



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

Summer 2022

ces.ufl.edu

ces@clas.ufl.edu



High Leverage Teaching Practice (HLTP) #1
Facilitating Target Language Comprehensibility by
Teaching a Food Unit in Spanish

Language Teacher Summer Institute
Uf Center For European Studies
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Carolina Currea

Spanish 1 & 2, Nutrition & Wellness, Principles of Food

Hawthorne Middle/High School , Alachua County, Florida

The Interaction and Target Language Comprehensibility (I-TLC) Tool is divided into three main parts:

- I: Creating Comprehensible Language
- II: Creating Contexts for Comprehension
- III: Creating Comprehensible Interactions

The focus of this Food Unit is to address the High Leverage Teaching Practice #1- Facilitating Target Language “Comprehensibility

Glisan, Eileen and Donato, Richard
*Enacting the Work of Language Instruction:
High-Leverage Teaching Practices ACTFL, 2017*

Unit: La comida (Food)

Topic: La comida en casa. (Foods we enjoy at home)

Objectives:

Students will:

- **Grow** herbs in our school garden and learn the Spanish names of these herbs. *(Ex: albahaca = basil)*
- **Describe** how these herbs flavor the foods we prepare. *(Ex: delicioso, sabroso)*
- **Explore** family/cultural recipes and describe the use of spices and herbs.
- **Create** a final project by preparing and describing a food dish in the classroom kitchen and filming it with partners.
- **Share** videos with the Virtual Exchange students from Campeche, Mexico

Learning Outcomes:

By the end of this unit, students will be able to:

- **Name** foods, herbs and spices and describe them
- **Describe** their family/cultural recipe, name the ingredients, and give directions
- **Connect** to their own culture and to diverse backgrounds of other students
- **Present** the recipe in the Target Language
- **Create and share** the videos during our virtual exchange with students from Campeche, Mexico.

Steps:

Plant and label (English and Spanish) herb seeds in the classroom with the students who are in both, Nutrition and Spanish classes.

Transfer them to the school vegetable garden to be ready for the food unit with Spanish class

Learn the five food groups in Spanish (fruits, vegetables, grains, proteins, and dairy)

Learn and describe herbs and spices in Spanish by name, with visuals, smell, touch, and taste.

Students select a dish that is unique to their cultural heritage containing herbs and spices by obtaining a family recipe. Alternatively they can research a Latin American recipe online.

Students determine :

- name of the dish
- country of origin
- main ingredients
- herbs and spices
- quantities of each ingredient
- steps for preparing
- reasons for choosing this recipe (why is it meaningful to the student)

Notes:

Teacher does regular check-ins with students and gives feedback.

Students submit the recipes with the requirements written above including pictures and notes to the teacher in Google Slides.

I have found that this is the best way to learn about students' family backgrounds and we then learn about these countries and cultures throughout the semester.

Group Activity:

- Students are grouped by 3 and share their recipes in Spanish by showing and explaining their Google Slide to the group
- Students choose one recipe for the group to prepare
- Students choose who will be the one filming
- Each group prepares the chosen recipe while the student films
- Students do a voice-over in Spanish describing the ingredients, quantities, steps, flavors, etc.

Virtual Exchange:

Each student is paired up with a student from Mexico and shares in Spanish the recipe each one submitted earlier to the teacher; conversely the student from Mexico will do the same but in English.

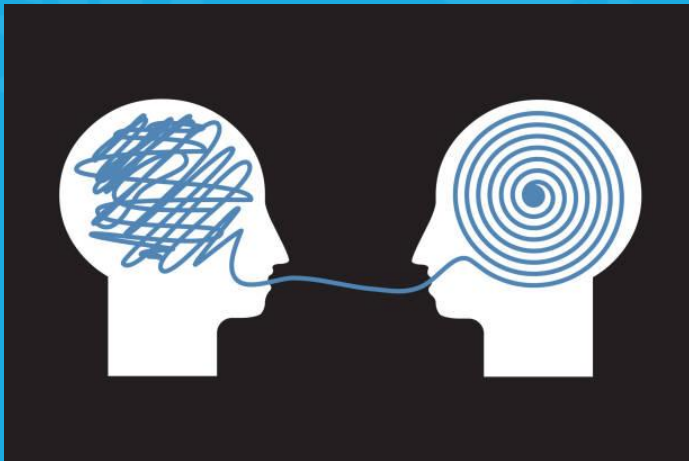
Note:

Teachers from Campeche, Mexico and Florida, USA have already planned the unit in advance.

