

Foreign Language
Spanish 2
Grades 7 and 8



Lesson Plans

"The Weather: Poetry, Prose, and Prediction"

Subject:

Foreign Language: Spanish 2

Level:

Grades 7-8

Abstract:

Students will learn to identify and speak using the vocabulary associated with the weather. They will read authentic literature that describes the weather in poetry and narrative, as well as textbook-like text. They will then give a weather report in Spanish. Students will extend their forecasting abilities by describing the evolution of a natural disaster: they will predict the path of a real hurricane and present their findings to the class in Spanish.

Invitation:

In the foreign language classroom, it is necessary for us to draw connections between the material that we present and the other strands of your curriculum. While the opportunities to relate our lessons to English and History, for example, are plentiful, how often do we incorporate mathematical principles or scientific concepts? This lesson will present the weather using both to create an exciting and fulfilling unit.

In the first part of the unit, you will work together to learn the basics: vocabulary and attributes of the weather. Then you will learn to approach the weather through its descriptions in poetry, prose, and text.

Finally, you will work together to gather information to predict and track the path of an actual hurricane, transforming from language learners to mathematicians, scientists, journalists, and participants in a global community.

Situations:

Where: This lesson will take place along with the introduction of the future tense (*hablaré*) or simple future tense (*va a llover*).

When: Teachers will use this lesson when they are presenting the idea of future to the class, and will introduce weather vocabulary at the same time.

How Long: This lesson will take five to seven class days.

Tasks:

Task 1:

The first portion of this lesson is an introduction to the vocabulary. Using PowerPoint to present visuals to the class, the teacher will tell a story that incorporates the images. Then, the teacher will have the opportunity to quiz the students on their recognition of these images.

Task 2:

As a class, students will brainstorm the attributes of particular weather systems, as well as the activities associated with each. At this point, teachers can use the textbook activities to further enhance the students' comprehension of the vocabulary. If weather and seasons exercises are not present in the textbook, teachers may practice the vocabulary further by:

- a) Dividing the class into groups of four, then assigning each group four vocabulary words, and asking them to come up with a simple definition of the word, or a sentence that could be completed with the word. After all of the vocabulary has been defined or used in a sentence, the teacher would create a master list of words and definitions. In the same group of four, students should choose 10 of these to create a crossword puzzle for their classmates. Alternatively, teachers could use the definitions/sentences to create a tic tac toe board, divide the class into two teams and play tic-tac-toe on the overhead transparency.
- b) Grouping the students in pairs and asking them to create a storyboard similar to that presented in the PowerPoint presentation. Students would then present their story to the class. The class could vote on the funniest, the most creative, the saddest story, etc.

Task 3:

The teacher will create a weather prediction map. To do this, affix one side of clear Velcro to a map of Latin America, Central America, and/or Spain. Then, using enlarged and laminated images from PowerPoint, affix the other side of velcro to the image. In pairs, students will create a weather report for a particular country or region. The weather report will be varied, and be realistic (it does not snow in Costa Rica, but does in Chile). Students will be encouraged not only to predict the weather, but to incorporate some of the activities that they brainstormed into the report. For instance: "Today in the mountains of Chile it will be snowing. It will be a good weekend to go skiing."

Task 4:

Drawing upon the vocabulary mastered in the weather section, students will now study one extreme in the weather – a storm. As a class, the students will read a poem by Pablo Neruda. The poem has been split into four different voices indicated by different typesets (bold type, italic, underline, and plain text). Each student will read aloud only one marked word, phrase, or line, so that the poem is told in many voices. The poem has been illustrated to help with vocabulary and imagery.

In groups of four, students will brainstorm to identify those attributes associated with the storm according to the five senses: sight, sound, touch, smell, and taste (some senses are not represented in the poem). Together they will add to the list that is presented in the poem.

As a class, each group will present those sense-words that they have generated. Each group will add to the previous groups list, but will be careful not to repeat.

Task 5:

As individuals, students will create a poem and present it using PowerPoint (similar to the Neruda poem) in which they describe one of the weather systems studied in class.

