

Realidades 1 - Unit 3A "Desayuno o Almuerzo?"

Content Area: **World Language**
Course(s): **Generic Course, Spanish I CP**
Time Period: **3rd Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In Unit 3A, students will be introduced to common vocabulary, phrases, and concepts, related to describing meals, menus, foods, and dining, necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations, i.e. survival skills. Students will gain a working knowledge of the basic structure of the target language using the present tense.

Transfer

By the end of Unit 3A, students will be able to:

1. Listen to and read descriptions of meals and menus
2. Talk and write about foods you and others like and dislike
3. Exchange information about food preferences
4. Prepare a snack from the Spanish-speaking world and compare it to snacks you enjoy
5. Trace the history of some foods originally native to the Americas and Europe

MEANING:

Understandings

Students will understand:

1. The similarities and differences between teenagers of Spanish-speaking countries and those of the United States
2. The eating and dietary habits of people from Spanish-speaking countries
3. The history of certain foods and their popularity in Spanish-speaking countries and the United States

Essential Questions

1. What do you and others typically eat and drink for breakfast and lunch?
2. What are your preferences for breakfast and lunch?
3. What are the common dining habits of people in the United States?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. Names of foods and beverages for breakfast and lunch
2. Expressions of frequency
3. Present tense of -er and -ir verbs
4. Expressions of like and dislike

Students will be skilled at...

Students will be skilled at:

1. Naming and describing foods
2. Expressing likes and dislikes of foods
3. Discussing common dining habits of Spanish-speaking countries
4. Describing food preferences
5. Conjugating -er and -ir verbs in present tense
6. Preparing an authentic recipe for a snack from the Spanish-speaking world

Academic Vocabulary

1. Which

1. Cual

2. always	2. siempre
3. apple	3. la manzana
4. bacon	4. el tocino
5. banana	5. el platano
6. bread	6. el pan
7. breakfast	7. el desayuno
8. cheese	8. el queso
9. cookie	9. la galleta
10. eggs	10. los huevos
11. for breakfast	11. en el desayuno
12. for lunch	12. en el almuerzo
13. french fries	13. las papas fritas
14. fruit salad	14. la ensalada de frutas
15. ham	15. el jamon
16. hot dog	16. el perrito caliente
17. iced tea	17. el te helado
18. juice	18. el jugo
19. milk	19. la leche
20. never	20. nunca
21. orange	21. la naranja
22. salad	22. la ensalada
23. sausage	23. la salchicha
24. soft drink	24. el refresco
25. strawberries	25. lasfresas
26. to drink	26. beber
27. to eat	27. comer
28. to share	28. compartir
29. to understand	29. comprender
30. toast	30. el pan tostado
31. yogurt	31. el yogur

Learning Goal

Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

Vocabulary: Foods and beverages for breakfast and lunch, Expressions of frequency

Grammar: Present tense of –er and –ir verbs, Expressions of like and dislike

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.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
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.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
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.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
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.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
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.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary related to food and dining
2. Label food preferences
3. Conjugate -er and -ir verbs in present tense

4. Use expressions of like and dislike

Target 2 - Level 2 Comprehension

SWBAT:

1. Draw and label a menu
 2. Chart common foods in Spanish-speaking countries with those of the United States
 3. Describe common dining habits in Spanish-speaking countries
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Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast dining habits in Spanish-speaking countries with those of the United States
 2. Categorize foods by description, food groups, etc.
 3. Determine what foods would constitute a healthy meal
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Research the recipes for meals common in the Spanish-speaking world and create the meals
 2. Develop a meal plan based on researched information of nutrition
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Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

Differentiation / Enrichment

DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Textbook - Realidades 1 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts

