

# Unidad 4: Pasatiempos

## Etapa 1: Introducción al vocabulario y *Gustar*

- I. Demographic Information:
  - a. Name: Natalie E. Hatfield
  - b. Subject: Spanish I
  - c. Location: Berkley High School
  - d. Unit: Pasatiempos (Pastimes and Hobbies)
- II. Objectives:
  - a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
  - b. Students will be able to use the Spanish vocabulary words to describe in writing some of their favorite pastimes/hobbies.
  - c. Students will be able to find and identify pictures of vocabulary words during a listening activity in which sentences are read that contain each vocabulary word.
  - d. Students will be able to demonstrate proper conjugation of the verb *Gustar* in the present tense as they write sentences in Spanish describing the things that they and others like to do.
  - e. Students will be able to ask what others like to do using the vocabulary words and the proper conjugation of the verb *Gustar*.
- III. Michigan World Language Standards and Benchmarks
  - a. 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions.
  - b. 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - c. 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate.
  - d. 1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - e. 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters.
  - f. 3.1.N.a: Reinforce previously learned content knowledge through the target language.

This lesson will be taught in order to introduce novice language learners to the basic, but important grammatical structures that comprise the Spanish language. Additionally, this lesson will introduce learners to new vocabulary that will help to expand their current vocabulary knowledge and help to ensure future language acquisition. The World Language Standards and Benchmarks to which this lesson adheres as well as my thorough knowledge of the Spanish language ensure the theoretical accuracy and continuity of this lesson. Finally, this lesson is relevant to language learners because each learner has likes, dislikes and pastimes/hobbies that he/she enjoys on a regular basis. Learning how to discuss these interests and hobbies will personalize the material and provide a fantastic opportunity for meaningful learning to occur.

#### IV. Teacher Procedure/Lesson Development

##### a. Introduction

- i. Students will be prepared for learning from the moment they enter the classroom. As students enter, greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.
- ii. As students enter the classroom, there will be a “Compana 1” (bell work worksheet) for them to take to their assigned seats where they can begin work quietly.
- iii. Once the bell has rung, I will begin with a review of the schedule for that hour and give students an idea of what to expect. I will also emphasize our target for that day and inform the class of what goal we are working to accomplish. At this point, I will allow students to continue working on their Compana 1 for another 5-10 minutes. As students finish, we will quickly correct the Companas and move directly into an introduction of the new unit (*Los Pasatiempos*).
- iv. In order to connect the lesson to each student’s individual experience and prior knowledge, explain to students that this unit will be about *their* hobbies, *their* likes and what *they* and others enjoy doing during their free time. Further explain to students that we will be recycling many different words, ideas and concepts from previous units and to keep their minds alert and looking for already learned material. After brief unit introduction, begin to introduce the new vocabulary for this unit.

##### b. Learning Resources and Materials

###### i. Materials Needed:

1. Vocabulary sheets
2. Writing utensils
3. Scrap paper
4. Worksheets
5. Timer
6. “Flashitas” (previously made flashcards of unit vocabulary words)

###### ii. Resources Needed:

1. “Flashitas”
2. List of new vocabulary and verbs for this unit
3. Students’ previous notes and vocabulary

###### iii. Technology Needed:

1. ELMO
2. Overhead projector
3. Powerpoint

##### c. Methods/Procedures (Lesson Development)

- i. Target: I can use the proper formation of the verb *Gustar* to describe the different Pasatiempos that people like.
- ii. Lesson Described in Detail
  1. I will begin to prepare students for learning from the moment they enter the classroom. As students enter, I will greet each student with

a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.

2. As students enter the classroom, a “Compana” sheet (bell work) will be available to take with them to their seats. Once students have entered the classroom and found their assigned seats, they will have approximately 5-10 minutes to complete the Compana sheet. Once the ten minutes is completed, the class will regroup in order to check their answers and prepare for next activity.
3. As students are putting away their Companas, I will instruct students to retrieve their “Flashitas” (Spanish vocabulary flash cards that they made the previous day) and/or their Spanish vocabulary sheets (if they haven’t finished their Flashitas yet). I will inform students that I will know that we are ready to begin with the next letter of the horario (agenda) when their desks are cleared and they have the correct materials in front of them.
4. I will prepare students for “Flashitas” by informing students that for the next three minutes we will be only be studying our vocabulary words.
5. While students are studying their Flashitas, get out materials for next listening activity (gustar statements using pasatiempos). Place answer sheet (covered) under the ELMO. If time remains, walk through the classroom to be sure students are on task.
6. Once the timer goes off, instruct students to put away their Flashitas and to pull out a pencil or write utensil and their vocabulary sheets. Inform them that I will know they are ready when only those items are on their desks.
7. Inform students that before we begin the next letter of the horario, we will first review the pronunciations of our new vocabulary words. Have students listen as I say the correct pronunciation of each word and then have them repeat the word back to me. “Repite por favor...” (Repeat after me please).
8. Once we have finished the review of proper word pronunciation, inform students that we’re now ready to move on to the next letter of our horario. Pass out the listening worksheet entitled “Qué le gusta hacer?” Allow students about 30 seconds to look at each pictures and ask students to identify the vocabulary words for which they will be listening.
9. Once time is up, inform students that will be listening to 14 sentences read in Spanish that describe the pasatiempos (pastimes) that different people like to do. While sentences are read, students will identify the picture that is being described and assign to each picture a number indicating the order in which it was read.
10. Once all sentences have been read, allow students 30 seconds to check their answer with their classmates. Then, reveal the answers

via the ELMO and have students correct their work. Then have students submit their work in the “turn it in bin.” While students are submitting their work, pull up the *Gustar* powerpoint for the next activity and also put under the ELMO the “Homework Log” (covered until needed).

11. Once students have returned to their seats, inform students that we are now ready to move on to the next letter of our horario. Have students take out a piece of paper and a writing utensil.
12. Begin powerpoint presentation reviewing *Gustar* and how it is used and conjugated. Specifically emphasize the main three ways that they will be using it in class today.
13. On the final slide of the powerpoint (which displays six pictures of different pasatiempos that people like to do), allow students 30 seconds to identify the vocabulary words that are used. Then, with a partner, instruct students to write six sentences using *Gustar* to describe things that people like to do.
14. Once students have finished writing their sentences with their partners, call on different students to share with the class the sentences that they created. Identify the form of *Gustar* that was utilized as well as the vocabulary word.
15. Finally, on the ELMO display the “Diario de tarea” and have students copy down the new homework. Once students have copied it down, the remaining time is theirs to use to start on the homework.

iii. Type(s) of Teaching Described:

1. In this lesson Direct Teaching, Cooperative Group Teaching and Inductive/Inquiry Teaching are all utilized to some degree. Because this is a foundational lesson that introduces new vocabulary and reviews previously learned grammar, students need to thoroughly understand the rules for Spanish grammar that are introduced in order to accurately complete all homework and also to provide a solid foundation for future lessons. However, Cooperative Group Teaching and Inductive/Inquiry Teaching are also implemented in order to encourage various preferred methods of learning and to help ensure critical and creative thinking on the part of each student.

iv. Strategies Listed and Explained (Best Practices):

1. Discussion: During all lessons, students are encouraged to ask questions pertaining to that lesson in order to enhance learning and provide more thorough explanations when needed. At times, the discussion may not even take place between the teacher and the student(s). Student to student discussion may also occur because sometimes the best teachers are the students themselves.
2. Demonstrations: Many demonstrations and examples will take place in order to model for each student the proper grammar formations and to guide them into the formation of sentences in Spanish.
3. Models: A model will accompany each new concept that is introduced to students along with the instructions of proper

grammatical formation. This will help to clarify any misunderstandings and will also help to guide students as they practice and learn each new concept.

4. Multimedia: During the lesson, ELMO technology will be utilized in order to enhance learning and to provide (large) visual examples of key concepts for all students to reference when needed (especially important for those with visual impairments).
5. Vocabulary/Concept Strategy: As students learn new vocabulary, a picture that accurately expresses the meaning of each word will accompany vocabulary word. By associating a visual picture with each word, students' ability to remember and retain newly processed information will be enhanced.
6. Comprehension Strategy: Student are encouraged and guided through sentence formations that utilize all newly taught information and concepts. Asking students to apply newly learned information and skills allows for more thorough understanding and comprehension.
7. Study Guide: Each student receives a handout with the required vocabulary for the new unit. Included on this handout is a written reminder of *how* to formulate all new grammar as well as explanations of new grammar rules and examples of *how* to properly apply each rule. Students will be able to keep these handouts for future reference when needed.
8. Cooperative Learning Strategy: Students are encouraged and allowed to work together in order to ensure learning and provide additional opportunities for peer correction and peer learning.
9. Two Assessment Strategies: Students are assessed (one) as the teacher is walking around the room. The teacher will be visually assessing the comprehension of each student. Students are also assessed (two) by the sentences that they produce using the newly learned information and vocabulary.
10. One Evaluation Strategy: Students are evaluated at the end of the unit by means of an Exam that they will complete individually that will incorporate all vocabulary, grammar, key concepts and grammar rules.

v. Method of Practice:

1. Students will have opportunity for guided practice during class periods. When new concepts are introduced, the teacher will be walking throughout the room in order to help, further clarify and provide additional feedback when/where needed. Additionally, student will also receive independent practice by means of worksheets, online games/activities, or in-class games that will be used to assess each student's individual and overall comprehension. Each of these options (worksheets, online games/activities and in-class games) could be utilized during class time or given as work to be completed at home.

vi. Your Role:

1. My role will include both Modeling and Facilitating. As each new concept is introduced, I will model for my class *how* to properly perform all necessary skills (i.e., new verb conjugations or grammar rules). Many examples will be given and many examples will be done together. However, my role will also include *facilitating* or *coaching* as I then allow each of my students to attempt the new concepts and grammar formations on their own—*independently*. As they begin to apply for themselves the newly learned vocabulary, grammar, etc., I will be moving throughout the classroom in order to make myself available for questions, to help walk a student through the concepts again and to assess overall comprehension on the part of my students.

vii. Learning Styles:

1. Many learning styles and various perspectives will be incorporated and applied to each lesson. In this lesson, for example, visual examples will be given for those that learn better visually, auditory explanations will be given for those that learn better by hearing instructions, tactile (do-it-yourself) opportunities will also be incorporated into each lesson for those students that learn better by applying for themselves the new concept. Additionally, for those that need to *read* (like from a textbook) an explanation of the concept and how to apply it, the textbook is always available as a resource for all students.

viii. Across the Curriculum will be integrated into this unit plan as follows:

