Betsy Brooks

EN 610 Mini Lesson

**Classroom Context**:

* Subject: Spanish
* Level: University-level Beginner
* Age group: 18-25
* Time allotted: 50 minutes

**Target Language Policy**, as stated in the current Spanish 101 syllabus at the University of Alabama:

“The emphasis in this class is on learning Spanish for real world purposes. Your instructor will speak entirely in Spanish from the first day of class. S/he will use gestures, pictures, cognates and context to facilitate comprehension. You may not understand very much at first, but your comprehension will improve as the class progresses. You may use English but only as a very extreme last resort. You must first try to express yourself in Spanish, after an attempt you may then ask permission in Spanish to use English in class. If the instructor believes that you can ask your question in Spanish, s/he has the right to not allow you to use English. It is very important that you use every opportunity available to practice the vocabulary and grammar that you are learning. You will be doing many pair and small group activities, and you are expected to participate and use only Spanish. Grammar, vocabulary, discourse strategies and familiarity with cultural norms are all important parts of communication and must be practiced on a daily basis.”

**Objectives**:

* Students will learn food-themed vocabulary (both meaning and pronunciation).
* Students will learn about the indefinite articles *un, unos, una, unas*.
* Students will learn how to appropriately order breakfast and snack foods at a restaurant.

**Materials**:

* Dry erase board or chalk board
* If using PowerPoint: computer, projector, screen, PowerPoint presentation
* Textbook *Tu dirás*, 4th edition
* Copies of the practice dialogue, 1-3 p. 23

**Procedures**:

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| Introduction | 1. Greet class.
2. Write daily agenda on board.
 | 1-2 min. |
| Vocabulary | 1. Ask students to open their books to page 20.
2. Say each word clearly 2 times, having students repeat.
3. Quickly run through PowerPoint pictures, having students supply the answers.
 | 5-7 min. |
| Grammar | 1. Point out the indefinite articles on p. 24. Use PowerPoint to clarify.
2. 1-4, p. 25. In pairs or individually, students decide which are the correct articles for the list of words.
 | 1-2 min.3-5 min. |
| Vocabulary and grammar in context | 1. 1-3, p. 23. Model the example dialogue with 2 volunteers. In groups of 3, students will practice the dialogue, making their own selections from the menu and taking turns playing the waiter/waitress and customers.
 | 5-10 min |
| Listening | 1. Have students read through the comprehension questions.
2. Play each part of the dialogue 2 times.
3. Discuss the answers.
 | 1 min.10 min.2-3 min. |
| Extra Activity (if extra time) | Pictionary. Divide class into two teams. Have one member from each team come to the board. Give them a word (not an illustrated one) and have them illustrate it for their team. First team to guess receives the point. |  |
| Homework | Using the set phrase “voy a tomar \_\_\_\_”, write 5 sentences about what you are going to eat and drink for breakfast at your favorite restaurant in Tuscaloosa. |  |