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# La cultura de comida – The culture of food

Merida Elizondo  
*Trinity University*

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: La cultura de comida – The culture of food

Grade Level: 8<sup>th</sup> grade

Subject/Topic Area(s): Spanish 1

Designed By: Merida Elizondo

Time Frame: 22 days

School District: Leander ISD

School: Cedar Park Middle School

School Address and Phone: 2100 Sun Chase Blvd Cedar Park, TX 78613 (512) 570-3100

**Brief Summary of Unit** : This unit was designed for level 1 Spanish students using the text ¡Exprésate! and the book Hungry Planet: What the World Eats by Peter Menzel and Faith D’Aluisio as a guide. In this unit, students will investigate the relationship between food and culture, the effects of globalization on México and the United States relating to food, and how to give direction in an informal setting. This unit builds upon students’ knowledge of basic Spanish grammar and the geography of Spanish-speaking countries, specifically, México.

With the performance task, students will synthesize what they have learned throughout the unit by creating or re-writing a recipe using only what is available to the people of their assigned region. The recipe must be written in Spanish and utilize informal commands. After the recipe is written students will record a narrated version of the recipe using a presentation tool such as PowerPoint or Prezi.

La cultura de comida – The culture of food

<b>Stage 1 – Desired Results</b>		
<p>Leander ISD Essential Units of Study:                      -602 Make polite requests                      -603 Talk about meals                      -604 Offer help and give instructions                      -606 Form affirmative informal commands and informal affirmative commands with pronouns</p> <p>TEKS/ACTFL Standards:                      Communication- 1A, 1B, 1C                      Cultures- 2A, 2B Connections- 3A, 3B, Comparisons- 4A, 4B, 4C                      Communities- 5A, 5B</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i>                      Create or adapt a traditional recipe from a specific Spanish-speaking region.                      Much of the food we eat today in the United States came from the Americas (México, Central America, South America). Potatoes, chiles, chocolate, vanilla, corn, beans, squash, pumpkins, tomatoes, and turkey are all examples of food with origins in Spanish-speaking countries. In pairs, students will create a recipe or adapt a traditional recipe from a Spanish-speaking region using only ingredients immediately available to the region the dish comes from. Students will write the recipe in Spanish using affirmative informal commands and current unit vocabulary. After the recipe is written students will narrate the recipe using PowerPoint or Prezi. Optionally, students can upload their recipe onto the class wiki page or make it at home and share the experience with the class.</p>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Understandings</b>  <i>Students will understand that....</i>                      Food reflects and shapes culture.                      Geography affects food culture.                      Commands can be used to give polite and concise direction.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Essential Questions</b>                      In what ways does food reflect, as well as shape, culture?                      How might someone from México view our diet in the United States?                      How and when can we use informal commands?</p> </td> </tr> </table>	<p><b>Understandings</b>  <i>Students will understand that....</i>                      Food reflects and shapes culture.                      Geography affects food culture.                      Commands can be used to give polite and concise direction.</p>
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<b>Acquisition</b>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Knowledge</b>  <i>Students will know ...</i>                      How to make polite requests                      How to talk about food and meals in Spanish                      Offer help                      How to give directions                      When to use commands</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Skills</b>  <i>Students will be able to...</i>                      Use direct object pronouns to replace direct objects                      Form affirmative informal commands                      Form affirmative informal commands with pronouns                      Conjugate the verbs: desayunar, almorzar (ue), cenar, ayudar, poder (ue), añadir, calentar (ie), cortar, and mezclar</p> </td> </tr> </table>	<p><b>Knowledge</b>  <i>Students will know ...</i>                      How to make polite requests                      How to talk about food and meals in Spanish                      Offer help                      How to give directions                      When to use commands</p>	<p><b>Skills</b>  <i>Students will be able to...</i>                      Use direct object pronouns to replace direct objects                      Form affirmative informal commands                      Form affirmative informal commands with pronouns                      Conjugate the verbs: desayunar, almorzar (ue), cenar, ayudar, poder (ue), añadir, calentar (ie), cortar, and mezclar</p>
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**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria	
T	<p>Recipe uses ingredients from assigned region</p> <p>Dish is an accurate representation of the region’s culture</p> <p>Correctly formed commands and commands with pronouns</p> <p>Variety of vocabulary used correctly</p> <p>Pronunciation</p>	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Una receta típica Much of the food we eat today in the United States came from the Americas (México, Central America, South America). Potatoes, chiles, chocolate, vanilla, corn, beans, squash, pumpkins, tomatoes, and turkey are all examples of food with origins in Spanish-speaking countries. In pairs, students will create a recipe or adapt a traditional recipe from a Spanish-speaking region using only ingredients immediately available to the region the dish comes from. Students will write the recipe in Spanish using affirmative informal commands and current unit vocabulary. After the recipe is written students will narrate the recipe using PowerPoint or Prezi. Optionally, students can upload their recipe onto the class wiki page or make it at home and share the experience with the class.</p> <hr/>
<p>M/T</p> <p>M/T</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>		<p>Other Evidence (e.g., formative)</p> <p>Daily starters which review previous material</p> <p>Pancho Camancho vocabulary game</p> <p>Vocabulary Quiz</p> <p>Verb Tic-Tac-Toe</p> <p>Entrance Slip: Verb Conjugations</p> <p>Human Sentences – Direct Object Pronouns</p> <p>Matamoscas- Direct Object Pronouns</p> <p>Direct Object Pronouns Quiz</p> <p>Exit slip- Commands</p> <p>Finished Commands Booklet</p> <p>Papa Caliente (Hot Potato) – Commands and Commands with Direct Object Pronouns</p> <p>Crossword “Quiz” —Commands and Commands with Direct Object Pronouns</p>

