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Grade 9-10 Spanish food and cooking

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Differentiated Lesson

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This lesson is part of a Unit of two weeks. The topic is Food. This is the first year that students take Spanish.

Students are going to be working on the vocabulary and the present tense for five days. This lesson is going to take place the sixth day.

Essential Questions

This is the essential question for this unit: “¿Que comemos? (What do we eat?)

New York State Standards

The two standards that New York State requires for Languages Other Than English are incorporated in this lesson:

1. Students will be able to communicate in languages other than English
2. Students will be able to establish cross-cultural connections.

Pre-assessment

Students will have a vocabulary quiz and worksheets where they have to complete with the appropriate vocabulary word and fill in the blanks with the correct verb and/or word.

Outline of the lesson

Hook: Spanish omelet handout

SWBAT use food vocabulary words and verbs in the present tense to create their own recipe.

Guided activity: fill in the blanks

Independent activity: work in groups

Hook

Students will be given a handout where they have to match the pictures with the statements for the steps in order to cook the Spanish omelet.

It will be given at the beginning of the lesson and will be used as Do Now.

Guided activity

The following activity will be done by students grouped by knowledge. The grouping is based on students' performance in the class and students achievement.

Students have to fill in the blanks a cooking recipe (Roasted chicken.) This activity is related to the project that they have to do at the end of the unit that is to create their own recipe.

Tier 1 activity is designed for the less advanced students. In this group there are students who are failing the course and other students that they are not performing well. The Tier 1 group will be allowed to have the vocabulary list that was given at the beginning of the unit. Besides that, the English meaning will be beside the word that they have to fill in.

Tier 2 activity is designed for intermediate students. Tier 2 group will be given a word bank with food drawings. They are not allowed to have the vocabulary list.

Tier 3 activity is designed for the most advanced students. They will have no support material. This group is just for students in the class.

The anchor activity provided for this guided activity is that students have to find out differences and similarities between the ways of cooking roasted chicken (the recipe of the activity) the American and the Spanish way.

Independent activity

Students will be working on this activity for two days during class time. The day before they start working, groups will be made and directions will be given.

Students will be divided into groups by their level of knowledge and performance. Within those levels, students will be give choices for the outcome of the projects.

The goal of the project is that students will be able to create their own recipe, incorporating food vocabulary and verbs in the present tense.

Students will be given task cards based on their group and their outcome of the project.

Tier 1 group: task card

Tier 2 group: task card

Tier 3 group: task card

The outcome of the groups is different: one group can choose between a main course or a dessert. Other group has to create a recipe for a main course and for a dessert. The third group has to create a recipe for a full meal.

The groups can choose the outcome of their project. It can be: a cooking show, a recipe for a cooking or recipe book or for a magazine and a poster.

The rubrics are created based on the outcomes. Each of the rubrics has included the requirements for each and one of the groups and all the elements that need to be incorporated.

- ❖ There is a rubric for the cooking book or magazine recipe

- ❖ There is a rubric for the cooking show
- ❖ There is a rubric for the poster

The anchor activity designed in case that it can be needed is the following: students will have to create an original menu for a friend's party or any other celebration that they choose. There is a list of requirements and steps to follow.

Conclusion

Along the unit and on a daily bases in the classroom, students are able to communicate in Spanish. The target language is used on a daily bases and also most of the directions are given in Spanish.

Through the topics and the cultural activities students are able to establish cross-cultural connections between the Spanish speaking world and American culture.

The grouping of students is based on their level of knowledge of the target language that also is correlated to their level of performance.

Activities are designed taking under consideration students' interests and strengths, giving to all students the opportunity of succeed.

References

Glencoe Spanish 1 *Buen Viaje*, McGraw-Hill Companies, Inc.

TORTILLA DE PATATA

Une las frases con los dibujos.

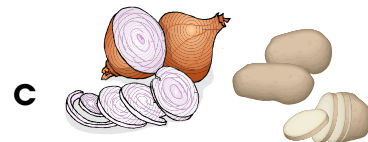
1. Pela las patatas



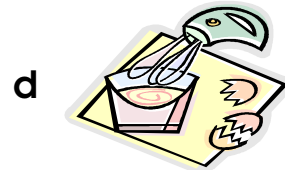
2. Corta las patatas y la cebolla



3. Pon aceite en la sartén



4. Fríe las patatas y la cebolla



5. Bate los huevos



6. Pon todo en la sartén



7. Tortilla de patata



Create your own recipe



Task card Group 1 Tier 1

- You have to create a recipe for a main dish or for a dessert.
- In order to create your own recipe you have to incorporate:
 - At least five ingredients;
 - Three steps of the recipe;
 - Verbs in the correct form and tense;
 - Vocabulary words related to the lesson.
- The outcome can be:
 - ✓ a cooking show for a food channel or
 - ✓ a written recipe for a magazine or a recipe book or
 - ✓ a poster board.
- The recipe has to have a title.

Create your own recipe



Task card Group 2 Tier 2

- You have to create a recipe for a main dish and for a dessert.
- In order to create your own recipe you have to incorporate:
 - At least eight ingredients;
 - Five steps of the recipe;
 - Verbs in the correct form and tense;
 - Vocabulary words related to the lesson.
- The outcome can be:
 - ✓ a cooking show for a food channel or
 - ✓ a written recipe for a magazine or a recipe book or
 - ✓ a poster board.
- The recipe has to have a title.

