

Spanish I

Unit 4 Lesson Plan

Unit 4 objectives:

- Target task: Read a menu and order food in Spanish
- Real discourse examples (input-based tasks)
- Yarumba restaurant in Miami (because everyone needs Dominican food in their life)
- Culture in food; Latin food we have here in Miami

Measures for achieving learning objectives (task-based assessment):

1. Video of you successfully ordering food from a menu in Spanish
2. A written description of your meal in Spanish
(These should go in your learning e-portfolio)

Materials

- Handouts
 - Vocabulary- la comida
 - Task 1 (cognitively simple or complex versions)
 - Yarumba menu
 - Task 2
 - Task 3
 - Task 4, as well as Task 4 video transcript
 - Final assessment task with Rubric
- Any items to assist teacher in review of handout of vocabulary items of food – see warm-up plan below
- Bring in mofongo from Yarumba restaurant for students to try (or another local restaurant)
- Video of New Harlem Besame
- Video “Ordenando comida en Yarumba”
- Two community leader videos: Belema Josiah and Dr. Samuel A. Darko

Plan

I. Housekeeping items

- Welcome any new students to the class (ask them to speak with me afterwards for course intro)
- Homework reminders, video submissions, creation of online learning e-portfolio
- Reminder of Task-Based Language Teaching – the methodology of this course

II. Warm-up

- Remember, we have started out this course by talking about raciolinguistic ideology, translanguaging, Afrolatinidad and Afrolatinxes. We also saw a documentary on Black in Latin America. (Questions, comments, review)
- Last week, we learned how to order coffee from La Ventanita

- Quick – take 2 minutes to turn to the person next to you and repeat that task. (Have students practice the task from last week, orally). Make it fun! ☺

III. Target task for this unit: Ordering FOOD in Spanish! So critical!

- Reminder: for each weekly unit, I will set up you to successfully accomplish one real-world task. At the end of *this* week, you will do this by 1) recording yourself successfully ordering food from a menu in Spanish; and 2) writing a description of a meal in Spanish.
 1. We are going to be exposed to more phrases, vocabulary, and grammar too this week to help you achieve these real-world tasks.
 2. We are also going to learn about Black roots in Latin American gastronomy, and why/how culture is food.
- Teacher passes out **Handout “vocabulary items” on food**. Teacher leads a brief, teacher-fronted review of this document; can show pictures, can ask students what they eat/like, can do a focus on form on pronunciation, and/or can bring real examples to class for kinesthetic learners.
 1. Focus on form on grammatical gender. “Did you all notice how food items have different options for the article (an ‘article’ is ‘the’ or ‘an’). Sometimes it’s EL, sometimes LA. This means that it is masculine or feminine. But not in the way we think – ‘grammatical gender’ has nothing to do with biological gender or sex. The word género comes from Latin genus – which means type or class. It’s simply a class of nouns – a grammatical characteristic of nouns. (Some languages have a third gender – the neutro!).”
 2. Any Haitian Creole speakers here? What are examples in your language?
 3. This is something we have to memorize. This is so important because as you all will see later on – adjectives, words, articles – all of these must ‘reflect’ the grammatical gender of the word. For example, la manzana roja. Don’t worry about this now, but, take note of --- meaning try and consciously notice--- the grammatical gender of every Spanish noun you learn. It is important that you memorize the article with the word. LA fresa, EL plátano, etc.”

PEDAGOGICAL TASK 1: Listening task. Identify the correct photo of food items/meals based on what you hear.

Pre-task

- Pass out **Handout TASK 1 – Listening task**. (Note to Teacher – there are two versions of this task on the MI-BRIDGE website. One is cognitively simpler (where they must choose one of two items), and one is cognitively more complex (where they must choose one of four items). Teachers should choose the best task version for their students as based on class needs and students’ ability).
- Teacher reads the instructions with students. Teacher goes over the handout and make sure everyone understands what they are to do. Ask students to tell you a few of the food items that they recognize.
- (Note to Teacher: Listening tasks can be very anxiety-provoking. It is essential to prepare students psycholinguistically in the pre-task phase. Tell them it’s OK not to understand and to try to do their best! This is top-down processing).

Task

- Teacher reads prompts; students do the task.

