

**Margaret V Becker-Layer  
United Friends School  
Governor's Institute**

# Una comida mexicana

## Una comida mexicana

**Language and Level:** Spanish FLES sixth grade

**Materials:**

Telecocina mexicana<sup>1</sup> conversation cards

Kitchen utensils – measuring cups and spoons, bowls, pans, and plates of varying sizes, electrical mixer, frying pan, stirring spoons, spatula, fork, knife, and cutting board

Props – plastic, paper, or cardboard food items, classroom refrigerator, stove, and oven

Pictures of Mexican families and foods (see Appendix A)

Vocabulary lists (see Appendix B)

Video camera and tapes

Websites – [http://www.layouth.com/4\\_22\\_01.htm](http://www.layouth.com/4_22_01.htm)

<http://www.elmonterey.com/mexicanrecipes/index.aspx>

<http://www.cs.yale.edu/homes/hupfer/global/regions/cam.html>

<http://www.maryknoll.org/EDUCA/CORNER/guatemala/guatefood.htm>

**Objectives:**

1. Students will be able to compare the typical Hispanic and North American families.
2. Students will be able to name food items, basic cooking utensils, and kitchen appliances in Spanish.
3. Students will know the verbs necessary to explain the cooking process.
4. Students will be able to explain in Spanish the steps in preparing a Mexican meal for an entire family.

**Overview:**

## National Standards:

1. Communication
  - 1.1 Students understand and interpret spoken Spanish in the kitchen setting by following and/or giving directions during TPR exercises.
  - 1.2 Students present information and concepts to an audience of fellow students while demonstrating the cooking process.
2. Culture
  - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Mexican family life by identifying the members of the nuclear family, determining portions necessary to feed one family, and discussing family roles at meal times.
3. Connections
  - 3.1 Students reinforce previously learned vocabulary during pre-teaching conversation, TPR activities, and final presentations. Math skills will also be reinforced in order to increase the number of portions to accommodate a larger family.

## Unit Description:

Most of the sixth grade students have studied Spanish FLES for several years. They participate in classes are minutes twice weekly. Before beginning this unit, all students will have some prior knowledge of the vocabulary for numbers, foods, eating utensils, kitchen appliances, adjectives, opposites, and verbs that will facilitate their successful participation in this unit. They will also be capable of formulating questions and utilizing a bilingual dictionary, and all will understand the concept of a cognate. This unit will be completed as an end of the year project.

Classes 1 through 7: The unit will begin with six review/introductory classes. During the first five class students will be given vocabulary lists containing both new and old words related to specific Mexican recipes. Pre-teaching will include a discussion of several photos of Mexican families and foods. Following this we will scan the first vocabulary list for known words and cognates. During the initial classes, most of the time spent in class will involve continued work with dictionaries, teacher and student led TPR activities, games to translate and memorize vocabulary, practice generating sentences, formulating questions, as well as investigating several social topics related to family life in Mexico. Each evening students will have homework related to the vocabulary and/or social topics. The seventh class will be dedicated to assessment.

Classes 8 through 12: In subsequent classes, students will be divided into groups of three for work on the final project, a segment from a TV cooking show with a commercial break. Each group will be given three cards from the *Teleconcina mexicana* conversation cards, which include two dialogue cards for two of the three students and one recipe card. In the first class, each group will have time to become familiar with the recipe that they are to present during the television show and to decide on a topic for a commercial interlude. They will also assign the three roles: cook number one, cook number two, and commercial spokesperson. Two class periods will be devoted to creating dialogue based on the outline given on the cards and generating an outline for the commercial. After which, the first drafts are due. While groups alternately conference with the teacher to review edits, the remaining groups will be given time to organize props and begin work on the final drafts.

Classes 13 through 17: The final phase will begin with a group work on the final draft. Students will review the edits and reach a consensus on the necessary changes. During the last four classes students will have the opportunity to practice dialogue, go through a dress rehearsal, and perform their skits while being video taped.

### **Lesson Plans:**

#### Day 1 – Pre-teaching

Objective: Students will be able to identify the members of the Mexican family and individual roles as they relate to meal preparations (Standard addressed: Culture 2.1).