Create your own recipe



Task card Group 3 Tier 3

- You have to create a recipe for a full meal, including appetizers, main dish and dessert.
- In order to create your own recipe you have to incorporate:
 - At least ten ingredients;
 - Seven steps of the recipe;
 - Verbs in the correct form and tense;
 - Vocabulary words related to the lesson.
- The outcome can be:
 - ✓ a cooking show for a food channel or
 - ✓ a written recipe for a magazine or a recipe book or
 - ✓ a poster board.
- The recipe has to have a title.

POLLO ASADO (ROASTED CHICKEN) Tier 1

Completa los huecos con las palabras de vocabulario:

Coloca el _____ (chicken) en una fuente grande y pon _____ (oil) de oliva.

Corta el _____ (lemon) en rodajas finas y añade una pizca de _____ (salt).

Corta las _____ (potatoes) en rodajas.

Añade las _____ (potatoes) y el _____ (lemon) a la fuente con el _____ (chicken).

Corta la _____ (onion) y ponla por encima.

Cocina todo a fuego lento y deja reposar durante 15 minutos.

POLLO ASADO (ROASTED CHICKEN) Tier 2

Completa los huecos con las palabras de vocabulario:

Coloca el _____ en una fuente grande y pon _____ de oliva.

Corta el _____ en rodajas finas y añade una pizca de _____.

Corta las _____ en rodajas.

Añade las _____ y el _____ a la fuente con el _____.

Corta la _____ y ponla por encima.

Cocina todo a fuego lento y deja reposar durante 15 minutos.



POLLO ASADO (ROASTED CHICKEN) Tier 3

Completa los huecos con las palabras de vocabulario:

Coloca el _____ en una fuente grande y pon _____ de oliva.

Corta el _____ en rodajas finas y añade una pizca de _____.

Corta las _____ en rodajas.

Añade las _____ y el _____ a la fuente con el _____.

Corta la _____ y ponla por encima.

Cocina todo a fuego lento y deja reposar durante 15 minutos.

El menú



- ❖ You have to create a menu for your friend's party or for any other celebration that you want.
- ❖ You have to incorporate a list of all the ingredients that you need.
- ❖ You can choose between a "tapas" meal or an appetizers and main course.
- ❖ Do not forget to include dessert.
- ❖ You have to use vocabulary words from this unit.
- ❖ Do not forget to conjugate verbs properly.

Rubric: Main dish, dessert or full meal for a cooking book or a magazine

CATEGORY	4	3	2	1
Grammar	There are no grammatical mistakes on the project.	There is 1 grammatical mistake on the project.	There are 2 grammatical mistakes on the project.	There are more than 2 grammatical mistakes on the

				project.
Ingredients	list of ingredients for all ingredients required	list of ingredients for some of the ingredients required	partial list of ingredients	no list of ingredients
Directions	multi-step directions written in complete sentences	multi-step directions written in complete sentences, minor spelling errors and omissions.	multi-step directions written, minor spelling errors, directions not labeled	multi-step directions written, major spelling errors, directions not labeled
Title	recipe has a title	Recipe has a title	recipe has a partial title	Recipe has no title

Rubric: Cooking show: Presentation of the recipe.

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly	Speaks clearly and	Speaks clearly and	Often mumbles or

	and distinctly all (100-95%) the time, and mispronounces no words.	distinctly all (100-95%) the time, but mispronounces one word.	distinctly most (94-85%) of the time. Mispronounces no more than one word.	cannot be understood OR mispronounces more than one word.
Grammar	There are no grammatical mistakes on the project.	There is 1 grammatical mistake on the project.	There are 2 grammatical mistakes on the project.	There are more than 2 grammatical mistakes on the project.
Ingredients	list of ingredients with all ingredients required	list of ingredients with some of the ingredients required	partial list of ingredients	no list of ingredients
Memorization	Student knows all steps by heart. Minor mistakes do not distract from presentation	Student knows almost everything by heart. Minor mistakes distract, however presentation is still comprehensible.	Student half of the steps by heart and/or due to mistakes parts of the presentation are incomprehensible.	Student memorizes less than half of the steps and/or presentation is mostly incomprehensible.
Title	recipe has a title	Recipe has a title	recipe has a partial title	Recipe has no title
Directions	multi-step directions written in complete sentences	multi-step directions written in complete sentences, minor spelling errors and omissions.	multi-step directions written, minor spelling errors, directions not labeled	multi-step directions written, major spelling errors, directions not labeled

Rubric: Making a poster with the recipe

CATEGORY	4	3	2	1
Grammar	There are no grammatical mistakes on the	There is 1 grammatical mistake on the	There are 2 grammatical mistakes on the	There are more than 2 grammatical

	project.	project.	project.	mistakes on the project.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Directions	multi-step directions written in complete sentences	multi-step directions written in complete sentences, minor spelling errors and omissions.	multi-step directions written, minor spelling errors, directions not labeled	multi-step directions written, major spelling errors, directions not labeled
Ingredients	list of ingredients for all ingredients	list of ingredients for some of the ingredients	partial list of ingredients	no list of ingredients
Title	recipe has a title	Recipe has a title	recipe has a partial title	Recipe has no title