### Stage 3 – Learning Plan

<b>CODE</b> (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Create a K-W-L chart as a class</p> <p>What do you know about food from México and other Spanish-speaking countries?</p> <p>What do you want to know about food from México and other Spanish-speaking countries?</p> <p>What have we learned about food from México and other Spanish-speaking countries? (to be completed at the end of the unit.)</p>	
M  A  M  T	<p>Learning Activities</p> <p>Day 1</p> <ol style="list-style-type: none"> <li>1. Starter: A review of previous food vocabulary. Choose the healthier option between the food items.               <ol style="list-style-type: none"> <li>a. la leche/ el refresco</li> <li>b. el helado/ la ensalada de frutas</li> <li>c. el sándwich de jamón y queso/ la ensalada</li> <li>d. el refresco/ el agua</li> <li>e. la pizza/ la sopa de verduras</li> </ol> <p>Follow up questions: Which item from each pair do you eat/drink the most?</p> </li> <li>2. Introduce new food vocabulary (attached). Go over pronunciation and have students fill in English and Spanish columns on their own. If available, use plastic or wooden food to help introduce the vocabulary. Starred foods are items that have their origins in México or are staples in Mexican cuisine.</li> <li>3. Use pictures of food with Spanish labels and have students (in pairs or groups of three) sort foods into different categories. Pictures could be sorted by meal (desayuno, almuerzo, cena) , type (frutas, verduras, carne, etc.), or likes and dislikes (me gusta[n]/ no me gusta[n]).</li> </ol> <p>Day 2</p> <ol style="list-style-type: none"> <li>1. Starter: Recommend a food item from the menu to the following people based on what they want.               <ol style="list-style-type: none"> <li>a. Alicia quiere probar la comida Mexicana.</li> <li>b. De postre, Julio prefiere comer algo frío.</li> <li>c. Elena y yo siempre pedimos algo de chocolate para el postre.</li> <li>d. Carmen nunca pide la carne.</li> </ol> </li> </ol> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Restaurante don José</p> <p style="text-align: center;"><u><i>Platos del día</i></u></p> </div>	<p>Progress Monitoring (e.g., formative data)</p>

		<p>Ensalada de atún Arroz con pollo Tacos de pollo Sopa de pescado Tacos de verduras</p> <p><u>Postres</u> Pastel de chocolate Helado de mango</p>	
M/T			
M			
M	Day 3		

2. Continue discussion over the influence of food on culture and vice versa.

- a. Facilitate discussion- what do you eat at home? What do you buy at the grocery store? Do you think everyone buys the same things? What time do you eat? How often?
- b. Read the Nota Cultural from page 210. "In the United States, dinner is considered the main meal of the day, while lunch is a lighter meal. In México and España, the biggest meal of the day, 'la comida', is served between 1-3pm. Family members come home from work and school to eat together. 'La cena', a light meals, ends the day around 9pm. Chileans and Colombians regard 'la cena' as a formal evening meals for special occasions. Most days they eat a light supper early in the evening."

3. Review food vocabulary in class with "Spell Aerobics".

- a. Each type of letter is a different aerobic move. When spelling a word they reach their hands above their heads for a tall letter: (b, d, f, h, i, k, l, t), they put their hands on their hips for middle letters written in between the lines: (a, c, e, m, n, o, r, s, u, v, w, x, z), and stretch toward their toes for letters that fall below the lines when written: (g, j, p, q, y). Letters with accent marks require a disco move and the ñ requires them to wiggle their arms.
- b. For example, 'los frijoles' would be: up, hips, hips, up, hips, up, toes, hips, up, hips, hips.

1. Starter: Read the sentence below about Humberto's meal preparations. Then write *sí* if the sentence is *logical* and no if the sentence is *not logical*.

- a. Humberto sirve carne con arroz y verduras para la

	<p>cena.</p> <p>b. Humberto prepara sándwiches de leche con brócoli.</p> <p>c. Humberto necesita verduras para la ensalada de frutas.</p> <p>d. Humberto saca el agua del horno.</p>	
A	<p>2. Draw students' attention to the starred vocabulary words. Explain to them that in many Spanish-speaking cultures, what is locally available to them is what they eat. The starred vocabulary words are foods that have origins in México or were brought from Spain (el arroz via North Africa) and travelled up to the United States or back to Europe.</p>	
A	<p>a. Read the Nota Cultural on page 200. "Corn is a food staple in many Spanish-speaking countries, but México claims it as its own. The first varieties of corn were grown near the present-day capital, México City, and can be seen in the Museum of Anthropology. In Nahuatl, on word for corn was 'elotl' (ey'-lotl), which became elote in Mexican Spanish. What traditional dishes in the United States use corn as a staple?"</p>	
A	<p>b. Talk about "huitlacoche" (weet-la-KO-chay) . "Smut feeds off the corn plant and decreases the yield. Usually smut-infected crops are destroyed. Some farmers may also choose to prepare corn silage out of the smutted corn. It is most popular in Mexico, where it is known as "huitlacoche" and can be regularly found as an option in meals. The consumption of corn smut originates from ancient Aztec cuisine and is still considered a delicacy in Mexico, even being preserved and sold for a significantly higher price than corn." From Wikipedia.</p> <p>Ask students if they have ever eaten huitlacoche or if they would try it. Ask students why they think people started eating huitlacoche. Talk about nopales and chapulines as other "inedible" food products from México.</p> <p>Ask EQ How might someone from México view our diet in the United States?</p>	
M		
M/T	<p>3. Play "Pancho Camancho" with food vocabulary and previous verbs.</p> <p>a. Hand out plastic/wooden food or pictures of food.</p>	Feedback on

	<p>Have students stand in a circle facing inwards.</p> <ol style="list-style-type: none"> <li>b. In Spanish, the teacher begins and says, "Pancho Camancho quiere comer (whatever food item they are holding)."</li> <li>c. The next person says, "Pancho Camancho no quiere comer (whatever food item the teacher is holding). Pancho Camancho quiere comer (whatever food item they are holding)."</li> <li>d. Go all the way around the circle, and if there is time rotate or change up food items. Have students come up with an original stem sentence.</li> </ol> <p>4. Homework for the night: Complete workbook page 68 or alternatively make flash cards in preparation for quiz the next day.</p>	<p>whether students have acquired the new vocabulary.</p>
M	<p>Day 4</p>	
	<ol style="list-style-type: none"> <li>1. Starter: Unscramble the following phrases and add correct punctuation. Teacher reference--- Phrases come from "Exprésate" Box on page 209. <ol style="list-style-type: none"> <li>a. desayuno/ con/ cereales/ leche/siempre</li> <li>b. cenar/ vamos/ pescado/ espinacas/ arroz/ y/ a</li> <li>c. hoy/ de/ quieres/ qué/ almuerzo</li> <li>d. hambre/mucha/tengo</li> </ol> </li> </ol>	
M		
	<ol style="list-style-type: none"> <li>2. Watch Gramavisión video with emphasis on vocabulary as a quick review.</li> <li>3. Quiz over vocabulary</li> </ol>	<p>Quiz over Vocabulary</p>
A		
M		
A		
	<ol style="list-style-type: none"> <li>4. Read Nota Cultural from page 198. "In México, many foods trace their origins to pre-Colombian times. 'Atole', a drink first enjoyed by the Aztecs, combines corn meal, milk or water, and a flavoring such as chocolate, fruit, or even chile peppers. 'Atole' is so popular that it even comes packaged like instant hot chocolate." Cite this as another example of people relying on what is locally available for food and drink.</li> </ol>	
A	<ol style="list-style-type: none"> <li>5. Pull up seasonal food lists from city Austin/Texas: <ul style="list-style-type: none"> <li><a href="http://www.edibleaustin.com/content/resources/resources">http://www.edibleaustin.com/content/resources/resources</a></li> <li><a href="http://www.simplesteps.org/eat-local/state/texas">http://www.simplesteps.org/eat-local/state/texas</a></li> </ul> </li> </ol> <p>Quick Read from the NRDC about benefits of eating locally...</p>	
	<p>"On average, our food travels from 1500 to 2500 miles on its way to your plate, via transportation that guzzles gas and spews toxic emissions along the way. So when weighing the choice between organic (but shipped) and local, the better environmental choice</p>	



M/T	<p>is often food that comes from local sources, even if it's not certified organic. ... Chefs have long favored local foods because they taste better and help keep regional culinary traditions alive. Both chefs and consumers can more easily contact – and even visit – local farms to see how the food is produced.”</p>										
	<p>Ask students questions about seasonal food. Have they ever had a pumpkin pie in July? Have they ever eaten stew on a summer day? Talk about the reasons we might “eat locally and seasonally” as well as shifting views on food from our culture.</p>										
M	<p>Day 5</p>										
A	<ol style="list-style-type: none"> <li>1. Starter: Write down the word that does not fit with the others. <ol style="list-style-type: none"> <li>a. los huevos, el pan tostado, el tocino, el flan</li> <li>b. la manzana, la naranja, el tenedor, el durazno</li> <li>c. el pescado, las zanahorias, las espinacas, el brócoli</li> <li>d. el pollo, el pescado, el arroz, la carne</li> <li>e. el maíz, el pastel, el helado, el flan, el pan dulce</li> </ol> </li> </ol>										
M	<ol style="list-style-type: none"> <li>2. Add verbs to pre-existing verb chart: desayunar, almorzar (ue), cenar, ayudar, poder (ue), añadir, calentar (ie), cortar, and mezclar.</li> </ol>										
M	<ol style="list-style-type: none"> <li>3. Practice Conjugation of verbs with fill-in-the-blank sentences.</li> </ol>										
M	<ol style="list-style-type: none"> <li>4. Verb Tic-Tac-Toe as a whole class or in small groups, students will play tic-tac-toe. Using a verb from the list students will fill in the correct conjugation of the verb according to the box. If the conjugation is spelled or said correctly they may place an “x” or an “o”.</li> </ol> <table border="1" data-bbox="406 1386 1169 1743"> <tr> <td>Yo</td> <td>Tú</td> <td>Marisol y yo</td> </tr> <tr> <td>Usted</td> <td>Gabriel y Juanita</td> <td>Él</td> </tr> <tr> <td>Nosotros</td> <td>Vosotros</td> <td>Ustedes</td> </tr> </table>	Yo	Tú	Marisol y yo	Usted	Gabriel y Juanita	Él	Nosotros	Vosotros	Ustedes	<p>Check for understanding-conjugations. Clarify any misunderstanding since verbs are mixed (regular and stem-changing).</p>
Yo	Tú	Marisol y yo									
Usted	Gabriel y Juanita	Él									
Nosotros	Vosotros	Ustedes									
	<p>Day 6</p> <ol style="list-style-type: none"> <li>1. Starter: Answer the following questions in complete</li> </ol>										

