

Realidades 1 Unit 5B Vamos a un restaurante

Content Area: **World Language**
Course(s): **Generic Course, Spanish I CP**
Time Period: **1st Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In unit 5B, students will be introduced to common vocabulary, phrases and concepts related to dining for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will gain a working knowledge of the basic structure of the target language using the present tense.

Transfer

Students will be able to:

1. Communicate about restaurant meals and service.
 2. Plan a celebration.
 3. Describe the personality and physical appearance of individuals.
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For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

MEANING:

Understandings

Students will understand that:

1. Dining in Spanish-speaking countries is a cultural experience.
2. Dining practices differ among the United States and Spanish-speaking countries.
3. Common foods differ among the US and Spanish-speaking countries.

Essential Questions

What is the most important meal of the day?

What do Spanish-speakers eat?

How does the concept of dining change among cultures?

Application of Knowledge and Skill

Students will know...

Students will know:

1. Adjectives describing people and things.
2. Place-setting vocabulary.
3. Polite expressions.

Students will be skilled at...

Students will be able to:

1. Describe people and things.
2. Describe how people are feeling.
3. Talk about food.
4. Express needs.
5. Use the verb venir.

Academic Vocabulary

1. I am lacking	1. me falta
2. I would like	2. quisiera
3. blackhair	3. pelo negro
4. blonde hair	4. pelo rubio
5. brown hair	5. pelo castaño
6. gray hair	6. pelo cañoso
7. handsome (m)	7. guapo
8. long (m)	8. largo
9. now	9. ahora
10. old (m)	10. viejo
11. red-haired	11. pelirrojo
12. rich, tasty	12. rico
13. short (length) (m)	13. corto
14. thebill	14. la cuenta
15. the cup	15. la taza
16. the dessert	16. el postre
17. the drinking glass	17. el vaso
18. thefork	18. el tenedor
19. the knife	19. el cuchillo
20. the main dish	20. el plato principal
21. the man	21. el hombre
22. the napkin	22. la servilleta
23. the pepper	23. la pimienta
24. the plate, dish	24. el plato
25. the salt	25. la sal
26. the spoon	26. la cuchara
27. the sugar	27. el azucar
28. the waiter	28. el camarero
29. the woman	29. la mujer
30. the young man	30. el joven
31. the young woman	31. la joven

32. to askfor, order
33. to be cold
34. to be thirsty
35. to be warm
36. to bring
37. to come
38. to want
39. you're welcome

32. pedir
33. tener frio
34. tener sed
35. tener calor
36. traer
37. venir
38. desear
39. de nada

Learning Goal

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

Vocabulary: Identify/Describe/Compare/Contrast food, Identify/describe people

Grammar: Use the verbs venir, ser, estar

Target 1-- Retrieval

SWBAT:

1. Identify individuals.
2. Name items used for serving.

3. Recognize and describe typical foods in the United States and Spanish-speaking countries.

Target 2-- Comprehension

SWBAT:

1. Describe the connection between number and gender.
 2. Diagram a placesetting.
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Target 3-- Analysis

SWBAT:

1. Classify food products.
 2. Identify Americans' misunderstandings regarding what constitutes "Spanish food."
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Target 4-- Knowledge Utilization

SWBAT:

1. Make decisions regarding dining etiquette.
2. Research how typical foods are made.

Summative Assessment

1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing, listening, speaking skills.
3. End of unit exams.
4. Mid or end of unit projects.
5. Student presentations.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.
10. Teacher observation.

11. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites