# Spanish 101 #001: Foods & Drinks Date: 9/25/22

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| **Learning Experience Number:** SP1001 | | **Length of Learning Experience:**  45 mins |
| **Curriculum Area:** Spanish 101 | | **Curriculum Plan:** Spanish |
| **Core Competencies**  **Primary/Main:**  *Speaking*: Students will repeat the pronunciation of the words from the instructor  *Listening*: Students listen to the pronunciation of the words from the instructor  **Secondary**:  *Reading*: Students read the words on the screen/paper  *Writing*: For students in the Emerging and/or Developing stages, there may be more that would prefer writing down the words on paper. Does not limit Proficient and/or Extending students to write down for practice purposes | | |
| **Understand – Big Idea**  Through applying new words, students pronounce new vocabulary to attain higher speaking and listening competencies. | | |
| **Know/Do/Value - Learning Standards (Curricular Competencies and Content)**  They can associate foods and drinks in Spanish to their English counterpart  They can collaborate with classmates Spanish and English word pronunciation  They can evaluate similarities of future new vocabulary with other words | | |
| **Student Friendly Intended Learning Target**  I can identify a Spanish food/drink word with its English counterpart  I can recite the proper pronunciation of the Spanish food/drink words  I can construct similar relations between Spanish words based on masculinity and/or femininity | **Assessment Strategies**  .  Pre-assessment:  Repetition of pronouncing new words  Post-assessment:  Quizlet:  Matching game  Flashcard | |
| **Accommodations and Extensions**  For students in the Emerging and/or Developing stages, there may be more that would prefer writing down the words on paper. Does not limit Proficient and/or Extending students to write down for practice purposes. Also, either write the Spanish words on the board or up on the screen for students to refer back to. | | |
| **Flexible Learning Context**  N/A | | |
| **Materials and Technologies/Resources/Pre-Class Preparation**  *Computer* and *Projector* is needed for the following:  Have Quizlet ready and loaded on the screen:   1. Matching game 2. Flashcard   Have Spanish words projected on the screen when pronouncing new words as a class.  White board and Markers:  Writing the new Spanish food/drink words on the board for students to refer | | |

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| **Learning Progression** |
| **Introduction: Engage/Explore** [10 mins]  Gain student attention by introducing the topic expressed last class and review:  “Good morning/afternoon, have you thought about what we discussed last class about understanding feminine and masculine nouns? Well, if your forgot, that’s alright. Sometimes, it takes time for it to process. So, right now, we are going to quickly go through some simple tips to find the differences and some similarities among Spanish words.”  Give example:  El hombre vs la mujer (the man vs the woman)   * + - Typically, ‘el’ is used when the noun that follows does not end with an ‘a’. ‘La’ is usually associated with nouns that ends with ‘a’. There are exceptions to the rule, and we’ll see one today   “Why did we do that quick review on the masculine vs feminine you may ask? We are revisiting that notion quickly because we will learn some new words that we will need to use in order to survive, such as food and drink words. From these words, we will start to develop some relations between last class and today’s class. I am hoping that even if we don’t have enough time to find out all the foods in Spanish, you can use curiosity to discover their English counterparts in your free time.” |
| **Disclosure: Explain [**15 mins]  So as I mention, we will be introduced to new foods and drink words, so as I am prompting the words on the screen [alternative: writing them down on the board], please feel free to write them down on a piece of paper. As you look at these words, please try to say them in your head or in a whisper. What do you think they sound like? If you are done with that, perhaps try to find why they might be masculine/feminine (circle the part you think is the reason).  Go to either Quizlet and go through the vocabulary with the students and pronounce the words **three times: *1st just the instructor speaking, 2nd with the students, 3rd just the students***. Make sure to look at whether the students are saying the words. Go an extra turn if you spot certain students saying the words.   1. El cono (el-co-no). What do you think this word means in English? Cone. 2. Los fideos (los-fee-de-oh). How bout this one? Noodles. 3. Los frutos (los-froo-tos). This is fruits. 4. La carne\* exception to rule (la-car-ne). This is meat. Why is ‘carne’ feminine? 5. Las verduras (las-ver-doo-ras). This is vegetables. 6. El hongo (el-on-go). This means mushrooms. 7. La espinaca (la-es-peen-naca). It means spinach. 8. El pescado/El pez (el-pes-ca-do) / (el-pez). Fish it is, they both mean fish. 9. El agua\* exception to rule (el-a-gwa). It’s water. Why is ‘agua’ masculine? 10. El jugo de manzana (el-hoo-go-de-man-za-na). Apple juice. 11. El jugo de naranjo (el-hoo-go-de-na-rang-ho). Orange juice.   Saying it as the instructor by yourself the 1st time, then have the students follow you, and end by themselves. |
| **Practice: Extend** [15mins]  Alright great work! We will now go on my favorite site Quizlet to play some quick little games to see what we have learned thus far. If you need to refer to the words on the screen [alternative: board] and/or your paper, please do so. This is not a race; we should help each other into knowing what these words mean and how to relate them between languages.  Now that this is ready let us proceed:  On the site on Quizlet, you can either do matching or flash cards first [must select it on the top right tab]. Have them do both in class, but in succession. DO NOT RUSH. You may have to drag Spanish to English or vice versa if you are doing matching with the students. |
| **Closure: Exit/Evaluate** [5 mins]  So class, what have we learned in this today’s lesson? Can I have a brave warrior step-up and volunteer?  If no one chooses to speak, you pick.  Once this is finished, pick a student for answer to a review question:  Before we wrap up the class and I let y’all go, I will ask and appoint a member to give me something as a response. If you get it right, you may be ‘excused’. But make sure, you are always ready, it could be you next. Fair? \*if a student answers wrong, do not discourage, and help them out, perhaps give them some tips and clues from the activity.   1. Why might a Spanish word be in masculine form? Appoint student 2. El hongo means what? Appoint student 3. What are noodles in Spanish? Appoint student 4. What are vegetables in Spanish? Appoint student 5. What are the two Spanish versions of ‘fish’? Appoint student 6. El hongo means what? Appoint student 7. Why might a Spanish word be in feminine form? Appoint student 8. El agua is masculine because…..? Appoint student 9. El jugo de manzana means…..? Appoint student 10. Orange juice is what in Spanish? Appoint student |
| **Notes and Reflection:** Gratitude and Future Hopes |