Unit 4: Mi Comida

Content Area: **World Language**
Course(s):
Time Period: **MP4**
Length: **10**
Status: **Published**

NJSLS World Language

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 & 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 - What will students know?

- 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

Skills - What will students be able to do?

- 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

Activities/Strategies - How do we teach content and skills?

- 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 draw 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 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)

Formative Assessments - How do we know students have learned?

- Teacher Observation
- Class participation
- Completed practice worksheets
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

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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

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.

Interdisciplinary Connections

RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.