

**NITZA FERNANDEZ-PLASKI  
EAST HILLS MIDDLE SCHOOL  
BETHLEHEM AREA SCHOOLS  
PORTFOLIO**

**LESSON PLAN:**

***HABLANDO DE LA COMIDA Y LA SALUD*  
TALKING ABOUT FOOD AND NUTRITION  
GOVERNOR'S INSTITUTE FOR WORLD LANGUAGES  
JULY 2005**

# HABLANDO DE LA COMIDA Y LA SALUD

**LANGUAGE AND LEVEL:** SPANISH MIDDLE SCHOOL LEVEL 1B GRADE 8

**MATERIALS AND RESOURCES:**

- REALIDADES TEXTBOOK
- FOOD PYRAMID CHARTS
- "THE GREAT EXCHANGE GAME", "SORT IT OUT GAME"
- NATIONAL GEOGRAPHIC POSTERS
- GROCERY ADS FROM THE US & PUERTO RICO
- TELEVISION , DVD & CD PLAYER
- LCD PROJECTOR
- STUDENT APPLE LAPTOPS

**INTERNET RESOURCES:**

- ALL ABOUT CHOCOLATE: [www.mrkland.com/fun/xocoatl](http://www.mrkland.com/fun/xocoatl)
- GOYA FOODS: [www.goya.com](http://www.goya.com)
- FOOD PYRAMID: [www.monarch.gsu.edu/multiculturalhealth/handouts](http://www.monarch.gsu.edu/multiculturalhealth/handouts)
- KIDS HEALTH: [www.kidshealth.org/kid/en\\_espanol](http://www.kidshealth.org/kid/en_espanol)
- USDA FOOD PYRAMID: [www.nal.usda.gov/fnic/etext](http://www.nal.usda.gov/fnic/etext)
- PRENTICE HALL [www.phschool.com](http://www.phschool.com)
- TASKSTREAM [www.taskstream.com](http://www.taskstream.com)

**OBJECTIVES:** DURING THIS UNIT STUDENTS WILL:

- TALK ABOUT FOODS AND BEVERAGES
- TALK ABOUT PERSONAL PREFERENCES
- DISCUSS FOODS & BEVERAGES TYPICAL TO BREAKFAST, LUNCH & DINNER
- DESCRIBE PEOPLE AND THINGS
- DISCUSS HEALTHY DIETS AND LIFESTYLES
- COMPARE FOODS FROM VARIOUS LATIN AMERICAN COUNTRIES TO THE US
- DISCUSS THE COLUMBIAN EXCHANGE OF FOODS & RESOURCES
- UNDERSTAND CULTURAL PERSPECTIVES ON MEALS
- UNDERSTAND CULTURAL PERSECTIVES ON HEALTH AND NUTRITION

**NATIONAL STANDARDS:**

**AMERICAN COUNCIL FOR TEACHERS OF FOREGIN LANGUAGES**

**Strand: Communication: Communicate in languages other than English**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

***Strand: Cultures: Gain knowledge & understanding of other cultures***

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

***Strand: Connections: Connect with other disciplines & acquire information***

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

***Strand: Comparisons: Develop insight into the nature of language & culture***

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

***Strand: Communities: Participate in multilingual communities at home & around the world***

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

***OVERVIEW OF UNIT:***

The unit is intended to be an introduction to foods and beverages and general good nutrition. All the National Standards will be addressed throughout the unit. The unit plan is intended for an 8<sup>th</sup> grade level 1B. The time frame planned is 18 weeks (1 semester) with 35minute classes that meet every other day (2-3 times a week). The plan can be adapted to a 9week traditional schedule for classes that meet every day for 50 minutes or to 4-5 weeks for 90minute block schedule. Students will be working on the following grammatical points as they learn about food, eating customs and nutrition:

***STUDENT ACTIVITIES:***

Every two weeks, the students will participate in each of the following activities in addition to formal instruction and formal assessments (quizzes and tests). These activities are intended to have put into practice concepts, themes, and structures learned throughout the entire unit and are intended to build upon each other. Some of the grammatical concepts to be practiced in this unit include: present tense -ar, -er, & -ir verbs; me gusta (n) me encanta (n); adjective and noun agreement; uses of the verb ser. Some conversational expressions to be practiced include: adverbs of frequency; expressions to show surprise; discuss health, agreement, disagreement & quantity. Supplemental vocabulary will include nutritional labels, and regional variations.

