Unit 1: ¿Desayuno o almuerzo?

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 breakfast and lunch in Spanish. This unit will instruct students on how to express their personal food preferences. They will also understand cultural perspectives on 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.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.

Essential Questions

- How can understanding the cultural perspectives of meal times and their contents help you in your personal life?
- How does food define a culture? (pasta, tacos)
- Why is it important to be able to discuss a food in the native language of a country?

Application of Knowledge and Skills...

Activities

- Find five examples of how one noun modifies another, write them down and share with the rest of the class.
- Make a list of five foods that you like and five foods that you love. Choose three and write a complete sentence to express your opinion regarding those foods.
- Select two ER verbs and two IR verbs; conjugate them and then use them in a sentence.
- Create a Venn Diagram comparing and contrasting the foods that are eaten for breakfast and lunch.
- Create a grocery list using the appropriate vocabulary.
- Find clip-art or draw pictures of fifteen vocabulary words.
- Create a chart of AR, ER and IR verbs and show how the endings are different for each verb. Use the chart to explain how the verb conjugates are similar or different.
- SmartBoard activity: Write the vocabulary word for the visual presented.
- SmartBoard activity: Conjugate the verbs from the spinner. Use attached sheet to write the answers.
- Use the Internet to find a menu from a restaurant in a Spanish-speaking country. Translate the menu into English. Share with the class.
- Complete the chapter study guide to review for test (study guide attached)
- SmartBoard activity: Under the headings "Nunca", "Siempre" and "Todos los dias", record foods that you never eat, always eat, and eat everyday.
- Read the dialogue "El Desayuno" on page 126-127 in *Realidades 1* and underline all conjugated verbs.
- Complete textbook listening activities for vocabulary words.
- *El desayuno*: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 3A (pages 122-145).
- 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.

Worksheet to accompany Spinning Verbs SmartBoard activity
Study Guide.docx
Spinning Verbs SmartBoard activity

ER and IR verbs PowerPoint

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- Create a Venn Diagram comparing and contrasting the foods that are eaten for breakfast and lunch.
- El desayuno: Read the skit and act out the different characters.
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Activities to Differentiate Instruction

- 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 - Bartelome Murillo and his painting "Niños comiendo fruta".
- Language Arts - noun modification

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)

SmartBoard Unit Test Review