



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

Summer 2024

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SPANISH 1- WEEK 1 LESSON PLAN

Krizia Columna

FOCUS

HLTP 2: Building a Classroom Discourse Community

Designing and conducting oral interpersonal pair and group tasks

The purpose of this lesson plan is to show how one week in a Spanish 1 class would be conducted in a setting where discourse is the main objective. The way I have designed this lesson plan is to present the information for students who have the basics of speaking Spanish but do not read it or write it (either at all or well). The students will be provided a set of exercises, and the teacher will provide an environment where everything is done in a cooperative learning environment. Although the exercises are presented in Spanish, the focus is to look at the different type of cooperative learning strategies that can be implemented in one class period.

BACK TO SCHOOL

August 2024

| OVERVIEW | | SUBJECT | | | | | | | | | | |
|---|---|--|------------|--|--|--|--|--|--|--|--|----------------|
| Day 1- Greetings | | Spanish 1 | | | | | | | | | | |
| | OBJECTIVES | STANDARDS | | | | | | | | | | |
| OBJECTIVES/STANDARDS | <ul style="list-style-type: none"> ♣ How do people here and in target-language cultures get introduced? ♣ How do I exchange information about my identity and that of others? ♣ Which places, people, and activities define student life? ♣ How is student life at my school similar to and/or different from student life in a Spanish-speaking country? | <ul style="list-style-type: none"> ♣ I can identify topics and some facts when reading and listening to conversations, simple sentences, and simple stories. ♣ I can read and identify the main idea in the texts with familiar vocabulary. ♣ I can have a conversation about my classes and schedules using phrases and simple sentences. ♣ I can ask questions about school, schedules, and extra-curricular activities. ♣ I can talk about my classes, schedules, and extra-curricular activities using sentences most of the time. ♣ I can write sentences to describe my classes, schedules, and extra-curricular activities. | | | | | | | | | | |
| WARM UP BACKGROUND INFORMATION | | PREPARED BY | | | | | | | | | | |
| <p>¿Qué sabes ya? (Nivel 1/A)</p> <p>Piensa en los saludos y en las despedidas que conoces en español. En la tabla siguiente, escribe cuatro saludos y cuatro despedidas.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Saludos</th> <th style="width: 50%;">Despedidas</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Cooperative Learning Strategy to use in this part of the lesson:</p> | | Saludos | Despedidas | | | | | | | | | Krizia Columna |
| Saludos | Despedidas | | | | | | | | | | | |
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| | | | | | | | | | | | | |
| | | GRADE LEVEL | | | | | | | | | | |
| | | 9-12 | | | | | | | | | | |
| | | MATERIAL REQUIRED | | | | | | | | | | |
| | | Textbook | | | | | | | | | | |
| | | NOTE | | | | | | | | | | |
| | | This unit is for students who are already Spanish speakers but not Spanish trained. Meaning while they might be able to understand the language, they necessarily do not read it or write it | | | | | | | | | | |

Stand, Share, Sit: This strategy involves students sharing responses to a question one at a time while standing. Once the student has shared their response, they sit. Sharing continues until all members of a table or class have been seated.

Ampliación del lenguaje

(Nivel 1/A, pág. 5)

Tú vs. usted

Para la mayoría de los hispanohablantes hay dos formas de decir "you": *tú* y *usted*. Usa *tú* para hablar con amigos, familiares, personas de tu edad, niños y mascotas. *Usted* es formal. Usa *usted* para mostrar respeto y para hablar con personas a quienes no conoces muy bien, con personas mayores o con personas que tienen cargos importantes. En su forma escrita, *usted* casi siempre se usa en su forma abreviada, *Ud.*, con una *U* mayúscula.

Para hablar con las personas siguientes, ¿usas *tú* o *usted*?

