

Running Head: UNIT LESSON PLAN

Unit Lesson Plan:

Los números, el calendario y las horas

Grade 8, Spanish I

Janet Purdy

EDCI 560

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Unit Lesson Plan—Day #1—Los números 1-20

Teacher: Janet Purdy

Grade: 8 **Language:** Spanish **Level:** I

Number of Students: 20 **Time:** 45 minutes

I. PLANNING PHASE

A. Objectives

1. Students will be able to count 1-20 in Spanish.
2. Students will be able to ask and answer “Cuántos hay?”
3. Students will be able to add and subtract in Spanish.

B. Standards

1. **National:** Communication: 1.1, 1.2, Connections: 3.1, Comparisons: 4.1
2. **State:** Person-to-Person Communication: SI.1.3, Listening & Reading for Understanding: SI.3.3, Oral & Written Presentation: SI.5.3, SI.5.4, Making Connections through Language: SI.9.2, Cultural & Linguistic Comparisons: SI.11.1
3. **Local:** Fairfax County Public Schools (FCPS) use Virginia Standards

II. TEACHING PHASE

A. Preparation

1. **Warm-up Activity:** count 1-10 (see how many they know), 11-20, repeat after teacher, then count
2. **Theme/Topic:** Numbers 1-20
3. **Vocabulary:** números, 1-20, ¿Cuántos/as ____ hay?, Hay ____ más, menos
4. **Verb(s):** hay
5. **Grammatical Structure(s):** cuántos/as (match masculine/feminine)
6. **Cultural Perspectives:** N/A
7. **Listening/Reading/Viewing Selection(s):** N/A

B. Presentation: present numbers in warm-up, have number chart on board, repeat after teacher and drill, then point to random numbers to test them.

C. Practice

1. **Interpersonal:** Hand out index cards with numerals on some and their spelling on others (1 of each to each student). Explain and model to students that they need to find their correct match for both cards, saying “Tengo ____ ¿Qué número tienes?” (write on board). They should give their numeral card to the partner and keep the word card, so they will each end up with a matching pair.

Presentational: They will then each write their number and spelling on the board and sit down (keep cards). Teacher will then go over the spelling, and students will write them in their notebooks.

2. Review numbers again, by asking for random numbers on the chart.

3. **Interpersonal:** Teacher will ask a few questions of the class: “¿Cuántas personas/chicos/chicas hay?”, etc. Then write the sentence on the board. Have students divide in pairs (with person next to them), and ask each other about how many classroom objects there are (They learned this vocab previously). MODEL!

Give them worksheet with a chart of pictures and words to use. **Presentational:** Students will share their answers with the class.

4. Interpretive: Ask students what they think “más” & “menos” mean. Give them a sample problem. Heritage language learner can help give more examples.

Interpersonal: Have students divide in pairs again (according to cards from 1st activity—1&11 together, etc). MODEL! They will practice more math problems: “¿Cuántos son __ más __?”

5. Interpersonal: Information gap activity. Each student has a picture of a classroom, with a list of certain objects missing. They have to ask each other how many of each listed object there are and then draw them in.

D. Evaluation: monitor students as they do the activities, see how well they write things on board, respond to questions, and present their answers. Watch them as the teacher explains activities to make sure they understand.

E. Expansion/Extension: Have them practice counting things at home. Have them write 5 sentences, spelling out the numbers: Hay __ __ en mi casa.

F. Methods/Approaches/Strategies: audiolingual, direct, cooperative learning

III. OTHER

A. Materials: number chart 1-20, cards of numerals and # words, classroom objects worksheet, info gap worksheet

B. Assessment: informal (see above—Evaluation)

C. Technology: N/A

D. Homework: (see above—Expansion)

E. Closure: Review—count by 1’s, 2’s, etc.

F. Follow-up: review and move on with numbers

Unit Lesson Plan—Day #2—Los números 21-100

Teacher: Janet Purdy

Grade: 8 **Language:** Spanish **Level:** I

Number of Students: 20 **Time:** 45 minutes

I. PLANNING PHASE

A. Objectives

1. Students will be able to count 21-100 in Spanish.
2. Students will be able to multiply and divide in Spanish.
3. Students will be able to ask and answer “¿Cuánto cuesta?”