- WEEK 2: GROCERY STORE ADS FROM PUERTO RICO AND THE US  
STUDENTS WILL COMPARE AND CONTRAST GROCERY STORE ADS FROM PUERTO

RICO (AMIGO AND PUEBLO) WITH ONES FROM OUR COMMUNITY (GIANT AND WEGMANS).

➤ WEEK 4: EL GRAN INTERCAMBIO ENTRE MUNDOS

THIS ACTIVITY IS A GAME THAT WILL HELP STUDENTS LEARN ABOUT THE FOODS AND RESOURCES THAT WERE EXCHANGED BETWEEN EUROPEANS, NATIVE AMERICANS AND AFRICANS. STUDENTS WILL GAIN AN UNDERSTANDING OF HOW THE EXCHANGE HAS ENRICHED THE WAY PEOPLE EAT TODAY.

➤ WEEK 6: ¿COMO SE DICE EN TU PAIS?

STUDENTS WILL CREATE A GLOSSARY OF COMMON FOOD TERMS IN USE THROUGHOUT THE SPANISHSPEAKING WORLD, NOTING THE VARIETY AND RICHNESS OF REGIONAL DIALECTS. WE WILL ALSO DISCUSS REGIONAL TERMS IN THE US.

➤ WEEK 8: ¿QUE HAY EN NUESTRO SUPERMERCADO?

STUDENTS WILL VISIT A LOCAL GROCERY STORE AND SURVEY WHAT FOOD ITEMS MIGHT APPEAL TO THE LATIN CUSTOMER IN OUR COMMUNITY. STUDENTS WILL THEN SAMPLE A VARIETY OF LATIN FOOD ITEMS FOUND IN THE GROCERY STORE AND SURVEY THE NUTRITIONAL CONTENT BY READING THE LABELS.

➤ WEEK 11: MI PIRAMIDE

RECENTLY THE USDA HAS REDESIGNED THE FOOD PYRAMID. AFTER VIEWING THE REVISED PYRAMID AND SEVERAL STYLES OF FOOD PYRAMIDS FROM AROUND THE WORLD, STUDENTS WILL DESIGN AND PUBLISH A NEW VERSION THAT TAKES INTO ACCOUNT THEIR OWN LIFESTYLES.

➤ WEEK 13: EL MENU DE LA CAFETERIA

STUDENTS WILL EVALUATE OUR SCHOOLS CAFETERIA MENU FOR NUTRITIONAL CONTENT. AFTER SEEING EXAMPLES OF MENUS OF RESTAURANTS FROM VARIOUS SPANISH SPEAKING COUNTRIES STUDENTS WILL DESIGN AND PUBLISH A HEALTHIER MENU PLAN FOR OUR SCHOOL'S CAFETERIA USING THEIR PROPOSED FOOD PYRAMIDS AND CAFETERIA EVALUATIIONS AS A GUIDE.

➤ WEEK 15: COMO MANTENER LA BUENA SALUD

STUDENTS WILL DESIGN AND PUBLISH A POSTER OUTLINING WHAT FOODS YOU SHOULD EAT AND WHAT ACTIVITIES YOU SHOULD ENGAGE IN TO MAINTAIN A HEALTHY LIFESTYLE.

***EXTENSIONS, CONNECTIONS AND APPLICATIONS FOR THE UNIT:***

The scope of the unit is broad enough to include many extensions to the activities we are doing in class. The previously mentioned activities are intended to extend, connect and apply all of the concepts and themes embedded in the unit that are not elaborated upon in the textbook.

➤ Some suggested extensions include:

- Having students design a label or box for a food item, listing nutritional

- content.
- Having students design a grocery store advertisement.
- Having students present their food pyramids, school menus, and health poster orally
- Students also will connect to other disciplines:
  - Social Studies, the Great Exchange game.
  - Math, chart/graphing skills, prices.
  - Health and Nutrition, cafeteria menu, health poster.
  - Language Arts, regionalisms.
- Students can apply their knowledge to:
  - Make informed decisions about their health.
  - Try new foods available in our community.
  - Learn to prepare new recipes.