- tu hermano _____
- tu profesor(a) _____
- tu mejor amigo(a) _____
- la amiga de tu madre _____
- tu gato _____
- el(la) director(a) de tu escuela _____
- un(a) chico(a) de tu edad que acabas de conocer _____

**MID LESSON
ACTIVITY**

Cooperative Learning Strategy to use in this part of the lesson:

Think, Pair, Share:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students pair up.
3. Share: First partner shares while the second partner listens. Then the Second partner shares while the first partner listens

**FINAL LESSON
ACTIVITY**

Arte y cultura (Nivel 1/A)

Las relaciones sociales son un poco más formales en los países hispanos que en los Estados Unidos. Cuando dos personas se conocen por primera vez, se suelen dar la mano. Entre amigos, sin embargo, el saludo es un abrazo o un beso en la mejilla.

- ¿En qué se diferencia esta forma de saludar de la que tú usas en los Estados Unidos?
- Contesta en español o en inglés.
- ¿Cuál es un saludo formal en la mañana?
 - ¿Cuál es un saludo informal que puedes usar a cualquier hora?
 - ¿Qué saludos usas para despedirte?

ADDITIONAL NOTES

greeting both formal and The purpose of this lesson is to describe informal in daily life.

| | |
|-------------------------|---|
| | <p>Cooperative Learning Strategy to use in this part of the lesson:</p> <p>Stand, Share, Sit: This strategy involves students sharing responses to a question one at a time while standing. Once the student has shared their response, they sit. Sharing continues until all members of a table or class have been seated.</p> |
| <p>EXTENSION</p> | <p>Completa las frases con las palabras siguientes.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>estudiantes se dice el pupitre qué quiere decir el pupitre el bolígrafo cómo se dice la carpeta el profesor el lápiz quiere decir</p> </div> <ol style="list-style-type: none"> 1. En mi sala de clases somos veinte _____. 2. _____ de inglés es el señor White. 3. Yo no entiendo la palabra <i>azul</i> y pregunto: "¿_____ <i>azul</i>?" 4. Alfonso dice: "<i>Azul</i> _____ 'blue'". 5. Mi cuaderno está en _____. 6. Para escribir uso _____ o _____. 7. Mis _____ de papel están en _____ azul. 8. La señorita Casas pregunta: "¿_____ <i>boy</i> en español?" 9. Yo respondo: "<i>Boy</i> _____ 'chico'". <p>Cooperative Learning Strategy to use in this part of the lesson:</p> <p>Find Someone Who *This one is great for ANY worksheet!</p> <ol style="list-style-type: none"> 1. Students are given some type of worksheet. 2. Students go around the room trading papers with one friend at a time. After a student puts an answer on their friend's paper, they sign their name next to it. If the "receiving" student feels that the answer is wrong, they must find the friend who gave them the answer and have a dialogue in order to find the correct answer. |

BACK TO SCHOOL

August 2024

| | | | |
|---|---|--|--------------------------|
| OVERVIEW | | | SUBJECT |
| Day 2- Weather | | | Spanish 1 |
| | OBJECTIVES | STANDARDS | PREPARED BY |
| OBJECTIVES/STANDARDS | <ul style="list-style-type: none"> ♣ How do people here and in target-language cultures get introduced? ♣ How do I exchange information about my identity and that of others? ♣ Which places, people, and activities define student life? ♣ How is student life at my school similar to and/or different from student life in a Spanish-speaking country? | <ul style="list-style-type: none"> ♣ I can identify topics and some facts when reading and listening to conversations, simple sentences, and simple stories. ♣ I can read and identify the main idea in the texts with familiar vocabulary. ♣ I can have a conversation about my classes and schedules using phrases and simple sentences. ♣ I can ask questions about school, schedules, and extra-curricular activities. ♣ I can talk about my classes, schedules, and extra-curricular activities using sentences most of the time. ♣ I can write sentences to describe my classes, schedules, and extra-curricular activities. | Krizia Columna |
| | | | GRADE LEVEL |
| | | | 9-12 |
| | | | MATERIAL REQUIRED |
| | | | Textbook |
| WARM UP BACKGROUND INFORMATION | | | |

El tiempo (Nivel 1/A, págs. 18–21)



¿Qué tiempo hace en tu ciudad? Escribe cuatro oraciones completas para describir el tiempo en tu ciudad en cada una de las cuatro estaciones del año.

