

8th grade, Unit #3, World Language, Vamos al Restaurante

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **November**
Length: **5 weeks**
Status: **Published**

Common Core Standards

FL.3-12.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
FL.3-12.7.1.NH	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
FL.3-12.7.1.NH.C.A.1.4	Request and suggest.
FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.3-12.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
FL.3-12.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
FL.3-12.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
FL.3-12.7.1.NH.A.A.1	Identify the main idea and some supporting details when reading.
FL.3-12.7.1.NH.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.3-12.7.1.NH.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.3-12.7.1.NH.B.A.2.1	Initiate, maintain, and end a conversation.
FL.3-12.7.1.NH.B.1	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
FL.3-12.7.1.NH.C.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
FL.3-12.7.1.NH.C.A.1.3	Express an opinion and preference.
FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.

Enduring Understanding

Ordering food in a variety of languages is necessary when traveling or interacting with people of different cultures.

Eating a healthy and balanced diet is essential for one's well-being.

Essential Questions

How do I politely place an order in another country?

What foods make up a healthy and balanced diet?

Student Learning Objectives

The students will:

Identify and conjugate a variety of regular -ER verbs (comer, beber, querer, comprender, etc).

Identify and recall a variety of foods and restaurant vocabulary typical to American and Spanish cultures.

Compare and contrast meal times and choices in various countries.

Read and interpret the gist of an authentic recipe.

Read and interpret an authentic Spanish menu.

Understand the main idea and gist, as well as supporting details of a short authentic language play pertaining to restaurant vocabulary by use of appropriate dramatization.

Create and dramatize a restaurant role-play or dialogue using appropriate contextualized and authentic language.

Create a multi-media presentation of a 5 day balanced menu including a variety of learned and new Spanish food vocabulary words.

Express likes and dislikes in Spanish using the verb gustar.

Express preferences using me gustaría/n in a restaurant role-play scenario.

Instructional Activities

Introduce -ER infinitive vocabulary through TPR.

Small group/partner games to practice vocabulary and -ER verb conjugation: El cilindro mágico (Put vocabulary words in a canister and pass it. When the music stops, a student takes the card and says the meaning.), Dice application on smart board, Flyswatter game, flashcard game, battleship, dry erase board practice, etc.

Introduce food vocabulary through realia, flashcards, online images, etc.

Students work in pairs to read, interpret, and answer questions about an authentic recipe typical of the Spanish culture. Recipe can be in print or found online. If time allows, students can re-create their recipes for a fiesta.

Introduction to all the forms of the verb gustar with a powerpoint presentation/Prezi.

Students will survey and create a chart of their classmates likes and dislikes related to food vocabulary using the verb gustar.

Whole class discussion of meal times and food choices in the Spanish culture.

Teacher introduces a short play about a visit to a restaurant, then has volunteers read different parts of the play. The class translates the gist of each line or phrase for understanding. Students then dramatize the play in small groups with various parts. Students select and switch roles to gain fluency with each part, then may perform for the class if

desired.

Menu project- students will create and present a 5-day balanced meal plan for breakfast, lunch, and dinner using a variety of new and familiar Spanish food vocabulary. Project can be a poster, Prezi, powerpoint, or other multi-media presentation.

Students work cooperatively to read and interpret an authentic menu for a Spanish restaurant by answering questions about the main idea, gist, and details of the reading either orally or in writing.

Working cooperatively, students will create and dramatize a trip to a restaurant using proper formal and informal greetings, various -ER verbs in context, me gustaría to express menu preferences, me gusta/no me gusta to express menu likes and dislikes, and will incorporate proper cultural meal times and choices in their ordering choices.

Interdisciplinary Connections

Social studies: meal times and food choices and products of other countries

ELA: reading and following a recipe, reading for the main idea and gist, writing and including supporting details

Math: metric conversions in a recipe

Health: balanced diet

Texts and Resources

Authentic language menus

Authentic language recipes in print or online

Teacher created worksheets, materials for games and activities

Resource book: "Mini-Plays"

Online resources for balanced diet and healthy eating (<http://www.choosemyplate.gov/en-espanol.html>;
<http://www.choosemyplate.gov/en-espanol-2.html>)

Survey chart

Assessment

Accuracy of completion of collected and graded homework and classwork assignments

Graded quizzes/tests/projects/performance assessments

Rubrics for dialogue and dramatization performance

Observation rubric during games and activities

Rubric for creation of 5 day menu design

Anecdotal notes of fluency and speaking rubric as students orally dramatize a restaurant play and role-play a restaurant scene using authentic language