I: Creating Comprehensible Language
II: Creating Contexts for Comprehension
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o! Creating Comprehensible Language:

My students and I will use Spanish 90% of the time as recommended by ACTFL.

1. Paraphrase new words and expressions (Ex: esta es la albahaca. Esta hierba es aromática. La albahaca huele delicioso)
1. Define new words with examples rather than translation. (El apio es un vegetal. No tiene semillas. El apio tiene el tallo largo y verde. El apio tiene hojas verdes también)
1. Slow down the rate of speech according to the level of learners (I will slow down according to need)
1. Use vocabulary and structures that learners know and build on them over time (colors, numbers, verbs, adjectives, etc. previously learned will be incorporated in this unit)
1. Use new words and expressions more than twice and enter and re-enter these language elements frequently in the input (¡Me encanta el sabor de la naranja! La naranja es deliciosa. ¡Mmmmm que rica la naranja!)
1. Signal new words and structures with tone of voice (using the Rassias Method: Este es un pimentón. Voy a cortar el pimentón. Pongo el cuchillo sobre el pimentón y lo corto)
1. Use connected discourse rather than presenting isolated words for drill and repetition (estos son los ingredientes de mi receta...)

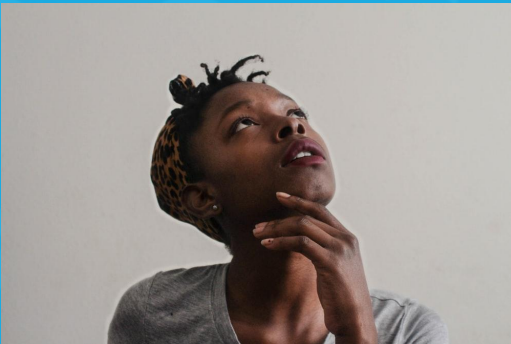
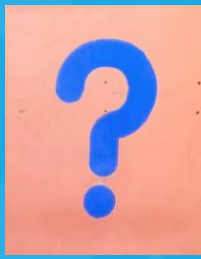
II: Creating Contexts for Comprehension

A powerful way to support comprehension in the classroom is by using the TL in an *interesting, meaningful, and familiar context for social and cultural practices*.

Creating context for comprehension is deconstructed into four techniques:

1. Using gestures to make new language clear, *(incorporate facial and manual gestures to describe tastes, smells, shape, size, etc.)*
1. Using visuals and concrete objects to support comprehension. *(visuals, smell, touch, songs, videos, interactive websites, foods, etc)*
1. Focusing learner attention on the topic and objective of the lesson in advance of presentations and discussions *(write on the board the topic and objective of each lesson and provide my own personal sample recipe)*
1. Creating a lesson with a purpose relevant to learners' lives *(family recipe so there is relevance and engagement)*





III. Creating Comprehensible Interactions

Creating Comprehensible Interactions is deconstructed into four steps:

1. Signaling as an effective comprehension checking strategy (thumbs up, thumbs down regarding students like or dislike of foods; individual white boards to draw foods described by the teacher, etc.)
1. Cueing a learner for a verbal response to develop interaction during TL use (¡Esta fruta es _____!)
1. Using question sequence to engage learners in TL interaction (yes/no, choice question, open ended question)
1. Providing useful expressions and phrases to help negotiate meaning & increases comprehension (Mi receta es colombiana. ¿De dónde es tu receta?)



Examples of Activities for the Food Unit

Note: Please read speaker notes for explanations and to access activities put on slideshow

1.



2.



3.



¿Cómo sembrar?

Pasos:

1. Abrir un hueco en la tierra con el dedo, poner las semillas y tapar con tierra
2. Colocar las macetas en la caja, dejarla junto a la ventana y cubrir la caja
3. Regar las semillas suavemente cada dos días

Hierbas

Las hierbas son los aromatizantes de la parte vegetativa de la planta, como hojas y raíces.



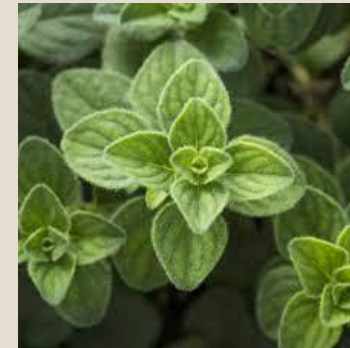
albahaca



cebollín



eneldo



orégano



perejil



romero



salvia



estragón




LEER

Lee el vocabulario y las frases

el agua

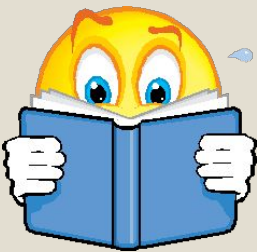
Ella bebe **agua** porque hace calor.