Task 6:

Further developing the idea of a storm, students will now read about the effects of a storm at sea. In partners, students will read the first paragraph of the novel *Relato de un naufrago*, by Gabriel García Márquez. They will read the text, answer comprehension questions, and then create an interview with the man described in the story. The interviews will be turned in to the teacher, or presented aloud in the class. Alternatively, the teacher may want to choose three or four students who would play the part of the shipwrecked man, and have the class interview them (similar to talk show format).

Task 7:

Finally, students will learn about a natural disaster that is based on weather systems. In groups of three, students will read the science textbook-like text that describes the elements of a hurricane. Together they will learn to identify and define major terms and attributes of a hurricane. Teachers can use the text provided, but are also encouraged to do further online research on the hurricane. The following websites provide definitions, examples, and explanations of the phenomenon:

www.howthingswork.com/hurricane

www.riverdeep.com

Task 8:

The teacher will model a presentation to the class showing how to predict the path of a hurricane.

Task 9:

Using data from real hurricanes, students will work in groups of four to predict the path of the hurricane, present the path to the students, and discuss the effects of the hurricane upon the region it touched.

Interactions:

Full Class: The teacher will introduce new vocabulary, guide the brainstorm sessions, orchestrate the class reading of the poem, clarify common problems the students encounter with the readings, and provide a model for the final presentation.

Small Groups: Students will work in groups of three or four to brainstorm which of the five senses is stimulated by the poem, and to understand more fully the metaphors. They will also read a science text and define major terms and concepts.

Partners: Students will work together with one classmate to read and develop the *Relato de un naufrago*. They will also work in partners to create and present their hurricane to the class.

Individual: Each student will write a poem of their own in which they explore the attributes of weather.

Standards:

Foreign Language: Spanish

Communication:

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2: Students understand and interpret written and spoken language on a variety of topics.

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Connections:

3.1: Students reinforce and further their knowledge of other disciplines through foreign language.

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

If optional activities for extension are used:

Communities:

5.1: Students use the language both within and beyond the school setting.
5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Mathematics Standards, Grade 7:

Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.

Measurement and Geometry:

1.0: Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.

Science Standards:

Investigation and Experimentation:

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Assessment:

- "La poesía y el tiempo Rubric"
- "El huracán Rubric"

Tools:

- Microsoft PowerPoint
- Microsoft Word

Project Tips and Alternatives:

Tip #1:

For an alternative activity, students work together in pairs and interview each other. They must answer the questions: Who was involved? What happened? Where did (an event) occur? When? Why? How?

Tip #2:

To extend the lesson to incorporate the community:

1. Visit a local weather station and discuss how scientists predict the weather. Have students report on the experience in Spanish.
2. Interview people in the community with respect to their experiences with severe weather.

Tip #3:

Teachers may want to play a sound recording of a rainstorm while having the students work on the Pablo Neruda poem. For instance, "Spring

Showers" from the Relaxation and Meditation with Music and Nature (David Miles Huber, Delta Music, 1993) series has almost a full minute of rain sound before the music starts.

Tip #4:

If the teacher chooses to incorporate more math into the unit, students could learn to convert from kilometers to miles, and use both measurements in their presentations. For teachers reference:

For the textbook reading: 62 kph = 39 mph, 118 kph = 74 mph.

Ciclón: huracán que se origina en el Océano Índico

Tifón: huracán que se origina en el Pacífico

Huracán: se origina en el Océano Atlántico

Attachments:

- "PowerPoint Presentation: El tiempo y las estaciones"
- "PowerPoint Presentation: Tempestad con silencio: por Pablo Neruda"
- "El tiempo y la poesía"
- "El tiempo y la poesía Rubric"
- "Gabriel García Márquez: Relato de un naufrago"
- "¿Qué es un huracán?"
- "Step Sheet: Predicting a Hurricane"
- "Presentación: El huracán _____"
- "El huracán Rubric"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Recording Sound into the Presentation"

Web Resources – Content:

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

Web Resources – PowerPoint:

A list of [linked web resources for PowerPoint](#) can be found on the PowerPoint Resources page.

Assistive Technology:

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.