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¿ Cómo se hace la paella?

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: ¿ Cómo se hace la paella?

Grade Level: Secondary, All-Grade levels

Subject/Topic Area(s): Spanish II

Designed By: Jennifer Aranda and Juanita Castillo

Time Frame: 3-4 weeks

School District: Northeast Independent School District

School: Claudia Taylor Johnson High School

School Address and Phone: 23203 Bulverde Road, San Antonio, Texas, 78259, (210)356-0400

Brief Summary of Unit (Including curricular context and unit goals):

In the teaching of the Spanish language, we know that it is not only assuring that students know the grammatical concepts and vocabulary, but also ensuring that the students understand the cultural references and connections. It is this way that students are able to fully involve themselves in the language and become life-long learners.

What is culture? Culture is a complex idea. It can be thought of in many different ways and its definition is always changing. The unit ¿ Cómo se hace la paella? uses the theme of food to help students in defining and making meaning of the Spanish Speaking culture.

In this unit, students will be able to see that eating habits are an important aspect of a culture and can tell a little about its history, while also seeing that their own eating habits represent their own culture. Students will be able to accurately and appropriately communicate to others the connections and influences that exist between their own culture and the Spanish Speaking culture.

¿Cómo se hace la paella?

Stage 1 – Desired Results		
<p>Texas Foreign Language Standards:</p> <p>1.A: Engage in oral and written exchanges of learned material to socialize and to provide and obtain information</p> <p>1.B : Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics</p> <p>1.C: Present information using familiar words, phrases, and sentences to listeners and readers</p> <p>2.A: Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied</p> <p>3.A: Use resources (that may include technology) in the language and cultures being studied to gain access to information</p> <p>4.A: Demonstrate an understanding of the nature of language through comparisons of the student’s own language and the language studied</p> <p>4.B: Demonstrate an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied</p> <p>4.C: Demonstrate an understanding of the influence of one language and culture on another</p> <p>5.A: Use language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> Use their knowledge to plan and communicate a complete menu that stylistically represents the culturally unique eating patterns of a Spanish Speaking Country. 	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Eating habits are a very important aspect of a culture and its history Connections and influences can exist in different ways between communities within the Spanish Speaking World Different situations call for different tonality 	<p>Essential Questions</p> <ul style="list-style-type: none"> How do we know how to make “Paella”? How formal or informal must we be in a given situation? How would American cuisine be different without the influence of the Spanish Speaking world?
	Acquisition	
<p>Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>Vocabulary that relates to food and food preparation</i> <i>Negative commands</i> <i>Affirmative and negative Ud/Uds commands</i> <i>Impersonal “Se”</i> <i>Preterit Tense</i> 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <i>Talking about food and food preparation</i> <i>Understand Informal and formal commands</i> <i>Differentiate between the proper uses of the impersonal “Se”</i> <i>Talk about past events using the preterit tense</i> 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	Well crafted display	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i>
M	Well researched and planned	<i>In a group of 5, plan a traditional daily menu of your given Spanish Speaking Country in the target language. You will need to investigate and research the traditional and favored breakfast, lunch, dinner, beverage, and desert of your country. You will be telling your classmates specific instructions on which ingredients are needed, the measurements, and instructions on how to prepare each item. You will use vocabulary that relates to food and food preparation and the informal affirmative and negative commands to explain preparation of each dish.</i>
T	Accuracy of instructions	
		----- Other Evidence (e.g., formative) <ul style="list-style-type: none"> • food and food preparation vocabulary quiz • negative command quiz • chapter exam

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment	
	<i>Pre-assess: Give a graded quiz over previous knowledge on food items and previously learned informal affirmative commands. Quiz will be critical to assess prior knowledge of subject matter.</i>	
M	Learning Activities <ol style="list-style-type: none"> 1. What did you eat yesterday? Have students do a pre-writing about the food they consumed yesterday using prior knowledge of learned vocabulary and the preterit tense. Students will share with class. 2. Introduce first EQ- How do we know how to make “paella”? Teacher will guide students learning by presenting the Spanish traditional dish. Class discussion and ingredients and processes that are used to make the dish. Students will be posed with the question, what do you eat that is similar to paella? Students will be able to make connections with the Spanish culture and their own. 3. Key vocabulary terms are introduced as needed by various learning activities. Students will read and discuss relevant selections from the Spanish textbook to 	Progress Monitoring (e.g., formative data) Writing and oral skills
A,M		Monitoring and analyzing discussion and questions posed
A		Vocabulary acquisition
M		

<p>M M,T</p>	<p>support activities and tasks. Suggested activities:</p> <ul style="list-style-type: none"> Realidades 2 Textbook, Actividad 1 pg. 349 La cocina típica. Students will listen to a narrator talk about a typical kitchen that is seen and the adjoined page. Video historia Capitulo 7A: ¿Cómo se hace la paella?. Students will watch a video that highlights essential vocabulary. Realidades Textbook, Actividad 6 pg. 353: Los Huevos Revueltos. Students will complete the instructions to make scrambled eggs by filling in the correct verb from the vocabulary. 	
<p>M,T</p>	<p>4. Review vocabulary on food and food preparation. Students may review food and food preparation vocabulary through any activities that teacher deems appropriate. Suggested tool Conjugemos where students are able to practice and be assessed on their understanding of subject matter. Results for activity may be printed for evaluation.</p>	<p>Recognition of vocabulary</p>
<p>A</p>	<p>5. Give a quiz on food and food preparation vocabulary. 6. Activity: “¡Hazme un sándwich!” Using previous knowledge of informal affirmative commands students are to dictate to their partner how to make their favorite sandwich. Partner draws an illustration as commands are being given or for a real world experience have food items available for use.</p>	<p>Quiz Use of vocabulary, pronunciation, recognition, and understanding of commands</p>
<p>M,T</p>	<p>7. Introduce second EQ- How formal or informal must we be in a given situation? Students will perform examples and non examples of the proper ways to address various individuals according to their individual status. Simulated situations that would occur in a restaurant setting. (I.e. server-chef, server-server, server-manager, server –guest...ect.)</p>	<p>Use of vocabulary, pronunciation, recognition, and understanding of commands</p>
<p>M M,A</p>	<p>8. Introduction of negative, affirmative, and formal commands and the impersonal “se”. Students will practice the negative, affirmative, and formal commands and the usage of the impersonal “se” through the use different teacher selected activities.</p>	<p>Acquisition of grammatical topics</p>
<p>M,T</p>	<p>9. Students will watch a cook show video without audio. During the video students are to prepare commands that accurately depict the actions of the video. Students will adlib the instructions and preparation of the paella using their previous learned knowledge of commands and vocabulary. Suggested video “Spanish Paella”</p>	<p>Use of recognition and connection between accuracy of placement and setting</p>
<p>A</p>	<p>10. Give quiz on informal and formal affirmative and negative commands. 11. Third EQ- How would American cuisine be different without the influence of the Spanish Speaking world?</p>	<p>Quiz Ability to make connections through</p>

	<p>Students will be prompted in groups of 3-5 to complete a contribution food chart. They will be asked to make an educated guess to match the foods listed to their countries of origin. Then they will use the internet as a resource to check their responses. After the research is complete, class will have a discussion about their findings.</p>	<p>the assessment of prior knowledge of the contributions of the Spanish speaking world</p>
<p>A,M</p>	<p>12. Activity- Fondo Cultural; Using the textbook as a guide, students will read about “ el plátano”, an important food from Latin America and “la arepa”, a traditional food that is eaten almost every day in Venezuela. After reading these segments the students will be asked to answer the following questions-</p> <ul style="list-style-type: none"> • ¿Qué relación crees que hay entre la popularidad del plátano como comida y su abundancia? • ¿Por qué crees que hay tantas variedades de arepas venezolanas? ¿Qué platos de los Estados Unidos se preparan de varias maneras según la región del país? • ¿Qué comida asocias tu con los estados unidos? Suggested ancillary youtube video- Cocina de mamá-Arepas 	
<p>A</p>	<p>13. Introduction of performance task- <i>In a group of 5, students will plan a traditional daily menu of their given Spanish Speaking Country. Student will need to investigate and research the traditional and favored breakfast, lunch, dinner, beverage, and desert of their country to present to their class in a timely manner. Student will be telling their classmates specific instructions on which ingredients are needed, the measurements, and instructions on how to prepare each item. Student will need to prepare one of the menu items, and explain all ingredients and procedures used. Student will use vocabulary that relates to food and food preparation and the informal affirmative and negative commands to explain preparation of each dish.</i></p>	<p>Assessment Rubric Based/Students monitored through project process</p>
<p>M, A</p>	<p>14. Chapter Review- Students will review in preparation of chapter exam. All aspects of chapter will be covered; food and food preparation vocabulary. Informal and formal affirmative and negative commands and the impersonal “se”.</p>	<p>Assessment and recall of chapter concepts</p>
<p>T</p>	<p>15. Chapter Exam</p>	<p>Exam</p>

Appendix 1

Prueba sobre Vocabulario y Gramatica

Traduce las siguientes palabras

1. el almuerzo
2. salad
3. el jugo
4. breakfast
5. el pollo
6. milk
7. la cena
8. fruit
9. el agua
10. bread

Cambia las siguientes palabras al mandato afirmativo

11. comer
12. añadir
13. Salir
14. Decir
15. mezclar

Completa las siguientes oraciones con la forma correcta del mandato afirmativo.