1. ELA: English grammar will be incorporated on in order to adequately and thoroughly explain the necessary grammatical concepts that will be introduced and expounded upon during the course of this unit.
2. Math: Students will need to be able to count and tell time in order to provide accurate descriptions of their pastimes and *when* they do these things and how frequently.
3. Music/Art: Towards the end of this unit, each student will have the opportunity to creatively express through the use of art a pamphlet describing different activities that someone could do while on vacation.
4. Technology: Technology (the ELMO, Powerpoint, the Internet, etc.) will be used during each lesson in order to more thoroughly explain each concept and to provide more tangible and visual explanations of the formation and application of each new concept.
5. Science: Students will be required to describe different pastimes that different individuals enjoy and that help to maintain a healthy lifestyle. Prior knowledge of what a healthy lifestyle looks like is necessary but will also be explained when needed.
6. Social Studies: This unit focuses on the different pastimes that different people and cultures enjoy. As a part of this unit, a

discussion will arise regarding the various types pastimes that the people of Spain enjoy on a regular basis. Additionally we will discuss how things have positively (and maybe negatively) have affected our country and our culture.

ix. Closure

1. At the end of this lesson, each student will be required to complete an “Exit Ticket” in order to leave. For this, he/she will have to demonstrate their comprehension of the target for the day by properly writing a few sentences using the proper formation of the verb *Gustar*. Most students, in general, will require more time and practice with the newly taught grammar and concepts in order to achieve successful language acquisition. In order to help each student summarize what he/she has learned, “Exit Tickets” are utilized to help students accomplish the day’s target.
2. This lesson will lead directly into the next lesson because the next lesson will continue to focus on student comprehension of the new vocabulary and the proper formation and use of the verb *Gustar*. Each student will still be utilizing newly learned vocabulary, grammar concepts and rules.

d. Accommodations/Adaptations

- i. For students that are visually impaired, they will receive seats closer to the front of the classroom in order to ensure that he/she can see all concepts and how each one is modeled. If impairment is severe, student will receive audio recordings of each class in order to ensure he/she has the appropriate resources and knowledge for success. For students with hearing impairments, he/she will receive scripted copies of each lesson with thorough explanations. Additionally, if impairment is severed, he/she will be able to work with a neighbor on a regular basis in order to ensure their comprehension during class time. Finally, I will also always be available before and after class/school for additional help, clarification and assistance when needed.
- ii. To ensure that each student is learning at his/her level, I will be assessing each student individually and making accommodations when needed. Some students may need their assignments read to them (auditory learners), others may need adjustments to how they are evaluated on a concept (same concept, different method of evaluation like using an easier verb to express the same concept of Present Tense), and some students may actually be learning a different concept all together based on his/her overall comprehension of a concept (rather than learning two grammar rules at once, he/she may only be learning one before building and adding another).

e. Methods of Assessment and Evaluation Utilized

- i. To assess each student on a daily basis and over a longer period of time, each class will be asked on a regular basis how they (as a whole) feel they are doing with the material in order to ensure that adequate time is given to each new concept. Those students that struggling noticeably with a concept

will receive conferences in order to better assess how instruction(s) going forward might look. Students will also (at times) have access to technology (internet, computer games, Rosetta Stone, etc.) to assess their individual learning. Finally, students will also receive participation points on a daily basis that is based on their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.

- ii. Each student will be evaluated at the end of the unit. Each student will be required to complete a unit exam in which they will be accountable for and demonstrate understanding of all previously learned concepts within the unit.
- iii. I will assess learning regularly by monitoring each student's participation on a daily basis. Based on their participation, each student will receive participation points as a result of their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- iv. My daily assessments and final exam will provide evidence of individual student learning.
- v. My evaluation of each student matches my objectives because it is with my objectives that the evaluation has been created; the objectives form the foundation of the evaluation and therefore each student will be graded based on their ability to express knowledge and comprehension of these.
- vi. The criteria by which I can assess/evaluate student performance is by their ability to express knowledge and comprehension of the objectives that form the basis of this unit plan (see section II). Their evaluation may be adjusted slightly to accommodate their learning style or level, but the criteria will remain the same. Additionally, students will not be asked to replicate anything that has not been taught or practiced during this lesson/unit plan. *Can you express knowledge and comprehension of the objectives?*
- vii. The objectives and outcomes expressed in each student's work will reflect their overall comprehension. Each student's ability to demonstrate knowledge of this lesson will appear through their ability to properly conjugate verbs in the present tense, apply adjective agreement rules and sentence structure rules.
- viii. The criteria by which I will assess/evaluate student performance will support the learning objectives because it will be with the learning objectives that all assessments and evaluations will be based and formed.

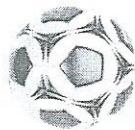
### Teacher Reflection

This lesson was taught during two separate periods (2<sup>nd</sup> & 5<sup>th</sup>). The student objectives identified for this lesson plan were supported by the student learning that I observed during each class period. With the assistance of their vocabulary sheets, students were able to:

- a. Identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
- b. Describe in writing some of their favorite pastimes/hobbies.

- c. Find and identify pictures of vocabulary words during a listening activity in which sentences are read that contain each vocabulary word.
- d. Demonstrate proper conjugation of the verb *Gustar* in the present tense as they write sentences in Spanish describing the things that they and others like to do.
- e. Ask what others like to do using the vocabulary words and the proper conjugation of the verb *Gustar*.

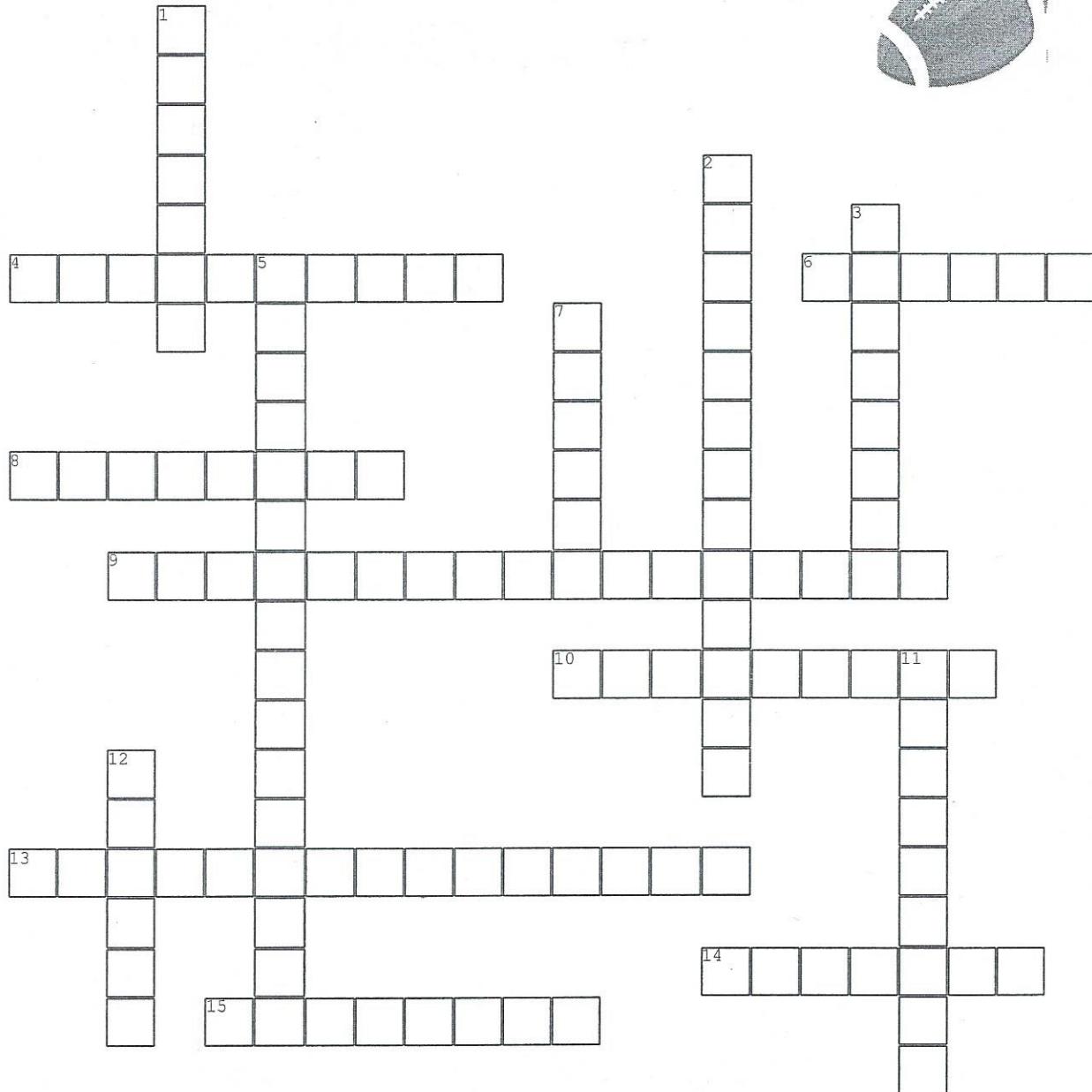
In general, all aspect of this lesson plan worked well. Originally, this lesson plan contained a short game to be played at the end in order to provide students with one more exposure to the verb *Gustar* and its various conjugations. However, due to poor planning (under estimated time durations), the game was not able to be played during either class period. Though this portion of the lesson plan did not go as anticipated, all other parts of the lesson plan did. In this regards, students were still able to receive three different forms of exposure to *Gustar* (visual, oral, and written) and thus able to complete all the originally outlined student objectives. In future lesson plans, in order to provide students with more opportunity for oral language practice, I will incorporate a game or activity earlier in the lesson plan. This will more successfully break up the amount of time that students spend seated and allow for more oral language practice. Finally, the assessment data received from this lesson will positively impact and inform the development of future lesson plans. Because students were able to successfully complete their objectives, I will be able to use *Gustar* as a platform upon which I can build future lesson plans, incorporate new vocab and grammar, and “recycle” *Gustar* rather than feel the need to re-teach it.



Name: \_\_\_\_\_

## Unit 4: Pasatiempos

Complete the crossword below



### Across

- 4. volleyball
- 6. golf
- 8. team
- 9. to visit monuments
- 10. game; match
- 13. to climb mountains
- 14. to ski
- 15. swimming

### Down

- 1. player
- 2. the weekend
- 3. downtown
- 5. to write a letter
- 7. ganar (*Include space*)
- 11. fun activity; entertainment
- 12. to scuba dive

## ¿Qué le gusta hacer?

1. A mi hermana le gusta tomar el sol cuando está en la playa.
2. Al Señor le gusta leer el periódico en el parque.
3. A mí me gustan los museos de arte.
4. Por las mañanas, a la mujer le gusta leer una revista.
5. A ellas les gusta beber su café en el restaurante.
6. A la señora Novales y a la señora les gusta ir al cine y ver películas.
7. A mi amiga y yo nos gusta la clase de matemáticas.
8. Al chico le gusta escuchar la radio.
9. A mi abuela le gusta nadar en la piscina.
10. A mí me gusta correr maratones.
11. A los hombres les gusta escalar montañas.
12. A ti te gustan los videojuegos.
13. A mi esposo le gusta comer las hamburguesas.
14. A tu papá le gusta esquiar.

