er” verbs in the present tense, drop the ending and add the appropriate ending according to the subject: o, es, e, emos, éis, en
- to conjugate “ir” verbs in the present tense, drop the ending and add the appropriate ending according to the subject: o, es, e, imos, ís, en

Application of Skills: Students will be able to...

- answer basic questions about food preferences
- conjugate “er” and “ir” verbs correctly in the present tense
- express different types of food/drink in Spanish
- express opinions about foods
- express that they are hungry or thirsty in Spanish
- order foods and drinks
- understand how meal times are different in Spanish-speaking countries
- understand that Spanish vocabulary varies from country to country

Assessments

- Diagnostic: KWL Chart
- Diagnostic: Word Splash
- Formative: Restaurant Skit- students will work in groups and create a skit where they are ordering food at a restaurant
- Formative: match the pictures of food and drinks with the correct vocabulary word
- Formative: watch a food commercial in Spanish and answer basic questions about the commercial
- Formative: Do Now's and Ticket to Leave's
- Formative: write an essay comparing meal times in Hispanic culture to meal times in the U.S.
- Formative: match the conjugated verb with the correct subject
- Formative: create a menu
- Formative: research an authentic Hispanic dish and present the dish to the class
- Summative: answers questions orally in Spanish about food preferences and ordering food
- Summative: have students write a paragraph describing different foods that they like

Suggested Activities

- quia games (battleship/rags to riches/hangman)
- quizlet (flashcards)
- jeopardy (vocabulary and grammar)
- play pictionary and have students guess the food that is being illustrated in Spanish
- ball review game- have a student give a subject and verb and throw the ball to another classmate, that classmate must conjugate the verb correctly
- Smart Board (Anagram)- unscramble the vocabulary verbs
- Smart Board (Soccer Game)- vocabulary
- have students guess the food based on the description given
- create a grocery list with appropriate vocabulary
- create a practice test for another student to complete
- ask questions about food preferences and survey the results
- create a pretend cafe and have different students play the waiter/waitresses and customers
- answer basic questions about a song that used unit vocabulary and grammar
- find a Spanish menu online and interpret the menu

Activities to Differentiate Instruction

- tiered activities
- teacher-designed groups
- examples given
- activities appealing to all learning styles
- skeleton notes
- picture vocabulary cards
- enrichment worksheets
- challenge questions and activities

- Spanish experts to consult with struggling students

Integrated/Cross-Disciplinary Instruction

- Language Arts- noun modification
- Performing Arts- skits
- Physical Education- ball game
- Math- survey of preferences
- Art- pictionary game

Resources

- EMC Publishing *Exploring Spanish* (text)
- Prentice Hall (Pearson) *Realidades I* (text)
- Prentice Hall (Pearson) *Realidades Practice Workbook*
- quia.com (vocabulary and grammar)
- quizlet (vocabulary)
- phschool.com (virtual text)
- superteachertools.us (jeopardy)
- zambombazo (authentic material)
- discoveryeducation.com/free-puzzlemaker/
- exchange.smarttech.com (Smart Board activities)
- eclaeys.wordpress.com/realidades (audio/puzzles/worksheets)