

# HOT LUNCH

## Communicative Task for Spanish as a Second Language Grade 6

### TASK SUMMARY

Students will suggest their preferred foods for a hot lunch menu.

### Student Focus for the Task

I can talk with others about what types of foods I like and dislike.

### PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
<b>Applications: A-2.1:</b> share ideas thoughts, opinions, preferences	a. inquire about and express likes and dislikes

### SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
<b>Language Competence: LC-2.5:</b> written production	a. produce short, simple written texts in guided situations
<b>Global Citizenship: GC-1.2:</b> knowledge of the cultures of the Spanish-speaking world	a. explore some elements of the cultures of the Spanish-speaking world

### PREPARING FOR THE TASK

- Engage students in a discussion of what constitutes a good item for a school hot lunch suggestion from the Spanish class (i.e. inexpensive, nutritious, typical food of a Spanish-speaking country, easy to keep warm, easy to serve, does not contain nuts, etc.).
- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will share what they would like to have for a hot lunch item. What types of words and phrases do people use when they are talking about foods? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

### **I can talk with others about what types of foods I like and dislike.**

I know this because...

- I can talk about different foods I like.
- I can ask and answer questions.
- I can offer a suggestion.

### INSTRUCTIONAL SUPPORT

- As a class, brainstorm a list of several possible hot lunch menu items. Ensure that some are foods from Spanish-speaking countries that students are familiar with.

- Practice language structures to share likes and dislikes. Ensure the structures are visible for students' use throughout the task.
- Engage students in a brief conversation with different classmates about some foods from the list they like, and some they dislike as a hot lunch food item.
- When students finish their conversations, elicit their feedback as to which items are the most popular. Decide as a class on one or two items to suggest as a hot lunch item.

### **FEEDBACK FOR LEARNING**

- While students are talking with their partners about the foods they like and dislike, circulate to observe their performances. Make notes about what you observe to facilitate providing effective feedback to students.
- After students have completed the activity, ask them to consider their performance in relation to the indicators.
- Students share, either orally or in writing, whether or not they achieved the "I can" statement, and provide evidence of why they think that is so. They may need to elicit feedback from peers to find out if what they shared in conversation was understood by others.
- Compare your teacher observations to students' self-reflections. In cases where students' perspectives do not match the teacher or peer observations, take the opportunity to discuss why this is so with the student.

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### **HOT LUNCH! – Student Task**

Your school's parent council is hosting a hot lunch next week and has invited your Spanish class to be involved. The parent council has asked your Spanish class to offer suggestions for hot lunch items, including some different traditional dishes from Spanish-speaking countries.

Share your ideas with your classmates and offer your suggestion for the Spanish class hot lunch item.