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SITES FOR
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Mexican Food

Grade Level(s): 3-5

By: Melissa Schenk, Student at Indiana University of P

Following a lecture on the history of Mexican food, grade five students will be able to recognize and order Mexican cuisine, at a restaurant, with 100% accuracy.

Materials:

- At least one computer with access to the World Wide Web.
- A set of art supplies for each student.
- Construction paper.
- Pictures of various kinds of Mexican food.

Plan:

1. Start by discussing the history of corn in Mexico. Ask the students the following questions:
 1. Why do you think corn is so important in Mexico?
 2. Are these foods similar to the ones that we eat at home?
 3. What do we eat at home that is similar/dissimilar?
 4. What foods would you eat that were shown and talked about?
 5. What foods are typical in the American diet?
 6. Which of these foods would people in Mexico eat as well?
 7. Which of these foods would people in other countries eat as well?
2. Discuss all the questions asked in detail. Discuss why there is a difference in the types of food eaten in a particular country.
3. Display the various pictures with the English name and the Spanish name below it. Say the English version then the Spanish version and have the class repeat after you. After the pictures have been viewed and spoken in Spanish, show the picture and ask the class, as a whole, to say the food in Spanish.
4. Discuss that the class will be making their own menu, using the new words that they have learned. They can be as creative as they wish, but they must use the new words learned in this lesson. Tell the class that they will be sharing his/her menu with the class.



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Materials designed to be used with the Ven connigo Spanish language program that encourage family and community participation Experiment Station Record United States. Office of Experiment Stations,1926 **Educators Guide to Free Internet Resources** Educators Progress Service,2005-04 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire **The New York Times Index** ,1915 **School Food Service Journal** ,1981 **The Apperceptive Mass of Foreigners as Applied to Americanization, the Mexican Group** Alfred Eugene White,1971 **Visions A: Teacher Resource Book** Mary Lou McCloskey,Lydia Stack,2003-04-02 Teacher Resource Book contains Lesson Plans with suggested teaching times Teacher Resources graphic organizers writing skills guides Reading Summaries in English Spanish Haitian Creole Hmong Cambodian Cantonese and Vietnamese School Home Connection newsletter in seven languages CNN Video Scripts and Video Worksheets and Answer Key to Activity Book

Unveiling the Magic of Words: A Overview of "**Mexican Food Lesson Plans 1st Grade**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Mexican Food Lesson Plans 1st Grade**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

<https://splashdogs.com/public/Resources/index.jsp/Jeep%20Wrangler%20Yj%20Service%20Manual%201994.pdf>

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