| ***3rd Grade***  ***Unit 4: Mi Comida***  ***April - May (60 Days)*** | | | |
| --- | --- | --- | --- |
| **Targeted Standards:**  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | |
| **Rationale and Transfer Goals :**  This unit encourages conversation in the target language about foods, likes and dislikes, and traditional food items in Hispanic countries. Students will use hands on manipulatives to bring to life a restaurant setting into the classroom. Students will learn simple sentences and phrases to communicate in a restaurant setting for ordering foods and beverages. | | | |
| **Enduring Understandings:**  Students will understand that food is a significant part of one’s culture.  Connections exist between food, family, and culture  There are various regional and common Spanish cultural foods  Stories about food help us understand and have insight into a culture | | | |
| **Essential Questions:**  What could be a nutritious menu for the day?  What do I enjoy eating?  What are some of the similarities and differences in meals between the U.S. and Latin America?  What vocabulary is used to describe meals?  What is it like to go to a restaurant in a Spanish-speaking country?  What do I need to know to feel confident when I talk to the waiter?  How does one order in a restaurant?  How does food play a role in tradition?  Why is food so important?  How does one express preferences (likes and dislikes)? | | | |
| Content/Objectives | | Instructional Actions | |
| Content  *What students will know* | Skills  *What students will be able to do* | Activities/ Strategies  *How we teach content and skills* | Evidence (Assessments)  *How we know students have learned* |
| Food items in Spanish  Traditional Spanish foods  Simple sentences and phrases to communicate in a restaurant setting for ordering foods and beverages in Spanish  How to express likes and dislikes about food in Spanish | Identify foods in Spanish  Identify specific breakfast, lunch, dinner, vegetables, fruits, beverages, and desserts items in Spanish  Categorize food items under the correct meals (breakfast, lunch, dinner etc..)  Identify healthy food items vs. unhealthy food items  Express what foods they like and dislike in Spanish  Ask the price of foods in Spanish  Ask/respond to basic restaurant conversation about ordering food at a restaurant in Spanish | Use powerpoint presentation or flashcards to introduce vocabulary  Total Physical Response (TPR) activities.  Lesson through **TPRS** Introduction of vocab:ordering food at a restaurant & requesting the check.  Teacher generated materials related to content.  Classroom based activities using technology tools.  Authentic menus from spanish countries  Pictures/youtube clips of traditional hispanic dishes  Review greetings in spanish for restaurant conversation  Games: Adivina, Matamoscas, Bingo, Memory/ Concentration, What’s missing? (whole group or small group), Pictionary  Interpretive:  Sing songs related to the topics in this unit  Use practice worksheets on topics in this unit  Match pictures with vocabulary words  Respond to picture prompts.  Coloring activities in response to teacher oral directions.  Dialogue Journal: students will independently write about foods they like and dislike  Interpersonal:  Class discussion about healthy vs unhealthy foods  In pairs, students will practice asking/responding to basic restaurant conversation about ordering food at a restaurant in Spanish  Venn Diagram: In groups, compare and contrast healthy Spanish and American foods/dishes  Set up a pretend marketplace. Students can help label foods and create an in class display  Game: “What am I?” Students receive a Post-It note with a food vocabulary term. Students then ask and answer yes or no questions to figure out what food items it is.  Presentational:  Students will make a poster using magazine pictures or drawl foods they like and dislike in Spanish.  Students can create their own restaurant menus in Spanish. (use a rubric)  Students can perform an unscripted role play at a restaurant by asking/responding to basic conversation about ordering food at a restaurant in Spanish, using hands on manipulatives such as plastic foods. (use a rubric)  Example: ¡A comer!  Students will rotate visiting other students’ restaurants and hosting classmates at their own restaurant.  Hosts will present their guests with the menu, answer any questions the guests may have and provide food recommendations. Guests will peruse menus, ask questions, and fill out a restaurant review card for the restaurant owners) | Teacher Observation  Class participation  Completed practice worksheets  Quiz on vocabulary  *Example End of the Unit Assessments:*  **Presentational:**  Students will make a poster using magazine pictures or drawl foods they like and dislike in Spanish.  Students can create their own restaurant menus in Spanish. (use a rubric)  Students can perform an unscripted role play at a restaurant by asking/responding to basic conversation about ordering food at a restaurant in Spanish, using hands on manipulatives such as plastic foods. (use a rubric)  [Assessments Folder](https://drive.google.com/open?id=11OL-XdqSxSWLuKjjg3VeV7fOQ8DOZagw) |
| Spiraling for Mastery | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | Instructional Activity |
|  | |  |  |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. | | | |
| **Key resources:**  La Comida thematic Unit (Teach them Spanish Workbook)  Tangible manipulatives - Plastic Foods  Restaurant manipulatives/activities  Flashcards  Activities/practice worksheets on topics in this unit  Food Games ( <http://www.choosemyplate.gov/kids/> ) See In Spanish.  Youtube food videos. (La comida)  Classroom based activities using technology tools (Flip cameras, Smart board, youtube, animoto, and Kahoot,etc)  Lunch: <http://www.discoverspanish.com/lesson22.swf> | | | |
| **Interdisciplinary Connections:**  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | |