

¡Comida del Mundo!

Spanish 2 Mini Innovation Grant 2023-24

Overview

Spanish 2 students cooked dishes from various Latin American countries. They also filmed scenes ordering and serving these foods to practice restaurant and food vocabulary, in accordance with vocabulary and grammar concepts from Senderos Unit 2.

SII.2 The student will initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present, past, and future time frames.

SII.7 The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.

1. Participate in authentic or simulated cultural activities, such as family gatherings, holiday celebrations, and community events.

Preparation

First, students researched Latin American drinks, appetizers, entrees, and desserts that took less than 45 minutes to prepare. They found their own ideas and inserted them into a collaborative document. After we had plenty of dishes, we decided which to make as a class, based on logistics and preferences.

This exposed students to many different dishes and they enjoyed finding new recipes inspired by Hispanic culture.

Classroom Cooking recipe ideas

Paste the link for the recipe into this document. Write the name of the dish and the country it is from.

BEBIDA (drink):

Champurrado <https://www.isabeleats.com/champurrado/#wprm-recipe-container-24524>

Cholado <https://www.food.com/recipe/cholado-531256>

Cholado: <https://www.food.com/recipe/cholado-531256>

ENTREMES (appetizer):

3 Potato omelet <https://www.allrecipes.com/recipe/20198/spanish-potato-omelet/> (spain)

2 Arepas

<https://lililuna.com/taquitos/>

2 taquitos

ENTREE (plato principal):

<https://www.plainchicken.com/mexican-casserole/>

1 Mexican casserole (mexico)

3 Chicken Empanadas

<https://www.delish.com/cooking/recipe-ideas/a39750986/chicken-empanadas-recipe/>

<https://thestayathomechef.com/ultimate-nacho-recipe/>

2 Cheesy Taco Soup <https://www.allrecipes.com/5-ingredient-cheesy-taco-soup-recipe-7970578>

1 Anticuchos de Pescado <https://www.tasteatlas.com/anticucho-de-pescado>

DESSERT (postre):

Pan dulce, It is from mexico <https://www.acozykitchen.com/conchas-pan-dulce>

Crepes Cajeta <https://www.saveur.com/article/recipes/crepes-cajeta/>

2 Mexican Wedding Cookies,

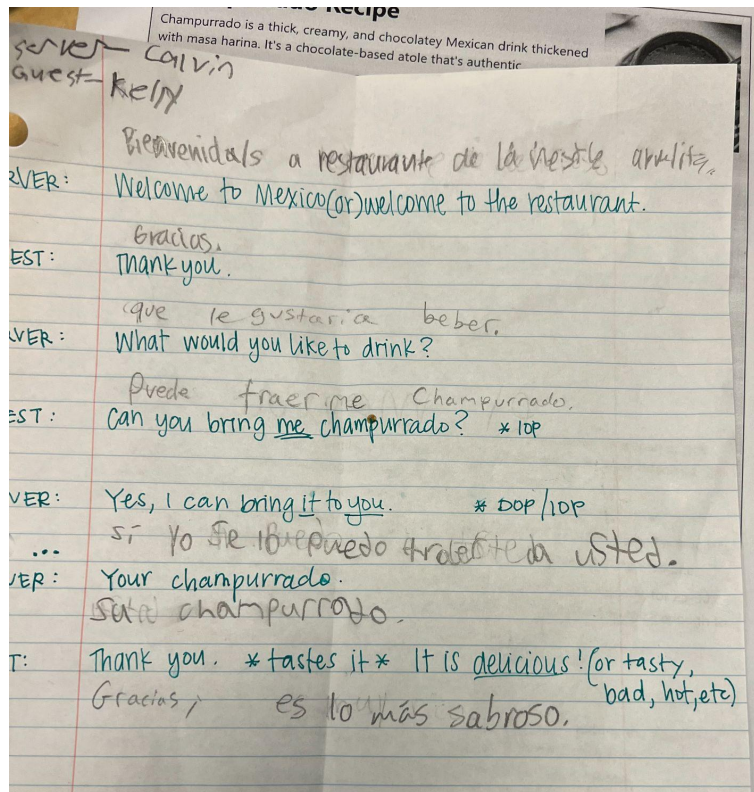
https://www.sidechef.com/recipes/61862/mexican_wedding_cookies/

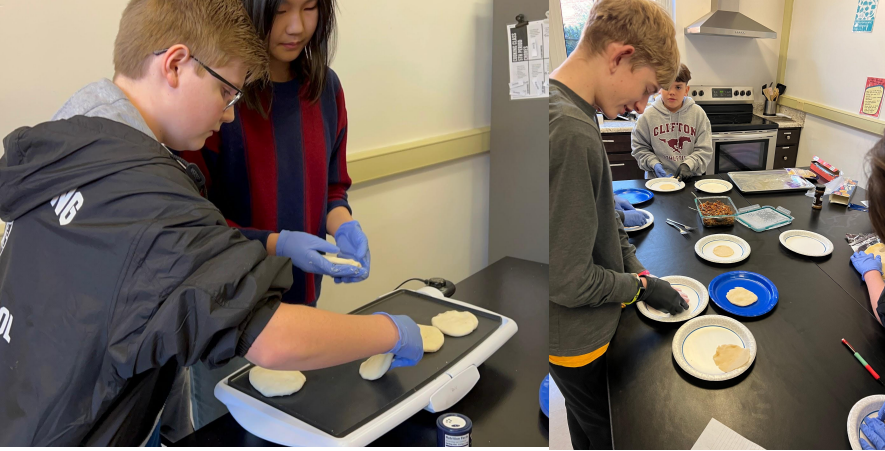
5 Tres leches cake: https://patijnich.com/tres_leches_cake/

