Unit 2: Para mantener la salud

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

Unit Overview

In this unit, students will learn how to describe what people eat for dinner in Spanish. This unit will include instruction on how to express own's personal food preferences. Students will also understand cultural perspectives relative to meals.

Standards

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.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.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.

Essential Questions

- How can the understanding of meal time customs help you in your personal life?
- Why is it important to know about other cultures' food preferences and mealtime habits?
- Why is it important to be able to discuss food in the native language of a country?

Application of Knowledge and Skills...

Activities

- Use the Internet to research and list of five Spanish food names that come from other languages; share with the class.
- SmartBoard activity: Identify the foods that are in the food pyramid/plate. Label them using Spanish vocabulary words.
- SmartBoard activity: Match the vocabulary word with its corresponding visual.
- Using the vocabulary from the unit, make two lists: refrigerated and non-refrigerated. Separate the foods into the two groups.
- Survey your classmates to find out what types of exercises they do. Create a bar graph with the information and identify the favorite activity.
- Make a list of three important Do's and Don'ts' for maintaining good health. Share your list with your classmates.
- Draw your own food pyramid/plate based on the things that you eat at home. Label all the foods and then write a brief paragraph stating whether the food is healthy or not.
- Read the dialogue "Para mantener la salud" on page 150-151 of Realidades 1. Underline all the new vocabulary words and define them.
- Complete textbook listening activities for new vocabulary words.
- Para mantener la salud: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 3B (pages 146-169).
- Complete worksheets from Teacher Guided Activities book that correspond with the unit.
- Complete activities from practice and WAV workbooks.
- Play Bingo games for vocabulary review.

Activities to Differentiate Instruction

- Allow students to hold their written skit in their hand during their performance instead of having to memorize it.
- Provide students with skeleton notes.
- Provide opportunities for students to work together in teacher-designed groups (Design groups according to: ability, learning style, etc)
- Provide tiered activities and homework.
- SmartBoard activities

- Spanish "experts"

Integrated/Cross-Disciplinary Instruction

- Related Arts - Diego Rivera and his painting "La Gran Tenochtitlan".
- Health - food pyramid/plate and exercise
- Language Arts - the verb SER (to be)

Resources

- *Realidades* 1 Textbook
- Textbook online website (PHSchool.com)
- Teacher Guided Practice Book
- Practice Workbook to accompany text
- Writing, Audio, Visual Workbook to accompany text
- Audio exercises
- Flashcards
- SmartBoard
- www.google.com (images)
- exchange.smarttech.com (SmartBoard activities)