16. Primero, _____ las verduras en el plato. (poner)
17. _____ la comida antes de comer el helado. (Comer)
18. Alma _____ con Marissa inmediatamente. (Hablar)
19. Mi mama me dice, " _____ paciencia con mi hermano menor". (tener)
20. En el restaurante mi Abuelo siempre me dice, " _____ lo que te gusta." (pedir)

Appendix 2

Food and Food Related Words for Review

English

1. bacon
2. for breakfast
3. breakfast
4. eggs
5. bread
6. toast
7. banana
8. sausage
9. yogurt
10. strawberries
11. for lunch
12. salad
13. fruit salad
14. cookie
15. ham
16. apple
17. orange
18. french fries
19. hot dog
20. cheese
21. milk
22. juice
23. soft drink
24. iced tea
25. to drink
26. to eat
27. to share
28. never
29. always
30. to understand
31. Which

Spanish

1. el tocino
2. en el desayuno
3. el desayuno
4. los huevos
5. el pan
6. el pan tostado
7. el plátano
8. la salchicha
9. el yogur
10. las fresas
11. en el almuerzo
12. la ensalada
13. la ensalada de frutas
14. la galleta
15. el jamón
16. la manzana
17. la naranja
18. las papas fritas
19. el perrito caliente
20. el queso
21. la leche
22. el jugo
23. el refresco
24. el té helado
25. beber
26. comer
27. compartir
28. nunca
29. siempre
30. comprender
- 31.Cuál

Informal Affirmative Commands/ Tú Commands

Use: To tell someone to perform an action.

Construction: Take the *e/* form of the present tense of any regular verb to form a command .

Ex. Hablar → Habla

Take the *yo* form of the present tense of most irregular verbs and drop the *-go*.

Ex. Poner → Pongo → Pon

Some irregular present tense verbs must be memorized.

Ex. Hacer → haz

Ser → Sé

Ir → ve

Appendix 3

Realidades 2: Capítulo 7A Food and Food Preparation Vocabulary

English

1. the lunch
2. good for health
3. bad for health
4. the dinner
5. the meals
6. the breakfast
7. to maintain health
8. delicious/rich/tasty
9. tasty/delicious
10. canned
11. frozen
12. fresh
13. the microwave
14. the refrigerator
15. the oven
16. baked
17. the (kitchen) sink
18. to taste/to try
19. the stove
20. the (cooking) pot
21. to heat
22. the frying pan
23. fried
24. to fry
25. the fire/the burner
26. to beat
27. to mix
28. to peel
29. to chop
30. to cut
31. the piece
32. to add
33. to boil
34. the recipe
35. the ingredients

Spanish

1. el almuerzo
2. bueno para la salud
3. malo para la salud
4. la cena
5. las comidas
6. el desayuno
7. mantener la salud
8. rico
9. sabroso
10. enlatado
11. congelado
12. fresco
13. el microondas
14. el refrigerador
15. el horno
16. al horno
17. el fregadero
18. probar
19. la estufa
20. la olla
21. calentar
22. la sartén
23. frito
24. freír
25. el fuego
26. batir
27. mezclar
28. pelar
29. picar
30. cortar
31. el pedazo
32. añadir
33. hervir
34. la receta
35. los ingredientes

36. the vinegar	36. el vinagre
37. the broth	37. el caldo
38. the garlic	38. el ajo
39. the (cooking) oil	39. el aceite
40. the tablespoon	40. la cucharada
41. the sauce	41. la salsa
42. the shrimp	42. los camarones
43. the shellfish	43. los mariscos
44. to light/to turn on	44. encender
45. to throw out	45. tirar
46. to leave/to let	46. dejar

Prueba sobre Vocabulario 7A

Traduce las siguientes palabras

1. El aceite
2. To add
3. Al horno
4. Vinegar
5. La receta
6. To spill, throw away
7. Se puede
8. Microwave
9. Picar
10. Fresh
11. El fuego
12. Ingredient
13. Congelado
14. Frying pan
15. Hervir
16. Fried
17. El refrigerador
18. To taste, to try
19. Apagar
20. Shellfish

Bonus Escribe una oración original usando dos de las palabras.