B. Standards

1. **National:** Communication: 1.1, 1.2, 1.3, Connections: 3.1, Comparisons: 4.1
2. **State:** Person-to-Person Communication: SI.1.3, Listening & Reading for Understanding: SI.3.2, SI.3.3, Oral & Written Presentation: SI.5.3, SI.5.4, Making Connections through Language: SI.9.2, Cultural & Linguistic Comparisons: SI.11.1
3. **Local:** FCPS use Virginia Standards

II. TEACHING PHASE

A. Preparation

1. **Warm-up Activity:** with number chart on board, review 1-20. Teach multiples of ten. Ask them what they think the in-between numbers are. Drill the numbers. Teacher points to random numbers and students say them. Write spelling on board.
2. **Theme/Topic:** Numbers 21-100
3. **Vocabulary:** #s 21-100, ¿Cuánto cuesta/n? dólares, centavos, multiplicado por, dividido por
4. **Verb(s):** cuesta/n
5. **Grammatical Structure(s):** cuesta/n (singular/plural)
6. **Cultural Perspectives:** N/A
7. **Listening/Reading/Viewing Selection(s):** N/A

B. Presentation: see above (warm-up activity)

C. Practice

1. **Interpretive/Interpersonal/Presentational:** Divide students into 2 teams. Give each person an index card with a number on it (0-9), one set to each team. The teacher will say a number, and the 2 students from each team with those digits have to come forward and show the number to the class, as quickly as possible. The team who gets it first, gets a point on the board, and whichever wins at the end, gets stickers. After a couple turns, a student can help calling out numbers. At the end, students should keep their number cards.
2. **Interpretive/Presentational:** Math: Review addition and subtraction with the larger numbers. Have worksheet on overhead of problems, which they will do in their notebooks, writing numbers out too. Then have students write them on the board/overhead. Put up chart of multiplication tables, and go over “multiplicado

por” and “dividido por”. Ask them simple problems and they answer, as a class and individually.

3. Interpretive/Interpersonal/Presentational: Teach them “dólares” and “centavos”. Give them a couple examples of prices and ask: ¿Cuánto cuesta? (Review “cuánto” from yesterday) Bring in Spanish newspaper ads, and model the activity: ¿Cuánto cuesta ____? Divide them into pairs (match number cards from 1st activity) and have them ask each other how much things cost. Give them a blank chart to put their answers on (spell things out). Each group will then present what they found by writing on the overhead and saying it.

D. Evaluation: Collect homework from yesterday. Informal—monitor how they do in each activity.

E. Expansion/Extension: for homework, they will complete a math worksheet, solving the problems and writing out the numbers in Spanish.

F. Methods/Approaches/Strategies: audiolingual, direct, games & cooperative learning

III. OTHER

A. Materials: number chart, multiplication tables chart, index cards with #s 0-9 (2 sets), addition/subtraction worksheet for overhead, “¿cuánto cuesta?” blank chart worksheet (20 copies and one for overhead), homework worksheet with math problems and blanks for them to write the words out.

B. Assessment: informal (see above—Evaluation)

C. Technology: overhead projector for add/subtract & “¿cuánto cuesta?” worksheets

D. Homework: see above—Expansion

E. Closure: Review numbers—count by 10’s

F. Follow-up: review numbers and move on to another application

Unit Lesson Plan—Day #3—El calendario

Teacher: Janet Purdy

Grade: 8 **Language:** Spanish **Level:** I

Number of Students: 20 **Time:** 45 minutes

I. PLANNING PHASE

A. Objectives

1. Students will be able to identify days of the week in Spanish.
2. Students will be able to identify months of the year in Spanish.
3. Students will be able to ask and tell the date in Spanish.

B. Standards

1. **National:** Communication: 1.1, 1.2, Cultures: 2.1, Comparisons: 4.2
2. **State:** Person-to-Person Communication: SI.1.3, Listening & Reading for Understanding: SI.3.3, Oral & Written Presentation: SI.5.3, SI.5.4, Cultural Perspectives, Practices, & Products: SI.7.1, SI.7.2, Cultural & Linguistic Comparisons: SI.10.3, SI.11.1, Communication across Communities: SI.12.2
3. **Local:** FCPS use Virginia Standards

II. TEACHING PHASE

A. Preparation

1. **Warm-up Activity:** Review numbers counting by 10's. Give students 8 ½ x 11 cards with random numbers spelled out on them. Hand them out to students and have them stand up and put themselves in order. Check it with rest of class.
2. **Theme/Topic:** el calendario
3. **Vocabulary:** calendario, año, los meses, los días de la semana, hoy, ayer, mañana, ¿Qué día es hoy/fue ayer/será mañana? ¿Cuál es la fecha?
4. **Verb(s):** es, fue, será
5. **Grammatical Structure(s):** N/A
6. **Cultural Perspectives:** Spanish week starts with Monday. Fiestas of different Spanish-speaking countries (homework).
7. **Listening/Reading/Viewing Selection(s):** N/A

