

School: Patterson High School

Teacher: Millie Dahlgren

Course: Spanish 1 Unit Title: Unidad 1/ Dime Uno “¡Hola! ¿Qué tal?”

Timing: 2nd or 3rd week of school (after completing “Lección Preliminar”)

The purpose of this lesson is to create role-playing/cooperative learning activities to develop interpersonal and academic skills which will promote team building.

Curriculum/Instructional Strategies

Teacher will use Dime Uno textbook, supplementary workbooks, and listening materials. Teacher will use direct instruction and whole class choral response methods to introduce Spanish vocabulary.

Content Standards to be Addressed

- A. Standard #1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- B. Standard #2: Students understand and interpret written and spoken Spanish on a variety of topics.

Objectives:

1. Students will practice and say vocabulary to greet others and introduce themselves.
2. Students will learn how to greet others and introduce themselves.
3. Students will give a proper response to a greeting and introduction.

Activities:

Students will repeat vocabulary aloud after the teacher while following along in their textbook. Teacher will model a proper greeting and response to the class. Students will use a template provided on the whiteboard or overhead projector of the dialogue. Students will listen to native speakers engage in the same activity via listening activity. Students will then practice with a partner 10-15 minutes and then be randomly selected to present to the whole class.

Assessment:

The teacher will engage the whole class in a discussion on greetings and introductions in English to assess student prior-knowledge before introducing new Spanish vocabulary.

Products:

At the end of this lesson students will be able to write a dialogue that includes a greeting and introduction.

Rosa Hurtado
Beyer High School

Lesson Plan
Level: Spanish 2

Background Information: I will share my experience at Seneca Foods, Inc., and discuss why Spanish is an important skill in the workforce.

Objectives: 1) Students will practice speaking Spanish.
2) Students will write questions in Spanish to obtain personal information from others.
3) Students will read and correct each other's writing.
4) Students will experience a mock interview in Spanish.

Activity:

Students will be asked to write down 10 questions in Spanish to use in an interview. These questions will be to obtain personal information from the interviewee such as name, address, health, employment, work history, etc.

Students will write answers in Spanish to respond to their questions.

Students will revise and correct each other's questions and answers. Students will check for errors and mistakes.

Students will work in pairs and conduct a mock interview with his/her partner. After role playing as the interviewer, the student will role play being the interviewee.

Pre/Post Assessment:

Before writing Interview questions there will be a student discussion regarding the essential information needed to obtain from a future employee and what kind of questions would be asked.

At the end of the lesson, the students will write a reflective summary about their experience and how this lesson is helpful to them.

Workbased Skills:

Reading, writing, listening for understanding, and following directions.
Thinking creatively, using Spanish Vocabulary (previously learned), and organizing information.