**UNIT ASSESSMENTS AND EVALUATIONS: SUGGESTED**

- 10 QUIZZES AND 2 OBJECTIVE EXAMS
- 2 ORAL PRESENTATIONS, RUBRIC EVALUATION
- 5 PROJECTS/POSTERS, RUBRIC EVALUATION
- DAILY CLASS DISCUSSIONS, RUBRIC EVALUATION

**UNIT RUBRICS:**

- CLASS PARTICIPATION
- PRESENTACION ORAL
- **RUBRICA GENERAL**

**LESSON DETAILS:**

This detail is for one of the previously mentioned student activities. Given the previously mentioned time constraints and grade of the middle school student, the following will take place over the course of one "week", or three days:

**EL MENU DE LA CAFETERIA, WEEK 13**

Using the target language (Spanish) Students will make *a list* over the course of one week of all the foods that are offered in our school's cafeteria. Students will compile the information on a *chart* on the board listing the most common offerings and their frequency. Students will *describe* the overall impression of healthy versus non-healthy items and make *suggestions* on how to improve the choices. Students will then *view* examples of menus from Puerto Rico, Mexico, & Spain to get ideas on how to layout a new cafeteria menu. Students will then design and publish the new cafeteria menu to reflect their suggestions.

**DAY 1:** Students were asked to keep a diary of what food items were offered the previous week and what food items they selected for lunch (día, comidas ofrecidas, lo que como). They will, in groups of three, make a list of all the choices (¿qué comida ofrecen?), how frequently they were offered (¿con qué frecuencia?) and how many times the group members selected it (¿cuántas veces?). The class will discuss the results and complete a chart on the board compiling the results.

- **EVALUATION:** Students will be evaluated on their contributions to the class discussion using the class participation rubric. Their diaries and group lists will be evaluated using the general rubric for written tasks.

**DAY 2:** Students were previously asked to design a revised food pyramid based on the new USDA guidelines, which are displayed in the class. The class will complete the chart from the previous class and discuss the results. They will discuss how healthy the choices offered are based on our food pyramids and decide if their own choices meet the food pyramid guidelines. The class will then view three authentic menus and compare them to what our cafeteria offers. They will use these menus as examples to brainstorm what a revised cafeteria menu for one week should look like.

- **EVALUATION:** Students will be evaluated on their contributions to the class discussion using the class participation rubric. Their brainstorm lists will be evaluated using the general rubric for written tasks.

**DAY 3:** Students will, working in groups of three, complete the new menu. It should include a daily breakdown of what items are to be offered for lunch; suggested quantities (mucho, poco); suggestions for those on special diets (vegetarians, food allergies, diabetes); categories (carnes, vegetales, frutas, panes y cereales, postres, tipo de comida (sandwich, sopa, ensalada, plato fuerte, plato ligero, postre). The menu should: have a title; list the menu options for each day; list the food categories and suggested quantity; offer suggestions for those on special diets.

- **EVALUATION:** Students will be evaluated on their contributions to the class discussion using the class participation rubric. Their menus will be evaluated using the general rubric for written tasks.

### ***LESSON ASSESSMENT STRATEGIES "EL MENU DE LA CAFETERIA"***

#### **STAGE 1: DESIRED RESULTS**

- **ESTABLISHED GOALS:**
  - STANDARD 1.1, 1.2, 1.3
  - STANDARD 2.2
  - STANDARD 3.1, 3.2
  - STANDARD 4.2
  - STANDARD 5.1, 5.2
- **UNDERSTANDINGS:**
  - STUDENTS WILL UNDERSTAND THAT THE NATURE OF A HEALTHY LIFESTYLE INCLUDES GOOD NUTRITION.
  - STUDENTS WILL KNOW HOW TO SUGGEST BETTER FOOD CHOICES IN SPANISH; HOW TO READ A MENU IN SPANISH AND GATHER INFORMATION F; HOW TO DRAW CONCLUSIONS.

➤ ESSENTIAL QUESTIONS:

- ¿QUE COMIDA SE OFRECE EN NUESTRA CAFETERIA? WHAT FOODS ARE OFFERED IN OUR CAFETERIA?
- ¿SON BUENAS PARA LA SALUD? ARE THE CHOICES HEALTHY?
- ¿COMO SE PUEDE MEJORAR EL MENU PARA MANTENER LA SALUD DE LOS ADOLECENTES? HOW CAN THE MENU BE IMPROVED TO REFLECT A HEALTHY LIFESTYLE FOR TEENAGERS?
- ¿COMO ES UN MENU DE UN PAIS HISPANOHABLANTE? WHAT DOES A MENU FROM A SPANISH SPEAKING COUNTY LOOK LIKE?
- ¿COMO ES DIFERENTE/SEMEJANTE? HOW IS IT DIFFERENT/SIMILAR?