M	<p>sentences. Make sure to use the underlined verbs in the correct form when you answer the questions.</p> <ol style="list-style-type: none"> <li>¿Qué <u>desayunas</u> los lunes?</li> <li>¿Qué <u>quieres</u> hoy de almuerzo?</li> <li>¿Qué <u>vas a cenar</u> hoy en tu casa?</li> </ol>	
T	<p>Follow-up question: After learning about some of the food culture from México...How might someone from México answer the questions differently?</p>	
M	<ol style="list-style-type: none"> <li>Review verbs – repeat pronunciation and go down the rows having each student give a form of the verb in order: yo desayuno, tú desayunas, él/ella/ud. desayuna, etc.</li> <li>Talk about products and perspectives from page 207 in Teacher’s Edition. “Along streets in México, one finds many fruit, ice cream, paleta, and jugo stands. The iced paletas (popsicles) can be any flavor—even corn or avocado. While smoothie shops in the United States are a newer phenomenon, they have long been popular in México. Licuados of fruit and egg, in a base of orange or carrot juice, alfalfa y limón, bebatel, or milk (called an Eskimo) are enjoyed throughout México.” This is another example of the influence México has had on our fruit culture. How are the chains of smoothie shops we have here different from the stands that can be found in México?</li> </ol>	
A		
M/T	<p>Day 7</p>	
M	<ol style="list-style-type: none"> <li>Starter: Entrance slip- As students enter hand them a small verb check over the verbs introduced on Day 5. Students cannot use notes, peers, or their verb chart for the first 5 minutes. After 5 minutes has passed give students time to fill-in what they still did not know with help from notes and peers.</li> <li>¿En qué puedo ayudar? Look at the photos on page 211 and listen to the conversation between Patricia and her mother. Decide which dialog goes with each photo.</li> <li>Read page 206 and 207 – a comparison of favorite foods from México and the República Dominicana. Answer the following questions in Spanish: <ol style="list-style-type: none"> <li>¿Qué plato se come mucho en el Distrito Federal?</li> <li>¿Cómo es el plato preferido de Paula?</li> <li>¿Cuáles son tres platos típicos de México?</li> </ol> </li> </ol>	<p>Entrance slip: verb check.</p>
M		
M/T		

A

- d. ¿Cómo son los chiles en nogada?
- e. ¿Qué se comen con el arroz con habichuelas?
- f. ¿Cuál es el plato más típico de la República Dominicana?

4. Begin introduction of Direct Object Pronouns- A direct object is the person or thing that receives the action of the verb.

Graciela come pizza. *Graciela eats pizza.*

A noun can often be replaced by a pronoun. These are some direct object pronouns in Spanish that can replace a noun.

	<i>Masculine</i>		<i>Feminine</i>	
<i>Singular</i>	Lo	Him, it	La	Her, it
<i>Plural</i>	Los	Them	Las	Them

Graciela la come. *Graciela eats it.*

Direct object pronouns simplify things in Spanish and English, because we don't have to repeat direct objects repeatedly.

Day 8

M

1. Starter: Replace the following direct objects with direct object pronouns (lo, la, los, las).
  - a. el arroz
  - b. la carne
  - c. los cereales
  - d. el tenedor
  - e. la zanahoria
  - f. el maíz
  - g. las espinacas

A

2. Continue teaching direct object pronouns- Direct object pronouns can be placed in one of two places. Direct object pronouns are placed before a conjugated verb, or they may be attached to the end of an infinitive.

¿Comes el desayuno? ¿Vas a comer el desayuno?  
 Sí, **lo** como. Sí **lo** voy a comer. / Sí, voy a comer**lo**.

M

3. Have students create human sentences to practice direct object pronouns. On sentence strips the teacher will write out sentences like, "Yo pido el tocino" and the four direct

	<p>object pronouns. Cut the sentence strips into just words. Use a different colored marker for each sentence (to avoid confusion when you pass them out). Read the sentence in English and have students put themselves in order at the front of the room. Ask the class what the direct object of the sentence is and which direct object pronoun (dop) could replace it. Have the student with the correct dop replace the direct object and tell students to arrange themselves in the appropriate order.</p> <p>Example sentences:  Paola y Ricardo cocinan la cena.  Marcelo lava el carro.  Dalia corta las zanahorias.  Minerva y yo escuchamos la música.  Ellos comen los chocolates.  Yo arreglo el cuarto.  Tú tomas los refrescos.  ¿Quién va a hacer las camas?  Yo voy a comer las espinacas.</p>	<p>Check for understanding-  direct object pronouns (DOPs).human sentences.</p>
M	<p>4. Students will complete workbook page 70 for direct object pronoun practice.</p>	
	<p>Day 9</p>	
M	<p>1. Starter: Answer the questions using the correct DOP (direct object pronoun).</p> <ol style="list-style-type: none"> <li>¿Quién prepara los sándwiches? Yo _____ preparo.</li> <li>¿Quién prepara la cena? Mi madre _____ prepara.</li> <li>¿Comes los huevos en el desayuno? Sí, _____ como todos los días.</li> <li>¿Pides el tocino con los huevos? No, nunca _____ pido.</li> <li>¿Comes las naranjas por la mañana? Sí, siempre _____ como.</li> </ol>	
A	<p>2. Watch <a href="http://youtu.be/hVXSusr9nTg">http://youtu.be/hVXSusr9nTg</a> about direct object pronouns.</p>	
M	<p>3. Play matamoscas to review DOPs for quiz tomorrow. Write lo, la, los, las on the board and give the students a direct object or a sentence with an obvious direct object in it. Students will race against each other to slap the DOP that would replace the direct object. If you have given them a sentence have students re-word sentence so it works with the correct DOP.</p>	<p>Check for understanding-</p>