Materials: pictures of families and Mexican foods and vocabulary lists (see Appendices A and C)

#### Procedure:

- Students respond to the following questions (Standard addressed: Connections 3.1)
  - ¿Cómo es la familia hispana típica?*
  - ¿Es como la familia de America del Norte?*
  - ¿La familia hispana incluye los abuelos?*
  - ¿Cómo es la familia Mexicana típica?*
  - ¿Hay una familia hispana cerca de tu casa?*
  - ¿Hay una familia hispana en United Friends School?*
- Handout pictures of foods and ask (see Appendix A):
  - ¿Es comida de China/de Canada/de America del Norte?*
  - ¿De dónde es la comida?*
  - ¿Qué hay en la fotografía?*
  - ¿Hay bananas/tomate/aquacate/ carne/ etc?*

- Hand out photos (one per each pair of student) and allow students two minutes to write a question about what they see. Allow as many students as time permits to ask their questions. Collect all questions for editing.
- Hand out vocabulary lists. Review first list for cognates and familiar words. Ask students to read as a group for pronunciation. Teacher will translate the unfamiliar words while students write the English next to the Spanish on the first list.
- Follow up homework assignment: Students will utilize familiar study techniques to memorize words.

#### Day 6 – Review and memorization of new vocabulary

##### Objective:

1. Students will be able to recognize the vocabulary in both written and verbal formats. Standard addressed: Communication 1.1.
2. Students will be able to respond to questions related to the vocabulary from this unit. Standard addressed: Communication 1.2.

Materials: Classroom food and utensil props

##### Procedure:

- Through teacher led TPR, the students respond to commands such as:
  - *Pon sal en el tomate.*
  - *Corta tres papas.*
  - *Pica el chile.*
  - *Rellena el aguacate con el tomate.*
- After a few students have a chance to respond, student volunteers may begin to lead in giving commands.
- Follow up homework assignment: all students must prepare a list of five commands that they will utilize during TPR activities in the next class.

#### **Extensions, connections, applications :**

This unit will be completed at the end of the sixth grade as preparation for participation in seventh and eighth grade service project, cooking and serving a meal for a local community organization. Students are required to participate in preparing a meal of sixty portions one day a month throughout the school year. Twice during the year they are asked to serve the meal in the evening of the day that it is cooked. Thirty students will prepare the food and eight of these same students serve the meal. The desired result is that while preparing the meal during the school day students will listen to directions and ask questions in Spanish.

Because of the brief and infrequent Spanish classes at the elementary level, students are not prepared to engage in dialogue when they enter the middle school Spanish program. Traditionally, in seventh grade, Spanish only sessions are limited to timed periods or specific activities. However, after October of the eighth grade year, approximately 40% of class time is Spanish only. Though the students greatly benefit from this partial emersion situation before high school, many students are ready to accept the challenge of authentic conversation in the sixth grade. These students have grown accustomed to studying a foreign language, and yearn for the opportunity to practice in a more meaningful manner.

This unit introduces authentic dialogue earlier in the program and creates the logical first step toward the development of a consistent Spanish only situation in subsequent years. It is very appropriate to utilize food as the topic of focus for such a unit, as cooking is an integral piece of our curriculum across the grades. Cooking and foods are discussed in math, social sciences, writing workshop, and science. They are universal topics that lend themselves easily to hands-on learning.

As students become familiar with the Spanish component of this service project, it could evolve even further. To accommodate more advanced students, recipes could be presented in Spanish. For mathematically inclined students, metric measurements could be utilized. In our multi-graded classroom system, it is possible that a student could work with this theme over a four year period and find each encounter different and challenging.

### **Assessment strategies:**

Throughout the unit students will be assessed on the vocabulary and grammar content through work sheets and oral review. The results of these will be a written evaluation based on teacher's observation of students' ability to recognize and utilize the vocabulary in both written and verbal format. In this process, work sheets will be evaluated, but, generally, not given a number grade. The final overall evaluation will consider students' mastery of vocabulary, utilization of grammar, and verbal skills including their comfort level with the spoken language and pronunciation.