Cooking

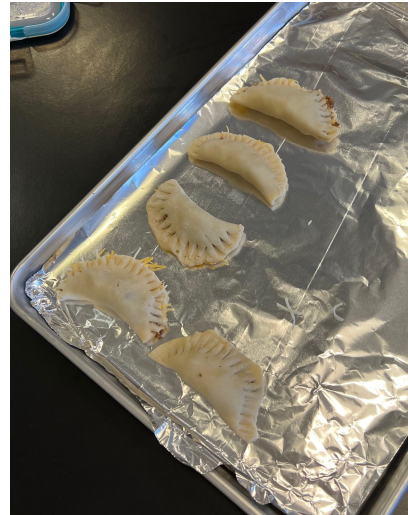
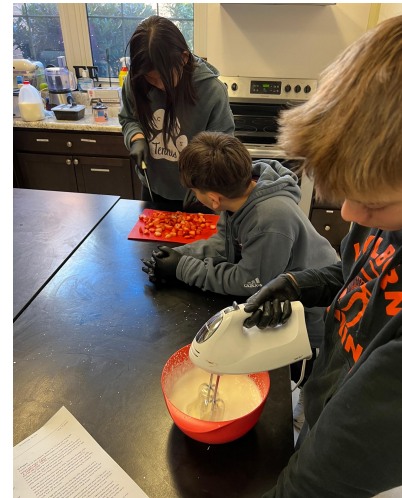
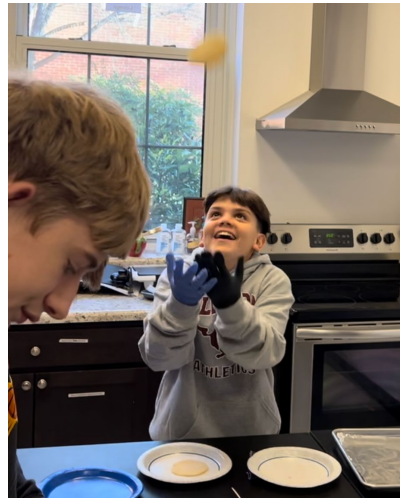
Once we had our final menu decided, we spent one week actually cooking and preparing each of the dishes. Each student was eager to participate, and enjoyed partaking in the final products!

Every day that we cooked, students also prepared a script to act out, simulating a restaurant experience. One student was the server and one was the guest. This gave each student the opportunity to practice their pronunciation and interpersonal speaking skills.

