Unit 6: Food

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

Unit Overview

In this unit, students learn vocabulary for food. They will ask and answer questions about food vocabulary as well as for items that are used to set a table. They will also learn about several traditional Hispanic dishes.

Standards

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.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.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Essential Questions

How can we learn about a country through its popular food dishes?

Why is Hispanic food so prominent throughout the United States?

Application of Knowledge and Skills...

Students will know that...

- ¿Tienes hambre? means "Are you hungry?"
- ¿Tienes sed? means "Are you thirsty?"
- Arroz con pollo is chicken and saffron rice in a sauce seasoned with onions, garlic and cooked peas
- Cazuela de Mariscos is a seafood casserole made with peanuts (Ecuador, Colombia)
- Chile con Carne is a Mexican dish of ground beef, tomatoes, onions, green peppers, and kidney beans seasoned with chili powder
- Chocolate is a hot beverage made from thick dark chocolate bars and is often used for dunking churros (Spain, Mexico and Central and South America)
- Churros are long doughnuts served with chocolate
- Flan de Caramelo is a baked custard dessert served with caramelized sugar
- Gazpacho is a cold tomato soup from Spain
- Paella Valenciana is a Spanish dish that contains chicken, seafood, and saffron rice
- Ropa Vieja is a casserole from Cuba containing beef, chicken, peppers, onions, garlic, and saffron rice
- Tacos are folded tortillas filled with meat, beans, lettuce, tomatoes, cheese, corn, etc. (Mexico)
- Tamales are cornmeal pouches filled with meat or sweets (Mexico and Central America)
- Tapas are snacks and finger foods from Spain
- To ask "What are we going to drink?", say ¿Qué vamos a tomar?
- To ask "What are we having to eat?", say ¿Qué tenemos para comer?
- To ask "What are you eating?", say ¿Qué comes?
- To respond to questions about one's thirst and hunger, say Sí, tengo hambre/sed or No, no tengo hambre/sed
- To respond to the question about what one is eating, say Como followed by the food name
- To respond to the question about what one is going to drink, say Vamos a tomar followed by the drink name
- To respond to the question about what they will be eating, say Tenemos followed by the food name
- Tortilla Española is a Spanish omelet filled with onions and potatoes

Students will be able to . . .

- ask and respond to questions about food, written and orally
- describe popular Hispanic dishes
- express and recognize food and tableware vocabulary, written and orally

Assessments

- answer questions about a shopping receipt; label the table setting illustrated, using a word bank; name the popular Hispanic dishes illustrated.
- Diagnostic: Other written assessments

- Food Presentation
- Formative: Personal Project
- La Comida
- match the English word with the Spanish translation for unit food vocabulary; illustrate and label six items that may go on the table provided; answer multiple-choice questions about food; describe three of the five Spanish dishes presented.
- Pre-assessment
- Summative: Written Test
- work with a partner to create a Spanish dish and bring the dish to share with the class. Present in both Spanish and in English the ingredients that were used and how the dish was made. Describe the experience of making the dish together. CAUTION: Check with the nurse for food allergies.

Activities

- create a menu in Spanish that includes entres, beverages and desserts; include realistic prices using the currency of their choice; design a cover for the menu
- create a shopping list based upon the foods that one likes; present to the class
- create a skit that depicts people ordering food in a restaurant
- engage in conversations about favorite foods; record the information and create a bar graph or pie chart to show the class favorites

Activities to Differentiate Instruction

- watch a video to review food vocabulary (Moo Series Video)
- play review games on the Internet
- review using web flashcards
- participate in Smart Board activities

*see links

Review Games and Flashcards
Smart Board Activity

Integrated/Cross-Disciplinary Instruction

- Skit (Performing Arts)
- Menu (Art)
- Bar Graph/Pie Assignment (Math)

Resources

- Worksheets
- Vocabulary and Grammar Books
- Exploring Spanish Textbook
- Exploring Spanish Workbook
- Exploring Spanish CD
- Internet Review Games
- Food Movie (Moo Series)
- Smart Board Activity
- Web Flashcards

*see links

- Food Worksheets
- Review Games and Flashcards
- Smart Board Activity