1. _____
2. _____
3. _____
4. _____

Para decir más...

Hace buen tiempo. *It's good weather.*
 Hace mal tiempo. *It's bad weather.*
 Graniza. *It's hailing.*
 Hay tormenta. *There is a storm.*
 Hay brisa. *There is a breeze.*
 Hay niebla. *It's foggy.*

Cooperative Learning Strategy to use in this part of the lesson:

Rally Robin: In Rally Robin, students pair up and take turns generating oral responses.

Activity Implementation

1. The teacher poses a question to which there are multiple possible responses or solutions.
2. Students take turns stating responses or solutions.

NOTE

This unit is for students who are already Spanish speakers but not Spanish trained. Meaning while they might be able to understand the language, they necessarily do not read it or write it

MID LESSON ACTIVITY

Lee la información de la tabla siguiente. En la tercera columna escribe si tú piensas que hace buen tiempo o mal tiempo en cada ciudad. Luego, escribe en una hoja de papel una frase sobre el tiempo en cada una de las ciudades.

Modelo *En Nueva York hace frío y nieva. Hace mal tiempo.*

| Ciudad | ¿Qué tiempo hace? | ¿Buen tiempo o mal tiempo? |
|---------------|--------------------|----------------------------|
| Nueva York | frío / nieva | |
| Miami | calor / llueve | |
| Caracas | tormenta / granizo | |
| Santo Domingo | sol / brisa | |
| Los Angeles | llueve / viento | |

Cooperative Learning Strategy to use in this part of the lesson:

Think, Pair, Share:

ADDITIONAL NOTES

The purpose of this lesson is to describe the weather and weather characteristics with others.

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students pair up.
3. Share: First partner shares while the second partner listens. Then the Second partner shares while the first partner listens

Conexiones La geografía (Nivel 1/A, págs. 20–21)

¿Sabías que en el Hemisferio Norte y el Hemisferio Sur las estaciones están invertidas? Cuando es invierno en el Hemisferio Norte es verano en el Hemisferio Sur y viceversa. Por eso, si quieres esquiar todo el año, puedes ir desde las Montañas Rocosas de Colorado en diciembre, a las de los Andes en Bariloche, Argentina en el mes de julio. O, para escapar en diciembre a un clima más cálido, puedes ir a descansar a la costa de Viña del Mar, en Chile.

1. En febrero, ¿qué tiempo hace en Chile?

2. En junio, ¿qué tiempo hace en Colorado?

3. En tu comunidad, ¿qué tiempo hace en diciembre? ¿Y en agosto?

| Ciudad | diciembre | julio |
|-----------------------------|-------------|-------------|
| Asunción, Paraguay | 85°F / 29°C | 75°F / 24°C |
| Buenos Aires, Argentina | 78°F / 26°C | 50°F / 10°C |
| Caracas, Venezuela | 80°F / 27°C | 80°F / 27°C |
| La Habana, Cuba | 76°F / 24°C | 82°F / 28°C |
| Los Ángeles, Estados Unidos | 67°F / 19°C | 88°F / 19°C |

Nota

En la mayoría de los países del mundo, las personas expresan la temperatura en grados Celsius. Una forma sencilla de convertir grados Celsius a grados Fahrenheit es multiplicar la temperatura por $\frac{9}{5}$ y luego añadirle 32.

$$30^{\circ}\text{C} = \frac{9}{5} \text{ F}$$

$$30 \times \frac{9}{5} = 54 + 32$$

$$30^{\circ}\text{C} = 86^{\circ}\text{F}$$

FINAL LESSON ACTIVITY

Cooperative Learning Strategy to use in this part of the lesson:

| | |
|-------------------------|--|
| | <p>Numbered Heads Together: Ask students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question.</p> |
| <p>EXTENSION</p> | <p>The teacher can provide other major cities with average weather in December and July, the students will then convert the temperature from Fahrenheit to Celsius.</p> <p>Cooperative Learning Strategy to use in this part of the lesson:</p> <p>Mix-Pair-Share (Class mixes, teacher calls ‘pair’, students find new partner to discuss.) 1. Students mix around room 2. Teacher calls “Freeze”, “Pair”, or stops music, students pair up with the person closest to them and do a high five. Those that haven’t found a partner raise their hand. 3. Teacher asks a question / gives a problem / gives vocabulary word / etc. and gives think time 4. Students share with their partner using timed-pair-share (open-ended), rally robin (brainstorm), rally coach (solving a problem)</p> |