Teacher key:

1. Quiero comer una manzana.
2. Las uvas son una buena merienda por la tarde.
3. Por favor, quiero agua con limón.
4. A mi me gusta mucho la papaya.
5. Para una ensalada, necesitas lechuga.
6. Es muy rico comer mofongo con cebolla.
7. Voy a pedir pescado.
8. Los camarones me gustan mucho.
9. Pues yo voy a pedir bistec.
10. Aquí en Miami a las 3:05 ¿qué tomamos?! Café cubano. ☺

Post-task

- Teacher confirms the correct answers with students.
- Guides class in a quick discussion on how they feel that they did.
- Surprise! Fun drill activity: Teacher reads the following paragraph. Tell students that every time they hear the word POLLO (what does this word mean?) they have to knock three times (fast) on their desk! (Teacher note: this drill facilitates auditory PARSING. It should be fun and fast).

Drill paragraph:

Les voy a leer una receta de cómo hacer arroz con pollo cubano. Esta receta es una de mis favoritas.

En una olla grande a fuego medio, coloca el aceite y saltea el pollo hasta que quede dorado de ambos lados. Sazona el pollo con sal, pimienta y una pizca de comino. Retira el pollo una vez que haya perdido la grasa.

En la misma olla que freíste el pollo, saltea la cebolla y el pimiento rojo a fuego medio hasta que la cebolla esté transparente. Agrega el ajo molido y cocina durante uno o dos minutos más, revolviendo frecuentemente.

Vuelve a colocar el pollo en la misma olla y agrega el caldo, la salsa de tomate, el Bijol, la hoja de laurel, el orégano, el comino, la sal y la pimienta. Cuando el arroz haya absorbido parte del líquido, tapa y cocina a fuego lento durante 30 a 45 minutos aproximadamente, o hasta que el arroz esté totalmente cocido.

Sirve el pollo. ☺

PEDAGOGICAL TASK 2: Reading a menu in Spanish

Pre-task

- Teacher passes out **Handout – the Yarumba menu**.
- “Yarumba is a Dominican restaurant right here by our campus.” (Teacher can show information on Yarumba, picture of family owners).
- “First – how many words can you all recognize from this menu?” (Teacher guides students in noticing any words they already know in Spanish – Teacher writes them on the board with their English equivalents. The goal here is NOT to review the entire menu with students, but rather, to help them see that they can deduce words AND, see that actually already know a lot. E.g., mozzarella, salami, salsa, ‘Thai’, hamburguesa, ‘entrada’). “See – look at how many words you

all already know!” (Teacher can explain what *cognates* are. This is where our other languages or linguistic varieties come in – translanguaging! Teacher can discuss how we need to be aware of false cognates, or false friends).

- “Let’s now learn some language we usually see in a menu in Spanish.” (Teacher writes on board; encourages students to take notes):
 1. Entradas
 2. Especialidades
 3. Platos fuertes
 - Carne, pollo, pechuga de pollo, lomo, pescados, mariscos, camarones,
 - al vapor, a la plancha, parilla, “al grill” (translanguaging!)
 - Arroz, plátanos fritos, yuca, vegetales, ensalada, papas fritas, frijoles
 4. Postres
 - Flan, tres leches, bizcocho, helado
 5. Menú de niños
 - “Look at this – can you guys deduce what it means? (If we learned pechuga de pollo, ¿qué creen que significa pechuguita de pollo? Remember how we learned about la ventanita?)”
 6. Comidas dominicanas
 - Mofongo. (Explain what it is)
 - **(Optional - Now, let’s try some! (Pass out mofongo in class for students to try) ☺)**
- Give students **Handout TASK 2 – Pidiendo almuerzo en Yarumba**. Now we are going to do a task. There are two steps to this task.
 - First, you will do Paso 1 - individually write down the lunch you want from Yarumba. For example, (teacher models this task by writing on board):
 - Language we need for this:
 - *Para tomar yo voy a pedir....*
 - *Para empezar, voy a pedir...*
 - *Para comer, voy a pedir...*
 - *Y para el postre, voy a pedir....*
 - I will give you all *four* minutes to do this task individually. THEN, you will turn to your partner and do Paso 2 – you will share what you are going to order. (Teacher pairs up students).
 - Teacher models this second part with a student.
 - Language we need for this:
 - *¿Qué vas a comer en Yarumba?*
 - *Bueno ... para tomar ... para empezar ... para comer ... y para el postre ...*
 - *Yo quiero (I want). [Del verbo querer (to want)]*
 - Be prepared because when you finish, I will call on people at random to share. AND – you have to share what your PARTNER’s list is! (So ya’ll have to put on your memory hats today).
 - (Model the task part 2 for the class with a student)
 - ¡Estamos listos?! ¿Preguntas? ¡Empecemos!