\* Worksheet that  
students see and #  
during listening  
activity.

# ¿Qué le gusta hacer?



10



14



11



9



3



13



1



6



4



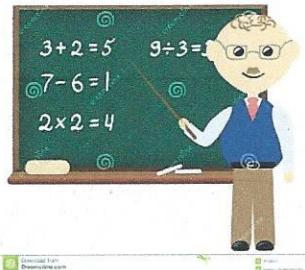
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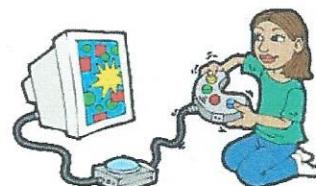
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8



7



12

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

TAREA: Use the pictures below, the words in the word bank, and the verb GUSTAR to form sentences that describe what someone LIKES or LIKES TO DO.

Ejemplo: Yo



A mí me gusta leer.

Comer

deportes

andar en bicicleta

fútbol

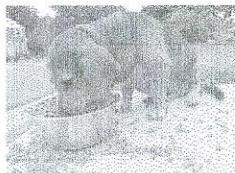
Esquiar acuático

pasear

nadar

pasatiempos

1. Señor Louie



\_\_\_\_\_

2. Mi mamá y yo



\_\_\_\_\_

3. La Señora Hatfield



\_\_\_\_\_

4. Señor Louie y Cooper



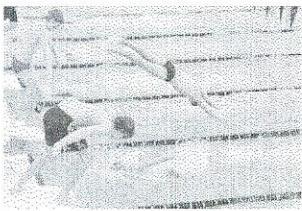
5. Tú



6. Yo (HINT! ¡Mira a la foto!)



7. Los chicos



8. Tú



# Unidad 4: Pasatiempos

## Etapa 2: Continuación del vocabulario y *Gustar*

### I. Demographic Information:

- a. Name: Natalie E. Hatfield
- b. Subject: Spanish I
- c. Location: Berkley High School
- d. Unit: Pasatiempos (Pastimes and Hobbies)

### II. Objectives:

- a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
- b. Students will be able to use the Spanish vocabulary words to describe in writing some of their favorite pastimes/hobbies.
- c. Students will be able to demonstrate proper conjugation of the verb *Gustar* in the present tense as they write sentences in Spanish describing the things that they and others like to do.
- d. Students will be able to ask what others like to do using the vocabulary words and the proper conjugation of the verb *Gustar*.

### III. Michigan World Language Standards and Benchmarks

- a. 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions.
- b. 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
- c. 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate.
- d. 1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
- e. 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters.
- f. 3.1.N.a: Reinforce previously learned content knowledge through the target language.

This lesson will be taught in order to introduce novice language learners to the basic, but important grammatical structures that comprise the Spanish language. Additionally, this lesson will introduce learners to new vocabulary that will help to expand their current vocabulary knowledge and help to ensure future language acquisition. The World Language Standards and Benchmarks to which this lesson adheres as well as my thorough knowledge of the Spanish language ensure the theoretical accuracy and continuity of this lesson. Finally, this lesson is relevant to language learners because each learner has likes, dislikes and pastimes/hobbies that he/she enjoys on a regular basis. Learning how to discuss these interests and hobbies will personalize the material and provide a fantastic opportunity for meaningful learning to occur.

### IV. Teacher Procedure/Lesson Development

- a. Introduction

- i. Students will be prepared for learning from the moment they enter the classroom. As students enter, greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.
- ii. As students enter the classroom, there will be a “Compana 2” (bell work worksheet) for them to take to their assigned seats where they can begin work quietly.
- iii. Once the bell has rung, I will begin with a review of the schedule for that hour and give students an idea of what to expect. I will also emphasize our target for that day and inform the class of what goal we are working to accomplish. At this point, I will allow students to continue working on their Compana 2 for another 5-10 minutes. As students finish, we will quickly correct the Companas and move directly into a brief review of the new vocabulary, the targets and the previously learned grammar forms of *Gustar*.
- iv. In order to connect the lesson to each student’s individual experience and prior knowledge, explain to students that this unit will be about *their* hobbies, *their* likes and what *they* and others enjoy doing during their free time. Further explain to students that we will be recycling many different words, ideas and concepts from previous units and to keep their minds alert and looking for already learned material.

b. Learning Resources and Materials

- i. Materials Needed:
  1. Vocabulary sheets
  2. Writing utensils
  3. Scrap paper
  4. Worksheets
  5. Timer
  6. “Flashitas” (previously made flashcards of unit vocabulary words)
- ii. Resources Needed:
  1. “Flashitas”
  2. List of new vocabulary and verbs for this unit
  3. Students’ previous notes and vocabulary
- iii. Technology Needed:
  1. ELMO
  2. Overhead projector
  3. Powerpoint

c. Methods/Procedures (Lesson Development)

- i. Target: I can use the proper formation of the verb *Gustar* to describe the different Pasatiempos that people like and dislike.
- ii. Lesson Described in Detail
  1. I will begin to prepare students for learning from the moment they enter the classroom. As students enter, I will greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to

use the appropriate responses in order to respond to each statement or question.

2. As students enter the classroom, a “Compana 2” sheet (bell work) will be available to take with them to their seats. Once students have entered the classroom and found their assigned seats, they will have approximately 5-10 minutes to complete the Compana.
3. As students are working on their “Companas,” I will be circling the room with a stamp to check in the homework. Those that have it finished will receive a stamp in their homework logs. Those that do not have the homework completed will not receive a stamp and thus will not receive credit for the homework. Once the time is completed, the class will regroup in order to check their answers and prepare for next activity.
4. As students are putting away their Companas, I will instruct students to retrieve their “Flashitas” (Spanish vocabulary flash cards that they made the previous day) and/or their Spanish vocabulary sheets (if they haven’t finished their Flashitas yet) and also to keep out their homework so we can check it. I will inform students that I will know that we are ready to begin with the next letter of the horario (agenda) when their desks are cleared and they have the correct materials in front of them.
5. Once students are ready, we will check the homework from the previous lesson. I will ask for volunteers to answer each question but if none volunteer, I will have cards with students’ names that I will pull from randomly. When homework is corrected, I will instruct students to put their homework away in the homework section of their binder and to have on their desks their “Flashitas.”
6. I will prepare students for “Flashitas” by informing students that for the next three minutes we will be only be studying our vocabulary words.
7. While students are studying their Flashitas, get out materials for next listening activity (gustar statements using pasatiempos). Place answer sheet (covered) under the ELMO. If time remains, walk through the classroom to be sure students are on task.
8. Once the timer goes off, instruct students to put away their Flashitas and to pull out a pencil or write utensil and their vocabulary sheets. Inform them that I will know they are ready when only those items are on their desks.
9. Inform students that before we begin the next letter of the horario, we will first review how to say that someone *does like* and *does not like* something in Spanish. To do this, I will have on the ELMO a sheet with different pictures of things that Waldo likes to do. I will explain to the class that we are going to play a game in which we have to find Waldo by asking questions about what Waldo likes to do and what he does not like to do.

10. I will begin by modeling for students how our game will be played. To do this, I will write on the board and say the first question that must be asked in order to find where Waldo is: "A Waldo le gusta \_\_\_\_\_?" I will have my students repeat the question back to me. Then I will tell them that Waldo does not like to do that by modeling for them how to say the sentence in Spanish: "A Waldo no le gusta \_\_\_\_\_." I will have my students repeat the question back to be again. Once we have finished the demonstration and modeling, I will have students work in partners to find where the other person hid their Waldo. They will use both questions to ask what Waldo likes and doesn't like.
11. Student will have about 30 seconds to look at each pictures and ask students to identify the vocabulary words for which they will be listening. Once they have thoroughly looked over each picture, I will inform them that they will have a limited time to play as many rounds as possible. When time is up, the student that had the most wins will get a prize. Students may begin to play.
12. Once time is up, inform students that their exit ticket for the day will be to write six sentences with their partner describing things that Waldo likes to do and things that he does not like to do. When they are finished, the winning partner can bring it up to me and receive their prize.
13. While students are writing their sentences, put up on the board their homework log with the homework for that evening. Allow students five minutes to write sentences and copy the homework down.
14. Students will then bring up their sentences and grab two homework sheet for them and their partner. The remaining time is theirs to use to start on the homework.

iii. Type(s) of Teaching Described:

1. In this lesson Direct Teaching, Cooperative Group Teaching and Inductive/Inquiry Teaching are all utilized to some degree. Because this is a foundational lesson that introduces new vocabulary and reviews previously learned grammar, students need to thoroughly understand the rules for Spanish grammar that are introduced in order to accurately complete all homework and also to provide a solid foundation for future lessons. However, Cooperative Group Teaching and Inductive/Inquiry Teaching are also implemented in order to encourage various preferred methods of learning and to help ensure critical and creative thinking on the part of each student.

iv. Strategies Listed and Explained (Best Practices):

1. Discussion: During all lessons, students are encouraged to ask questions pertaining to that lesson in order to enhance learning and provide more thorough explanations when needed. At times, the discussion may not even take place between the teacher and the

student(s). Student to student discussion may also occur because sometimes the best teachers are the students themselves.

2. Demonstrations: Many demonstrations and examples will take place in order to model for each student the proper grammar formations and to guide them into the formation of sentences in Spanish.
3. Models: A model will accompany each new concept that is introduced to students along with the instructions of proper grammatical formation. This will help to clarify any misunderstandings and will also help to guide students as they practice and learn each new concept.
4. Multimedia: During the lesson, ELMO technology will be utilized in order to enhance learning and to provide (large) visual examples of key concepts for all students to reference when needed (especially important for those with visual impairments).
5. Vocabulary/Concept Strategy: As students learn new vocabulary, a picture that accurately expresses the meaning of each word will accompany vocabulary word. By associating a visual picture with each word, students' ability to remember and retain newly processed information will be enhanced.
6. Comprehension Strategy: Student are encouraged and guided through sentence formations that utilize all newly taught information and concepts. Asking students to apply newly learned information and skills allows for more thorough understanding and comprehension.
7. Study Guide: Each student receives a handout with the required vocabulary for the new unit. Included on this handout is a written reminder of *how* to formulate all new grammar as well as explanations of new grammar rules and examples of *how* to properly apply each rule. Students will be able to keep these handouts for future reference when needed.
8. Cooperative Learning Strategy: Students are encouraged and allowed to work together in order to ensure learning and provide additional opportunities for peer correction and peer learning.
9. Two Assessment Strategies: Students are assessed (one) as the teacher is walking around the room. The teacher will be visually assessing the comprehension of each student. Students are also assessed (two) by the sentences that they produce using the newly learned information and vocabulary.
10. One Evaluation Strategy: Students are evaluated at the end of the unit by means of an Exam that they will complete individually that will incorporate all vocabulary, grammar, key concepts and grammar rules.

v. Method of Practice:

1. Students will have opportunity for guided practice during class periods. When new concepts are introduced, the teacher will be

walking throughout the room in order to help, further clarify and provide additional feedback when/where needed. Additionally, student will also receive independent practice by means of worksheets, online games/activities, or in-class games that will be used to assess each student's individual and overall comprehension. Each of these options (worksheets, online games/activities and in-class games) could be utilized during class time or given as work to be completed at home.

vi. Your Role:

1. My role will include both Modeling and Facilitating. As each new concept is introduced, I will model for my class *how* to properly perform all necessary skills (i.e., new verb conjugations or grammar rules). Many examples will be given and many examples will be done together. However, my role will also include *facilitating* or *coaching* as I then allow each of my students to attempt the new concepts and grammar formations on their own—*independently*. As they begin to apply for themselves the newly learned vocabulary, grammar, etc., I will be moving throughout the classroom in order to make myself available for questions, to help walk a student through the concepts again and to assess overall comprehension on the part of my students.

vii. Learning Styles:

1. Many learning styles and various perspectives will be incorporated and applied to each lesson. In this lesson, for example, visual examples will be given for those that learn better visually, auditory explanations will be given for those that learn better by hearing instructions, tactile (*do-it-yourself*) opportunities will also be incorporated into each lesson for those students that learn better by applying for themselves the new concept. Additionally, for those that need to *read* (like from a textbook) an explanation of the concept and how to apply it, the textbook is always available as a resource for all students.

viii. Across the Curriculum will be integrated into this unit plan as follows:

1. ELA: English grammar will be incorporated on in order to adequately and thoroughly explain the necessary grammatical concepts that will be introduced and expounded upon during the course of this unit.
2. Math: Students will need to be able to count and tell time in order to provide accurate descriptions of their pastimes and *when* they do these things and how frequently.
3. Music/Art: Towards the end of this unit, each student will have the opportunity to creatively express through the use of art a pamphlet describing different activities that someone could do while on vacation.
4. Technology: Technology (the ELMO, Powerpoint, the Internet, etc.) will be used during each lesson in order to more thoroughly

explain each concept and to provide more tangible and visual explanations of the formation and application of each new concept.

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6. Social Studies: This unit focuses on the different pastimes that different people and cultures enjoy. As a part of this unit, a discussion will arise regarding the various types pastimes that the people of Spain enjoy on a regular basis. Additionally we will discuss how things have positively (and maybe negatively) have affected our country and our culture.

ix. Closure

1. At the end of this lesson, each student will be required to complete an “Exit Ticket” in order to leave. For this, he/she will have to demonstrate their comprehension of the target for the day by properly writing a few sentences using the proper formation of the verb *Gustar*. Most students, in general, will require more time and practice with the newly taught grammar and concepts in order to achieve successful language acquisition. In order to help each student summarize what he/she has learned, “Exit Tickets” are utilized to help students accomplish the day’s target.
2. This lesson will lead directly into the next lesson because the next lesson will continue to focus on student comprehension of the new vocabulary and will shift to incorporate a new verb *IR* (to go). Students will now begin to describe where different people are going to do something. Each student will still be utilizing newly learned vocabulary, grammar concepts and rules.

d. Accommodations/Adaptations

- i. For students that are visually impaired, they will receive seats closer to the front of the classroom in order to ensure that he/she can see all concepts and how each one is modeled. If impairment is severe, student will receive audio recordings of each class in order to ensure he/she has the appropriate resources and knowledge for success. For students with hearing impairments, he/she will receive scripted copies of each lesson with thorough explanations. Additionally, if impairment is severed, he/she will be able to work with a neighbor on a regular basis in order to ensure their comprehension during class time. Finally, I will also always be available before and after class/school for additional help, clarification and assistance when needed.
- ii. To ensure that each student is learning at his/her level, I will be assessing each student individually and making accommodations when needed. Some students may need their assignments read to them (auditory learners), others may need adjustments to how they are evaluated on a concept (same concept, different method of evaluation like using an easier verb to express the same concept of Present Tense), and some students

may actually be learning a different concept all together based on his/her overall comprehension of a concept (rather than learning two grammar rules at once, he/she may only be learning one before building and adding another).

e. Methods of Assessment and Evaluation Utilized

- i. To assess each student on a daily basis and over a longer period of time, each class will be asked on a regular basis how they (as a whole) feel they are doing with the material in order to ensure that adequate time is given to each new concept. Those students that struggling noticeably with a concept will receive conferences in order to better assess how instruction(s) going forward might look. Students will also (at times) have access to technology (internet, computer games, Rosetta Stone, etc.) to assess their individual learning. Finally, students will also receive participation points on a daily basis that is based on their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- ii. Each student will be evaluated at the end of the unit. Each student will be require to complete a unit exam in which they will be accountable for and demonstrate understanding of all previously learned concepts within the unit.
- iii. I will assess learning regularly by monitoring each student's participation on a daily basis. Based on their participation, each student will receive participation points as a result of their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- iv. My daily assessments and final exam will provide evidence of individual student learning.
- v. My evaluation of each student matches my objectives because it is with my objectives that the evaluation has been created; the objectives form the foundation of the evaluation and therefore each student will be graded based on their ability to express knowledge and comprehension of these.
- vi. The criteria by which I can assess/evaluate student performance is by their ability to express knowledge and comprehension of the objectives that form the basis of this unit plan (see section II). Their evaluation may be adjusted slightly to accommodate their learning style or level, but the criteria will remain the same. Additionally, students will not be asked to replicate anything that has not been taught or practiced during this lesson/unit plan. *Can you express knowledge and comprehension of the objectives?*
- vii. The objectives and outcomes expressed in each student's work will reflect their overall comprehension. Each student's ability to demonstrate knowledge of this lesson will appear through their ability to properly conjugate verbs in the present tense, apply adjective agreement rules and sentence structure rules.

viii. The criteria by which I will assess/evaluate student performance will support the learning objectives because it will be with the learning objectives that all assessments and evaluations will be based and formed.

### Teacher Reflection

This lesson was taught during two separate periods (2<sup>nd</sup> & 5<sup>th</sup>). The student objectives identified for this lesson plan were supported by student learning in one of the two classes in which it was taught. During 5<sup>th</sup> hour, with the assistance of their vocabulary sheets, students were able to:

- a. Identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
- b. Describe in writing some of their favorite pastimes/hobbies.
- c. Find and identify pictures of vocabulary words during a listening activity in which sentences are read that contain each vocabulary word.
- d. Demonstrate proper conjugation of the verb *Gustar* in the present tense as they write sentences in Spanish describing the things that they and others like to do.
- e. Ask what others like to do using the vocabulary words and the proper conjugation of the verb *Gustar*.

In 5<sup>th</sup> hour, all aspect of this lesson plan worked well. During 2<sup>nd</sup> hour, however, my directions were not clear enough for my students to understand what was expected of them. The game didn't go as smoothly as I had originally anticipated. During our prep time, I discussed what went wrong with my cooperating teacher in order to make the necessary modification to ensure that the lesson would be a success during the next period (5<sup>th</sup> hour). In this instance, poor modeling and insufficient directions, didn't allow the game to accomplish the necessary student objectives during my 2<sup>nd</sup> hour. Though this portion of the lesson plan did not go as anticipated, all other parts of the lesson plan did. In this regards, students were still able to receive two different forms of exposure to *Gustar* (visual and written) and thus able to most of the originally outlined student objectives. In future lesson plans, in order to provide students with more opportunity for oral language practice, I will spend more time outlining the directions, modeling the directions, and ensure that students understand what the objective is for an activity. This will ensure that students clearly understand what they are supposed to do and how they are supposed to do it. Finally, the assessment data received from this lesson will positively impact and inform the development of future lesson plans. Because I was able to see how my insufficient directions and modeling affected the abilities of students to successfully complete their objectives, I will be more attentive to my directions and modeling in the future to ensure student success. Additionally, I will able to use *Gustar* as a platform upon which I can build future lesson plans, incorporate new vocab and grammar, and "recycle" *Gustar* rather than feel the need to re-teach it.

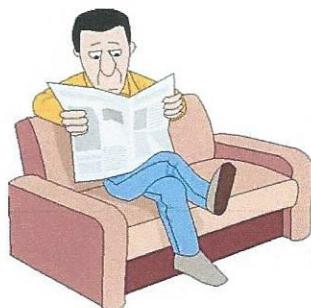
## CAMPANA #2

Categorize the following vocabulary words into the categories listed below.

natación	el restaurante	el esquí (acuático)
bucear	la piscina	esquiar
escalar montañas	el museo	pasear en bicicleta
el cine	el videojuego	ciclismo
tomar el sol	los ratos libres	baloncesto
el parque	el centro	ver películas
tenis	leer una revista	hockey

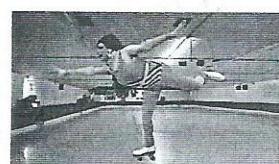
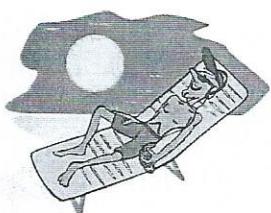


¿Qué le gusta hacer Waldo?



Mrs. Novales

## ¿Qué le gusta hacer Waldo?



A Waldo le gusta tomar el sol  
No, a Waldo **no** le gusta leer una revista

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

## Area: ¿A mí me gusta? ¿A mí no me gusta?

A. Translate each sentence from English to Spanish.

1. My mom likes to scuba dive.

2. Señor Louie and Cooper like to run outside (*afuera*).

3. My grandfather likes to read the paper.

3. Pedro likes sports.

4. Eric and Matt like to practice sports.

5. My cousins like magazines.

6. Joshua and his dad like videogames.

7. Julia does not like to sunbath.

8. The students do not like free time.

9. I do not like to inline skate.

10. (BONUS) Ryan does not like to drink coffee in a café at the park.

## Unidad 4: Pasatiempos

### Etapa 3: Continuación del vocabulario e introducción del verbo *IR*

- I. Demographic Information:
  - a. Name: Natalie E. Hatfield
  - b. Subject: Spanish I
  - c. Location: Berkley High School
  - d. Unit: Pasatiempos (Pastimes and Hobbies)
- II. Objectives:
  - a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
  - b. Students will be able to use the Spanish vocabulary words to describe in writing when they are going to do some of their favorite pastimes/hobbies.
  - c. Students will be able to demonstrate proper conjugation of the verb *IR* in the present tense as they write sentences in Spanish describing the things that they and others are going to do and when they are going to do these things.
  - d. Students will be able to ask when others are going to do different pasatiempos using the vocabulary words and the proper conjugation of the verb *IR*.
- III. Michigan World Language Standards and Benchmarks
  - a. 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions.
  - b. 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - c. 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate.
  - d. 1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - e. 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters.
  - f. 3.1.N.a: Reinforce previously learned content knowledge through the target language.

