

# Unit 4: A Comer

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

## NJSLS World Language

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.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.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.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.
WL.NM.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.
WL.NM.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.
WL.NM.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.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.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.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.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

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Foods and feasts are an important part of every culture in the world. In this unit, students will build their prior knowledge of food items in Spanish. Students will review food items learned last year and practice simple

sentences and phrases to describe food items they like and dislike. Within the context, students will learn about classifying foods into food groups, interpret the food pyramid, and learn to make healthy food choices.

### **Enduring Understandings**

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- Students will understand that food is a big piece of one's culture
- Eating healthy involves access to accurate information about food and good decision-making skills.

### **Essential Questions**

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- What does a healthy diet look like?
- What could be a nutritious menu for the day?
- How does food play a role in tradition?
- Why is food so important?
- How does one express preferences (likes and dislikes)?
- What is a food pyramid?

### **Content - What will students know?**

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- Food items in Spanish
- How to express likes and dislikes about food in Spanish
- Names of common vegetables, fruits, grains, proteins, and dairy items in Spanish
- Healthy and unhealthy foods
- How to categorize the food pyramid

### **Skills - What will students be able to do?**

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- Identify foods in Spanish

- Identify the food groups
- Categorize foods on the food pyramid
- Express their likes and dislikes about foods
- Illustrate and label the food pyramid in Spanish
- Ask and respond to questions related to food preferences, products, and practices in Spanish
- Identify healthy vs unhealthy foods

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

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- Make a Powerpoint presentation or use flashcards to introduce the vocabulary
- Total Physical Response (TPR) activities.
- Songs about foods
- Examples about healthy vs. unhealthy food
- Poster of the Food Pyramid in Spanish
- Teacher generated materials related to content.
- Pictures/youtube clips of traditional hispanic dishes
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

#### 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.
- Listening Activity: Listen to descriptions of foods and identify them in Spanish.
- Coloring activities in response to teachers oral directions.
- Students will write sentences using me gusta ( I like/it pleases me ) and no me gusta ( I don't like/it doesn't please me ), to express foods they like and dislike.
- Set up pretend marketplace. Students will help label food and create an in class display.
- Venn Diagram: Compare and contrast healthy Spanish and American foods/dishes
- Read and comprehend a food pyramid

#### Interpersonal:

- Students can work together to interpret and create a food pyramid in Spanish.
- Place students into groups of two or three and ask them to create a diet for a day that includes foods from the Piramide de Comida.
- Students will discuss daily eating habits, naming familiar foods in Spanish.
- Game: "What am I?" Students receive a Post-It note with a food vocabulary word. Students then ask and answer yes or no questions to figure out what food they are.

#### Presentational:

- Students can create a food pyramids using a template and labeling the food items in Spanish.
- Create and present an example of a balanced diet for a day.

## **Formative Assessments - How do we know students have learned?**

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

## **Summative Assessments - How do we know students have learned?**

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Example End of the Unit Assessments:

### Presentational:

- Students can create a food pyramids using a template and labeling the food items in Spanish.
- Create and present an example of a balanced diet for a day

## **Key Resources**

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- La Comida thematic Unit (Teach them Spanish Workbook)
- Tangible manipulatives (Food toys)
- Actions: I eat, I like, I don't like...
- Authentic book: "Teo va al mercado" (<http://series-premium.dibujos.tv/teo/27-teo-va-al-mercado-989.html> )
- Play food pyramid jeopardy.
- Flashcards
- Research practice worksheets on topics in this unit
- Food Games ( <http://www.choosemyplate.gov/kids/> ) See In Spanish.
- Youtube food videos. (La comida) <https://www.youtube.com/watch?v=xQySL95OIZM>
- Classroom based activities using technology tools (Flip cameras, Smart board, youtube, animoto, and

### Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Foods Likes and Dislikes	Identifying foods (previous year) Identifying likes and dislikes	Continual practice of the content/skill until students have mastered the vocabulary.

### Career Readiness, Life Literacies, and Key Skills

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.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).
TECH.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.
TECH.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).
TECH.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).

### Interdisciplinary Connections

ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and

style.