

OVERVIEW: You were excited to find out that a friend of your family from Latin America will be spending a few days visiting. Knowing that you are studying Spanish, your family asked you to prepare a meal plan for the first two days that he will be staying with you.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).

In preparation for a visit from your family friend from Latin America, you read the article below so that you can learn about healthy eating habits in Latin America. You will be asked to answer some questions and make some predictions based on what you have read.

Read the following to your students: As you read the following selection, use context clues to determine what the highlighted words mean. Once you determine whether the ten statements that follow the reading are true or false, copy the sentence that informed your answer in the space provided. (Retrieved on 12/13/12 from <http://www.ehowenespanol.com/informacion-ninos-frutas-verduras-sobre-111572/>)

Información para niños sobre las frutas y las verduras

Escrito por Gwen Bruno

Las zanahorias son una excelente fuente de las vitaminas K y A.

La mayoría de los niños saben que las frutas y las verduras son comidas sanas, pero no es la única razón para disfrutarlas. Las frutas y las verduras tienen pocas calorías naturales, así que son muy nutritivas y no tienen grasas insanas. Les **agregan** interés y textura a las comidas y las hay de todos los colores del **arco iris**. Son versátiles y además de ser un gran agregado para toda clase de recetas, la mayoría se pueden comer así como se ven, por lo que son los perfectos **tentempiés**.

Frutas

Las favoritas de los niños son las manzanas, las naranjas y los plátanos. Pero hay muchas más para elegir, no olvides los melones, como las sandías, el melón rayado y el de miel; **las bayas** como las frambuesas, las fresas, las moras y los arándanos; y las frutas de los árboles como los damascos, las guindas, los duraznos, las ciruelas y las peras. La familia de los cítricos incluye las mandarinas, los pomelos, los limones y las limas. Prueba las frutas más tropicales como el kiwi, el ananá, la papaya, el coco, el mango, la guava y la granada. Las frutas **secas** son un tentempié conveniente en forma de pasas de uva, de arándano, y ciruelas en forma de pasas.

Verduras

Choclo, patatas, zanahorias y arvejas verdes son algunas de las verduras más familiares para los niños. Pero puedes **expandir** sus horizontes haciéndoles **probar** zapallitos, brócoli, coliflor, berenjenas, arvejas, patata dulce, alcauciles, repollitos de Bruselas, zapallo, repollo, hongos, espinaca,

espárragos y col. Puede ser que a los niños no les guste comer cebolla cruda, pero es una buena verdura para hacer resaltar el sabor de otras comidas. Las verduras como los tomates, el apio, los pepinos, los pimientos y la lechuga pueden combinarse para hacer una **colorida** ensalada.

Diferencias

La diferencia entre las frutas y las verduras puede ser confusa. Técnicamente, cualquier comida que se desarrolle a partir de una flor y contenga una o más **semillas** es una fruta, mientras que una verdura tiene un tallo, una raíz o es una planta de hoja. De esta forma, los pimientos verdes, los zapallos y las arvejas son realmente frutas, de acuerdo a la página Delicious Living.

A. Select the word that has the closest meaning to the word highlighted in the article.

1. agregan
 - a. add
 - b. take away
 - c. have
2. arco iris
 - a. sky
 - b. rainbow
 - c. home
3. tentempiés
 - a. snacks
 - b. candies
 - c. chips
4. bayas
 - a. citrus
 - b. melons
 - c. berries
5. secas
 - a. high calorie
 - b. dry
 - c. low calorie
6. expandir
 - a. limit
 - b. expand
 - c. change
7. probar
 - a. trying
 - b. avoiding
 - c. limiting
8. colorida
 - a. boring
 - b. colorful
 - c. delicious
9. semillas
 - a. leaves
 - b. nut
 - c. seed

B. Indicate whether the following ideas are mentioned in the article. For those that are, circle the sentence in the reading and place the corresponding number of the sentence below next to the circle.

True – If you select this answer copy the sentence that informed your response.	Statement	False – If you select this answer copy the sentence that informed your response.
	1. The target audience for this article is children.	

	2. Fruits and vegetables are good for you as they are low in fat and calories.	
	3. Most fruits and vegetables don't have to be cooked prior to being eaten.	
	4. We should eat five to seven servings of fruits and vegetables each day.	
	5. The article names the three favorite fruits for children.	
	6. Grains are an important part of a healthy diet.	
	7. Citrus such as oranges and grapefruits grow in warm climates.	
	8. Most children do not like Brussels sprouts.	
	9. It is a good idea to put some fruits in your lunch box.	

SLO #2: Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).