¿Cómo se dice **agua** en tu idioma?

el agua

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ESCUCHAR



Escucha el vocabulario cuando pinchas cada alimento:

VOCABULARIO DE

LOS ALIMENTOS

POR PROFEDEELE.ES

LAS COMIDAS

el PESCADO la CARNE la VERDURA la FRUTA el PAN la SOPA

la ENSALADA la HAMBURGUESA el BOCADILLO el SÁNDWICH los HUEVOS

LAS BEBIDAS

el CAFÉ el TÉ el AGUA la LECHE el VINO BLANCO el VINO TINTO la CERVEZA



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Fruits in Spanish



Manzana



Melón



Naranja



Fresa



Coco



Pera



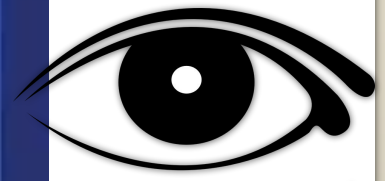
Uva



Melocotón



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BAILAR Y
CANTAR



¿Qué comida te gusta?
(What food / drink do you like?)

¿Qué bebida te gusta?

1

The graphic features a grid of 16 small images of various foods and drinks. The top row shows a bowl of green salad, a plate of french fries, a bowl of sliced bananas, and a plate of fried chicken. The second row shows a plate of fried fish, a plate of ribs, a bowl of spaghetti, and a plate of fried chicken. The third row shows a bowl of soup, a plate of fried chicken, a plate of a fried egg, and a bowl of green soup. The bottom row shows a glass of orange juice next to a carton of orange juice, a glass of milk, and a glass of water. A hand cursor points to the text '¿Qué comida te gusta?'. A portrait of a smiling man in a suit is on the right side of the graphic.

