Lesson Plan for Level 1 Spanish

Essential Question of year: What are my routines?

Unit: Greetings - how and where might we greet someone using Spanish?

Learning Outcomes:
Students will review the word for greetings in Spanish, saludos, and the question words for where, ¿dónde?, and who "¿quien?". They will review several (at least five) greetings in Spanish and practice them through TPR (Total Physical Response) activities. Students will further practice these phrases with interpretive activities using photographs and videos, which will tie in some vocabulary for places and people. Finally in small groups, students will create scenarios for a particular greeting and present a short skit to the class. The skits will be recorded as a final assessment.

Note: All lessons will be conducted entirely in the target language (L2).

Time required:
5 consecutive days, 20 minute sessions

Student's Can-Do List for L2:
• I can understand and say the word for greetings, saludos
• I can understand, say, and respond to at least five different greetings
• I can identify and name several (minimum of 4) places around town in answer to a "where?" question
• I can identify and name several (minimum of 4) people in photos in answer to a "who?" question
• I can use greetings, people, and places to create and perform a group skit with my peers

Curriculum Alignment:

National Standards for Foreign Language Learning
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- See more at: http://www.actfl.org/publications/all/national-standards-foreign-language-education#sthash.v9BLdAMj.dpuf
National Educational Technology Standards for Students
NETS.S 1a: Apply existing knowledge to generate new ideas, products, or processes
NETS.S 1b: Create original works as a means of personal or group expression
- See more at: http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Materials/Resources:
• mind mapping tool (on interactive board or iPad)
• authentic music from a Spanish-speaking culture
• planned gestures to facilitate comprehension and memory of phrases
• notecards to provide the written words/phrases for greetings
• slideshow of photographs or clipart that represents the target greetings
• copies of group brainstorm sheet for who? and where? lists
• pencils
• videos of conversations in the target greetings (at least three)
• recording device(s) for group skits and self-assessment viewing
• copies of form for group self-assessment

Activities:

Day One - Monday
1. As students enter the room, use a variety of greetings to acknowledge the kids as they settle in (serving as a blind warm-up for the kids).
2. Show the key word on the board, saludos, and have the group sound it out together. Ask if anyone can give an example of "un saludo".
3. For guesses that are correct, organize them in a brainstorm web to show that they are accurate. For those guesses that do not fit the category, write them down to the side. This will help them sort and hopefully identify the category of greetings more quickly.
4. Once the kids have exhausted all their ideas, offer clues to help if they do not have at least five greetings.
5. Do a quick call and response chant to have everyone practice the saludos out loud. Incorporate a gesture for each word/phrase to aide comprehension. Ask if everyone understands the saludos. Allow kids to ask ¿cómo se dice? (how do you say?) if they need help.
6. Play several rounds of charades-like TPR activity to reinforce the gestures (see suggestions below).
7. Play freeze dance. Children move to music and freeze when music stops. Teacher points to child to perform a gesture. Everyone calls out L2 response.
8. Wrap up activity with the "mystery words" for the day as a preview to the next lesson: la casa (house) and la maestra (teacher).
Charades TPR Game Suggestions:
- Teacher performs one of the gestures and students all call out associated L2 word/phrase.
- Student volunteer performs a gesture and students raise hand to be chosen to offer L2 answer.
- Students partner up and face each other to take turns performing a gesture and answering in L2.