B. Presentation

1. Bring out Spanish calendar. Ask how many days in a week, pointing out a week on the calendar (¿cuántos hay?). Ask a native speaker to say the days and all repeat. Teach “hoy,” “mañana,” “ayer.” Go over: If today is __, tomorrow will be __. Practice as a class.
2. Compare Spanish and English calendars: ¿Qué día es hoy, qué número? Bring out English calendar and compare the date, to show that Spanish calendar starts on Monday.
3. ¿En qué mes estamos?—point to it. ¿Cuántos días hay? Show them cards of the names of the months in Spanish and have them guess what they are in English. Then give the cards out and have students put them in order up on the board.

C. Practice

1. Practice days of the week as a class. (see #1 above)
2. **Interpretive/Presentational:** (see #3 above) students guess which months, then put in order on the board.
3. Drill with students: ¿Cuántos días hay en (cada mes)? días/semana, semanas/año, meses/año...
4. **Interpersonal:** Have them ask: “¿Qué día de la semana es el ___?” in pairs (with person in front/behind).
5. **Interpersonal/Presentational:** ¿Cuál es la fecha de hoy? Hoy es el ___ de ___. ayer/mañana. Review with days of week, too. Ask them dates of Independence Day, Christmas, etc. Have students go around the classroom and ask classmates when their birthday is, and write it down on worksheet. Then the students can present that information to the class.

D. Evaluation: Collect homework from yesterday. Informal evaluation of activities.

E. Expansion/Extension: Look on internet for fiestas in different countries. Have them pick a country before going home. Write down date of fiestas to bring in tomorrow.

F. Methods/Approaches/Strategies: audiolingual, direct, cooperative learning

III. OTHER

- A. **Materials:** Number chart, 8 ½ x 11 cards of random numbers, large English and Spanish calendars, blank chart worksheet for birthday activity.
- B. **Assessment:** informal (see above—Evaluation)
- C. **Technology:** internet for homework
- D. **Homework:** see above—Expansion
- E. **Closure:** quick re-cap of what learned today, and tell going to learn times tomorrow
- F. **Follow-up:** time and daily schedule

Unit Lesson Plan—Day #4—La hora

Teacher: Janet Purdy

Grade: 8 **Language:** Spanish **Level:** I

Number of Students: 20 **Time:** 45 minutes

I. PLANNING PHASE

A. Objectives

1. Students will be able to ask and tell time in Spanish.
2. Students will be able to read a Spanish train schedule.
3. Students will be able to ask and tell their class schedule in Spanish.

B. Standards

1. **National:** Communication: 1.1, 1.2, Connections: 3.1
2. **State:** Person-to-Person Communication: SI.1.3, Listening & Reading for Understanding: SI.3.2, SI.3.3, Oral & Written Presentation: SI.5.2, Making Connections through Language: SI. 9.2, Cultural & Linguistic Comparisons: SI.11.1
3. **Local:** FCPS use Virginia Standards

II. TEACHING PHASE

A. Preparation

1. **Warm-up Activity:** Start with calendar: what day is today, yesterday, tomorrow, date. Review a couple numbers with calendar. Ask students what they found out about fiestas for homework.
2. **Theme/Topic:** La hora
3. **Vocabulary:** reloj, hora, minuto ¿Qué hora es? Es la una. Son las dos... y ___. y cuarto, y media, menos cuarto
4. **Verb(s):** es/son
5. **Grammatical Structure(s):** es/son (singular/plural)
6. **Cultural Perspectives:** N/A
7. **Listening/Reading/Viewing Selection(s):** N/A

- B. Presentation:** “¿Cuántas horas hay en un día?” Write “hora” on the board to see if they can guess what it means. Do the same with “minutos” and “segundos” and ask: ¿Cuántos minutos/hora, segundos/minuto? Bring out large clock and start asking different hours: “¿Qué hora es?” Model correct way of answering. Go through all hours and write the main formats on the board. Then add minutes. Ask them and model correct way of answering. When go over “y cuarto,” “y media,” “menos cuarto”, write them up on board. Give them blank clock worksheet and have them write in the times.