Task

- Students perform the task Paso 1 individually. Teacher walks around room and monitors, provides focus on form, language help.
- After four minutes, the teacher tells students to turn and begin Paso 2: sharing with their partner.
- Students do Paso 2 of the task with their partner. Teacher continues to monitor and provide support.

Post-task

- Teacher calls on three to four groups at random to report. Individuals must share what their *partner's* list was (ideally from memory).
- Teacher gives explicit focus on form where necessary and based off of students' own production.

CULTURE POINT:

- Ok class, I am now going to show you a video from a restaurant in Harlem, NY, called New Harlem Besame. It talks about the African influence in Latin American food.
- **Teacher plays video New Harlem Besame** (originally found at <https://youtu.be/WEZs0t6e8sA>)
- Our conclusion? Latin American gastronomy is so influenced by Africa!
- Teacher leads a brief discussion on the African influence of food observed in the video. “What part of Africa does the restaurant owner mention?” Teacher asks students to share about foods important in their own culture.
- This is also a key moment for the Teacher to encourage students to reflect on the linguistic varieties present in the class. “We are learning that food is influenced by Africa, but also, that languages influence each other. *Contact* makes it through all that is our culture, food, language, and music. Did ya’ll hear the steel pan in the video?” Teacher can ask students to share where where their Englishes are from. HBCU and Black students have had the experience of being bidialectal their entire lives. They bring this openness to linguistic diversity, and translanguaging gifts, to the classroom space. Teacher should note students’ varieties and varying repertoires.

PEDAGOGICAL TASK 3: Writing the ingredients for a dish that is important in our culture

Pre-task

- Let’s look again at our **Handout of vocabulary items** on food.
- Teacher passes out **Handout TASK 3- writing ingredients from a food that is important to our culture**. “I want you all to think about your favorite food items, and some examples from your culture. You are now going to write out the ingredients list for a food that is important to your culture, and then work with a partner to share about this dish and see if they can guess what it is.”
- Teacher reviews the handout instructions with students. “The first part of this task, PASO 1, is individual. First, each of you will *individually* think of one dish that is important to your family or your culture. Let’s all do this now. (Don’t share what the dish is!). I will model it for you all. For example, a dish that is important in my culture is fried okra. So I am going to first write down the

name of that dish: fried okra, or *ocra frito*. Then, I write down a list of the ingredients to make this dish. (Teacher models this on the board, writing down the ingredients in both Spanish and English of their dish).

- “It is totally ok if you all need to text a family member or look online for what the ingredients are. You can also use www.wordreference.com on your phones to look up how to translate the ingredients. Let’s all take about 10 minutes to do PASO 1 individually.”
- Students do Paso 1 individually (teacher provides support where necessary)
- When everyone has finished, Teacher then goes on to PASO 2.
- “For the second part of this task, PASO 2, you all will work in pairs. Your job is to ask your partner what the ingredients are for his or her dish. Write them down.
- Note -- If you are the partner, just say the ingredients, not the name of your dish. Your goal is to get your partner to guess your dish!
- Write down the ingredients that you partner shares in both Spanish and English. When you’re done, you then have to guess what the name of the dish is. It is ok to write the name of the dish in Spanish or English.
- The final step is to ask your partner if you got it right. Did you guess the name of the dish correctly? Your partner gets to mark off YES or NO on your handout.”
- Teacher models the Paso 2 process with a volunteer for the class. Teacher uses an example that is recognizable (prior knowledge), such as *pasta de macaroni, mucho queso, agua, sal*, (etc.). The student writes down what the teacher shares and then guesses the dish name. The teacher marks off on the student volunteer’s handout if it was right or not.
- “Does everyone understand?” Teacher confirms that everyone understands before proceeding. Teacher gives the class an eight-minute time limit.

Task

- Students perform the task’s Paso 2. Teacher walks around classroom, monitors. After about four minutes, teacher tells students to switch rolls.