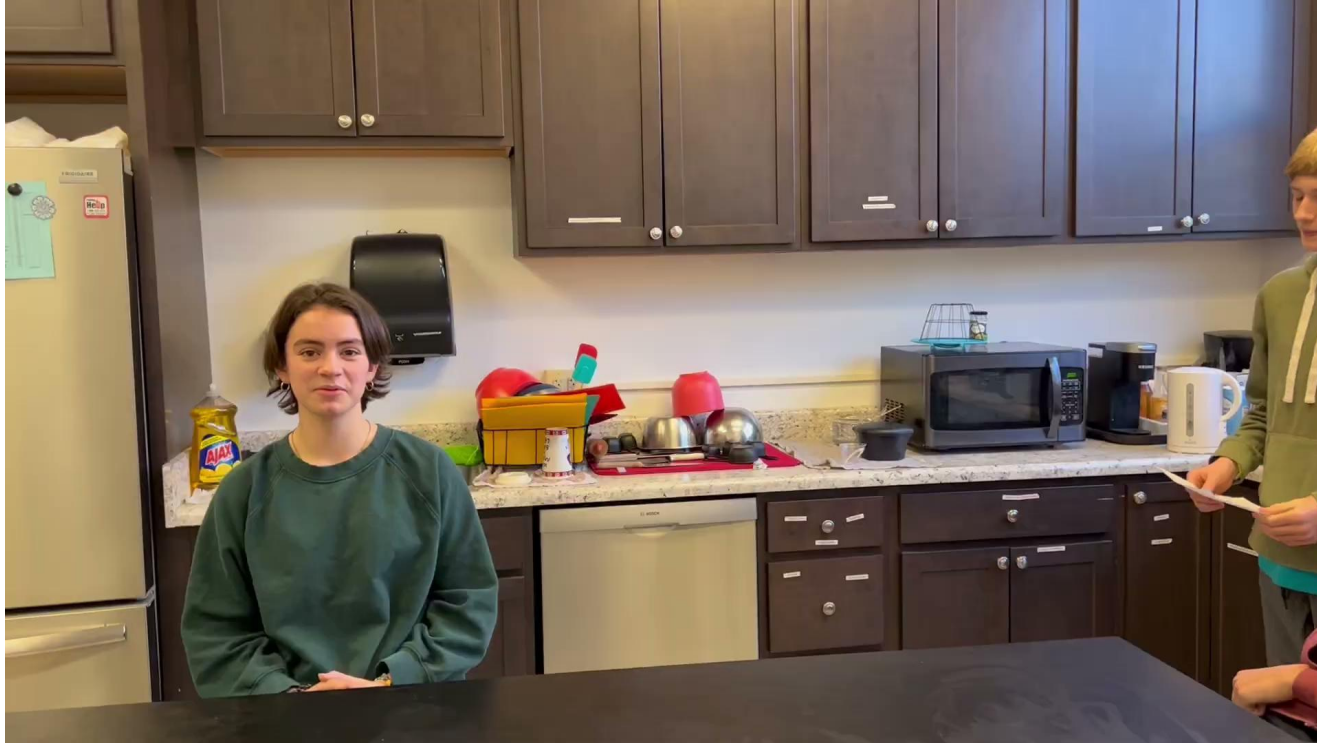




Champurrado: México
Arepas: Colombia
Empanadas: España
Pastel de tres leches:
Nicaragua/México

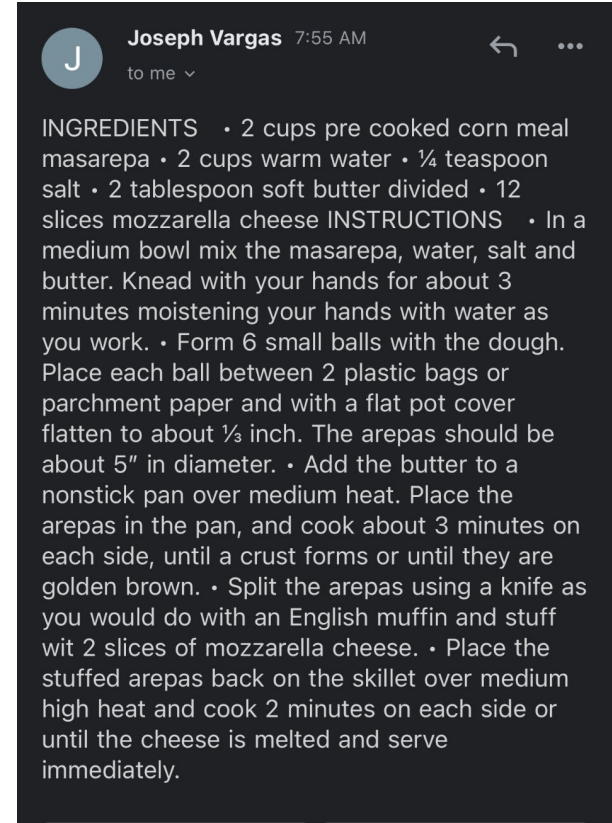


Video



Personal Connection

One student contributed their own family recipe to our project! His father is from Colombia, and we did our best to replicate their family's arepa recipe. Although we didn't get them as perfect as we would have liked, students gained respect and appreciation for their classmate's culture. Joe was excited to share a small part of his family's traditions with us.



Reflection

Students answered questions in Spanish such as “What was your favorite dish and why? Which dish would you like to make again? Which Latin American country would you like to travel to in the future and why?”.

This allowed students to reflect on their experience preparing dishes as well as practice their Spanish writing.

Comida del Mundo: Reflexión

Contesta las preguntas en ORACIONES COMPLETAS.

¿Cuál fue tu plato favorito que hicimos? ¿Por qué?

Mi plato favorito es la tres leche pastel, porque es más sabroso.

¿Qué plato fue lo más difícil para hacer? ¿Por qué?

El tres leche pastel es más difícil porque la tomamos dos días después de hacer la comida.

¿Qué plato fue lo más fácil para hacer?

Los champurrados, porque son una bebida, y bebidas son fáciles de hacer.

¿Qué plato te gustaría (would you like) hacer otra vez?

El plato me gustaría hacer otra vez, es las empanadas.

¿A qué país latinoamericano te gustaría viajar en el futuro? ¿Por qué?

El latinoamericano me gustaría viajar a Argentina, porque me gustaría Buenos Aires y los Patógenas.

Learning Outcomes

Overall, students were able to participate in a hands-on experience that taught them about cultural differences, traditions, and the life skill of cooking. They were exposed to new foods that they may have not tried otherwise. They were able to practice Spanish interpersonal communication skills, as well as written skills. Their vocabulary from our restaurant and cooking unit was reinforced, as well as grammar concepts like indirect object pronouns and comparative phrases.

These students already reflect positively on our experience cooking as a class and I believe they will continue to do so. Thank you for allowing us this opportunity!