Day Two - Tuesday
1. As students enter room, hand out notecards with written saludos from yesterday. Each student receives a notecard. Explain that they are to look at their greeting but not to say anything out loud yet.
2. After they have a chance to read their card, ask for a thumbs up to signal that everyone understands their greeting (this is a quick retention check for the teacher). If not all students understand their greeting assure them that it will get figured out shortly, but make sure they can at least read/say the greeting.
3. Explain that they will need to group themselves with others that have the same greeting. They will do this by traveling around the room greeting each other out loud (as indicated by their card) and finding their partners.
4. Once everyone is grouped by greeting, ask them to recall the associated gesture learned yesterday. The teacher then calls out a greeting randomly and the corresponding students perform the gesture as a group.
5. Have the kids sit with their group and turn their attention to the interactive board for an interpretive activity. Using a slideshow of "greetings" images, have the kids discuss which greeting could be appropriate for each picture. Depending on the rationale, there will be and should be more than one greeting that fits some (or all) of the images. This is to create conversation among the students. Encourage them to use the L2 to explain their point of view.
6. Write next to each image the choices that the kids choose as possibilities.
7. Review the images and give a short scenario with each to incorporate the people (i.e. girl, boy, mother, teacher) and places (i.e. house, school, park) in each. Throw in extra details such as weather, physical descriptions, colors, time of day, etc. to make it interesting, but make sure the people and places are clearly identified for each image. This will allow lots of reinforcement of the question words, who and where, a preview for tomorrow's lesson.
8. Wrap up with a "making connections" question - have you ever experienced an interaction like any of these scenarios?
9. Note: During the slideshow activity, hopefully someone in the class will recall the mystery words for the day, house and teacher. That student is congratulated and allowed to give the line-up directions at the end of the day.
Day Three - Wednesday
1. Greet students. Have them sit with their groups from yesterday.
2. In their small groups have the kids do a quick 5 minute brainstorm activity for the question words who and where. Only one sheet per group necessary. At the five minute mark, collect pencils.
3. Have each group share their lists out loud. Allow students to ask "¿como se dice?" if necessary. Celebrate any unique ideas that don't come up on other lists.
4. Explain next step of activity. The kids will listen to the audio portion of a short video conversation. The group that identifies their greeting in the audio will see if they can answer the who and where of the video. Have them make guesses and then play the video again with audio and visual to check their answers. For fun, give the group a bonus point if any answers were also included on their brainstorm sheet. This is a great way to get their undivided listening attention. Explain any cultural components that may be present in the videos (i.e. greet with kiss on both cheeks, formal vs. informal greeting).
5. After all audio clips have been played and discussed, move on to the directions for the final create activity for the week. Explain that each group will come up with a skit for their greeting to perform for the class. Each person in the group must have a role and speaking part, but creativity is encouraged. The skits will be recorded for our digital library of practice videos (accessible online by anyone in the school community) for future practices, or to share with parents and other grade levels.
6. If time allows, give the groups a chance to choose parts and decide on a setting for tomorrow's skit activity.

Day Four - Thursday
1. Greet students and have them sit in their groups.
2. Remind students of directions for skit and go over rubric.
3. Give class time to practice skits.
4. Perform and record skits on classroom iPads. Make sure to note the number of iPad for each group.

Day Five - Friday
1. Greet students and have them sit in their groups.
2. Hand out iPads (one per group) and have them watch their group's video. Allow them to watch two or three times if wanted.
3. Hand out self-assessment sheets for group to fill out together. Encourage the groups to discuss and come to an agreement before writing down info.
4. Give the kids a signal to wrap up. Let kids share out loud their "looking back" and "looking forward" ideas to be reflective of their work.
5. Collect self-assessment sheets to review and make comments. Share comments and feedback next week.
Assessments:
- Day One: teacher observation during group brainstorm and TPR activities
- Day Two: teacher observation of students' verbal participation
- Day Three: teacher observation of students' group and individual participation, group brainstorm sheets
- Day Four: teacher observation of students' cooperation during skit creations, actual performance
- Day Five: group self-assessments and individual check-ins if necessary

Extension Options:
This weekend create a scenario and dialogue that we did not cover in a class skit. You can draw a picture, use a photo, make a collage from magazine pictures, or film a short video with a family member or friend. Bring your creations in next week for us to enjoy!
EXAMPLE OF DAY ONE LARGE GROUP BRAINSTORM ACTIVITY:

LLUVIA DE IDEAS

LOS SALUDOS

¿cómo está usted?

¿cómo estás?

buenos días

¿qué tal?

buenos tardes
EXAMPLE OF DAY TWO SMALL GROUP BRAINSTORM ACTIVITY SHEET:

LLUVIA DE IDEAS

MIEMBROS DEL GRUPO:

¿QUIÉN?  ¿DÓNDE?
EXAMPLE OF DAY FOUR INSTRUCTIONS FOR SKIT ACTIVITY:

"LOS SALUDOS"

SKIT DIRECTIONS:
You and your partners will create a skit using your group's greeting from the week. As a group you will need to cooperatively decide on a setting for your skit. Each person will then decide on a role they would like to play. Then you will create a scenario that fits with your greeting. Extend your scenario creatively - a greeting is just the beginning!

HELPFUL TIPS:
• each person must contribute ideas
• work cooperatively and respectfully
• each person must have a speaking part (Spanish only!)
• be creative, include an interesting detail that you know about the Spanish-speaking culture if you can
• have fun in a productive way!
EXAMPLE OF DAY FIVE GROUP SELF-ASSESSMENT FORM:

NOMBRES: 

"LOS SALUDOS"

<table>
<thead>
<tr>
<th>SKIT PRESENTATION</th>
<th>Exceeded Goal</th>
<th>Met Goal</th>
<th>Working Towards Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>worked cooperatively with partners, and contributed ideas</td>
<td></td>
<td></td>
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<tr>
<td>ESPAÑOL:</td>
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<tr>
<td>made an effort to use mucho español, and everyone in group had a speaking part</td>
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<tr>
<td>PERFORMANCE:</td>
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<tr>
<td>spoke clearly and loud enough for audience to understand, and had fun in an appropriate, productive way</td>
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<td></td>
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</tbody>
</table>

Looking Back: one thing that we are proud of and will try to do again is...

Looking Forward: one thing that we could do differently next time is...