# Unit 2: ¡Vamos a un restaurante!

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

## Unit Overview

In this unit, students will learn to describe their family members and friends. The unit also will focus on how to ask politely to have something brought to them and how to order at a restaurant. Students also will learn cultural perspectives on family dinners.

## Standards

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| 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.A.L.1.a | Identify the main idea and some supporting details when reading. |
| 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.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

- What is the proper etiquette when ordering at a restaurant?
- How does my family differ from other families?

## Application of Knowledge and Skills...

## Activities

- Work in groups of two to create a study guide for the unit test.  Share with classmates.
- SmartBoard activity: Have students describe the physical characteristics of five Spanish-speaking celebrities.
- SmartBoard activity: Match the visual to the vocabulary word.
- Create five analogies showing the logical relationships between words. Share analogies with the class.
- Using pictures, students correctly arrange a table setting on top of their desk.
- Using a menu from a Spanish restaurant, create a short dialogue between you and the waiter at the restaurant.
- Pick a cartoon family (i.e. The Simpsons) and describe each family member using complete sentences.
- Use the acronyms CORN vs. FELT to memorize the different uses of SER and ESTAR. Complete the worksheet with the information (see attached).
- Complete textbook listening activities on the new vocabulary words.
- *En el restaurante Casa Rio*: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 5B (pages 246-269).
- 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.

CORN vs. FELT

## 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
- Students who are done with work can select a classmate to help.

## Integrated/Cross-Disciplinary Instruction

- Social Studies - extended families.
- Math - measurement conversion chart

## 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
- PowerPoint
- www.google.com (images)
- exchange.smarttech.com (SmartBoard activities)

SmartBoard lesson - SER vs. ESTAR