STAGE 2: ASSESSMENT EVIDENCE

- PERFORMANCE TASKS. Using the target language (Spanish) Students will make *a list* over the course of one week of all the foods that are offered in our school's cafeteria. Students will compile the information on a *chart* on the board listing the most common offerings and their frequency. Students will *describe* the overall impression of healthy versus non-healthy items and make *suggestions* on how to improve the choices. Students will then *view* examples of menus from Puerto Rico, Mexico, & Spain to get ideas on how to layout a new cafeteria menu. Students will then design and publish the *new cafeteria menu* to reflect their suggestions.

STAGE 3: LEARNING PLAN, SEE LESSON DETAILS ABOVE

## APPENDIX

THIS IS A SHORT LIST OF RESOURCES I HAVE USED IN THIS UNIT

### **BOOKS:**

Boyles, P. ; Met, M.; Sayers, S.; Wargin, C. Realidades 1, Pearson Prentice Hall, 2004.

Fredrickson, Scott E.. Freddie' Follies series of booklets

"The Great Exchange," pg 60-64. Over-Head Transparency Games, Concordia Programs, 1994.

"Sort it out," pg 22-34. A Drill Sergeant's Guide to Fun Spanish, Concordia Programs, 1996.

"Let's Eat" and "The Grocery Store," pg 22-33. Bingo and More, Concordia Programs, 1997.

### **INTERNET:**

Food pyramids: Food pyramids in both English and Spanish can be downloaded in PDF from the USDA website. Brochures in both English and Spanish can also be ordered.

GOYA: Recipes can be printed in both English and Spanish.

Taskstream: The Unit plan is available online, author: Nitza Fernández-Plaski. All rubrics used in this unit are attached to the unit plan, "Hablando de la comida y la salud".

PHSchool: The companion website to our text Realidades. There are excellent resources relating to the topic of food as well as vocabulary and grammar practice. There is an excellent online atlas.

### **OTHER RESOURCES:**

National Geographic: I have been collecting maps from various articles and issues over the last 20 years for use in the classroom. In this unit I use them to indicate where a particular country is.

Newspaper circulars: I used grocery store ads from the following newspapers:

El Nuevo Día, San Juan, Puerto Rico, 2005. Amigo and Pueblo grocery store chains.

The Morning Call, Bethlehem, Pennsylvania. Giant and Wegman's grocery store chains.

Menus: I used authentic menus from the following restaurants: Ramírez, Havana-Jax, La Macarena, La Nopalera and El Cacique.

### CLASS PARTICIPATION RUBRIC

- PREPARATION
  - 3 WAS WELL PREPARED FOR CLASS; ALL REQUIRED MATERIALS WERE PRESENT; ALL TASKS WERE COMPLETED
  - 2 WAS PREPARED FOR CLASS; MOST REQUIRED MATERIALS WERE PRESENT; TASKS WERE MOSTLY COMPLETE
  - 1 WAS SOMEWHAT PREPARED FOR CLASS; SOME REQUIRED MATERIALS WERE PRESENT; TASKS WERE PARTIALLY COMPLETED
  - 0 WAS NOT PREPARED FOR CLASS; MOST REQUIRED MATERIALS WERE NOT PRESENT; MOST TASKS WERE NOT COMPLETED
  
- PARTICIPATION
  - 3 PARTICIPATED ACTIVELY IN CLASS DISCUSSION; VOLUNTEERED FREQUENTLY TO ANSWER AND SHARE IDEAS; USED SPANISH A MAJORITY OF THE TIME; USED CLASS TIME VERY WELL
  - 2 PARTICIPATED IN CLASS DISCUSSION; VOLUNTEERED TO ANSWER AND SHARE IDEAS MOST OF THE TIME; USED SPANISH OFTEN; USED CLASS TIME WELL
  - 1 PARTICIPATED PASSIVELY IN CLASS DISCUSSION; WAS PROMPTED TO ANSWER AND SHARE IDEAS; USED SPANISH SOME OF THE TIME; MISUSED CLASS TIME
  - 0 CONTRIBUTED VERY LITTLE TO CLASS DISCUSSION; REFUSED TO ANSWER AND SHARE IDEAS EVEN WHEN PROMPTED; USED SPANISH FEW TIMES, IF AT ALL; WASTED CLASS TIME
  