BACK TO SCHOOL

August 2024

| | | |
|---|--|--------------------------|
| OVERVIEW | | SUBJECT |
| Day 3- Things like/do not like to do | | Spanish 1 |
| | OBJECTIVES | PREPARED BY |
| OBJECTIVES/STANDARDS | <ul style="list-style-type: none"> ♣ How do people here and in target-language cultures get introduced? ♣ How do I exchange information about my identity and that of others? ♣ Which places, people, and activities define student life? ♣ How is student life at my school similar to and/or different from student life in a Spanish-speaking country? | Krizia Columna |
| | STANDARDS | GRADE LEVEL |
| | <ul style="list-style-type: none"> ♣ I can identify topics and some facts when reading and listening to conversations, simple sentences, and simple stories. ♣ I can read and identify the main idea in the texts with familiar vocabulary. ♣ I can have a conversation about my classes and schedules using phrases and simple sentences. ♣ I can ask questions about school, schedules, and extra-curricular activities. ♣ I can talk about my classes, schedules, and extra-curricular activities using sentences most of the time. ♣ I can write sentences to describe my classes, schedules, and extra-curricular activities. | 9-12 |
| WARM UP BACKGROUND INFORMATION | | MATERIAL REQUIRED |
| | | Textbook |

¿Qué sabes ya?

(Nivel 1/A, págs. 24–25)

¿Qué te gusta hacer? Lee y completa las frases usando las actividades a continuación:

| | | | |
|---------------------|-----------------|---------------------|--------|
| practicar deportes | dibujar | ver la tele | cantar |
| usar la computadora | escuchar música | montar en bicicleta | nadar |

Modelo *Cuando estoy en casa, me gusta jugar videojuegos.*

1. Cuando llego a casa después de las clases, _____.
2. Cuando estoy con mis amigos, _____.
3. Cuando hace calor, _____.
4. Cuando estoy con mi familia, _____.
5. Cuando estoy de vacaciones, _____.
6. Cuando hace frío y nieva, _____.

Cooperative Learning Strategy to use in this part of the lesson:

Mix-Pair-Share (Class mixes, teacher calls ‘pair’, students find new partner to discuss.) 1. Students mix around room 2. Teacher calls “Freeze”, “Pair”, or stops music, students pair up with the person closest to them and do a high five. Those that haven’t found a partner raise their hand. 3. Teacher asks a question / gives a problem / gives vocabulary word / etc. and gives think time 4. Students share with their partner using timed-pair-share (open-ended), rally robin (brainstorm), rally coach (solving a problem)

**MID LESSON
ACTIVITY**

NOTE

This unit is for students who are already Spanish speakers but not Spanish trained. Meaning while they might be able to understand the language, they necessarily do not read it or write it

Haz una lista de tres actividades que no estén en la lista de vocabulario de este capítulo. Escríbelas en la columna apropiada. Luego, contesta las preguntas que siguen.

Deportes

Actividades artísticas

Actividades escolares

| Deportes | Actividades artísticas | Actividades escolares |
|----------|------------------------|-----------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

1. ¿Qué te gusta hacer? _____.
2. ¿Qué no te gusta hacer? _____.
3. ¿Qué te gusta más, bailar o cantar? _____.