C. Practice

1. **Presentational:** Have students take turns in front of class, setting the clock and asking what time it is. Have them wait 3 seconds before answering to give everyone a chance to come up with the answer before it is shouted out.
2. **Interpersonal:** Divide students up into pairs (person next to), and give each pair a clock to work with. Have them ask each other what time it is.

3. “¿A qué hora tienen la clase de español?” “A la/s ____.” Ask them about their other classes.

4. Interpretive: Show Spanish train schedule on overhead. ¿A qué hora sale de/llega a ____? Give them copies of the schedule with similar questions below for them to answer. They fill out the worksheet and present answers. If there is not time in class, they can do it for homework.

D. Evaluation: Informal, seeing how they do in class activities

E. Expansion/Extension: for homework, a worksheet of clocks; they have to write in the times with words

F. Methods/Approaches/Strategies: audiolingual, direct, cooperative learning

III. OTHER

A. Materials: Spanish calendar, large clock with movable hands, 10 mini clocks with movable hands, sheet of clock with spaces for them to write the times in (20 copies), train schedule and questions at bottom (20 copies and 1 for overhead).

B. Assessment: see above—Evaluation

C. Technology: overhead projector for train schedule

D. Homework: see above—Expansion

E. Closure: review “¿Qué hora es?” and let them start on homework

F. Follow-up: daily schedules to build on this lesson

Unit Lesson Plan—Day #5—Su horario del día

Teacher: Janet Purdy

Grade: 8 **Language:** Spanish **Level:** I

Number of Students: 20 **Time:** 45 minutes

I. PLANNING PHASE

A. Objectives

1. Students will be able to identify vocabulary of basic daily functions.
2. Students will be able to ask and tell about their daily schedule in Spanish.
3. Students will be able to identify cultural differences in schedules of kids from other countries.

B. Standards

1. **National:** Communication: 1.1, 1.2, Cultures: 2.1, Comparisons: 4.1, 4.2
2. **State:** Person-to-Person Communication: SI.1.3, Listening & Reading for Understanding: SI.3.1, SI.3.3, Oral & Written Presentation: SI.5.2, Cultural Perspectives, Practices, and Products: SI.7.1, Cultural & Linguistic Comparisons: SI.10.1, SI.10.3
3. **Local:** FCPS use Virginia Standards

II. TEACHING PHASE

A. Preparation

1. **Warm-up Activity:** Ask the day and date, time. Go over if questions/doubts.
2. **Theme/Topic:** horario del día
3. **Vocabulary:** horario, te/me despiertas/o, comes/o el desayuno, el almuerzo, la cena, vas/voy a la escuela, a casa, te/me acuestas/o
4. **Verb(s):** despertarse, comer, ir, acostarse
5. **Grammatical Structure(s):** yo/tú forms
6. **Cultural Perspectives:** difference in daily schedules from other cultures
7. **Listening/Reading/Viewing Selection(s):** audio tape of children from other countries talking about their daily schedules

B. Presentation: teach new vocabulary using TPR and props

C. Practice

1. Individual students write out their own basic daily schedule in Spanish in their notebooks.
2. **Interpersonal/Presentational:** In pairs, students ask each other about their schedules: ¿A qué hora ____? They write their answers on a chart worksheet. Ask a couple kids to present their schedules. Then make a list on the board of how many do what at what time, to see what is the most common time to do things.
3. **Interpretive:** Listen to an audiotape of kids from different cultures talking about their schedules. First time, have students just listen for times and key vocabulary words about daily schedules. Then, give them a worksheet with verbs (some of which were not in the original vocabulary list—to see if they can hear them). Have them listen another time and fill in the times that they do certain things. If needed, they can listen one more time. Afterwards, go over the answers and talk with students about cultural differences they found in daily schedules. If

there are international students in the class, they can talk about their native schedules, too. This can be done partly in English.

4. If there is time left over, play a game like “Go Fish” in teams, or “Swat,” where they have to swat the word or number when it is said.

D. Evaluation: Informal

E. Expansion/Extension:

F. Methods/Approaches/Strategies: TPR, direct, audiolingual, cooperative learning, games

III. OTHER

A. Materials: pillow, cereal box, lunch box, plate, backpack (props for learning vocabulary), chart for asking daily schedule of partner (20 copies), audio tape and player, worksheet with verbs for use with audio (20 copies), playing cards

B. Assessment: informal

C. Technology: tape player

D. Homework: none—it’s Friday!

E. Closure: close with a game to review numbers

F. Follow-up: next week, review, play a Jeopardy-type game, and prepare for test