This lesson will be taught in order to introduce novice language learners to the basic, but important grammatical structures that comprise the Spanish language. Additionally, this lesson will introduce learners to new vocabulary that will help to expand their current vocabulary knowledge and help to ensure future language acquisition. The World Language Standards and Benchmarks to which this lesson adheres as well as my thorough knowledge of the Spanish language ensure the theoretical accuracy and continuity of this lesson. Finally, this lesson is relevant to language learners because each learner has likes, dislikes and pastimes/hobbies that he/she enjoys on a regular basis. Learning how to discuss these interests and hobbies will personalize the material and provide a fantastic opportunity for meaningful learning to occur.

#### IV. Teacher Procedure/Lesson Development

##### a. Introduction

- i. Students will be prepared for learning from the moment they enter the classroom. As students enter, greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc.*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.
- ii. As students enter the classroom, there will be a “Compana 3” (bell work worksheet) for them to take to their assigned seats where they can begin work quietly.
- iii. Once the bell has rung, I will begin with a review of the schedule for that hour and give students an idea of what to expect. I will also emphasize our target for that day and inform the class of what goal we are working to accomplish. At this point, I will allow students to continue working on their Compana 3 for another 5-10 minutes. As students finish, we will quickly correct the Compana and move directly into a brief review of the new vocabulary, the targets and the previously learned grammar forms of *IR*.
- iv. In order to connect the lesson to each student’s individual experience and prior knowledge, explain to students that this unit will be about *their* hobbies, *their* likes and the things that *they* and others are going to do during their free time. Further explain to students that we will be recycling many different words, ideas and concepts from previous units and to keep their minds alert and looking for already learned material.

##### b. Learning Resources and Materials

###### i. Materials Needed:

1. Vocabulary sheets
2. Writing utensils
3. Scrap paper
4. Worksheets
5. Timer
6. “Flashitas” (previously made flashcards of unit vocabulary words)

###### ii. Resources Needed:

1. “Flashitas”
2. List of new vocabulary and verbs for this unit
3. Students’ previous notes and vocabulary

###### iii. Technology Needed:

1. ELMO
2. Overhead projector
3. Powerpoint

##### c. Methods/Procedures (Lesson Development)

###### i. Target: I can describe what someone is going to do.

###### ii. Lesson Described in Detail

1. I will begin to prepare students for learning from the moment they enter the classroom. As students enter, I will greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc.*). Students are encouraged to use the

appropriate responses in order to respond to each statement or question.

2. As students enter the classroom, a “Compana 3” sheet (bell work) will be available to take with them to their seats. Once students have entered the classroom and found their assigned seats, they will have approximately 5-10 minutes to complete the Compana.
3. As students are working on their “Companas,” I will be circling the room with a stamp to check in the homework. Those that have it finished will receive a stamp in their homework logs. Those that do not have the homework completed will not receive a stamp and thus will not receive credit for the homework.
4. Once the time is completed, the class will regroup in order to check their answers on the Companas and prepare for next activity.
5. As students are putting away their Companas, I will instruct students to retrieve their “Flashitas” (Spanish vocabulary flash cards that they made the previous day) and/or their Spanish vocabulary sheets (if they haven’t finished their Flashitas yet) and also to keep out their homework so we can check it. I will inform students that I will know that we are ready to begin with the next letter of the horario (agenda) when their desks are cleared and they have the correct materials in front of them.
6. Once students are ready, we will check the homework from the previous lesson. I will ask for volunteers to answer each question but if none volunteer, I will have cards with students’ names that I will pull from randomly. When homework is corrected, I will instruct students to put their homework away in the homework section of their binder and to have on their desks their “Flashitas.”
7. I will prepare students for “Flashitas” by informing students that for the next five minutes we will be only be studying our vocabulary words. I will instruct them to have the Spanish side up and that I would like to begin seeing two piles—one pile for the words that they know well and another pile for the words that are still giving them trouble.
8. When the five minutes are up, inform students that we now spend the next five minutes “ping-ponging” with our partners. We will take turns quizzing our partners on the vocabulary words. Set the timer and put it under the ELMO for students to see.
9. While students are quizzing their partners with their Flashitas, get out materials for next activity (introduction to the verb IR). Place sheet with title for notes under the ELMO for students to see. If time remains, walk through the classroom to be sure students are on task.
10. Once the timer goes off, instruct students to put away their Flashitas and to pull out a pencil or write utensil, a piece of paper for notes, and their vocabulary sheets. Inform them that I will know they are ready when only those items are on their desks.

11. Before beginning the note section, remind students of the objective for the day. Inform students that in order to accomplish our task, we need to know how to describe something that someone is *going to be doing*.
12. Begin notes on the verb *IR*. Slowly walk students through the correct conjugation of the verb, the proper pronunciation and when it is used. Once the notes are completed, provide for students 5-10 examples modeling how sentences are formed using the verb *IR*.
13. Once examples have been completed, instruct students to turn to page 127 in their books.
14. When all students have found the correct page, inform students that they will work with their partner to complete the section entitled “Intentalo.” For this section, they will orally demonstrate proper conjugation of the verb *IR* for the various people used as sentence starters.
15. Allow students 3 minutes to complete this activity. When completed, “cold call” random students to give answers for participation.
16. As the last section of practice, instruct students to take out a sheet of paper and to fold it “hot dog style” to create a T-Chart. This will serve as their “exit ticket” for the day.
17. Inform students that their exit ticket for the day will be to write 12 sentences in one column of their T-Chart with their partner using the various people described in the section “Intentalo” as sentences starters. For each sentence they will properly conjugate the verb *IR* and describe something that someone is going to do.
18. When sentences are completed, they can put both their name and their partner’s name on the top and turn it in to the “turn it in bin.” The remaining time left in the hour is theirs.

iii. Type(s) of Teaching Described:

1. In this lesson Direct Teaching, Cooperative Group Teaching and Inductive/Inquiry Teaching are all utilized to some degree. Because this is a foundational lesson that introduces new vocabulary and reviews previously learned grammar, students need to thoroughly understand the rules for Spanish grammar that are introduced in order to accurately complete all homework and also to provide a solid foundation for future lessons. However, Cooperative Group Teaching and Inductive/Inquiry Teaching are also implemented in order to encourage various preferred methods of learning and to help ensure critical and creative thinking on the part of each student.

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2. This lesson will lead directly into the next lesson because the next lesson will continue to focus on student comprehension of the new vocabulary and will shift to incorporate a new form of the verb *IR* (to go). Students will now begin to describe where different people are going. Each student will still be utilizing newly learned vocabulary, grammar concepts and rules.

d. Accommodations/Adaptations

- i. For students that are visually impaired, they will receive seats closer to the front of the classroom in order to ensure that he/she can see all concepts and how each one is modeled. If impairment is severe, student will receive audio recordings of each class in order to ensure he/she has the appropriate resources and knowledge for success. For students with hearing impairments, he/she will receive scripted copies of each lesson with thorough explanations. Additionally, if impairment is severed, he/she will be able to work with a neighbor on a regular basis in order to ensure their comprehension during class time. Finally, I will also always be available before and after class/school for additional help, clarification and assistance when needed.
- ii. To ensure that each student is learning at his/her level, I will be assessing each student individually and making accommodations when needed. Some students may need their assignments read to them (auditory learners), others may need adjustments to how they are evaluated on a concept (same concept, different method of evaluation like using an easier verb to express the same concept of Present Tense), and some students may actually be

learning a different concept all together based on his/her overall comprehension of a concept (rather than learning two grammar rules at once, he/she may only be learning one before building and adding another).

e. Methods of Assessment and Evaluation Utilized

- i. To assess each student on a daily basis and over a longer period of time, each class will be asked on a regular basis how they (as a whole) feel they are doing with the material in order to ensure that adequate time is given to each new concept. Those students that struggling noticeably with a concept will receive conferences in order to better assess how instruction(s) going forward might look. Students will also (at times) have access to technology (internet, computer games, Rosetta Stone, etc.) to assess their individual learning. Finally, students will also receive participation points on a daily basis that is based on their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- ii. Each student will be evaluated at the end of the unit. Each student will be require to complete a unit exam in which they will be accountable for and demonstrate understanding of all previously learned concepts within the unit.
- iii. I will assess learning regularly by monitoring each student's participation on a daily basis. Based on their participation, each student will receive participation points as a result of their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- iv. My daily assessments and final exam will provide evidence of individual student learning.
- v. My evaluation of each student matches my objectives because it is with my objectives that the evaluation has been created; the objectives form the foundation of the evaluation and therefore each student will be graded based on their ability to express knowledge and comprehension of these.
- vi. The criteria by which I can assess/evaluate student performance is by their ability to express knowledge and comprehension of the objectives that form the basis of this unit plan (see section II). Their evaluation may be adjusted slightly to accommodate their learning style or level, but the criteria will remain the same. Additionally, students will not be asked to replicate anything that has not been taught or practiced during this lesson/unit plan. *Can you express knowledge and comprehension of the objectives?*
- vii. The objectives and outcomes expressed in each student's work will reflect their overall comprehension. Each student's ability to demonstrate knowledge of this lesson will appear through their ability to properly conjugate verbs in the present tense, apply adjective agreement rules and sentence structure rules.
- viii. The criteria by which I will assess/evaluate student performance will support the learning objectives because it will be with the learning objectives that all assessments and evaluations will be based and formed.

## Teacher Reflection

This lesson was taught during two separate periods (2<sup>nd</sup> & 5<sup>th</sup>). The student objectives identified for this lesson plan were supported by the student learning that I observed during each class period. With the assistance of their vocabulary sheets, students were able to:

- a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
- b. Students will be able to use the Spanish vocabulary words to describe in writing when they are going to do some of their favorite pastimes/hobbies.
- c. Students will be able to demonstrate proper conjugation of the verb *IR* in the present tense as they write sentences in Spanish describing the things that they and others like to do and when they are going to do these things.
- d. Students will be able to ask when others are going to do different pasatiempos using the vocabulary words and the proper conjugation of the verb *IR*.

In general, all aspect of this lesson plan worked well. As a result of my insufficient planning in regards to modeling and amount of time needed to complete a task, I was able to more concisely and effectively plan for this lesson. This allowed me to thoroughly teach and model and new verb form as well as provide ample time for students to practice it. Finally, the assessment data received from this lesson will positively impact and inform the development of future lesson plans. Because students were able to successfully complete their objectives, I will be able to use *IR* as a platform upon which I can build future lesson plans, incorporate new vocab and grammar, and “recycle” *Gustar* and other forms of *IR* rather than feel the need to re-teach them.

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Hora: \_\_\_\_\_

## Campana 3

A. Write the correct vocabulary word for each picture below.



Esquiar

Escalar montañas

nadar

correr



tomar el sol

pasear

ir de excursión

escribir un correo electrónico  
leer un correo electrónico

B. For each example below, choose a verb from the word bank and write six sentences using *Gustar* to describe what pasatiempos different people enjoy.

Tomar el sol	pasear	ir de excursión	correr
Leer correo electrónico	escalar montañas	esquiar	nadar

1. (Nosotros) : A nosotros nos gusta tomar el sol.

