

Spanish 1 Lesson Plan



Lesson Plans

“Mi Autobiografía”

Subject:

- **Foreign Language:** Spanish

Level:

- Grades 9-10

Abstract:

- In this lesson, students will create a series of documents in Microsoft Word that will personalize their knowledge of Spanish vocabulary, structure, and usage.
- The vocabulary provided by the theme of each lesson throughout the year will be used by students in the construction of a series of documents about themselves.
- Students will publish their “Mi Autobiografía” in a book form and (if available) store copies of their documents in their electronic portfolios.

Invitation:

In the current lesson, we have studied some vocabulary associated with describing a person’s physical characteristics, nationality, and personality. Obviously all of you know more about yourselves than anyone else in the world could possibly know. Each of you is the best person to describe yourself.

Over the course of the coming school year you will be writing several times about different aspects of yourself and your life. As you learn more and more Spanish, you will be able to write better. As part of the end of the year project, you will be assembling all of these documents into a booklet titled, “Mi Autobiografía.”

Today you will be starting your first installment of “Mi Autobiografía.” I want you to write about who you are and where you are from. In addition, let me know your nationality and where you go to school. Briefly describe yourself. Make sure you use as much of the vocabulary and grammar from the current unit that you are able to. Include references to your personality and what you look like. You can look up and add any additional vocabulary that you need to complete the assignment.

Situations:

- **Where:** The first draft of each “Mi Autobiografía” can be started in class, but should be continued and finished at home as homework. The editing and revision should take place in the classroom. Although individual students may have access to a computer and/or Microsoft Word at home, the final draft is best done in the classroom. This allows for a possible final peer review and direct storage of the final draft into an electronic portfolio.
- **When:** The students will write the first draft after class. Peer review, revision, and writing the final draft will occur during the Spanish language class.
- **How Long:** Each individual segment of “Mi Autobiografía” might be carried out over two to three class periods. The overall series of activities could be extended over a quarter, a semester, a school year, or even multiple school years.

Tasks:

- **Task 1:**
Students listen to the invitation for this lesson.
- **Task 2:**
Students go over the instructions with the teacher. The teacher presents the instructions orally and visually (overhead, whiteboard, chalkboard) and asks students specific questions to ensure they understand the assignment.
- **Task 3:**
Students write a first draft of “Mi Autobiografía” at home, based on the vocabulary and grammar of the lesson.
- **Task 4:**
Students share the first draft out loud in small groups (three to four students). The act of reading out loud will allow the reader to make some improvements to the first draft.
- **Task 5:**
Students solicit and write down comments and suggestions from other members of the group. It is important for students to learn to emphasize the positive aspects of what has been presented and suggest specific changes.

- **Task 6:**
Students work in pairs and type the second draft directly in Microsoft Word. As one student is typing, the other student watches and helps with the editing process.
- **Task 7:**
Students change the default language to Spanish and use spelling and grammar check to help revise the second draft. Microsoft Word will suggest alternative spelling and grammar choices. By having an “editor” watching and helping, a better second draft is produced.
- **Task 8:**
Students print the second draft.
- **Task 9:**
Students turn in the second draft to the teacher for revision and comments.
- **Task 10:**
Students retype the second draft, save it as a final version, and print it.
- **Task 11:**
Students store the final draft in their electronic portfolios.
- **Task 12:**
Students turn in all combined “Mi Autobiografía” documents in a single presentation folder at the end of the semester.

Interactions:

- **Full Class:**
 - Initial presentation of vocabulary and grammar.
 - Read the invitation.
 - Read the prompt for each “Mi Autobiografía” and answer any questions.
- **Partners:**
Typing the “Mi Autobiografía” is best done with one person typing and the second person serving as “editor.” This can be especially helpful when Microsoft Word recommends several alternative spellings.
- **Small Group:**
A small group of at least three, but no more than four is very effective for the presentation of the first draft and its revision.

- **Individual:**
Most of the writing and typing is done individually.

Standards:

- **Language Arts: 1.0 Writing Strategies**
 - Organization and Focus
 - 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
 - Research and Technology
 - 1.8 Design and publish documents by using advanced publishing software and graphic programs
 - Evaluation and Revision
 - 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- **Language Arts: 1.0 Writing Applications**
 - 2.1 Write biographical or autobiographical narratives or short stories.

Assessment:

- **Project Assessment:** This project should be assessed by a writing rubric appropriate to the level of Spanish as determined by the Foreign Language Department.
- **Rubric:** See the Sample Writing Rubric.

Tools:

- Microsoft Word 2000.
- Vocabulary and structure sheets appropriate for each "Mi Autobiografía" theme.

Project Tips and Alternatives:

- **Tip#1:**
Depending on the experience of the group, all of the step sheets should be taught and reviewed as a class before the "Mi Autobiografía" lesson is taught.

- **Tip #2:**
Depending on the teacher and the department, this lesson can be used for a series of units of instruction and carried out over a semester, a school year, or even multiple school years.
- **Tip #3:**
In a portfolio environment, "Mi Autobiografía" provides the student, the parents, and the school a long-term perspective of a student's abilities and progress.
- **Tip #4:**
Think carefully about what limits on font (Times New Roman, Verdana, Wingdings 3...), font size (recommend 12 or 14 pts.), and font style (regular, bold, italic, and/or bold italic) are acceptable to the instructor.

Attachments:

- "Presente del Verbo "Ser" - Formas Singulares"
- "Vocabulario – Adjetivos de Características Personales"
- "Themes for other Mi Autobiografía Samples"
- "Typing Spanish Characters in Microsoft Word"
- "Sample Writing Rubric"
- "Sample: Mi Autobiografía Datos Personales"
- "Step Sheet: Creating a New Document"
- "Step Sheet: Creating Word Art"
- "Step Sheet: Adding a Border"
- "Step Sheet: Changing the Spelling and Grammar Check"

Web Resources - Content:

These web resources were current as of the writing of this unit. As is the nature of the World Wide Web, they may have been moved, renamed or deleted by the date of publication.

- Dictionaries <http://www.yourdictionary.com/> – Site has a number of dictionaries.
- Spanish -> English Dictionary
<http://dictionaries.travlang.com/SpanishEnglish/> – Basic dictionary with limited vocabulary.
- English -> Spanish Dictionary
<http://dictionaries.travlang.com/EnglishSpanish/> – Basic dictionary with limited vocabulary.
- Learn Spanish A Free Online Grammar Tutorial:
<http://www.studyspanish.com/tutorial.htm>

- A list of linked web resources for Microsoft Word can be found on the Word Resources page:
http://www.lausd.k12.ca.us/lausd/offices/itd/cti/html/rsrce_word.html

Web Resources – Word:

- A list of linked web resources for Word can be found on the [Word 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.