Informal Negative Commands/ Negative tú Commands

Use: To tell someone what not to do.

Construction: Take the *yo* form of the present tense verb, drop the –o, and add

-es for ar verbs

Ex. Pelar→ No peles

- as for er and ir verbs

Ex. Comer→No comas

Verbs ending in –car,-gar,-zar have spelling changes

Ex. Picar-→No piques

Apagar→ No apagues

Empezar-→ No empieces

Irregular negative commands are

Dar-→No des

Estar-→No estés

Ir→No vayas

Ser→No seas

*Pronouns go right before the conjugates verb.

Ex. No los piques

Formal Affirmative and Negative Commands/ Ud. And Uds. Commands

Use: To give a command in a formal manner.

Construction: For the affirmative commands take the *yo* form of the present tense of the verb

Add *-e* for *ar* verbs for the Ud. command

Ex. Cortar → corte

Add *-en* for *ar* verbs for the Uds. Command

Ex. Cortar → corten

Add *-a* for *er* and *ir* verbs for the Ud. command

Ex. Servir → sirva

Perder → pierda

Add *-an* for *er* and *ir* verbs for the Uds. Command

Ex. Servir → sirvan

Perder → pierdan

To form negative commands, simply add the word *No* in front of the command

Ex. Cortar → Corte → No Corte

Irregular verbs have the same spelling changes as the negative *tu* commands.

Remember that you attach pronouns to affirmative commands and they go right before the verb in negative commands.

Prueba sobre Mandatos

Llena la tabla con la forma correcta del mandato.

Verbs	Affirmative tú command	Negative tú command	Ud. command	Uds. command
Cortar				
Añadir				
Beber				
Picar				
Pagar				
Empezar				
Dar				
Ir				

Appendix 8

Nombre _____

Español II/II pre ap

Fecha _____

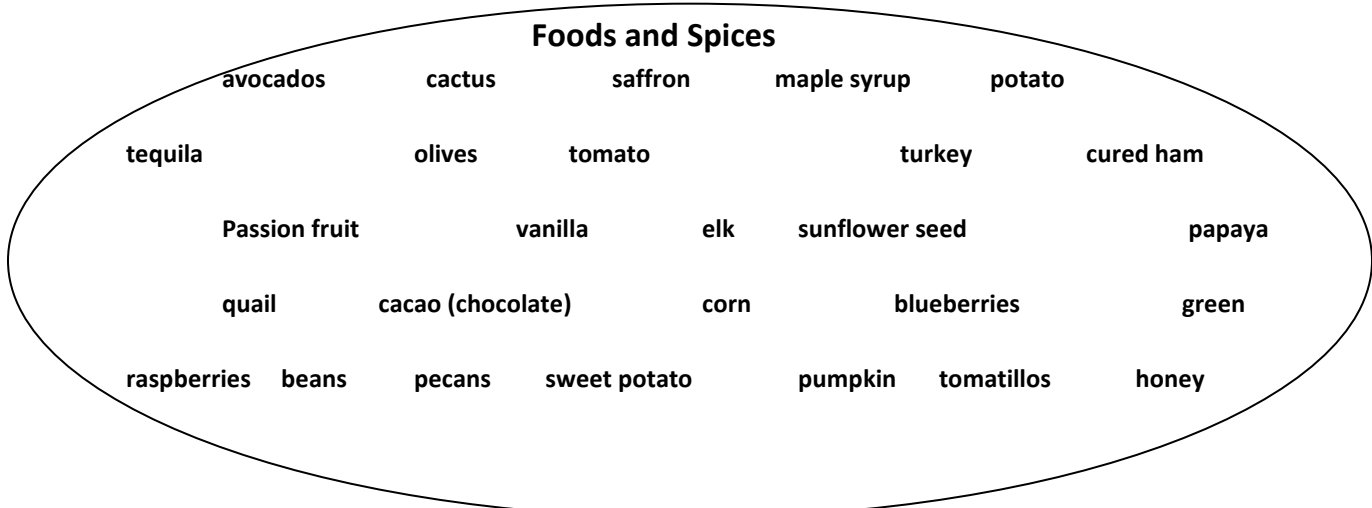
Hora _____

¿De dónde viene?

- i. Using the list of food below, give an educated guess to where you believe each item comes from.
- ii. Using the web as a resource, investigate the foods and move any items around that you might have missed categorized.
 - a. <http://www.aztecgardens.com/foods.html>
 - b. <http://www.accessexcellence.org/RC/Ethnobotany/page5.php>
 - c. <http://latinfood.about.com/od/latincaribbean.com>

North America	Spain	Mexico/Central America	South America
1.			
2.			

