**El Planeta Hambrienta**

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| **Proficiency Level of Tasks in This Unit:**  ***Novice Low***  ***Upper Elementary/middle school (grade 5-6), Spanish*** | |
| **Theme or Topic (s):**  **Chapulines/Insectos comestibles**  **Planeta Hambriento (Hungry Planet)**  **This group of lessons/unit will take several weeks, as I teach grades 5-6 once or twice weekly.** | |
| **Essential Question (s):**  **What are cultural differences?**  **Can you describe your family?**  **How are food choices different across the world? Why do you think this is so?**  **How is the cost of food different across the world?**  **How are eating habits different in the United States and in other countries?** | |
| **Learning Target for Intercultural Communication**   * **Culture:**   *Intercultural*  [***Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning)   * **(Optional)**   **Communication:**  *Interpretive, Interpersonal and Presentational* [***Can-Do Statements***](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | * **Investigate:** In my own and other cultures I can   -Find prices and cost of food using the numbers I know in Spanish  -Discover what my family eats in a week, and how it is different from other families across the world   * **Interact:**   I can  **-**Talk about foods I eat  -Talk about what is eaten in other countries  -Talk about the cost of food using the numbers I know |
| **Standards and Competencies**  ***NOTE: You do not need to do all of these in this one lesson***  *Grade levels:*  [***K–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)[***6–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_6-12_Standards_with_links_-9may2014.pdf.aspx)[***9–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links_may9_2014.pdf.aspx) | K-12 World Language Academic Content Standards: Communication  Interpretive:  Learners derive meaning through the use of listening, viewing and reading strategies  Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through digital language and culture sources  Interpersonal:  Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways  Presentational:  Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes |
| **Formative Practice and Assessments:** *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| Students will discuss compare which countries have more canned and pre-packaged food. They will answer questions on the provided chart.  Students will present on their own families and what they eat, the cost of a week of food. | | |
| **Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| **Prior knowledge**   1. Map of the world – Review the continents in Spanish, practice with chant and motions of placement on the map – teacher’s back to the map as the class chants:   América del Norte (*students repeat*)  América del Sur (*students repeat*)  Europa, Africa (*students repeat*)  Asia, Australia (*students repeat*)  (Brr – shiver & shudder and hunker down) Antártida (*students repeat)*   1. Name several countries/continents that will be discussed in the Hungry Planet Presentation – students find them on the map – Australia, Kingdom of Bhutan (s/e Asia), Bosnia (Europe), Chad (Africa), Beijing (China), Havana (Cuba), Tingo (Ecuador), etc.   \*students will likely not know where many of these countries are located – Start with the countries some students ARE familiar with, and use an interactive map or a regular map to locate some of the others together.  Prior knowledge - Vocabulary  **Verbs:**  **Come** – he/she eats  **Comen** – they eat  **Hay –** there is/there are  **Me gusta/no me gusta –** I like/I don’t like  **Te gusta/no te gusta –** you like/you don’t like  **Adjectives:**  **(muy) Grande –** large  **(muy) Pequeño/a -** small  **Nouns:**  **La Familia -** family  **La hermana –** sister  **El hermano -** brother  **La mamá/la madre –** mom, mother  **El papá, el padre** – dad, father  **La abuela/el abuelo** – grandma, grandpa  **Niño/a –** boy/girl  Number vocabulary in Spanish – 1-100, 100, 200, 300, 400  **Cien** – 100  **Doscientos** – 200  **Trescientos** – 300  **Cuatrocientos** – 400  **Quinientos** – 500  **Dolares** - $  **Euros**  \*possibly other terms for $ in different countries, if time permits  **la semana** - week | | |
| **Activities** *(in class, in the target language) /* **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)*  *NOTE: What audio, video or text will we use throughout this unit for practice?*  *ATTACH ALL MATERIALS AT END OF LESSON PLAN* | | |
| 1. **Pre-teach new vocabulary & words for pre-packaged/canned food and fresh food**   **Cuesta** – it costs  **Cuestan** – they cost  **¿Cuánto cuesta?** - How much does it cost?  **Los chapulines – grasshoppers (MX)**  **Comida fresca/vegetales frescos** – fresh food, fresh vegetables  **Comida enlatada –** canned food  **Comida pre empacada –** pre-packaged food  **Comida sana –** healthy food  **[Comida insana –** unhealthy food] – won’t be directly taught  Show examples of each food – visual examples, write vocabulary on the board   1. ¿Qué comen las personas en el planeta/el mundo? Present the first slide to students. Give students a moment to take it in. 2. Locate the country on a map. Students identify the continent. Ask questions (in Spanish) about the pictures.   ¿Cuántas personas hay en la familia? How many people are in this family? ¿Cuántos niños/niñas? How many children? How many adults, sisters, brothers? ¿Es una familia grande o pequeña? Is this a large family or a small family? ¿Qué comidas ves? What foods do you see?   1. ¿Cuánto cuesta la comida en \_\_\_\_\_\_\_\_/de la familia \_\_\_\_\_\_\_\_\_\_?   country family name  Using markers and whiteboards, students will guess the cost of the food privately, and hold it up to compare with other students.   1. Continue this process with the next 2-3 slides. Discuss the cost of the food in the different countries. Which countries have more fresh food, and which have more packaged food? 2. Brain Break! - Students stand up and practice numbers – Dame diez – students clap 10x, Dame 20 (students jump or clap or stomp 20 times) OR students write out the numbers the teacher calls out in the air 3. Next class:   Continue with the slides in the same manner & students complete the Planeta Hambrienta chart.   1. Culture Break: Students will learn about the chapulines en México (final 2 slides) | | |
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| Students will create a presentation on Seesaw (or in person) about their own families, and describe what they eat. More advanced students will also write a simple paragraph about what their family eats using the key vocabulary, and present it on Seesaw.  Follow up:  Students may discuss customs that they think are strange/interesting, and also talk about people in other countries might think is strange about food and/or how we eat in the United States.  Ex. Someone in China thinking it is strange that we don’t go to the grocery store every day, we go once a week (pre-Covid era) | | |

Materials:

Map in Spanish– to project for chant: <http://ontheworldmap.com/es/mapa-del-mundo.jpg>

Hungry Planet – [Las Familias Fotos](https://docs.google.com/document/d/1cD3rN8tmdIhjd8RUJ-NpkPm6eUGP3XM1-D1WdcBKAWA/edit?usp=sharing) – source – Hungry Planet images below, 2014.

Hungry Planet images - <http://menzelphoto.com/galleries/hungry-planet/>

Hungry Planet – [Presentation](https://docs.google.com/presentation/d/1bRoeA0FJEYbPqFGv2nToNXIm7FlnBnBgxYufJnVrqWU/edit?usp=sharing) – (source –Menzel Photo – see link above), adapted by Annabelle Williamson, Emily McQuiston)

Hungry Planet – [Description English/Spanish](https://docs.google.com/document/d/1_PtmTlBgqubjSzoxNBbEMDv52VAeGi4oOTAoorSbLuA/edit)

[Planeta Hambriento chart](https://docs.google.com/document/d/1dxxS41FOuicWG1Puo11RJHG57CrkOqAzOsecV6Tr6Vg/edit?usp=sharing) - assessment