Spanish 1
Lesson Plan
“Mi Casa, Su Casa!”

Subject:
• Foreign Language: Spanish 1

Level:
• Grades 9-12

Abstract:
• In this Unit, whose theme is “the home,” the students will learn about the teacher’s home, then synthesize the new vocabulary of home, furniture etc. with previously learned basic adjectives of size, color and quality. They will then apply this knowledge to a new structure (the comparative) by comparing similar items both generally and specifically. The students will be able to effectively compare their own homes to the model home in the text, or the teacher’s or a classmate’s home, or even ideally the home of a person who lives and breathes the culture of the target language.

• In the first year of a second language, students are required to memorize and retain a daunting quantity of vocabulary. In addition, they are expected to be able to use that vocabulary in many different structures. One of these structures is the comparative. This dynamic, interactive lesson serves as a vocabulary review, an inductive grammar review and a lesson on the comparative. In this example, I have chosen to use the vocabulary of the home (rooms, furniture etc.) but any thematic set of vocabularies could be substituted and used in this way.

• One of the constant battles for both the student and teacher in second language acquisition is the retention and internalization of vocabulary and structures without use of the students’ first language as a medium of translation. The power point presentation is an effective tool for bypassing English and allowing the students to link images to the target language without first translating the words into English. The student is then better able to describe her/his own personal experience of her/his home with fluency. Retention is improved and hesitancy is reduced. The vocabulary has crossed that border from passive to active usage.

• In creating a PowerPoint presentation, not only have the students learned a valuable technological skill, they have also effectively taught and reinforced a contextualized set of words and structures to the entire
class. Thus the repetition necessary for retention has been rendered more enjoyable for the whole group.

Invitation:
(Ideally the teacher should establish set in the target language, but here for the sake of consistency, I will proceed in English)

Teacher: (holding up snapshots of his/her home) This is my home! I live in Soquel. Where do you live?
Student A: I live in Capitola.
Teacher: (acknowledging A) Do you live in a house or an apartment?
Student A: A house.
Teacher: Complete sentence please
Student: I live in a house.
Teacher: (to student B) Does A live in Soquel or Capitola?
Student B: house.
Teacher: Yes but in Soquel?
Student B: Yes
Teacher: (to Student A) Where do you live?
Student A: I live in a house in Capitola.
Teacher points to Student B
Student B: She lives in Capitola.
Teacher: (continuing to show pictures of his/her home) My house is small. Is your house small?
Student C: My house is very small.
This sort of A-B-C conversation/drill goes on until all students have at least said one word or repeated one other student’s remarks.

Situations:
- Where: Classroom, Computer Lab as necessary, home.
- When: Between the fourteenth and twenty-fourth weeks of the school year.
- How Long: This unit will take as much class time as the teacher gauges necessary from the response of the students. It could be done in as little as 150 minutes if the students simplify and if they already have a familiarity with PowerPoint. If the teacher wishes, this presentation part of the unit could be simply an ongoing activity: one group’s presentation being presented each day as part of the routine of her/his class.
Tasks:

• Task 1:
  Comprehensible Input: Prior to the lesson, choose which vocabulary words you would like the students to learn (active vocabulary) and which (if any) you would like them to simply recognize (passive vocabulary) (See www.lingolex.com/housen.htm for a very thorough listing of vocabulary). Take pictures of your home both inside and out, taking care to include pictures isolating each object on your chosen vocabulary list. Alternatively, videotape a virtual tour of your home, going slowly enough to provide for a live running commentary back in the classroom (see Tip 1 for another alternative).

• Task 2:
  ...Guided Practice Activity: Distribute a “matching” worksheet with clipart pictures down the left column and corresponding words randomly placed down the right column. Have the students work in pairs to complete the worksheets by drawing lines from the picture to the word. When both students agree that the task is completed and correct, have them decide on a color-coding scheme for differentiating the masculine and feminine words. Have them draw a key at the top of the page so that you can quickly tell as you circulate whether they have correctly identified the gender. N.B. explicitly iterate that they do NOT have to choose baby blue for masculine and pink for feminine as these are culturally appropriate only to the U.S.

• Task 3:
  Ask the students to correct each other’s papers by trading with another pair. Project the answer key on an overhead transparency.