Más vocabulario

pintar
leer
salir con amigos
hacer rompecabezas
hacer crucigramas

También se dice...

computadora: ordenador
monopatín: patinete

Cooperative Learning Strategy to use in this part of the lesson:

Think, Pair, Share:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students pair up.
3. Share: First partner shares while the second partner listens. Then the Second partner shares while the first partner listens

ADDITIONAL NOTES

The purpose of this lesson is to describe things the student likes and does not like to do and share it amongst other peers.

| | | | | | |
|---|--|----|----|---|--|
| <p style="text-align: center;">FINAL LESSON ACTIVITY</p> | <p>Escribe de cinco a ocho actividades que te gustan y que no te gustan en la primera columna de la gráfica. Luego escribe una pregunta sobre cada actividad y habla con un(a) compañero(a) sobre sus gustos.</p> <p>Modelo <i>Me gusta nadar.</i> <i>¿Te gusta nadar?</i> <i>No me gusta correr.</i> <i>¿Te gusta correr?</i></p> <div style="text-align: center;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px;">yo</td> <td style="border: 1px solid black; padding: 5px;">tú</td> </tr> <tr> <td colspan="2" style="border: 1px solid black; height: 100px; text-align: center; vertical-align: middle;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> </div> </td> </tr> </table> </div> <p>Cooperative Learning Strategy to use in this part of the lesson: Rally Table (pairs writing) (back and forth writing - in pairs, students take turns generating written responses, solving problems, or contributing to the team project.) 1. Students take turns passing a paper and pencil (answer board) or a team project, each writing one answer or contributing.</p> | yo | tú | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> </div> | |
| yo | tú | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100%;"></div> </div> | | | | | |
| <p style="text-align: center;">EXTENSION</p> | <p>The teacher can provide sentence stems on things students like and do not like to do</p> <p>Cooperative Learning Strategy to use in this part of the lesson: Inside-Outside Circle: Participants stand in two concentric circles, with the inside circle facing out and the outside circle facing in. They make a quarter right turn. The facilitator tells them how many to rotate, they face a partner and share information.</p> | | | | |

BACK TO SCHOOL

August 2024

| | | |
|---|--|--------------------------|
| OVERVIEW | | SUBJECT |
| Day 4- How are you/how are others as people? | | Spanish 1 |
| | OBJECTIVES | PREPARED BY |
| OBJECTIVES/STANDARDS | <ul style="list-style-type: none"> ♣ How do people here and in target-language cultures get introduced? ♣ How do I exchange information about my identity and that of others? ♣ Which places, people, and activities define student life? ♣ How is student life at my school similar to and/or different from student life in a Spanish-speaking country? | Krizia Columna |
| | STANDARDS | GRADE LEVEL |
| | <ul style="list-style-type: none"> ♣ I can identify topics and some facts when reading and listening to conversations, simple sentences, and simple stories. ♣ I can read and identify the main idea in the texts with familiar vocabulary. ♣ I can have a conversation about my classes and schedules using phrases and simple sentences. ♣ I can ask questions about school, schedules, and extra-curricular activities. ♣ I can talk about my classes, schedules, and extra-curricular activities using sentences most of the time. ♣ I can write sentences to describe my classes, schedules, and extra-curricular activities. | 9-12 |
| WARM UP BACKGROUND INFORMATION | | MATERIAL REQUIRED |
| | | Textbook |

¿Qué sabes ya?

(Nivel 1/A, págs. 48–49)

¿Cómo eres tú? Escoje adjetivos de la lista de abajo y da más información.

| | | | |
|--------------|---------------|----------------|--------------|
| estudioso(a) | trabajador(a) | perezoso(a) | gracioso(a) |
| impaciente | inteligente | desordenado(a) | artístico(a) |

Modelo Soy sociable. Me gusta pasar tiempo con amigos.

Soy _____

Soy _____

Soy _____

Soy _____

Soy _____

Soy _____

Cooperative Learning Strategy to use in this part of the lesson:

Mix-Pair-Share (Class mixes, teacher calls ‘pair’, students find new partner to discuss.) 1. Students mix around room 2. Teacher calls “Freeze”, “Pair”, or stops music, students pair up with the person closest to them and do a high five. Those that haven’t found a partner raise their hand. 3. Teacher asks a question / gives a problem / gives vocabulary word / etc. and gives think time 4. Students share with their partner using timed-pair-share (open-ended), rally robin (brainstorm), rally coach (solving a problem)

Escribe las características personales que te gustan y que no te gustan. Usa los adjetivos de tu libro de texto y añade otras.

Las personas que me gustan son...

