

1st grade, Unit #8, World Language, Favorite Foods

Content Area: **Generic Content Area**

Course(s): **Generic Course**

Time Period: **March**

Length: **6 weeks**

Status: **Published**

Enduring Understanding

Various cultures have foods in common.

Essential Questions

How do I communicate which foods I like and dislike?

What are the foods I like that are not American?

Common Core Standards

FL.PK-12.7.1.NM.B.A.3	State needs and preferences.
FL.PK-12.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK-12.7.1.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.
FL.PK-12.7.1.NM.A.A	The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
FL.PK-12.7.1.NM.A.D	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
FL.PK-12.7.1.NM.A.E	Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
FL.PK-12.7.1.NM.A.F	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
FL.PK-12.7.1.NM.A.G	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
FL.PK-12.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
FL.PK-12.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
FL.PK-12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.PK-12.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Student Learning Objectives

The students will:

- Identify basic food vocabulary and a few cultural food items.
- Express likes and dislikes of various foods with the use of Me gusta and Mi favorito.
- Create and interpret a class graph of foods likes and dislikes.
- Discuss how food varies among cultures and people.

- Ask and answer simple questions about food and food preferences.
- Identify and label food illustrations.

Instructional Activities

Identify food vocabulary using realia, flashcards, fake fruit baskets, etc.

Have students match food vocabulary to appropriate pictures using a teacher created worksheet, and a whole-class labeling activity (smartboard or paper)

Vocabulary identification games such as memory, What's Missing?, identify the mystery object, etc.

Have students ask and answer simple questions about food vocabulary and preferences in pairs.

Survey likes and dislikes and create a class graph on excel. Discuss the results about the "favorite."

Identify foods typical of the Spanish culture.

Interdisciplinary Connections

Health: Healthy food choices, Balanced food choices

Mathematics: Reading and interpreting a graph

Social Studies: World cultures and foods

Texts and Resources

Food flashcards/google images

Food realia

Microsoft Excel

Smart Board

Teacher-created worksheets and activities (bingo, memory cards, etc.)

Assessment

Appropriate response and identification of food vocabulary during TPR activities and vocabulary building games

Teacher-created worksheets

Checklist of recognition of basic vocabulary associated with food

Teacher observation during asking/answering of questions and discussions