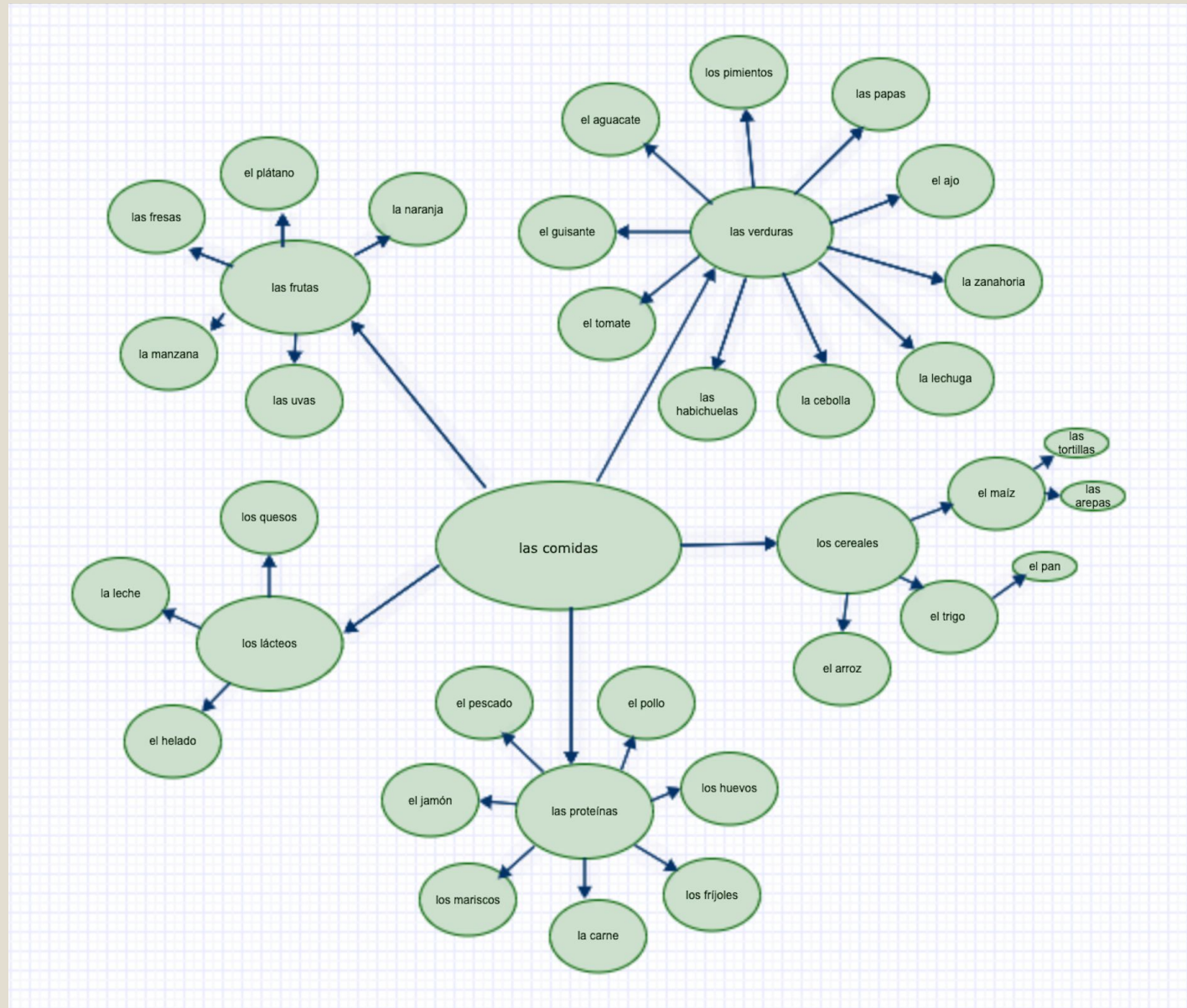


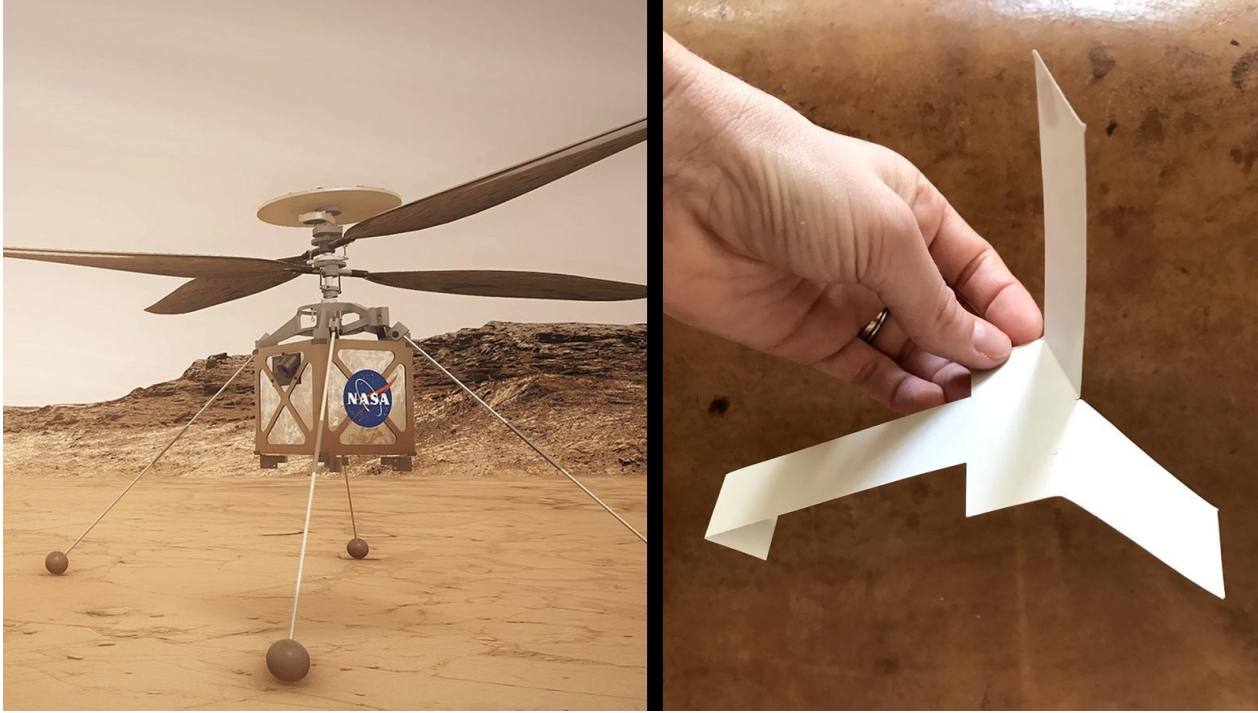


HABLAR

- PechaKucha (20 slides with images x 20 seconds/slide speaking)
- Describing herbs and foods
- Describing students' family/cultural recipe
- Naming the ingredients
- Giving recipe directions
- Presenting the recipe in the Target Language
- Creating the videos
- Sharing the videos during our virtual exchange with students from Campeche, Mexico.