2. (Tú) : A tí te gusta pasear.

3. (Ella) : A ella le gusta ir de excursión.

4. (Yo) : A mí me gusta esquiar.

5. (Los hombres) : A los hombres les gusta correr.

6. (Y'all) : A vosotros os gusta nadar.

## 4.1 Present Tense of IR - Pg. 126

Means : To go

use: to talk about where someone is going

yo	Voy	yo voy I go	Vamos	nosotros vamos we go	nosotros
Tú	Vas	Tú vas You go	Vais	y'all go vosotros vais	vosotros
él ella uds.	Va	he, she you form. goes	Van	ellos, ellas uds. van he, she, they go	ellos ellas uds.

- chicos, talked about how to conjugate IR so we recognize it. Let's talk about an important way that we're going to use it.

\* say them all again once chart is completed.

Formula: IR + A + INFINITIVE

use: to express the future

↳ "going to do"

↓      ↓      ↓  
roy      a      unconjugated  
was      verb → still ends in

-ER  
-AR  
-IR

Ejemplos: \* make a note about capitals & periods.

1. I Am going to eat. → Am I going to eat?  
(Yo) Voy a comer.  
¿Voy a comer?
2. You are going to run. → Are you going to run?  
(Tu) Vas a correr.  
¿Vas a correr?
3. She is going to scuba dive. → Is she going to scuba dive?  
(Ella) Va a bucear.  
¿Va a bucear?

1. ellos van a pasear.
2. yo voy a bucear.
3. tu novio va a trabajar.
4. Adela va a tomar el sol.
5. mi prima y yo vamos a esquiar.
6. tú va visitar monumentos.
7. van a ir de excursión
8. vamos a escribir una carta.
9. va a nadar
10. Vamos a andaren patineta.
11. va a leer correo electrónico.
12. van a comer

## Unidad 4: Pasatiempos

### Etapa 3: Continuación del vocabulario y el verbo *IR*

- I. Demographic Information:
  - a. Name: Natalie E. Hatfield
  - b. Subject: Spanish I
  - c. Location: Berkley High School
  - d. Unit: Pasatiempos (Pastimes and Hobbies)
- II. Objectives:
  - a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
  - b. Students will be able to use the Spanish vocabulary words to describe in writing where they are going to do some of their favorite pastimes/hobbies.
  - c. Students will be able to demonstrate proper conjugation of the verb *IR* in the present tense as they write sentences in Spanish describing the things that they and others are going to do and where they are going to do these things.
  - d. Students will be able to ask when others are going to do different pasatiempos using the vocabulary words and the proper conjugation of the verb *IR*.
- III. Michigan World Language Standards and Benchmarks
  - a. 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions.
  - b. 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - c. 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate.
  - d. 1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - e. 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters.
  - f. 3.1.N.a: Reinforce previously learned content knowledge through the target language.

This lesson will be taught in order to introduce novice language learners to the basic, but important grammatical structures that comprise the Spanish language. Additionally, this lesson will introduce learners to new vocabulary that will help to expand their current vocabulary knowledge and help to ensure future language acquisition. The World Language Standards and Benchmarks to which this lesson adheres as well as my thorough knowledge of the Spanish language ensure the theoretical accuracy and continuity of this lesson. Finally, this lesson is relevant to language learners because each learner has likes, dislikes and pastimes/hobbies that he/she enjoys on a regular basis. Learning how to discuss these interests and hobbies will personalize the material and provide a fantastic opportunity for meaningful learning to occur.

- IV. Teacher Procedure/Lesson Development
  - a. Introduction

- i. Students will be prepared for learning from the moment they enter the classroom. As students enter, greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.
- ii. As students enter the classroom, there will be a “Compana 4” (bell work worksheet) for them to take to their assigned seats where they can begin work quietly.
- iii. Once the bell has rung, I will begin with a review of the schedule for that hour and give students an idea of what to expect. I will also emphasize our target for that day and inform the class of what goal we are working to accomplish. At this point, I will allow students to continue working on their Compana 4 for another 5-10 minutes. As students finish, we will quickly correct the Compana and move directly into a brief review of the new vocabulary, the targets and the previously learned grammar forms of *IR*.
- iv. In order to connect the lesson to each student’s individual experience and prior knowledge, explain to students that this unit will be about *their* hobbies, *their* likes and the things that *they* and others are going to do during their free time. Further explain to students that we will be recycling many different words, ideas and concepts from previous units and to keep their minds alert and looking for already learned material.

b. Learning Resources and Materials

- i. Materials Needed:
  1. Vocabulary sheets
  2. Writing utensils
  3. Scrap paper
  4. Worksheets
  5. Timer
  6. “Flashitas” (previously made flashcards of unit vocabulary words)
- ii. Resources Needed:
  1. “Flashitas”
  2. List of new vocabulary and verbs for this unit
  3. Students’ previous notes and vocabulary
- iii. Technology Needed:
  1. ELMO
  2. Overhead projector
  3. Powerpoint

c. Methods/Procedures (Lesson Development)

- i. Target: I can describe where someone is going to do something.
- ii. Lesson Described in Detail
  1. I will begin to prepare students for learning from the moment they enter the classroom. As students enter, I will greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.

2. As students enter the classroom, a “Compana 4” sheet (bell work) will be available to take with them to their seats. Once students have entered the classroom and found their assigned seats, they will have approximately 5-10 minutes to complete the Compana.
3. As students are working on their “Companas,” I will be circling the room in order to offer help and assistance for those who need it.
4. Once the time is completed, the class will regroup in order to check their answers on the Companas and prepare for next activity.
5. As students are putting away their Companas, I will instruct students to retrieve their “Flashitas” (Spanish vocabulary flash cards that they made the previous day) and/or their Spanish vocabulary sheets (if they haven’t finished their Flashitas yet) and also to keep out their homework so we can check it. I will inform students that I will know that we are ready to begin with the next letter of the horario (agenda) when their desks are cleared and they have the correct materials in front of them.
6. I will prepare students for “Flashitas” by informing students that for the next five minutes we will be only be studying our vocabulary words. I will instruct them to have the English side up and that I would like to begin seeing two piles—one pile for the words that they know well and another pile for the words that are still giving them trouble.
7. When the five minutes are up, inform students that we now spend the next five minutes “ping-ponging” with our partners. We will take turns quizzing our partners on the vocabulary words. Set the timer and put it under the ELMO for students to see.
8. While students are quizzing their partners with their Flashitas, get out materials for next activity (Continuation of to the verb IR). Place sheet with title for notes under the ELMO for students to see. If time remains, walk through the classroom to be sure students are on task.
9. Once the timer goes off, instruct students to put away their Flashitas and to pull out a pencil or write utensil, a piece of paper for notes, and their vocabulary sheets. Inform them that I will know they are ready when only those items are on their desks.
10. Before beginning the note section, remind students of the objective for the day. Inform students that in order to accomplish our task, we need to know how to describe something that someone is *going to be doing*.
11. Continue the notes on the verb *IR*. Slowly remind students of the correct conjugation of the verb, the proper pronunciation and when it is used. Then introduce students to a new use of the verb *IR*. Model for them how to form it and describe when it is used. Once the notes are completed, provide for students 5-10 examples modeling how sentences are formed using the verb *IR*.
12. Due to behavioral problems during this lesson, this was as far and as much as we were able to accomplish. The lesson ended here.

iii. Type(s) of Teaching Described:

1. In this lesson Direct Teaching, Cooperative Group Teaching and Inductive/Inquiry Teaching are all utilized to some degree. Because this is a foundational lesson that introduces new vocabulary and reviews previously learned grammar, students need to thoroughly understand the rules for Spanish grammar that are introduced in order to accurately complete all homework and also to provide a solid foundation for future lessons. However, Cooperative Group Teaching and Inductive/Inquiry Teaching are also implemented in order to encourage various preferred methods of learning and to help ensure critical and creative thinking on the part of each student.

iv. Strategies Listed and Explained (Best Practices):

1. Discussion: During all lessons, students are encouraged to ask questions pertaining to that lesson in order to enhance learning and provide more thorough explanations when needed. At times, the discussion may not even take place between the teacher and the student(s). Student to student discussion may also occur because sometimes the best teachers are the students themselves.
2. Demonstrations: Many demonstrations and examples will take place in order to model for each student the proper grammar formations and to guide them into the formation of sentences in Spanish.
3. Models: A model will accompany each new concept that is introduced to students along with the instructions of proper grammatical formation. This will help to clarify any misunderstandings and will also help to guide students as they practice and learn each new concept.
4. Multimedia: During the lesson, ELMO technology will be utilized in order to enhance learning and to provide (large) visual examples of key concepts for all students to reference when needed (especially important for those with visual impairments).
5. Vocabulary/Concept Strategy: As students learn new vocabulary, a picture that accurately expresses the meaning of each word will accompany vocabulary word. By associating a visual picture with each word, students' ability to remember and retain newly processed information will be enhanced.
6. Comprehension Strategy: Student are encouraged and guided through sentence formations that utilize all newly taught information and concepts. Asking students to apply newly learned information and skills allows for more thorough understanding and comprehension.
7. Study Guide: Each student receives a handout with the required vocabulary for the new unit. Included on this handout is a written reminder of *how* to formulate all new grammar as well as explanations of new grammar rules and examples of *how* to properly apply each rule. Students will be able to keep these handouts for future reference when needed.