Las personas que no me gustan son...

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Cooperative Learning Strategy to use in this part of the lesson:

Round Robin (team speaking) (go around the table speaking - in teams, students take turns responding orally, solving a problem, breaking a problem down step-by-step) 1. Teacher assigns a

NOTE

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MID LESSON ACTIVITY

ADDITIONAL NOTES

The purpose of this lesson is for the student to describe themselves and to describe others.

topic or question with multiple possible answers 2. In teams, students respond orally, each in turn taking about the same amount of time. (30 seconds each)

**FINAL LESSON
ACTIVITY**

La tabla es un resumen de la lectura. Piensa en tus familiares y amigos. ¿Son como dice la tabla? Incluye más información.

| Color | Chica | Chico |
|------------|---------------|-----------|
| Rojo | apasionada | atrevido |
| Verde | natural | generoso |
| Azul | talentosa | sociable |
| Anaranjado | artística | gracioso |
| Violeta | independiente | romántico |
| Amarillo | trabajadora | serio |

Modelo *Carlos es generoso y su color favorito es el verde.
Sara es muy trabajadora, pero su color favorito no es el amarillo. Su color favorito es el azul.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Cooperative Learning Strategy to use in this part of the lesson:

Think, Pair, Share:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students pair up.
3. Share: First partner shares while the second partner listens. Then the Second partner shares while the first partner listens .

EXTENSION

Completa esta tabla con los adjetivos que tú elijas. Luego, escribe algunos ejemplos de personas que son así.

| Color | Chica | Chico |
|--------|-------|-------|
| Blanco | | |
| Negro | | |

Modelo *Pedro es simpático y su color favorito es el negro.*

Cooperative Learning Strategy to use in this part of the lesson:

Pairs Compare

1. Students are with a partner.
2. Teacher poses a topic or question that would spark a brainstorming session and sets a timer.
3. Students take turns providing possible answers to go on their “list.”
4. When the timer goes off, the partner groups pair up with another partner group.
5. The two groups share what is on their lists. As they share, if they hear something that is not on their original list, they add it. By the end of the sharing session, both groups will have a list that contains the same items.

BACK TO SCHOOL

August 2024

| | | | |
|---|---|--|--------------------------|
| OVERVIEW | | | SUBJECT |
| Day 5- School Schedule | | | Spanish 1 |
| | OBJECTIVES | STANDARDS | PREPARED BY |
| OBJECTIVES/STANDARDS | <ul style="list-style-type: none"> ♣ How do people here and in target-language cultures get introduced? ♣ How do I exchange information about my identity and that of others? ♣ Which places, people, and activities define student life? ♣ How is student life at my school similar to and/or different from student life in a Spanish-speaking country? | <ul style="list-style-type: none"> ♣ I can identify topics and some facts when reading and listening to conversations, simple sentences, and simple stories. ♣ I can read and identify the main idea in the texts with familiar vocabulary. ♣ I can have a conversation about my classes and schedules using phrases and simple sentences. ♣ I can ask questions about school, schedules, and extra-curricular activities. ♣ I can talk about my classes, schedules, and extra-curricular activities using sentences most of the time. ♣ I can write sentences to describe my classes, schedules, and extra-curricular activities. | Krizia Columna |
| | | | GRADE LEVEL |
| | | | 9-12 |
| | | | MATERIAL REQUIRED |
| | | | Textbook |
| WARM UP BACKGROUND INFORMATION | | | |

Escribe tu horario siguiendo el modelo del horario de la escuela secundaria de Querétaro. Después, contesta las preguntas que siguen.

Nombre de la escuela: _____

PRIMER SEMESTRE

| | |
|--|--------------------|
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |
| | ____ hs. semanales |

Total ____ hs. semanales

1. ¿Cuántas horas de clases hay cada semana? _____
2. ¿Cuántas horas de inglés hay? _____
3. ¿Cuántas horas de ciencias sociales hay? _____
4. ¿Cuántas horas de ciencias naturales hay? _____
5. ¿Qué clase tiene mucha tarea? _____
6. ¿Qué clase tiene poca tarea? _____
7. ¿Qué clase te gusta más? ¿Por qué? _____

Cooperative Learning Strategy to use in this part of the lesson:

Rally Robin (pairs speaking) (back and forth speaking - in pairs, students alternate generating oral responses) 1. Teacher poses a problem to which there are multiple possible responses or solutions 2. In pairs, students take turns stating responses or solutions.