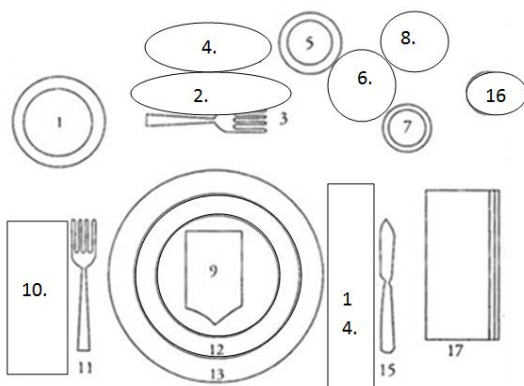
Read the following to your students: For 1- 3, watch as I use a gesture and say a statement. Determine whether the gesture matches the statement. For 4-5 determine whether the statement is true or false. Note to teacher: For those teachers of languages other than Spanish the translation for the five statements are: When I am hungry, When I am thirsty, When I only want a little bit, In South America, generally people eat a lot for breakfast, and The people in South America generally eat more in the evening than in the afternoon.

1. Cuando tengo hambre (use gesture).
2. Cuando tengo sed (use gesture).
3. Cuando sólo quiero un poquito (use gesture).
4. Generalmente en Sudamérica comen mucho para el desayuno.
5. La gente en Sudamérica generalmente comen más por la noche que por la tarde.

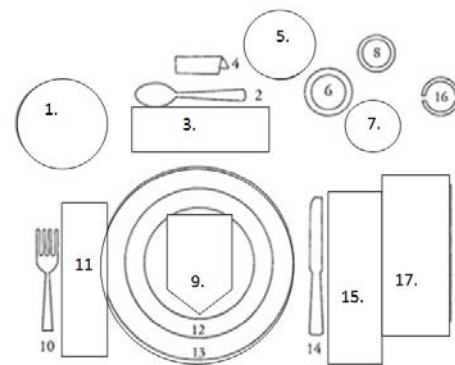
INTERPERSONAL MODE:

SLO #3: Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.

- A. You will receive a picture that shows how a table is set in the Spanish-speaking world. Your teacher/partner has another picture. Ask and answer questions to find out where you should put at least 5 of the missing items.**



- | | |
|------------------------|-----------------------|
| 1. Plato de pan | |
| 3. Tenedor de postre | 11. Tenedor de comida |
| 5. Copa de agua | 13. Plato de sitio |
| 7. Copa de vino blanco | 15. Pala para pescado |
| 9. Servilleta | 17. Menú |



- | | |
|-----------------------|---------------------------------------|
| 2. Cuchara de postre | 10. Tenedor de pescado (primer plato) |
| 4. Señalador de lugar | 12. Plato |
| 6. Copa de vino tinto | 14. Cuchillo de comida |
| 8. Copa de champagne | 16. Cenicero |

SLO #4: Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.

- B. In preparation for the arrival of your visitor from South America, you and your friends plan to visit a Colombian restaurant in your area to try out some Colombian food that you may wish to include in your menu. Prior to that trip, you and your classmate/teacher take on the role of waiter and diner. Create an unrehearsed exchange in which you take turns ordering a meal. Use the menu provided.**

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.

Sabores de Colombia

MARZO 22 al 28

ENTRADAS FRÍAS		ENTRADAS CALIENTES	
Ensalada de nuestra tierra	\$9.000	Bolitas de maduro	\$7.000
Ensalada de jamón y papa	\$9.000	Sopa de camarón	\$16.000
Ceviche colombiano	\$12.000	Sopa de indios rellenos de cuajada	\$12.000

Platos fuertes

Consomé de pescado en leche	\$21.000
Mojará frita	\$21.000
Mondongo	\$17.000
Fritatta del altiplano	\$17.000
Sobre barriga borracha	\$24.000
Cazuela de mariscos en salsa chontaduro	\$32.000
Ajiaco bogotano	\$20.000
Bandeja paisa	\$24.500
Trucha Salento	\$25.000
Lengua alcaparrada	\$20.000

Acompañamientos

Papas en salsa picante	\$6.000
Arroz con palmitos y pimentón amazónico	\$2.000
Arroz con coco	\$3.000
Porción de arepa y patacón	\$3.000

Postres

Bananos Flambeados	\$2.000
Dulce de papaya	\$2.000
Postre de guayaba agria	\$4.000

COCTELES	BEBIDAS
Cóctel caribeño	Sirope
Canelazo	Lulada

PRESENTATIONAL MODE:

SLO #5: Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.

Finally, design a meal plan for the first two days that your visitor from Latin America will be staying with you. Make sure that you include some cuisine particular to the United States as well as some selections from Colombia. Post it on an online forum in which you ask for feedback from other teenagers from the target culture.

SAMPLE ASSESSMENT – NOVICE-MID

UNIT 4 6-12: FOOD, GLORIOUS FOOD

SPANISH

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>.