- vocabulary words using quizlet
- recipe
- labels
- ingredients
- instructions
- mind maps

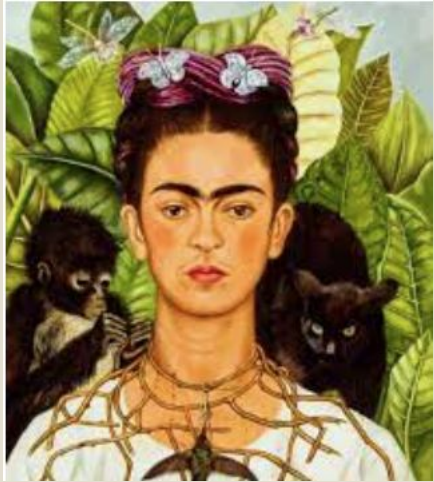




Extra Activities

Artistas latinoamericanos

- Frida Kahlo - Mexicana
- Nació en 1907 en Ciudad de México
- Frida comenzó a pintar después de un trágico accidente. Ella pintaba su realidad.



- Fernando Botero - Colombiano
- Nació en 1932 en Medellín
- Es reconocido en todo el mundo por sus pinturas y esculturas de grandes volúmenes.



¿Qué alimentos ves?
Escribe sus nombres.



¿Quién pintó cada pintura?



Biography

My name is Carolina Currea.

I finished my fifth year working as a Spanish, Nutrition & Wellness, and Principles of Food Preparation Teacher at Hawthorne Middle/High School, a public school in Alachua County, Florida.

I was born and raised in Bogotá, Colombia where I graduated from a bilingual English/Spanish school. My love for chemistry and food led me to study Food Engineering. I worked in this field for several years, before moving to the United States. I had the privilege of becoming a Stay at Home Mom and became very involved in my daughters' schools. I volunteered and became then the extracurricular Spanish Instructor. Those experiences led me to work at elementary schools tutoring students. Then, working as a Paraprofessional, while I decided which route to take career-wise, I worked in elementary schools with students on the Autism Spectrum and Asperger's Syndrome in inclusive classrooms. Those were the most rewarding three years in education since I could really see the student's improvements in all areas throughout the years. After experiencing such a wonderful awareness of developmental conditions, challenges, and ways of learning, I decided to go back to school to become a teacher and continue in the education field.

After my first year of teaching Spanish, I decided to change my pedagogy since verb conjugation, grammar, and vocabulary were not enough for students to actually comprehend and communicate. So, I decided to follow Dr. Krashen's Comprehensible Input Hypothesis, with which I have been teaching ever since. Incorporating cultural aspects of Spanish-speaking countries, starting and maintaining a vegetable garden, putting into practice my learnings from the Teacher Exchanges to Mexico, and starting the Virtual Exchange, have been a wonderful addition to my classes. I never imagined how happy the students would be for being able to meet people from another country, and exchanging traditions, recipes, and songs virtually.

I am very happy I was part of the UF Language Teaching Summer Institute 2022, where I continued learning and collaborating with colleagues and learning, among other wonderful techniques, the six core practices that are essential for teaching a foreign language effectively. I now feel like I did after my first year of teaching: excited to apply new knowledge for the benefit of my students!

Bibliography

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- Juan Luis Guerra - Ojalá que llueva café (LETRA) <https://youtu.be/ERnoS6grxgw>
- Gardening for Nutrition – Florida Agriculture in the Classroom <https://faitc.org/lessons/spice-it-up-2-2/>
- Museo Frida Kahlo <https://www.museofridakahlo.org.mx/en/the-blue-house/>
- Museo Botero <https://www.banrepcultural.org/bogota/museo-botero>
- Healthy Eating and Active Living: Making the Healthy Choice the Easy Choice (Spanish) American Cancer Society <https://youtu.be/Uu68ufdeGZ4>
- ¿QUÉ COMIDA / BEBIDA TE GUSTA? (What food/drink do you like?) / Spanish song Reggaeton - by Señor Soto <https://youtu.be/1wrF0YV2vPg>
-
- Learn 10 FOODS in SPANISH with RATATOUILLE <https://youtu.be/upllvOIX2Q8>
- 35 Fruit Names in Spanish. Learn Spanish Vocabulary. Las Frutas. <https://youtu.be/9TAjXDDtCcg>
- PROFEdE ELE <https://www.profedeele.es/actividad/comidas-bebidas-a1/>
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