M	<p>4. Complete DOP worksheet.</p> <p>Day 10</p> <p>1. Starter: Answer each question using a direct object pronoun. Modelo: ¿Quién pide el café? <u>Isabel lo pide.</u></p> <p>a. ¿Quién limpia la casa? Tú...</p> <p>b. ¿Quién sirve la cena en tu casa? Mis padres...</p> <p>c. ¿Quién va a sacar la basura? Yo...</p> <p>2. Check DOP worksheet as a class.</p> <p>3. Quiz over DOPs</p>	DOPs																								
M	<p>Day 11</p> <p>1. Starter: Write A if the word is a conjugated verb.</p>																									
M	<p>Write B if the word is an infinitive. Write C if it is neither.</p> <table border="0"> <tr> <td>Ir</td> <td>Venir</td> </tr> <tr> <td>Mezclar</td> <td>Poner</td> </tr> <tr> <td>Leche</td> <td>Zanahoria</td> </tr> <tr> <td>Caliente</td> <td>Hacer</td> </tr> <tr> <td>Calienta</td> <td>Tengo</td> </tr> </table>	Ir	Venir	Mezclar	Poner	Leche	Zanahoria	Caliente	Hacer	Calienta	Tengo	Quiz over use of DOPs														
Ir	Venir																									
Mezclar	Poner																									
Leche	Zanahoria																									
Caliente	Hacer																									
Calienta	Tengo																									
A	<p>2. Write the word “Commands” on the board. Make a word web as a class. Ask students: When do you use commands in English? With whom do you use commands? What kind of connotation does the word “command” have? Explain that in Spanish commands can be used to give polite and concise direction. The kind of command they will be learning about in Spanish 1 are informal commands, commands you use with someone you address as tú. The first commands they will focus on are the irregular commands. Irregular commands usually come from irregular verbs.</p>																									
A	<p>3. Introduce irregular informal affirmative commands with a picture of Vin Diesel. When you say the irregular commands together it sounds like, “Vin Diesel has ten weapons.”</p> <table border="1"> <tr> <td>Come</td> <td>Say</td> <td>Leave</td> <td>Do/Make</td> <td>Have/Be</td> <td>Go</td> <td>Put</td> <td>Be</td> </tr> <tr> <td><b>Ven</b></td> <td><b>Di</b></td> <td><b>Sal</b></td> <td><b>Haz</b></td> <td><b>Ten</b></td> <td><b>Ve</b></td> <td><b>Pon</b></td> <td><b>Sé</b></td> </tr> <tr> <td>Venir</td> <td>Decir</td> <td>Salir</td> <td>Hacer</td> <td>Tener</td> <td>Ir</td> <td>Poner</td> <td>Ser</td> </tr> </table> <p>4. Give students their commands booklet (attached) to construct. Have students fill-in the irregular command pages.</p>	Come	Say	Leave	Do/Make	Have/Be	Go	Put	Be	<b>Ven</b>	<b>Di</b>	<b>Sal</b>	<b>Haz</b>	<b>Ten</b>	<b>Ve</b>	<b>Pon</b>	<b>Sé</b>	Venir	Decir	Salir	Hacer	Tener	Ir	Poner	Ser	
Come	Say	Leave	Do/Make	Have/Be	Go	Put	Be																			
<b>Ven</b>	<b>Di</b>	<b>Sal</b>	<b>Haz</b>	<b>Ten</b>	<b>Ve</b>	<b>Pon</b>	<b>Sé</b>																			
Venir	Decir	Salir	Hacer	Tener	Ir	Poner	Ser																			

A	Day 12	
M	1. Starter: Without looking at their commands booklet write down as many irregular commands as you can. Need a hint? Think of a famous action star.	
A	2. Continue affirmative informal commands. Read the grammatical box from page 214 about how to form informal affirmative commands.	
A	3. Have students fill in the rest of their commands booklet from Day 11.	Check for understanding- irregular informal affirmative commands.
A	4. Read Nota Cultural about snacking on page 214: “In México, many people buy snacks like cucumbers or roasted corn with chile powder, mango, pineapple, or watermelon from street vendors. For their afternoon snacks, Argentines, Uruguayans, Chileans, and Colombians meet in tearooms to drink coffee or tea and eat sandwiches or pastries. Spaniards have a ‘merienda’ [coming from the word merendar] around 6pm [remind students that Spanish-speaking countries eat a later dinner than people in the United States], a small snack such as ‘chocolate’ and ‘churros’ or ‘pan’. Compare your snacks to those in Spanish-speaking countries. Do you have a snack with your friends or families at a particular time? What do you eat?”	
A	5. Have students suggest a snack for the following people using the command for of merendar:	
T	<ul style="list-style-type: none"> <li>a. Carlito (de México): quiere algo saludable</li> <li>b. Dominga (de Argentina): quiere algo sin carne</li> <li>c. Rafael (de los España): quiere algo dulce</li> <li>d. Catarina (de Colombia): tiene sed</li> <li>e. Rico (de México) : quiere algo picante</li> </ul>	
	6. Exit slip – Informal Affirmative Commands	
	Day 13	
M	1. Starter: Your friends want to improve their grades. Tell them what to do using commands.	
M	<ul style="list-style-type: none"> <li>a. Hacer la tarea</li> <li>b. Ir a clase todos los días</li> <li>c. Escuchar bien en clase</li> <li>d. Venir conmigo a la biblioteca</li> <li>e. Ser trabajador</li> <li>f. Trabajar en clase</li> </ul>	Exit slip- Informal affirmative commands.
	2. Review exit slip make corrections and clarify any misunderstandings.	
	3. Complete Command Practice Worksheet (attached)	Finished command book
M	4. Command Practice with Board Races- Divide class into two	

