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

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 under standing 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.)

WL.7.1.NM.C.L.1.a Make lists.

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 appealling 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)