• Task 4:
  Independent Practice: Using their worksheets (and/or the text) as a reference, tell the students to make color-coded labels for the objects in their home. If their families do not object, ask them to tape the labels to the objects in their homes. Assign free-style sentences, one for each new vocabulary word. I.e. if the vocabulary word is “lamp” they will attach the feminine colored word to a real lamp and write a sentence describing that particular lamp to the best of their ability: The lamp in my room is small and black.

• Task 5:
  Comprehensible Input: This time using the textbook, discuss the home presented, much as you did for the picture presentation in Task 1.
• **Task 6:**
Guided Practice Activity: Prepare a worksheet with pictures and open-ended questions about the pictures i.e. picture=girl next to bed. Question=Whose bed is this? This format motivates stronger students to come up with original and complex responses while allowing those who are struggling to have the satisfaction of completing the assignment too.

• **Task 7:**
Individual Practice: For homework, ask the students to create flashcards by drawing simple sketches of the items on the vocabulary lists, and on the back of each picture card, write a very short descriptive phrase about the picture. They then need to find someone to “flash” them at home to memorize the vocabulary.

• **Task 8:**
Test the students by showing them pictures and having them produce their phrases. Depending on your time allowance, you might want to do this out loud, all together, as a class, awarding points to students for correct utterances, and then written, individually, in classic pen and paper quiz format.

• **Task 9:**
Once you have ascertained that the students have achieved an acceptable level of mastery of the vocabulary and syntax, teach the comparative. Use the students’ own flashcards to demonstrate the similarities and differences between two cards for the same item, i.e. Lazaro’s chair is bigger than Alvaro’s chair. Vary the adjectives used as in a progressive drill.

• **Task 10:**
Guided Practice: Have the students mimic your presentation in pairs, using their cards to generate comparisons just as you did. They should write these on one sheet and turn it in for you to check for accuracy. Please allow the students time to choose their best one to post on a display wall. (See tip #2)

• **Task 11:**
...Independent Practice: Announce to the students that they will be comparing their homes with the examples from the text, or, if they are very ambitious, with those they may find pictures of on the Internet. If they already have a pen-pal relationship with a hispano hablante, and have pictures of her/his home, so much the better. Inform them that they will present their findings to the class via a PowerPoint presentation. Circulate a sign-up sheet for presentation times and dates. (It’s better
not to view more than 2 presentations in one day.) ...Now comes the fun part. Divide the students into heterogeneous groups of 3 or 4. (I think 4 works best). Divide the vocabulary list up by rooms in the house. Assign a room to each group. Have each person in the group assume a role for which s/he will be responsible: Picture finder/taker; Text creator; Editor/formatter; Producer/director. Tell the students that in addition, each one will be evaluating the others and him/herself, and show them their evaluation rubric. (See attachment #6) If there are only three in the group, have the director role be taken over by the three together via consensus. You may need to spend a bit more time helping this group cooperate.

• **Task 12:**
  Using the projector, the teacher demonstrates for the class how to open the PowerPoint program; find a template; create a Master slide with a background; type in text; change fonts, colors, and sizes of text; import clip art or other images (See Step Sheets) and how to present the completed slideshow. (See Attachment #7: Demo PowerPoint Comparison presentation)

• **Task 13:**
  Present students with copies of the Step Sheets and their assignment sheet (Attachment # 8) and turn them loose on the computers. Circulate, help, but be careful not to get bogged down with one group. Make it clear to the class that your time must be shared and cannot be monopolized by one group to the detriment of the others.

• **Task 14:**
  Students present their slideshows to the class, ask and answer questions ala “teacher” and evaluate their students’ (classmates’) learning (short quiz? oral participation points? It’s up to them) and then complete their self-evaluations.

**Interactions:**

- **Full Class:** Comprehensible Input (thanks to Sandra Scherf for this instructional strategy) is done by the teacher for the class as a whole, as are all demonstrations of desired outcomes.

- **Partners:** The students do most guided practice activities in pairs.

- **Small Group:** PowerPoint presentations

- **Individual:** All Individual Practice activities (used to synthesize, study and practice the new vocabulary) can be done at home as homework.
Standards:

N.B. As the state of California has not yet adopted formal standards for the teaching of second languages, I have pulled the statements below from the 1989 state framework for World Languages.

