

# Realidades 1 - Unit 3B "Para mantener la salud"

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

## Unit Overview

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In Unit 3B, students will be introduced to common vocabulary, phrases, and concepts, related to describing meals, menus, foods, dining, and making good choices about diet and exercise, 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

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By the end of Unit 3B, 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. List healthy activities
5. List food groups
6. Pluralize adjectives
7. Use the verb SER

## MEANING:

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## Understandings

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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
4. Cultural perspectives on diet, exercise, and health care in Spanish-speaking countries

## **Essential Questions**

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1. What do you and others typically eat and drink for dinner?
2. What foods and beverages are important for maintaining good health?
3. What activities promote good health?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. Food groups
2. Healthy activities
3. Ways in which to describe foods
4. How to create and maintain a healthy diet

### **Students will be skilled at...**

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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. Labeling healthy activities

7. Conjugating the verb SER

## Academic Vocabulary

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1. I agree	1. estoy de acuerdo./yo estoy de acuerdo.
2. I am	2. soy/yo soy
3. I do, I make	3. hago/yo hago
4. I don't think so.	4. creo que no./yo creo que no.
5. I prefer	5. prefiero/yo prefiero
6. I think so.	6. creo que si./yo creo que si.
7. I think that	7. creo que/yo creo que
8. I'm hungry.	8. Tengo hambre./Yo tengo hambre.
9. I'm thirsty.	9. Tengo sed./Yo tengo sed.
10. Why?	10. ¿Por que?
11. You are (familiar)	11. eres/tu eres
12. You do or to make	12. haces/tu haces
13. all	13. todos/todas
14. bad	14. malo/mala
15. because	15. porque
16. beverages	16. las bebidas
17. butter	17. la mantequilla
18. carrots	18. las zanahorias
19. chicken	19. el pollo
20. dinner	20. la cena
21. every day	21. cada dia/todos los dias
22. fats	22. las grasas
23. fish	23. el pescado
24. for one's health	24. para la salud
25. grains	25. los cereales
26. grapes	26. las uvas
27. green beans	27. las judias verdes
28. he, she, it is	28. es
29. horrible	29. horrible
30. ice cream	30. el helado

31. lettuce	31. la lechuga
32. many	32. muchos/muchas
33. meat	33. la carne
34. onion	34. la cebolla
35. ought to, should	35. deber
36. pastries	36. los pasteles
37. peas	37. los guisantes
38. potatoes	38. las papas
39. rice	39. el arroz
40. something	40. algo
41. spaghetti	41. los espaguetis
42. steak	42. el bistec
43. tasty/favorful	43. sabroso/sabrosa
44. to exercise	44. hacer ejercicio
45. to lift weights	45. levantar pesas
46. to maintain one's health	46. para mantener la salud
47. to think (believe)	47. creer
48. to walk	48. caminar
49. tomatoes	49. los tomates
50. we are	50. somos/nosotros somos
51. you prefer	51. prefieres/tu prefieres

## Learning Goal

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

**Vocabulary:** Food groups, Healthy activities, Ways to describe food

**Grammar:** Plurals of adjectives, The verb SER

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**

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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
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## **Target 2 - Level 2 Comprehension**

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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**

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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**

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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**

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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**

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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**

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#### **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**

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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