Post-task

- Teacher guides students in sharing their task outcome. Teacher has pairs read their lists, and see if the rest of the class can guess the meal. (Should be fun! Zone of proximal development – give students lots of target language where they need it to facilitate learning here).
- If time permits, do a review of all of the amazing dishes just reported on that are represented in our class. “¿De dónde son estos platos? Ya me están dando hambre.”
- If time permits, Teacher could have students draw their ingredients and yell out the names in Spanish, Pictionary-game style.

PEDAGOGICAL TASK 4: Listening Task: Ordering food from Yarumba

Pre-task

- Teacher passes out **Handout Listening Task: Ordering food from Yarumba**. [Note, this is a cognitively difficult task with real discourse; it is thus essential to review beforehand some of the

chunks of language that students will hear in the video to facilitate their psycholinguistic processing of the input.]

- “Ok students, we are now going to do another listening task. We are going to see a video of a woman ordering food in the Yarumba restaurant. Your task will be to watch the video, listen, and then answer some brief comprehension questions about it.
- First, let’s go over key language here to help you.” Teacher writes on board some of the real chunks of language heard in the video, as well as vocabulary items, explaining their meaning.
 - Hola, buenas tardes. ¿Qué tal, ¿cómo está?
 - Un Morir soñando (to die dreaming) – it’s the name of a cocktail!
 - Le va a encantar. (You are going to love it).
 - Bacalao, croqueta de bacalao
 - Plato fuerte (what does this mean?)
 - Un Hector’s Special (Spanglish – very typical of Miami) ☺
 - Postre
- “Is everyone ready? Everyone understands what they need to listen for in their handout? I am going to play the video TWO times.”

Task

- Students watch the video two times and complete their listening task.

Post-task

- Teacher reviews the answers with the class and asks volunteers to share.
- Teacher then passes out the **Handout of the video’s transcript**. The class watches the video a third time, now with students having the transcript to review the language.

FINAL ASSESSMENT TASK: Ordering food from Yarumba

Pre-task

- “We are now going to prepare and practice for your real task – the task you will put into your portfolio, and the task that I will assess you on.”
- Teacher passes out **Handout Final Assessment Task** and discusses rubric on how they will be assessed. Teacher confirms if anyone has any questions or doubts.
- “I’m going to now give you all time to practice this task in class with a partner. Remember, your task is to order a drink, an appetizer, and a main plate dish from Yarumbas with a partner. Your partner in the video will simulate being a waiter or waitress.
- You should refer to your menu while doing your task. Your task outcome will be the final submitted video submitted in your final e-portfolio. Your assessment will be based on your production, not the waiter or waitresses’s. It is ok if they film the video, just like the video we watched in class.
- Let’s practice this now so that we all do the test to our best ability!”
 - Students have planning-time, practice (5 minutes)
 - Teacher monitors, gives FOF (focus on form).

- “Ok, everyone ready!?”

Task

- Students perform the task.
- Teacher assists with logistics, monitors, and gives feedback.

Post-task

- Teacher reviews any difficulties that students had during their task, and gives feedback.
- “Remember- these videos need to be uploaded into your learning e-portfolio! Then email me your link. This is how you will be assessed.”

IV. This week’s assignment

- **Upload your final task video to your online portfolio.** (In case there was not time to finish/record the task video in class, students are to do this outside of class time). This will be your task grade!
- **Optional:** Teacher could have students do a written assignment on the African influence of food in Latin America.
- **Pass out Handout Los números 0-99.** Brief review of the numbers in Spanish, their pronunciation, how they work. Please study and memorize these for next week.

V. Teacher plays community leader videos by Belema Josiah and Dr. Samuel A. Darko

- See MI-BRIDGE website; Teacher can also collect videos from local community and/or ask students to contribute videos from their communities and families

VI. Class closure

Teacher does a quick recap with students to highlight all of their amazing accomplishments during this unit, and what they have learned. Teacher can ask students to quickly tell her names of foods, to share ingredients of their favorite dishes, and to ask what they’re going to order the next time they go out to a restaurant. Teacher reminds students of the beauty of the African influence in Latin American gastronomy. Teacher encourages students to continue memorizing their food vocabulary (with the article before the word!) as well as numbers in Spanish. Why? La semana que viene vamos a aprender cómo regatear el precio! Next week we’re going to learn how to bargain the price of something!