The final project will consist of a written script and skit. Before beginning, students will receive an outline of requirements and a detailed rubric describing scoring (see Appendix C). As well as the previously listed skills, students will also be evaluated on performance and presentation. They should attempt to engage the audience through language and visual staging. And lastly, the script should be memorized and delivered naturally in order to emphasize the authenticity of the situation.

Appendix A

Family Photos



Photos of Foods



## Appendix B

**Agua fresca de melon**

la cucharada

el hielo

la licuadora

el melón

las semillas

la taza

los trozos

junto/-a

maduro/-a

medianos

al gusto

pelar – to peel

↓

pelo

↓

pela

cortar – to cut

↓

corto

↓

corta

Una comida mexicana  
Lista de vocabulario número uno

poner – to put

↓

pongo

↓

pon

agregar – to add/put into

↓

agrego

↓

agrega

moler – to grind

↓

muelo

↓

muele

colar – to strain

↓

cuelo

↓

cuela

Una comida mexicana  
Lista de vocabulario número dos

## Ensalada de verduras

la lechuga

la pizca

el tomate

las papas

la sal

la pimienta

a que

cualquier

saboroso

picar – to chop

↓

pico

↓

pica

cocer – to cook

↓

cuezco

↓

cuezca

meter – to put into

↓

meto

↓

mete

enfriar – to chill

↓

enfrio

↓

enfria

Una comida mexicana  
Lista de vocabulario número tres

## Sopa de elote

la cáscara

los elotes

el huevo cocido

la mantequilla

las rajas

el sartén

la leche

la crema

el chile

molido

moler – to grind

↓

muelo

↓

muela

dejar – to leave/leave

↓

dejo

↓

deja

freír – to fry

↓

frío

↓

fríe

rebanar – to slice

↓

rebano

↓

rebana

Una comida mexicana  
Lista de vocabulario número cuatro

**Aguacates rellenos**

el aguacate

las cucharaditas

los chicharos

las hojas

la lechuga

el platón

el hueso

la lata

picada

chica

por la mitad

con cuidado

partir – to break up

↓

parto

↓

parta

quitar – to take/take out

↓

quito

↓

quita

mezclar – to mix

↓

mezclo

↓

mezcla

rellenar – to stuff

↓

relleno

↓

rellena

Una comida mexicana  
Lista de vocabulario número cinco

## Arroz con leche

la canela

el fuego

las pasas

el platón

vacía

espesar – to thicken

↓

espesa

escurrir – to drain

↓

escurro

↓

escurre

remojarse – to moisten

↓

remojo

↓

remoja

resecar – to dry out

↓

reseco

↓

reseca

Más vocabulario

nos vemos

no funciona

insecto

un ruido raro

no puedo

más barato

## Appendix C

### Sixth Grade Spanish *Comida Mexicana*

Standards Addressed: Communication 1.2 & 1.3

Each student will write a script and make a presentation to the class in a cooking show format or television commercial spot. Two students will use the outlines on the *Teleconcina Mexicana* cards for creating dialogue, while a third person will create a monologue simulating a commercial interlude. Each student must write a minimum of eight descriptive sentences that relate to what they are doing, what they are trying to sell, or what they like. Each should also mention at least one location and another person not present. Students should supply additional props not present in the classroom.

This project is to be presented orally, but a written script must also be presented and will be graded. The presentation should be fluid. Students should not read notes. All students will be video taped for evaluation.

This assignment is worth 48 points and will be evaluated using the following rubric:

<b>Criteria</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>3</b>
<b>Content</b>	Includes the specified content and more.	Includes the specified content.	Limited content included	Minimal content included.
<b>Style</b>	Language flows naturally. Sentences demonstrate variety in length and vocabulary choice.	sentences demonstrate variety in length and vocabulary choices.	Limited sentences structure and vocabulary choice.	Minimal sentence structure and vocabulary choice.
<b>Conventions</b>	Correct verb forms and adjective agreement.	Few errors in verb forms and adjective agreement.	Numerous errors in verb forms and adjective agreement.	Very few sentences without errors.
<b>Presentation</b>	Presented fluidly. No use of prompts.	Presented fluidly. Little use of prompts.	Read with expression.	Read with little or no expression.

Reference

Alsop, Thomas W. *Telecocina Mexicana*. Portland: J. Weston Walch Publisher