- ATTITUDE \*\*\*ADD 1 POINT FOR EXCEPTIONAL WORK HELPING CLASSMATES
  - 3 ALWAYS SHOWED A POSITIVE ATTITUDE TO LEARNING; ALWAYS MADE EFFORT TO ACHIEVE CLASS OBJECTIVES; ALWAYS STAYED FOCUSED ON TASK; FACILITATED OTHERS' LEARNING\*\*\*
  - 2 SHOWED A POSITIVE ATTITUDE TO LEARNING; MADE EFFORT TO ACHIEVE MOST CLASS OBJECTIVES; STAYED FOCUSED ON TASK; WAS NOT DISRUPTIVE
  - 1 SHOWED A NEUTRAL ATTITUDE TO LEARNING; MADE MINIMAL EFFORT TO ACHIEVE CLASS OBJECTIVES; SOMETIMES STRAYED FROM TASK; WAS DISTRACTING
  - 0 SHOWED A NEGATIVE ATTITUDE TO LEARNING; MADE NO EFFORT TO ACHIEVE CLASS OBJECTIVES; STRAYED FROM TASK FREQUENTLY; WAS DISRUPTIVE

### ORAL PRESENTATION RUBRIC

- Attention to Audience
  - 0 Did not attempt to engage audience
  - 1 Little attempt to engage audience
  - 2 Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm
  - 3 Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation
  
- Clarity
  - 0 No apparent logical order of presentation, unclear focus
  - 1 Content is loosely connected, transitions lack clarity
  - 2 Sequence of information is well organized for the most part, but more clarity with transitions is needed
  - 3 Development of thesis is clear through use of specific and appropriate examples; transitions

are clear and create a succinct and even flow

➤ Content

- 0 Thesis is unclear and information appears randomly chosen
- 1 Thesis is clear, but supporting information is disconnected
- 2 Information relates to a clear thesis; many relevant points, but they are somewhat unstructured
- 3 Exceptional use of material that clearly relates to a focused thesis; abundance of various supported materials

➤ Creativity

- 0 Delivery is repetitive with little or no variety in presentation techniques
- 1 Material presented with little interpretation or originality
- 2 Some apparent originality displayed through use of original interpretation of presented materials
- 3 Exceptional originality of presented material and interpretation

➤ Speaking Skills

- 0 Monotone; speaker seemed uninterested in material
- 1 Little eye contact; fast speaking rate, little expression, mumbling.
- 2 Clear articulation of ideas, but apparently lacks confidence with material.
- 3 Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm

### RUBRICA GENERAL

➤ Written Skills

- 1 Has difficulty with spelling, accents, and simple sentences; limited vocabulary; difficulty with grammatical skills
- 2 Able to write simple sentences; understands basic grammatical concepts, vocabulary is developing; has some difficulty with spelling
- 3 Able to write complex sentences, understands intermediate grammatical concepts, enhanced vocabulary
- 4 Advanced vocabulary and grammatical skills enhance the composition of clear, focused, creative paragraphs

➤ Projects

- 1 Unorganized and meets less than half the requirements; displays little to no creative thought, does not display basic understanding of the language
- 2 Project meets half of the requirements; well-organized; some originality and creative thought; displays a basic understanding of the language
- 3 Project is well organized and meets most requirements; understanding of the language is displayed through creative thought and use of materials
- 4 Project is well-organized and meets all requirements; exceptional understanding of the language is displayed through creativity and varied use of materials

➤ Grammatical Skills

- 1 Has little command of basic grammatical concepts
- 2 Makes frequent errors when attempting to use new grammatical concepts; has difficulty retaining old concepts
- 3 Makes some errors when using new grammatical concepts; able to retain old concepts

- 4 Uses old grammatical concepts as a natural foundation for the layering of new concepts; experiments with new knowledge/ skills
- Verbal Skill
- 1 Monotone, stumbles over words, mispronunciation; lacks confidence with language, little effort
  - 2 Some mispronunciation, expressive with familiar material, stumbles over newly learned vocabulary, occasionally makes noticeable effort
  - 3 Clear articulation of familiar words; some mispronunciation of new vocabulary; displays ability to hold a basic conversation, makes solid effort
  - 4 Exceptional confidence with vocabulary and pronunciation displayed through poise, clear articulation, and enthusiasm; able to engage in complex dialogue
- Creativity
- 1 Project includes little variety in presentation techniques
  - 2 Material presented with little originality or creative thought
  - 3 Some apparent originality displayed through creative use of materials
  - 4 Exceptional originality of presented material