M M	<p>teams. Call out a command and have one member of each team run to the board and write down the correct form. First one to correctly write the form of verb wins.</p> <p>5. Introduce Informal Affirmative Commands with DOPs. Read page 216.</p>	<p>can be used as a resource for the rest of the unit.</p>
A	<p>Day 14</p> <p>1. Starter: Elena is in charge of dinner tonight. She's telling her brother what to do to help. Choose the correct informal affirmative command for each of the things she wants him to do.</p>	
M	<p>1. <i>Mezclar la ensalada</i> a. Mézclala b. Mézclalo</p>	
	<p>2. <i>Poner la mesa</i> a. Ponerla b. Ponla</p>	
	<p>3. <i>Abrir las ventanas</i> a. Ábrelas b. Abrirlas</p>	
	<p>4. <i>Probar el arroz</i> a. Pruébalo b. Pruébelo</p>	
	<p>5. <i>Sacar el pollo del horno</i> a. Sácala b. Sácalo</p>	
	<p>2. Practice Commands and DOPs with 'Papa Caliente' PowerPoint (attached). Have students pass around a hot potato game, catch phrase controller, or something soft with a separate timer. The PowerPoint has direct objects that need to be replaced with DOPS, Verbs that need to be changed into commands, and verbs with direct objects that need to be changed into commands with DOPS.</p>	
M	<p>3. Watch Bizarre Foods Clips from México <a href="http://www.youtube.com/watch?v=v5IpdB_uGLg">http://www.youtube.com/watch?v=v5IpdB_uGLg</a> Follow along with guided questions. Follow-up with modified four a's protocol in small groups.</p>	<p>Check for understanding-combining commands with DOPs. This is a difficult concept for some students and the game might take more time to set-up.</p>
	<p>a. What assumptions did you make when I told you what we were going to watch?</p>	
	<p>b. Which foods would you argue are "inedible"?</p>	
	<p>c. Do you agree with Zimmern's approach to bizarre foods?</p>	
	<p>d. What foods do you aspire to try?</p>	
A	<p>Day 15</p> <p>1. Starter: Change the verb to the command form and the direct object to a direct object pronoun. Add accent marks</p>	<p>Revisit the "inedible" question.</p>

<p>M</p> <p>M</p> <p>A</p>	<p>as needed.</p> <ol style="list-style-type: none"> <li>a. abrir el refrigerador</li> <li>b. calentar la sopa</li> <li>c. preparar las espinacas</li> </ol> <ol style="list-style-type: none"> <li>2. Students will complete Informal Affirmative Commands and Informal Affirmative Commands with Direct Object Pronouns crossword (attached) with no notes or commands booklet.</li> <li>3. Read Comunidad box from page 207 about ‘horchata’ and ‘tamales’. Add information about empanadas from page 323. Compare these popular Mexican foods from the ones viewed in the video yesterday. Key talking points: using what is available, Mexican food culture influencing United States/Texas food culture because of geography.</li> </ol>	<p>Crossword Command “Quiz”.</p>
<p>M</p> <p>A</p> <p>M</p>	<p>Day 16</p> <ol style="list-style-type: none"> <li>1. Starter: Answer the question by changing the verb to the command form and the direct object to a direct object pronoun. Add accent marks as needed. <ol style="list-style-type: none"> <li>a. ¿Mezclo la ensalada?</li> <li>b. ¿Abro el microondas?</li> <li>c. ¿Pongo la mesa?</li> <li>d. ¿Caliento la carne?</li> </ol> </li> <li>2. Go through Time Photo Essays from <u>Hungry Planet</u> and listen to NPR story discussing book. Focus on the families from México, Ecuador, Guatemala, and the United States. <p><a href="http://www.time.com/time/photogallery/0,29307,1626519,00.html">http://www.time.com/time/photogallery/0,29307,1626519,00.html</a></p> <p><a href="http://www.time.com/time/photogallery/0,29307,1645016,00.html">http://www.time.com/time/photogallery/0,29307,1645016,00.html</a></p> <p><a href="http://www.time.com/time/photogallery/0,29307,1667690,00.html">http://www.time.com/time/photogallery/0,29307,1667690,00.html</a></p> <p><a href="http://www.npr.org/templates/story/story.php?storyId=5005952">http://www.npr.org/templates/story/story.php?storyId=5005952</a></p> </li> <li>3. Discussion questions adapted from <u>Hungry Planet: What the World Eats</u> curriculum guide: <ol style="list-style-type: none"> <li>a. Describe the family kitchens. How are they different? Similar?</li> <li>b. What is the main source of starch? Protein?</li> <li>c. What is the primary food group each family consumes?</li> <li>d. What food groups are less abundant? Why is that?</li> <li>e. Why types of food that you normally eat are missing?</li> <li>f. Do you recognize any foods?</li> <li>g. Does the food appear to be health conscious?</li> </ol> </li> </ol>	
<p>M</p>	<p>Day 17</p> <ol style="list-style-type: none"> <li>1. Starter: A 10-minute Quick Write – Will you change anything about your eating habits after yesterday’s lesson?</li> </ol>	



<p>T</p> <p>A/T</p>	<ol style="list-style-type: none"> <li>2. Read page 392 “La comida de los continentes” as a class.             <ol style="list-style-type: none"> <li>a. Jigsaw reading with each small group getting a section of the reading.</li> </ol> </li> <li>3. Introduce Performance Assessment “Una receta típica”.             <p>Days 18-20</p> <ol style="list-style-type: none"> <li>1. Computer Lab time</li> </ol> <p>Days 21-22</p> <ol style="list-style-type: none"> <li>1. Share recipes with class. Optionally, upload recipes onto class wiki page.</li> <li>2. Fill in “L” from K-W-L chart used as pre-assessment.</li> </ol> </li> </ol>	<p>Performance Task- students may be more comfortable presenting the recipes if they have pre-recorded narration.</p>
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La comida p. 225 bottom

Español	Inglés	Español
*El arroz		
El brócoli		
El café (con leche)		
*La calabaza	Pumpkin/squash	
La carne		
La cena		
Los cereales		
*Los chiles	Chilies	
*El chocolate	Chocolate	
El durazno		
Las espinacas		
*Los frijoles	Beans	
El huevo		
*El maíz		
La manzana		
La naranja		
El pan		
El pan dulce		
El pan tostado		
*Las papas		
El pastel		
*El pavo/guajalote	Turkey	
El pescado		

El pollo		
El tocino		
La zanahoria		

En la cocina p. 225 bottom & p. 211

Español	Inglés	Español
Añadir		
Ayudar		
Calentar (ie)		
Cortar		
Mezclar		
Preparar		
Poner la mesa (go verb)		
Sacar		
La ayuda		
El refrigerador		
El horno	oven	
El microondas	microwave	