Foods and Spices



Appendix 9

Nombre _____

Fecha _____

Hora _____

Español II/II pre ap

“La Comida típica de mi país hispanohablante”

Food is a very important part of any culture around the world. In this Project you will be exploring culture and traditions through food and its preparation. In this project you and your group will be asked to create a recipe book, become experts and simulate and prepare a traditional daily menu including; breakfast, lunch, dinner, beverage (non-alcoholic), and dessert in the target language of your Spanish Speaking Country. Presentation will need to be within within a 5-7 minute time frame. For each menu a cover page must be present which must includes; Country Name, Country Flag, Group members names, Date, Class period, and teacher name. For each meal you and your group need to write a brief description of what the significance of the meal is to its country, a list of ingredients must be provided, Instructions on preparation, (usage of the food and food vocabulary from this chapter and the informal affirmative and negative commands must be utilized) and a picture of the meal must be included.

Ej. Desayuno para los estados Unidos- El desayuno en los estados unidos está identificado como la parte esencial para mantener la salud y sostener la energía durante el día.

Huevos con tocino y pan tostado

Ingredientes

Instrucciones:

2 huevos

Prende la estufa a fuego lento, **pon** el aceite en

2 pedazos de tocino

una sartén. ¡Se paciente! **Espera** hasta que el aceite se

2 rebanadas de pan

caliente. **Quiebra** los huevos, y mézclalos

1c de aceite

por 2 minutos. ¡No **añadas** mucha sal! Apaga el fuego. En otra sartén

½ c de mantequilla

pon los pedazos de tocino. ¡**Ten** cuidado que no se

1/4c de sal

quemem! **Cocina** por 3 minutos y **quítalos** del fuego. **Pon** las dos rebanadas de pan

en una tostadora. **Espera** hasta que estén listas. **Saca** el pan tostado de la tostadora y

ponles la mantequilla. Finalmente **sirve** la comida en un plato, y ¡**disfruta** tu

desayuno Americano!



**This Project will count as two test grades😊
A test grade for overall research and product
And**

**A test grade for Oral Presentation of menu and meal
Rubric and Project BreakDown are below;**

-Day One: Be assigned your Spanish Speaking Country and your group members. Within your group you will discuss which role you will play in making this project a success.

Ej. History research, tradition and culture research, breakfast research, ect...

-Day Two: Research your Country and it's traditional cuisine on line. Start Mapping out important information that you want to present and share with your classmates.

-Day Three: Start an outline/roughdraft of your Spanish Speaking Country Menu. To be turned in for corrections.

-Day Four: Revise and Start Putting your information together to create your final project.

-Day Five: Presentation of project to class

-Day Six: Continuation and completion of Presentations

Nombre _____
 Hora _____

Fecha _____
 Espanol II/II pre ap

Oral Presentation of Meal and Menu Rubric

	Superior	Adequate	Minimal	Inadequate
Content and research	The group provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The group adapts to the content in a specific way to the listener and situation.	The group focuses primarily on relevant content. The group sticks to the topic. The group adapts the content in a general way to the listener and the situation.	The group includes some irrelevant content. The group wanders off the topic. The group uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	The group says practically nothing. The group focuses primarily on irrelevant content. The group appears to ignore the listener and the situation.
Delivery and Use of Target Language	The group delivers the message in the Target Language and are confident, poised, and in enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear.	The group delivers most of the presentation in the target language. The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear.	The group delivers some of the presentation in the target language. The volume is too low or too loud and the rate is too fast or too slow. The pronunciation and enunciation are unclear. The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message.	The group does not do the presentation in the target language. The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The group appears uninterested.
Organization	The message is overtly organized. The group helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.	The message is organized. The listener has no difficulty understanding the sequence and relationships among the ideas in the message. The ideas in the message can outlined easily.	The organization of the message is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas.	The message is so disorganized you cannot understand most of the message.
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials / media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials / media.
Length of Presentation 5-7 minutes	Within two minutes of allotted time .	Within four minutes of allotted time.	Within six minutes of allotted time.	Too long or too short; ten or more minutes above or below the allotted time.

Nombre _____

Fecha _____

Hora _____

Español II/II pre ap

Optional Rubric

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand	Most group members speak clearly and are easy to understand	Some group members speak clearly, but are difficult to understand	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only top part of the audience.
Information is presented in an organized way	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

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