

FL 561, Sum2015, Brewer
Backward Design lesson plan

Teacher: Julie
Subject: Spanish One
Unit: Foods and Restaurants
Date: June 22, 2015

School: High School
Grade: 9-12 Secondary
Period:
Duration of Lesson: 55 minutes

I. ANTICIPATORY SET

Review: me gusta, gustan; te gusta, gustan

Affective Hook: Today we will look at the contributions of Puerto Rico to the United States.

Why do you think they speak Spanish there?

Teacher: Using the *Puerto Rico Description* handout the students will answer the questions posted on the board. You may work in pairs to complete this activity.

Previewing Activity

1. What is the relationship of Puerto Rico to the United States?
2. Name 2 original inhabitants of the island.
3. What was the purpose the Spanish had for building a fort on the island?
4. What was the name Columbus gave to the island? What did the maritime travelers name the island?
5. Where is Puerto Rico located?

After the students finish the teacher will ask various students to contribute their answers to the questions.

II. PURPOSE

The presentational interpretive mode is used to allow learners to “depend on their ability to comprehend the spoken and written word” (Shrum & Gilsan, 2010, p.182). I used the presentational mode with the authentic text because it “features formal, one-way communication

to an audience of listeners or readers” (Shrum, & Glisan, 2010, p.182). In interpretation of the text, according to the authors Shrum & Gilsan (2010) the students will reach conclusions; give opinions, and explanations relating the text to other life experiences. The students will see a menu in Spanish and relate to others they have seen in English. The authentic menus are chosen and unedited because there is a “higher level of comprehension on texts that are unedited” according to research (Shrum & Gilsan, 2010, p.196)

III. THREE ACTIVITIES

Activity 1

Objective: Learners will become familiar with food vocabulary.

Standards: 1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics

Teacher: The students may use the phone with a search engine to find the websites below. The students will get in assigned pairs and complete the following on paper. The students will also explore other vocabulary by playing the sound, and viewing the word.

Procedure: The learners will compile a list of what they would like to eat or drink for breakfast, lunch and dinner by using the websites listed. They will include 4 items of food and 1 beverage in the description. Each column will be arranged with the appropriate Spanish word for breakfast, lunch, and dinner. Work with a partner to select appropriate foods for each meal. Use the word for breakfast, lunch, and dinner on your lists. Also, listen to the vocabulary list pronunciations on the audio section.

Materials: Use the websites: www.spanishvocabulary.ca for vocabulary for food and drink or use www.e-espanyol.hu for vocabulary.

Assessment: From a teacher prepared list the students will select the food items to be placed in categories of : desayuno, almuerzo, and cena. There are five lines per column and the learner only needs to put one food on each line for each category.

Activity 2

Teacher: The teacher will pass out 2 authentic menus to the students in their paired groups. They will find the meaning of the following phrases and words. The teacher will give the students a list with the following phrases and words.

Student: The students will remain in their pair and discover the meaning of the following words. They will each write them down on paper and keep them in their notebooks.

Objective: Learners will take a menu and find the meaning of the following phrases and words.

Standards: 1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics. 2.2 Demonstrate and understanding of the relationship between the products and perspectives of the culture studied. 4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Procedure: Using the phrases or words from the menu define and write in your notebooks.

1. mantequilla _____
2. al ajillo _____
3. Empanado _____
4. relleno de camarones _____
5. La combinada _____
6. Pescado frito _____
7. a la parilla _____
8. de Pizza _____

Assessment: Students will compile a list of favorite foods and foods they don't like. They will choose foods that are combined with the way it is served. They will call one column "*me gusta/an*" and the other column "*no me gusta/an*".

Activity 3

Objective: Students will use vocabulary to create a menu called "*Mi Menu Favorito*". They are to be familiar with tangible products (foods) of cultures.

Standards: 4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture. 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Procedure: The students will use a blank sheet of paper and describe their favorite menu of foods. They will include 20 (twenty) words and include 3 beverages. The students will attach the menu to a piece of construction paper and decorate it.

Materials: Construction paper and craft supplies: magazines or newspaper fliers with food items; scissors, and glue.

1. Include 20 items (with 3 beverages)
2. Use a minimum of three expressions of how the item is prepared from the menus provided.
(example: frito)
3. You may decorate the items with pictures from magazines, or your own drawings.

Teacher: The last activity will take a couple of days. We will decide and write down our preferred foods on a rough draft. We can work on the project tomorrow also.

Assessment: the finished product is the assessment.

IV. ACCOMODATIONS/REMEDIAL OR EARLY FINISHER

Objective: Demonstrate creative ability with the food vocabulary.

Procedure: The students will compile a list of ridiculous food items. They will write down food items and pair foods that don't make sense. Each student will help their partner and they will create 5 "alimentos ridiculos" or ridiculous foods. (fried milk) The students will try to use the form of preparation on at least two of the new foods.

V. CLOSURE

The teacher will tell the students that they are going to raise their hand if they can think of a food item that starts with the letter she calls. Various students will be called on to answer as they raise their hand to answer.