8. Cooperative Learning Strategy: Students are encouraged and allowed to work together in order to ensure learning and provide additional opportunities for peer correction and peer learning.
9. Two Assessment Strategies: Students are assessed (one) as the teacher is walking around the room. The teacher will be visually assessing the comprehension of each student. Students are also assessed (two) by the sentences that they produce using the newly learned information and vocabulary.
10. One Evaluation Strategy: Students are evaluated at the end of the unit by means of an Exam that they will complete individually that will incorporate all vocabulary, grammar, key concepts and grammar rules.

v. Method of Practice:

1. Students will have opportunity for guided practice during class periods. When new concepts are introduced, the teacher will be walking throughout the room in order to help, further clarify and provide additional feedback when/where needed. Additionally, student will also receive independent practice by means of worksheets, online games/activities, or in-class games that will be used to assess each student's individual and overall comprehension. Each of these options (worksheets, online games/activities and in-class games) could be utilized during class time or given as work to be completed at home.

vi. Your Role:

1. My role will include both Modeling and Facilitating. As each new concept is introduced, I will model for my class *how* to properly perform all necessary skills (i.e, new verb conjugations or grammar rules). Many examples will be given and many examples will be done together. However, my role will also include *facilitating* or *coaching* as I then allow each of my students to attempt the new concepts and grammar formations on their own—*independently*. As they begin to apply for themselves the newly learned vocabulary, grammar, etc., I will be moving throughout the classroom in order to make myself available for questions, to help walk a student through the concepts again and to assess overall comprehension on the part of my students.

vii. Learning Styles:

1. Many learning styles and various perspectives will be incorporated and applied to each lesson. In this lesson, for example, visual examples will be given for those that learn better visually, auditory explanations will be given for those that learn better by hearing instructions, tactile (do-it-yourself) opportunities will also be incorporated into each lesson for those students that learn better by applying for themselves the new concept. Additionally, for those that need to *read* (like from a textbook) an explanation of the

concept and how to apply it, the textbook is always available as a resource for all students.

viii. Across the Curriculum will be integrated into this unit plan as follows:

1. ELA: English grammar will be incorporated on in order to adequately and thoroughly explain the necessary grammatical concepts that will be introduced and expounded upon during the course of this unit.
2. Math: Students will need to be able to count and tell time in order to provide accurate descriptions of their pastimes and *when* they do these things and how frequently.
3. Music/Art: Towards the end of this unit, each student will have the opportunity to creatively express through the use of art a pamphlet describing different activities that someone could do while on vacation.
4. Technology: Technology (the ELMO, Powerpoint, the Internet, etc.) will be used during each lesson in order to more thoroughly explain each concept and to provide more tangible and visual explanations of the formation and application of each new concept.
5. Science: Students will be required to describe different pastimes that different individuals enjoy and that help to maintain a healthy lifestyle. Prior knowledge of what a healthy lifestyle looks like is necessary but will also be explained when needed.
6. Social Studies: This unit focuses on the different pastimes that different people and cultures enjoy. As a part of this unit, a discussion will arise regarding the various types pastimes that the people of Spain enjoy on a regular basis. Additionally we will discuss how things have positively (and maybe negatively) have affected our country and our culture.

ix. Closure

1. At the end of this lesson, each student will be required to complete an “Exit Ticket” in order to leave. For this, he/she will have to demonstrate their comprehension of the target for the day by properly writing a few sentences using the proper formation of the verb *IR*. Most students, in general, will require more time and practice with the newly taught grammar and concepts in order to achieve successful language acquisition. In order to help each student summarize what he/she has learned, “Exit Tickets” are utilized to help students accomplish the day’s target.
2. This lesson will lead directly into the next lesson because the next lesson will continue to focus on student comprehension of the new vocabulary and will shift to incorporate a new form of the verb *IR* (to go). Students will now begin to describe where different people are going. Each student will still be utilizing newly learned vocabulary, grammar concepts and rules.

d. Accommodations/Adaptations

- i. For students that are visually impaired, they will receive seats closer to the front of the classroom in order to ensure that he/she can see all concepts and how each one is modeled. If impairment is severe, student will receive audio recordings of each class in order to ensure he/she has the appropriate resources and knowledge for success. For students with hearing impairments, he/she will receive scripted copies of each lesson with thorough explanations. Additionally, if impairment is severed, he/she will be able to work with a neighbor on a regular basis in order to ensure their comprehension during class time. Finally, I will also always be available before and after class/school for additional help, clarification and assistance when needed.
- ii. To ensure that each student is learning at his/her level, I will be assessing each student individually and making accommodations when needed. Some students may need their assignments read to them (auditory learners), others may need adjustments to how they are evaluated on a concept (same concept, different method of evaluation like using an easier verb to express the same concept of Present Tense), and some students may actually be learning a different concept all together based on his/her overall comprehension of a concept (rather than learning two grammar rules at once, he/she may only be learning one before building and adding another).

e. Methods of Assessment and Evaluation Utilized

- i. To assess each student on a daily basis and over a longer period of time, each class will be asked on a regular basis how they (as a whole) feel they are doing with the material in order to ensure that adequate time is given to each new concept. Those students that struggling noticeably with a concept will receive conferences in order to better assess how instruction(s) going forward might look. Students will also (at times) have access to technology (internet, computer games, Rosetta Stone, etc.) to assess their individual learning. Finally, students will also receive participation points on a daily basis that is based on their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- ii. Each student will be evaluated at the end of the unit. Each student will be require to complete a unit exam in which they will be accountable for and demonstrate understanding of all previously learned concepts within the unit.
- iii. I will assess learning regularly by monitoring each student's participation on a daily basis. Based on their participation, each student will receive participation points as a result of their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- iv. My daily assessments and final exam will provide evidence of individual student learning.
- v. My evaluation of each student matches my objectives because it is with my objectives that the evaluation has been created; the objectives form the

foundation of the evaluation and therefore each student will be graded based on their ability to express knowledge and comprehension of these.

- vi. The criteria by which I can assess/evaluate student performance is by their ability to express knowledge and comprehension of the objectives that form the basis of this unit plan (see section II). Their evaluation may be adjusted slightly to accommodate their learning style or level, but the criteria will remain the same. Additionally, students will not be asked to replicate anything that has not been taught or practiced during this lesson/unit plan.  
*Can you express knowledge and comprehension of the objectives?*
- vii. The objectives and outcomes expressed in each student's work will reflect their overall comprehension. Each student's ability to demonstrate knowledge of this lesson will appear through their ability to properly conjugate verbs in the present tense, apply adjective agreement rules and sentence structure rules.
- viii. The criteria by which I will assess/evaluate student performance will support the learning objectives because it will be with the learning objectives that all assessments and evaluations will be based and formed.

### Teacher Reflection

This lesson was taught during two separate periods (2<sup>nd</sup> & 5<sup>th</sup>). The student objectives identified for this lesson plan were not supported by the student learning that I observed during each class period. Due to student behavioral problems, the lesson was not able to be completed to its entirety. With the assistance of their vocabulary sheets, students were supposed to be able to:

- a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
- b. Students will be able to use the Spanish vocabulary words to describe in writing when they are going to do some of their favorite pastimes/hobbies.
- c. Students will be able to demonstrate proper conjugation of the verb *IR* in the present tense as they write sentences in Spanish describing the things that they and others like to do, when they are going to do these things and where it will take place.
- d. Students will be able to ask when others are going to do different pasatiempos using the vocabulary words and the proper conjugation of the verb *IR*.

In general, the content of this lesson plan worked well. However, as a result of many disruptions and many pauses to address each incident, the lesson was never able to be completed. In the future, more attention will need to be placed on how behavioral problems will be addressed so as not to distract from a lesson. Finally, the assessment data received from this lesson will not positively impact and inform the development of future lesson plans. Because students were disruptive and unable to successfully complete their objectives, I will not be able to use *IR* as a platform upon which I can build future lesson plans, incorporate new vocab and grammar, and “recycle” *Gustar* and other forms of *IR*. In fact, I will feel the need to re-teach the different forms of *IR* in order to be able to use *IR* as a platform upon which I can build future lesson plans, incorporate new vocab and grammar, and “recycle” *Gustar* and other forms of *IR*.

## Compania 4

### A. Pasatiempos

Using the word bank, write the definition for each word listed below.

Plaza	Café	Museo	Centro	Cine
Equipo	El fin de semana	Restaurante	Iglesia	
Parque	Piscina Lugar	Gimnasio		pasatiempos

1. Weekend : el fin de semana
2. Café : café
3. Team : equipo
4. Restaurante : restaurante
5. Museum : museo
6. Park : parque
7. Town Square : plaza
8. Downtown : centro
9. Church : iglesia
10. Swimming Pool: piscina
11. Place : lugar
12. Movie Theater: cine
13. Gymnasium : gimnasio

### B. ¿Dónde les gusta hacer estas actividades?

Read each sentence below. Then, write *where* each activity would take place.

1. A mí me gusta nadar. la piscina
2. Al pastor le gusta orar (*pray*). la iglesia
3. A los estudiantes les gusta mirar al arte. el museo
4. A la mujer le gusta beber café. café
5. A vosotros os gusta ver películas. cine
6. A ti te gusta jugar baloncesto. gimnasio

Formula: IR + A + Lugar (Place)

↓	↓	↓
voy	a	el parque
vas		la casa
va		la escuela
vamos		
vais		
van		

Rules:

1. If "A" is followed by an article "EL" they combine to form the contraction "AL".

$$A + EL = AL$$

2. If "A" is followed by other articles like La, Las, Los there is no combination and no contraction.

$$A + LA = A La$$

$$A + LAS = A LAS$$

$$A + LOS = a LOS$$

## Ejemplos:

1. I am going to the gym. *el gimnasio.*  
(yo) Voy al gimnasio.
2. You (informal) are going to the school. *la escuela.*  
(Tú) Vas a la escuela
3. He is going to the park. *el parque*  
(Él) Va al parque
4. They are going to the restaurant. *el restaurante*  
(Ellos) Van al restaurante.
5. We are going to the house. *la casa*  
(Nosotros) Vamos a la casa.

## Unidad 4: Pasatiempos

### Etapa 3: Continuación del vocabulario y el verbo *IR*

- I. Demographic Information:
  - a. Name: Natalie E. Hatfield
  - b. Subject: Spanish I
  - c. Location: Berkley High School
  - d. Unit: Pasatiempos (Pastimes and Hobbies)
- II. Objectives:
  - a. Students will be able to identify in Spanish the vocabulary words for Pasatiempos (pastimes and hobbies).
  - b. Students will be able to use the Spanish vocabulary words to describe in writing where they are going to do some of their favorite pastimes/hobbies.
  - c. Students will be able to demonstrate proper conjugation of the verb *IR* in the present tense as they write sentences in Spanish describing the things that they and others are going to do and where they are going to do these things.
  - d. Students will be able to ask when others are going to do different pasatiempos using the vocabulary words and the proper conjugation of the verb *IR*.
- III. Michigan World Language Standards and Benchmarks
  - a. 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions.
  - b. 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - c. 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate.
  - d. 1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
  - e. 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters.
  - f. 3.1.N.a: Reinforce previously learned content knowledge through the target language.

This evaluation will be given in order to assess novice language learners on the basic, but important grammatical structures that comprise the Spanish language. Additionally, this evaluation will assess learners on new vocabulary that will help to expand their current vocabulary knowledge and help to ensure future language acquisition. The World Language Standards and Benchmarks to which this evaluation adheres as well as my thorough knowledge of the Spanish language ensure the theoretical accuracy and continuity of this evaluation. Finally, this evaluation is relevant to language learners because each learner has likes, dislikes and pastimes/hobbies that he/she enjoys on a regular basis. Learning how to discuss these interests and hobbies will personalize the material and provide a fantastic opportunity for meaningful learning to occur.

- IV. Teacher Procedure/Lesson Development
  - a. Introduction

- i. Students will be prepared for learning from the moment they enter the classroom. As students enter, greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.
- ii. Once the bell has rung, students will be allowed 5 minutes to review. Then the evaluation will be dispersed.