Communication-based Instruction: Learning in the language rather than about the language:
- “In a communication-based program, the emphasis is on an authentic exchange of meaning in the target language... students soon realize that exchanging information, requests, and commands and discussing feelings, social conventions, and so forth done in another language are similarly done in their own language. The classroom is viewed as representing a real community where interchanges about significant issues and ideas occur in the target language. Students are encouraged to express themselves in the language even though mistakes may be made during initial attempts. Experimentation is a natural part of language acquisition. The teacher’s role during such moments is that of a patient coach, modeling and guiding positively as necessary... correspond(ing) with the way in which young people acquire language at home. Development of receptive skills (listening and reading) should precede language production practice (speaking and writing) in an alternating or cyclical pattern.”

- Cultural Context: Comparing languages within a cultural context:
  - “A (second) language should be taught as the expression of the culture in which the language is spoken. Knowledge of a society’s culture is learned through the use of language. Students who equate target-language expressions with their English equivalents often acquire erroneous concepts. Part of learning a new language is learning to recognize differences in world views, customs, beliefs, and social conventions... The language cannot be separated from the culture that gives it life.”
Assessment:

- **Teacher Observation:** Points for participation and accuracy may be awarded.
- **Assessment Rubric:** to be completed by the teacher to determine the students’ ability to compare and contrast their own homes with those of others. It is nearly identical to the students’ self-evaluation described below.

- **Self-Evaluation Rubric:** to be completed by the students upon completion of all parts of the project. They should evaluate their own and their group members: participation, accuracy (cultural as well as grammatical and technical, creativity, effectiveness (they need to assess their teaching of the class as well), and ability to cooperate and deliver the product in a timely manner.

Tools:

- Microsoft PowerPoint
- Projector (preferably ceiling mounted, but portable is a good alternative)
- Overhead Projector
- Computer Lab (preferably in-class mini-lab)
- Internet access (optional)
- Digital camera (see Tip #1)
- Digital video camera (see Tip #1)

Project Tips and Alternatives:

- **Tip#1:**
  The pictures and/or video of your home can be dropped in to a PowerPoint presentation of your own. See step sheets 1-5 for help.

- **Tip #2:**
  As you navigate the room checking student’s work, you can carry with you a stamp with which you will identify the best of their sentences worthy of posting. There should be a bulletin board on the wall ready to receive not only the current students’ work, but also where students can view the work of previous classes. You can quickly create a beautiful and useful vocabulary review board by having students post their flashcards along with the chosen sentence. Don’t forget to cover it with butcher paper during testing!
• **Tip #3:**
  Another activity that is much less teacher driven and a bit more fun for the students is to create sets of images (clipart, Xeroxed images from your text, digital photos you have taken and printed out etc.) that you put randomly into an envelope. Give these images to every other student. The remaining students get envelopes full of words in the target language. The students then work in pairs first pulling an image out of the images envelope then trying to find the word that matches it. Yet another variation of this matching game can be played on a larger scale: the images can be printed out in a larger format, scattered about the room and the students can be directed to take the images and tape them to the wall according to pre-established categories: according to color or shape or season of use for instance). Perhaps in the case of vocabulary of the home, each of the walls of the classroom could represent a different room in the house. The students would then tape pictures of a bed, lamp, dresser etc. onto the wall pre-labeled as the “bedroom” wall.

• **Tip #4:**
  Pictures are readily available in Clip Art form or can be downloaded from the Internet (Step Sheet #3), but don’t neglect the option of using students’ original art. Their drawings can be scanned at 72dpi resolution (to prevent using up too much memory) and imported into the PowerPoint template. Digital cameras’ images can also be imported into the PowerPoint templates, but you need to check the manual for the digital camera, as there is no standard way to get the picture file from the camera to your desktop. However, once you’ve gotten the file onto your computer, just click on Import Image, tell PowerPoint what you’ve named it and where you’ve filed it and voila: your very own original, personal images in your presentation.

**Attachments:**
- "PowerPoint Project Rubric"
- "PowerPoint Comparison Presentation"
- "Mi Casa vs. Su Casa Presentation Roles"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Using a Projection Device"
- "Step Sheet: Gathering and Inserting Electronic Images"
- "Step Sheet: Inserting Text and Clip Art or Graphics"
- "Step Sheet: Putting the Slide Show Together"
Web Resources – Content"

- www.freeworksheets.com
- www.teach-nology.com/teachers/lesson_plans/languages/spanish
- www.mcrel.org/resources/links/foreign/foreignlessons.asp
- www.spanishteacher.com
- www.donquijote.com/pdd
- www.fcps.k12.va.us/DIS/OHSICS/forlang/esp_stud/spstud.htm#Grammar
- www.freetranslations.com
- www.studyspanish.com/lessons/equal.htm

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.