

Language Function(s): Students will be able to talk to their classmates about their favorite meals (breakfast, lunch and dinner) using *gustar*.

Vocabulary		Connections		Language Forms (structures)		Culture	
Frutas, vegetales, proteínas, productos lactosas Banana, plátano, mango, yuca, arroz, papa, huevo, carne (res, pollo, cerdo, chivo)		Health		Gustar Comer Beber		How McDonalds reflect the culture of Latin American countries.	
Objectives	ACTFL Standards	GPSs	Teacher Procedure	Student Activities	Time	Materials and/or Sources	Assessment or Evaluation (formative/summative)
The student will: Students will access background knowledge of foods by answering questions about fast food in Latin American countries.	4.2	MLII.CU1 B	The teacher will: Have pictures of Mcdonald's advertisements from Latin American countries.	Student will answer questions about Mcdonald's menus in different Latin American countries.	5 mins	Slide containing different McD's advertisements in Latin America. Notebook	Formative
Students demonstrate understanding of food groups by answering questions pertaining to the PPT presentation	1.2 4.2	MLII.INT 1A	The Teacher will present vocabulary using pictures of dishes used in different Latin-American countries.	Students will identify fruits, vegetables, proteins, lactose products that are used in Latin American countries by writing them in their worksheet.	20 mins	PPT  <a href="https://www.youtube.com/watch?v=Fdf7o35R56k">https://www.youtube.com/watch?v=Fdf7o35R56k</a>	Formative

Objectives	ACTFL Standards	GPSs	Teacher Procedures	Student Activities	Time	Materials and/or Sources	Assessment or Evaluation
The Student will: Demonstrate understanding of different meals by answering questions about video.	1.2	MLII.INT1 A	The teacher will: 1. Present her three favorite meals for Breakfast, lunch and dinner. 2. Put video of people describing their favorite meals. T walks around the classroom assessing students' response to the video	1. Student will answer comprehension questions about the video as it plays. 2. Students will write their three favorite meals (breakfast, lunch and dinner, dessert). Identify what fruits, proteins and vegetables they contain and what is the name in Spanish	25 mins	PPT Worksheet <b>El almuerzo</b> <a href="https://www.youtube.com/watch?v=OvKInRcYGw&amp;list=PL5U7bCb-VZOTmcUtAEPwXVoEBKzmkLtDQ&amp;index=6">https://www.youtube.com/watch?v=OvKInRcYGw&amp;list=PL5U7bCb-VZOTmcUtAEPwXVoEBKzmkLtDQ&amp;index=6</a> <b>Comida Fav.</b> <a href="https://www.youtube.com/watch?v=uw5KfK7an5c">https://www.youtube.com/watch?v=uw5KfK7an5c</a>	Formative
Students will compare their favorite meals to their classmates.	1.1	MLII.IP1 A MLII.IP2 A	T walks around the classroom assessing students' response for logical answers.	Que comes? Students will interview and document the response of 2 classmates asking them; <i>Cuál es tu desayuno, almuerzo y cena y postre favorito?</i> Then write the similarities and differences in their preferences.	30 mins	Worksheet	Formative

Students will recall names of fruits, vegetable and proteins by answering correctly to exit question.	1.2	MLII.IP1 A	T asks student for a fruit, vegetable or protein as student exit the classroom.	Based on the color of their Popsicle stick, they are to say either a fruit, vegetable or protein as they exit the class.	5 mins	Popsicle sticks	Formative
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GSU - WLC

**Daily Lesson Plan Form**

Date 11/12/2015

Name Genesis B. Ramos Theme Healthy Living Grade/level 10<sup>th</sup> -12<sup>th</sup>/ Spanish II class period(s) 6<sup>th</sup> period

Language Function(s): (Students will be able to...) Students will be able to create and perform a skit involving a waiter and a customer at a restaurant ordering food.

Vocabulary		Connections		Language Forms (structures)		Culture	
Los antojos, los aperitivos, las bebidas, con/sin hielo, el plato fuerte, la cuenta,  Recycle: Frutas, vegetales, proteínas, productos lactosas, banana, plátano, mango, yuca, arroz, papa, huevo, carne (res, pollo, cerdo, chivo)		Geography		Gutar Comer Beber		Students will compare different Latina American restaurant menus.	
Objectives	ACTFL Standards	GPSs	Teacher Procedure	Student Activities	Time	Materials and/or Sources	Assessment or Evaluation (formative/summative)
The student will: Activate background knowledge of foods learned in previous lesson by writing items in each category.			The teacher will: Have 3 major food groups on the board	Students will write down 4 different items in each category.	5 mins	Notebook Pictures	formative
Student will demonstrate understanding of restaurant menu categories by writing items in of each category in their worksheet	1.2	MLII.INT1 B MLII.INT1 C	T presents restaurant menu vocabulary: los aperitivos, postres, el plato fuerte, las bebidas	Student answer questions about a restaurant menu	20 mins	PPT presentation Menu worksheets	formative

Objectives	ACTFL Standards	GPSs	Teacher Procedures	Student Activities	Time	Materials and/or Sources	Assessment or Evaluation
The Student will: Student will demonstrate understanding of restaurant conversations by answering questions on the video presented.	1.2	MLII.INT1A	Teacher plays the video 1 <sup>st</sup> time as a listening activity. 2 <sup>nd</sup> time puts video for students to see the video and evaluate their responses.  T. assess students' responses by going over worksheet.	Students listen to a restaurant conversation and answer worksheet corresponding to conversation/video.	10 mins	Youtube video Starts at 1:31 finish 3:08  <a href="https://www.youtube.com/watch?v=zXKNA3jzgNE">https://www.youtube.com/watch?v=zXKNA3jzgNE</a>  worksheet	formative
Student will demonstrate that they have learned how to order food at a Hispanic restaurant by creating a restaurant skit.	1.1 2.1 2.2	MLI.IP1A MLII.IP1D	T walks around the classroom to listens for logical answers.	Restaurant Skit Students create a restaurant skit following the outline provided by teacher. Each skit must have a waiter and a customer.	35 mins	Restaurant menus Notebooks	summative

Student will demonstrate that they have learned how to order food at a Hispanic restaurant by acting it out in a skit.	1.3	MLII.P1B	T. listens for correct language usage and for logical menu items.	<p>Skit presentation</p> <p>Students will present their skit to the class.</p> <p>Students who are the audience will fill out a form as proof that they are listening to their peer presentation and that they are comprehending the menu items presented.</p>	20 mins	Handout Skits	Summative
Student will recall different food items within the categories by saying one of them as they exit the classroom.	1.1	MLII.IP1A	<p>T. will ask student for their favorite food item within the different categories.</p> <p>Student will answer based on the color of their Popsicle sticks.</p>	<p>Exit</p> <p>Student will name a food item based on the color of their stick.</p> <p>Aperitivo, plato fuerte, bebidas, postre</p>	5 mins	Popsicle sticks	Formative