Talking about meals p. 225 bottom

Español	Inglés	Español
El desayuno		
Desayunar		
El almuerzo		
Almorzar (ue)		
La cena		
Cenar		

Extra Cooking Vocabulary (for review and use as reference)

Español	Inglés
Cocinar	To cook
Cocinar a fuego lento	To simmer
Cocer al horno	To bake
Asar	To roast
Freír	To fry
Lavar	To wash
Hervir	To boil
Pelar	To peel
Comprar	To buy
El plato	Dish/plate
El plato hondo	Bowl
La taza	Cup
La sartén	Frying pan
La cacerola	Saucepan
El cuchillo	Knife
La cuchara	Spoon
El tenedor	Fork
La cucharilla	Teaspoon
La cuchara medidora	Measuring spoon
La taza de medir	Measuring cup

Nombre: \_\_\_\_\_

### Command Practice

To tell someone you address as **tú** to do something, use **affirmative informal commands**.

To form an **affirmative informal command**, drop the “s” off the end of the **tú** form of a verb.

tú hablas → **habla**                      you speak → **speak**

tú comes → **come**                      you eat → **eat**

Remember that if there is a stem change in the **tú** form, there is a stem change in the command form also.

tú pides → **pide**                      you ask (for) → **ask** (for)

Some verbs have irregular command forms:

venir → **ven** (come)

hacer → **haz** (do/make)

ir → **ve** (go)

decir → **di** (say)

tener → **ten** (have)

ser → **sé** (be)

salir → **sal** (go out, leave)

poner → **pon** (put)

To help us remember the irregular command we use this saying: **Ven Di-Sal Haz Ten Ve-Pon-Sé**

When you say the sentence what does it sound like in English?

\_\_\_\_\_

*\*Hint\* It involves a famous action hero.*

Put the following verbs in the **affirmative informal command** form. Included below are regular verbs, stem-changing verbs, and irregular verbs!

- |                        |       |                     |       |
|------------------------|-------|---------------------|-------|
| 1. alquilar            | _____ | 16. tener           | _____ |
| 2. cantar              | _____ | 17. practicar       | _____ |
| 3. dibujar             | _____ | 18. estudiar        | _____ |
| 4. montar en bicicleta | _____ | 19. descansar       | _____ |
| 5. pasear              | _____ | 20. trabajar        | _____ |
| 6. escuchar            | _____ | 21. tocar el piano  | _____ |
| 7. correr              | _____ | 22. <i>almorzar</i> | _____ |
| 8. <i>ser</i>          | _____ | 23. <i>volver</i>   | _____ |
| 9. escribir cartas     | _____ | 24. <i>empezar</i>  | _____ |
| 10. <i>hacer</i>       | _____ | 25. <i>merendar</i> | _____ |
| 11. <i>ir</i>          | _____ | 26. <i>pedir</i>    | _____ |
| 12. <i>jugar</i>       | _____ | 27. <i>servir</i>   | _____ |
| 13. <i>salir</i>       | _____ | 28. <i>venir</i>    | _____ |
| 14. bailar             | _____ | 29. <i>decir</i>    | _____ |
| 15. <i>poner</i>       | _____ | 30. desayunar       | _____ |

Below are some verbs (**and their command forms**) that you might use in the kitchen.

tú calientas (you heat)→ **calienta (heat)**

tú sacas (you take out)→ **saca (take out)**

tú cortas (you cut)→ **corta (cut)**

tú abres (you open)→ **abre (open)**

tú mezclas (you mix)→ **mezcla (mix)**

tú añades (you add)→ **añade (add)**

Are the following verbs in the affirmative informal command form? Mark yes or no.

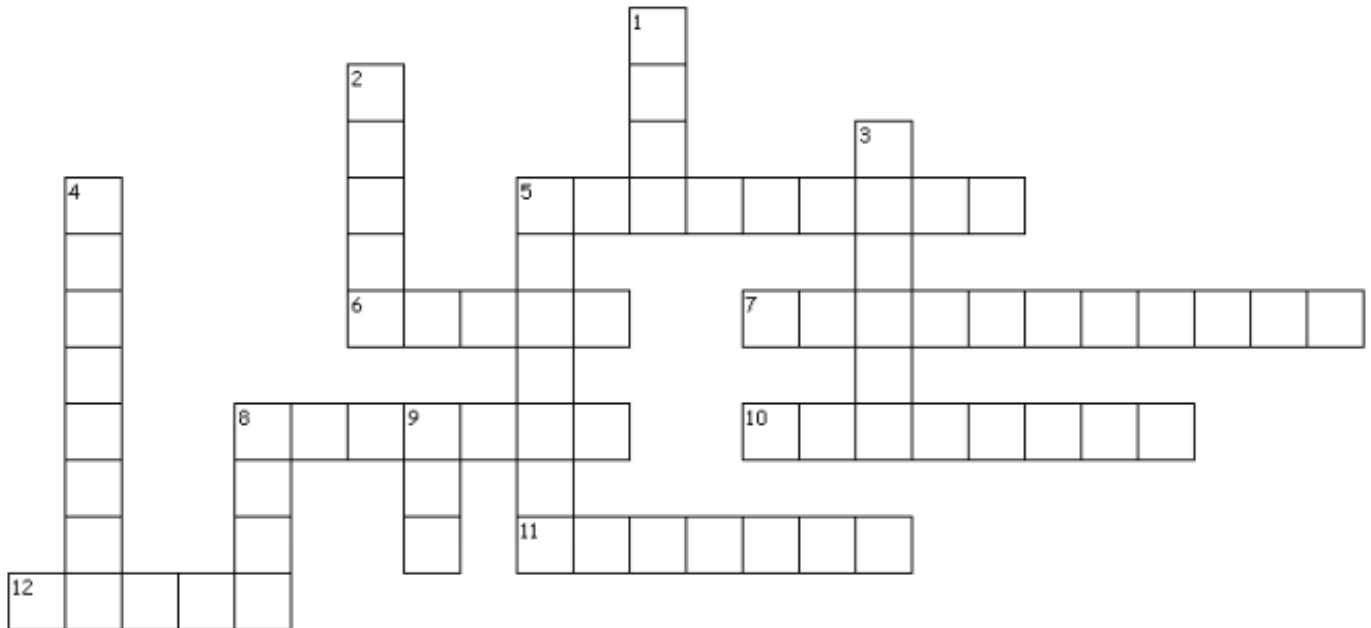
If it is not in the command form, change it into the affirmative informal command form.