- b. Learning Resources and Materials
  - i. Materials Needed:
    1. Writing utensils
    2. Timer
  - ii. Resources Needed:
    1. Writing utensil
    2. Quiz
  - iii. Technology Needed:
    1. None
- c. Methods/Procedures (Lesson Development)
  - i. Target: I can describe what someone is going to do, where someone is going to do something and use the vocabulary with accuracy.
  - ii. Lesson Described in Detail
    1. I will begin to prepare students for learning from the moment they enter the classroom. As students enter, I will greet each student with a different greeting or question (*Buenos Día, ¿Cómo Estás?, Buenas Tardes, Buenas Noches, etc*). Students are encouraged to use the appropriate responses in order to respond to each statement or question.
    2. Once students have entered the room and found their seats, they will be given 5 minutes to review and ask questions.
    3. Once the five minutes is completed, instruct students to separate their desks and distribute the quiz.
    4. Once students have completed the quiz, they may bring it up and turn it in to the “turn it in bin.”
  - iii. Type(s) of Teaching Described:
    1. In this lesson Direct Teaching, Cooperative Group Teaching and Inductive/Inquiry Teaching are all utilized to some degree. Because this is a foundational lesson that introduces new vocabulary and reviews previously learned grammar, students need to thoroughly understand the rules for Spanish grammar that are introduced in order to accurately complete all homework and also to provide a solid foundation for future lessons. However, Cooperative Group Teaching and Inductive/Inquiry Teaching are also implemented in order to encourage various preferred methods of learning and to help ensure critical and creative thinking on the part of each student.
  - iv. Strategies Listed and Explained (Best Practices):
    1. Discussion: During all lessons, students are encouraged to ask questions pertaining to that lesson in order to enhance learning and

provide more thorough explanations when needed. At times, the discussion may not even take place between the teacher and the student(s). Student to student discussion may also occur because sometimes the best teachers are the students themselves.

2. Demonstrations: Many demonstrations and examples will take place in order to model for each student the proper grammar formations and to guide them into the formation of sentences in Spanish.
3. Models: A model will accompany each new concept that is introduced to students along with the instructions of proper grammatical formation. This will help to clarify any misunderstandings and will also help to guide students as they practice and learn each new concept.
4. Multimedia: During the lesson, ELMO technology will be utilized in order to enhance learning and to provide (large) visual examples of key concepts for all students to reference when needed (especially important for those with visual impairments).
5. Vocabulary/Concept Strategy: As students learn new vocabulary, a picture that accurately expresses the meaning of each word will accompany vocabulary word. By associating a visual picture with each word, students' ability to remember and retain newly processed information will be enhanced.
6. Comprehension Strategy: Student are encouraged and guided through sentence formations that utilize all newly taught information and concepts. Asking students to apply newly learned information and skills allows for more thorough understanding and comprehension.
7. Study Guide: Each student receives a handout with the required vocabulary for the new unit. Included on this handout is a written reminder of *how* to formulate all new grammar as well as explanations of new grammar rules and examples of *how* to properly apply each rule. Students will be able to keep these handouts for future reference when needed.
8. Cooperative Learning Strategy: Students are encouraged and allowed to work together in order to ensure learning and provide additional opportunities for peer correction and peer learning.
9. Two Assessment Strategies: Students are assessed (one) as the teacher is walking around the room. The teacher will be visually assessing the comprehension of each student. Students are also assessed (two) by the sentences that they produce using the newly learned information and vocabulary.
10. One Evaluation Strategy: Students are evaluated at the end of the unit by means of an Exam that they will complete individually that will incorporate all vocabulary, grammar, key concepts and grammar rules.

v. Method of Practice:

1. Students will have opportunity for guided practice during class periods. When new concepts are introduced, the teacher will be walking throughout the room in order to help, further clarify and provide additional feedback when/where needed. Additionally, student will also receive independent practice by means of worksheets, online games/activities, or in-class games that will be used to assess each student's individual and overall comprehension. Each of these options (worksheets, online games/activities and in-class games) could be utilized during class time or given as work to be completed at home.

vi. Your Role:

1. My role will include both *Modeling* and *Facilitating*. As each new concept is introduced, I will model for my class *how* to properly perform all necessary skills (i.e, new verb conjugations or grammar rules). Many examples will be given and many examples will be done together. However, my role will also include *facilitating* or *coaching* as I then allow each of my students to attempt the new concepts and grammar formations on their own—*independently*. As they begin to apply for themselves the newly learned vocabulary, grammar, etc., I will be moving throughout the classroom in order to make myself available for questions, to help walk a student through the concepts again and to assess overall comprehension on the part of my students.

vii. Learning Styles:

1. Many learning styles and various perspectives will be incorporated and applied to each lesson. In this lesson, for example, visual examples will be given for those that learn better visually, auditory explanations will be given for those that learn better by hearing instructions, tactile (do-it-yourself) opportunities will also be incorporated into each lesson for those students that learn better by applying for themselves the new concept. Additionally, for those that need to *read* (like from a textbook) an explanation of the concept and how to apply it, the textbook is always available as a resource for all students.

viii. Across the Curriculum will be integrated into this unit plan as follows:

1. ELA: English grammar will be incorporated on in order to adequately and thoroughly explain the necessary grammatical concepts that will be introduced and expounded upon during the course of this unit.
2. Math: Students will need to be able to count and tell time in order to provide accurate descriptions of their pastimes and *when* they do these things and how frequently.
3. Music/Art: Towards the end of this unit, each student will have the opportunity to creatively express through the use of art a pamphlet describing different activities that someone could do while on vacation.

4. Technology: Technology (the ELMO, Powerpoint, the Internet, etc.) will be used during each lesson in order to more thoroughly explain each concept and to provide more tangible and visual explanations of the formation and application of each new concept.
5. Science: Students will be required to describe different pastimes that different individuals enjoy and that help to maintain a healthy lifestyle. Prior knowledge of what a healthy lifestyle looks like is necessary but will also be explained when needed.
6. Social Studies: This unit focuses on the different pastimes that different people and cultures enjoy. As a part of this unit, a discussion will arise regarding the various types of pastimes that the people of Spain enjoy on a regular basis. Additionally we will discuss how things have positively (and maybe negatively) have affected our country and our culture.

ix. Closure

1. At the end of this lesson, each student will be required to complete an “Exit Ticket” in order to leave. For this, he/she will have to demonstrate their comprehension of the target for the day by properly writing a few sentences using the proper formation of the verb *IR*. Most students, in general, will require more time and practice with the newly taught grammar and concepts in order to achieve successful language acquisition. In order to help each student summarize what he/she has learned, “Exit Tickets” are utilized to help students accomplish the day’s target.
2. This lesson will lead directly into the next lesson because the next lesson will continue to focus on student comprehension of the new vocabulary and will shift to incorporate a new form of the verb *IR* (to go). Students will now begin to describe where different people are going. Each student will still be utilizing newly learned vocabulary, grammar concepts and rules.

d. Accommodations/Adaptations

- i. For students that are visually impaired, they will receive seats closer to the front of the classroom in order to ensure that he/she can see all concepts and how each one is modeled. If impairment is severe, student will receive audio recordings of each class in order to ensure he/she has the appropriate resources and knowledge for success. For students with hearing impairments, he/she will receive scripted copies of each lesson with thorough explanations. Additionally, if impairment is severed, he/she will be able to work with a neighbor on a regular basis in order to ensure their comprehension during class time. Finally, I will also always be available before and after class/school for additional help, clarification and assistance when needed.
- ii. To ensure that each student is learning at his/her level, I will be assessing each student individually and making accommodations when needed. Some students may need their assignments read to them (auditory learners), others may need adjustments to how they are evaluated on a concept (same

concept, different method of evaluation like using an easier verb to express the same concept of Present Tense), and some students may actually be learning a different concept all together based on his/her overall comprehension of a concept (rather than learning two grammar rules at once, he/she may only be learning one before building and adding another).

e. Methods of Assessment and Evaluation Utilized

- i. To assess each student on a daily basis and over a longer period of time, each class will be asked on a regular basis how they (as a whole) feel they are doing with the material in order to ensure that adequate time is given to each new concept. Those students that struggling noticeably with a concept will receive conferences in order to better assess how instruction(s) going forward might look. Students will also (at times) have access to technology (internet, computer games, Rosetta Stone, etc.) to assess their individual learning. Finally, students will also receive participation points on a daily basis that is based on their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- ii. Each student will be evaluated at the end of the unit. Each student will be require to complete a unit exam in which they will be accountable for and demonstrate understanding of all previously learned concepts within the unit.
- iii. I will assess learning regularly by monitoring each student's participation on a daily basis. Based on their participation, each student will receive participation points as a result of their individual effort to *try* and learn a new concept, to *participate* during group activities/class lessons and to *complete* all assigned homework.
- iv. My daily assessments and final exam will provide evidence of individual student learning.
- v. My evaluation of each student matches my objectives because it is with my objectives that the evaluation has been created; the objectives form the foundation of the evaluation and therefore each student will be graded based on their ability to express knowledge and comprehension of these.
- vi. The criteria by which I can assess/evaluate student performance is by their ability to express knowledge and comprehension of the objectives that form the basis of this unit plan (see section II). Their evaluation may be adjusted slightly to accommodate their learning style or level, but the criteria will remain the same. Additionally, students will not be asked to replicate anything that has not been taught or practiced during this lesson/unit plan. *Can you express knowledge and comprehension of the objectives?*
- vii. The objectives and outcomes expressed in each student's work will reflect their overall comprehension. Each student's ability to demonstrate knowledge of this lesson will appear through their ability to properly conjugate verbs in the present tense, apply adjective agreement rules and sentence structure rules.

viii. The criteria by which I will assess/evaluate student performance will support the learning objectives because it will be with the learning objectives that all assessments and evaluations will be based and formed.

Assessment:

## SPANISH 1 QUIZ

A. Use the vocabulary words provided to match each word with its proper meaning.

natación	el restaurante	el esquí (acuático)
bucear	la piscina	esquiar
escalar montañas	pasear	pasear en bicicleta
ir de excursión	la diversión	ciclismo
tomar el sol	los ratos libres	baloncesto
el parque	el centro	ver películas
.	.	.

1. Sun bathe: \_\_\_\_\_

2. Park: \_\_\_\_\_

3. To take a walk: \_\_\_\_\_

4. To watch movies: \_\_\_\_\_

5. Free time: \_\_\_\_\_

6. To ski: \_\_\_\_\_

7. Swimming: \_\_\_\_\_

8. To ride a bike: \_\_\_\_\_

9. Entertainment: \_\_\_\_\_

10. To go on hike: \_\_\_\_\_

B. Use the vocabulary words provided to write a sentence using the correct forms of:

**Ir + a + Infinitive or Ir + a + lugar**

1. Tu mama / park: \_\_\_\_\_
2. Tú / go on a hike: \_\_\_\_\_
3. La profesora / school: \_\_\_\_\_
4. Nosotros / scuba dive: \_\_\_\_\_
5. Juan / downtown: \_\_\_\_\_
6. Y'all / museum: \_\_\_\_\_
7. La profesora / skate: \_\_\_\_\_
8. Ellos / to read E-mail: \_\_\_\_\_
9. Yo / read a magazine: \_\_\_\_\_
10. Ella / church: \_\_\_\_\_