NOTE

This unit is for students who are already Spanish speakers but not Spanish trained. Meaning while they might be able to understand the language, they necessarily do not read it or write it

**MID LESSON
ACTIVITY**

Clasifica tus clases según el nivel (level) de dificultad en la tabla siguiente. Luego, escribe una frase para cada clase y di por qué es así.

Modelo *educación física*
La educación física es fácil para mí porque soy deportista y no hay tarea.

Clases fáciles para mí

Clases difíciles para mí

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Cooperative Learning Strategy to use in this part of the lesson:

Round Robin (team speaking) (go around the table speaking - in teams, students take turns responding orally, solving a problem, breaking a problem down step-by-step) 1. Teacher assigns a topic or question with multiple possible answers 2. In teams, students respond orally, each in turn taking about the same amount of time. (30 seconds each)

ADDITIONAL NOTES

The purpose of this lesson for a student to describe their school schedule and to have a conversation on what classes are easy or not easy for the student.

**FINAL LESSON
ACTIVITY**

Escribe un mensaje electrónico a Brian. Dile cómo eres tú y qué te gusta hacer. Dile qué clases tienes y cómo son. Pregúntale a él lo mismo (*the same*).

Cooperative Learning Strategy to use in this part of the lesson:

| | <p>Think, Pair, Share:</p> <ol style="list-style-type: none"> 1. Think: Students think independently about the question that has been posed, forming ideas of their own. 2. Pair: Students pair up. 3. Share: First partner shares while the second partner listens. Then the Second partner shares while the first partner listens . | | | | | | | | | | | | | | | | | | |
|-------------------------|---|----------------------------|--------------------|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>EXTENSION</p> | <p>Repasa el vocabulario de esta sección. Escribe por lo menos tres nombres de clases y una cosa que necesitas para cada una. Luego, escribe cuál es tu opinión de esas clases.</p> <table border="1" data-bbox="506 410 1304 602"> <thead> <tr> <th data-bbox="506 410 779 451">Nombres de clases</th> <th data-bbox="779 410 1066 451">Cosas que necesito</th> <th data-bbox="1066 410 1304 451">Opino que esta clase es...</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 451 779 483"></td> <td data-bbox="779 451 1066 483"></td> <td data-bbox="1066 451 1304 483"></td> </tr> <tr> <td data-bbox="506 483 779 516"></td> <td data-bbox="779 483 1066 516"></td> <td data-bbox="1066 483 1304 516"></td> </tr> <tr> <td data-bbox="506 516 779 548"></td> <td data-bbox="779 516 1066 548"></td> <td data-bbox="1066 516 1304 548"></td> </tr> <tr> <td data-bbox="506 548 779 581"></td> <td data-bbox="779 548 1066 581"></td> <td data-bbox="1066 548 1304 581"></td> </tr> <tr> <td data-bbox="506 581 779 602"></td> <td data-bbox="779 581 1066 602"></td> <td data-bbox="1066 581 1304 602"></td> </tr> </tbody> </table> <p>Cooperative Learning Strategy to use in this part of the lesson: Pairs Compare</p> <ol style="list-style-type: none"> 1. Students are with a partner. 2. Teacher poses a topic or question that would spark a brainstorming session and sets a timer. 3. Students take turns providing possible answers to go on their “list.” 4. When the timer goes off, the partner groups pair up with another partner group. 5. The two groups share what is on their lists. As they share, if they hear something that is not on their original list, they add it. By the end of the sharing session, both groups will have a list that contains the same items. | Nombres de clases | Cosas que necesito | Opino que esta clase es... | | | | | | | | | | | | | | | |
| Nombres de clases | Cosas que necesito | Opino que esta clase es... | | | | | | | | | | | | | | | | | |
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