Verb	Yes	No	Command Form
Patino			
Alquilas			
Mezcla			
Escriben			
Prepara			
Añadimos			
Come			
Abre			
Cocinas			
Duermen			
Escucha			
Bebo			
Calientas			
Pasea			
Navegar			
Asistimos			
Ten			

Nombre: \_\_\_\_\_

### Commands and Commands with Direct Object Pronouns

Replace the verbs with the correct informal affirmative command form. If there is a direct object you must replace it with a direct object pronoun and place it at the end of the verb. Don't forget your accent marks!



#### Across

- 5. Preparar el almuerzo
- 6. Ayudar
- 7. Calentar las papas
- 8. Cortar el maíz
- 10. Desayunar
- 11. Sacar los chiles
- 12. Hablar

#### Down

- 1. Abrir
- 2. Poner la mesa
- 3. Hacer los ejercicios
- 4. Merendar
- 5. Pedir las tortillas
- 8. Cenar
- 9. Tener

\*If the command doesn't fit, please double check your spelling!



# Una receta típica

Much of the food we eat today in the United States came from the Americas (México, Central America, South America). Potatoes, chilies, chocolate, vanilla, corn, beans, squash, pumpkins, tomatoes, and turkey are all examples of food with origins in México.

In pairs, you will create a recipe or adapt a traditional recipe from a Spanish-speaking region using only ingredients immediately available to the region that the dish comes from.

You will write the recipe in Spanish using affirmative informal commands and current unit vocabulary. It is okay to simplify the recipe as long as it still makes sense! After the recipe is written you will narrate the recipe using PowerPoint or Prezi. You may pre-record the presentation if you would like.

Once we are done, we will upload them to our class wiki pages.

Please use the following resources to help you complete this assignment:

<http://www.univision.com/content/content.jhtml?cid=446908>

<http://www.whats4eats.com/central-america/mexico-cuisine>

<http://online.culturegrams.com/world/index.php>

<b>Requirements:</b>	✓
Include a Title Slide with your names and the name of your food	
A slide with information about your region that explains the food culture (can be in English)	
Make at least 4 Directions Slides	
2 commands per slide for a total of at least 8 commands	
Be sure to include at least 5 different verbs (don't use the same verb over and over again!)	
3 commands that have a direct object (Ex. Corta las manzanas)	
3 commands with direct object pronouns (Ex. Añádelas al plato)	
Pictures to illustrate the instructions	
Upload to the class wiki page	
*Optionally, record narration instead of presenting to the class	

## Rubric: Una receta típica

	<b>Excellent 5</b>	<b>Good 4-3</b>	<b>Needs Work 2</b>	<b>Incomplete 1-0</b>
<b>Includes all required elements</b>	Includes at least 8 commands; 3 with Direct Objects and 3 with Direct Object Pronouns. Steps to making your dish make sense and flow in a realistic order. Use at least 5 different verbs. Includes an information slide.	Includes at least 7 commands; 3 with Direct Objects and 3 with Direct Object Pronouns. Steps to making your dish make sense and flow in a realistic order. Use at least 5 different verbs. Includes an information slide.	Includes at least 6 commands; Includes both commands with direct objects and commands with direct object pronouns. Steps to making your dish are unclear.	Includes 5 or fewer commands. Steps to making the dish are unclear.
<b>Recipe uses ingredients from assigned region and the dish is an accurate representation of the region's culture</b>	Dish is an excellent representation of region's culture. Includes ingredients available and is a thoughtful representation of the food culture.	Dish is a good representation of region's culture. Includes ingredients available and is a thoughtful representation of the food culture.	Dish is a representation of the region, but may reinforce some common misconceptions. Some thought is put into the ingredients and what is available to the region.	Dish does not represent the region's culture. Little thought is put into the ingredients and what is available to the region.
<b>Correctly formed commands and commands with pronouns</b>	Commands are formed correctly, including stem change and irregular forms. Direct Object Pronouns agree in gender and number. All commands are spelled correctly including accent marks.	Most commands are formed correctly. Direct object pronouns agree in gender and number. Accent marks are included.	At least half of the commands are formed correctly. Direct object pronouns are present, but do not always agree in gender and number.	Commands are formed incorrectly. Direct object pronouns do not match in gender and number. Lack of accent marks.
<b>Variety of vocabulary used correctly</b>	An excellent variety of vocabulary is used and spelled correctly.	A good variety of vocabulary is used with only a few spelling errors.	Vocabulary is incorrectly used, there is little variety, and spelling errors are present.	A complete lack of variety in the vocabulary. Most words are incorrectly spelled.
<b>Pronunciation</b>	Words are clear and pronounced correctly.	Most words are pronounced correctly. Words that are incorrectly pronounced are new to the speaker (not from original vocabulary list) or are borrowed from a native language.	Some words from the original vocabulary list are mispronounced. Lots of self-correction during the presentation.	Most words are mispronounced, there is no effort to correctly pronounce or self-correct during presentation.