**Lesson Plan Template
ETAP 524**

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| Name: Jessica Hullar | Module: 5 |
| **Lesson Plan Title** |
| Speaking during Meal-Taking |
| **Discipline and Topic** |
| The lesson will prepare students for real-life situations in which they would need to communicate in the target language of Spanish.  |
| **Target Population** |
| This lesson will be presented to all Spanish I students (8th/9th grade) of various learning styles and competencies.  |
| **Curriculum Alignment and Standards** |
| **Common Core Standards (College and Career Readiness 6-8):**Speaking/Listening:SL.8.1d- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views. SL.8.1e- Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.SL.8.2a- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. **NYS LOTE Standards:**1. Students will use a language other than English for communication. 2. Students will develop cross-cultural skills and understandings.  |
| **ISTE NETS Standards** |
| 2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and mediad. Contribute to project teams to produce original works or solve problems5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity |
| **Goals** |
| Students will be speaking through various forms of technology to practice pronunciation, enunciation, and other speaking skills such as circumlocution and self-correction. Students will be doing this in the context of meal-taking in a Spanish-speaking country. |
| **Objectives (State)** |
| 1. Given 4 conversations to choose from, students will be able to apply knowledge of Spanish vocabulary and grammar to respond to and record 2 conversations, earning at least a 17 on the rubric. 2. Given 4 conversations to choose from, students will be able to create 2 complete conversations in Spanish (4 initial communications + 4 responses= 1 conversation) with correct structure and cultural awareness, earning at least a 14 on the rubric.  |
| **Underlying Educational Theory** |
| This lesson is based on the constructivist approach that students are connecting things they already know while taking part in learning situation. In this case, the students are in an experiential learning atmosphere to practice speaking a second language.  |
| **Materials Description and Timing** |
| Tech.: 20 Mac Laptops w/ built-in microphonesRationale: For recording speaking activities Tech.: Web 2.0 resource🡪 <http://www.fluencyprof.com/el-restaurante.html> Rationale: Site for students to hear and practice pronunciation of unit vocabularyTech.: Web 2.0 resource🡪 <http://lingtlanguage.com/jhullar/> Rationale: Site for students to find and complete lesson activities Tech: Web 2.0 resource🡪 <http://www.youtube.com/watch?v=P8V3tLLTAL4>Rationale: Digital story “produced with the support of AFSC and The Center for Digital Storytelling,” for students to see an example of a well-produced digital story See lesson plan folder for selection rubrics |
| **Supplemental Materials/Links** |
| Information on/examples of NYS assessment of LOTE speaking: <http://www.p12.nysed.gov/assessment/fl/1352-slp.pdf>  |
| **Lesson** |
| **Day 1**1. Anticipatory Set (15 min): Students will practice restaurant vocabulary with digital flashcards. They can hear the pronunciation as well as practice speaking them out loud. <http://www.fluencyprof.com/el-restaurante.html>2. Activity 1 (10 min.): Students access the teacher-modified website (<http://lingtlanguage.com/jhullar>) and choose one conversation from these four categories to respond to: persuasion, providing and obtaining information, expressing personal feelings, and socializing. 3. Activity 2 (45 min.): Students complete the conversations by answering the prompts. They submit their conversations for me to grade through the website. 4. Conclusion (10 min.): Students give verbal feedback on lesson difficulty (how easy was it to use the program?), personal interest (did you enjoy doing this or do you prefer speaking in person?), and ability to complete activity (did you have enough previous knowledge of the content to complete the activity well?), etc.**Day 2**1. Anticipatory Set (5 min.): Students review rubric and conversational strategies. 2. Activity 1 (15 min.): In pairs, students choose one conversation (from a list of four) to complete. Students brainstorm questions, responses, verbal cues, and cultural components. 3. Activity 2 (30 min.): Students record conversation using the “Audacity” software. 4. Activity 3 (30 min.): Students start searching images and sound effects to supplement pre-recorded conversation. **Day 3**1. Anticipatory Set (5 min.): Students watch/listen to digital story sample. 2. Activity 1 (50 min.): Students work on creating final digital story, complete with images, spoken conversation, and sound effects. 3. Conclusion (25 min.): Students share/collaborate with other students for feedback, and help with any technical issues to finalize product.  |
| **Assessment of Students** |
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| **Dimension** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Initiation** | Initiates speech, uses culturally appropriate greetings. Answers all questions and asks at least 2 questions with ease. Does not pause for more than 5 seconds between responses. Speaks spontaneously. | Initiates speech, uses culturally appropriate greetings. Answers all questions and asks at least 1 question. Does not pause for more than 7 seconds between responses. Speaks evenly. | Sometimes initiates speech. Uses attention-getting devices, but are not necessarily culturally sound. Only answers questions. Speaks hesitantly.  | Is reluctant to initiate speech and does not use culturally appropriate greetings. Does not answer all questions and does not ask any questions. Speech is halting.  |
| **Response** | Responds to all questions/ statements (4), and returns inquiries (at least twice).  | Responds to all questions/statements (4), but only asks 1 question.  | Responds to all questions/statements, but does not ask questions.  | Responds to less than 4 questions/ statements and does not ask questions.  |
| **Conversational Strategies** | Clarifies and continues conversation using these strategies: -circumlocution-survival strategies-intonation-self-correction-verbal cues | Shows evidence of using strategies but needs prompting at least once.  | Uses some strategies but needs prompting more than once.  | Uses no strategies and relies heavily on partner to sustain conversation. Responds infrequently even with prompting.  |
| **Vocabulary** | Incorporates a variety of vocabulary. Uses idiomatic expressions. Speaks clearly with correct pronunciation.  | Incorporates a variety of vocabulary and uses idiomatic expressions infrequently. Speaks clearly and attempts correct pronunciation.  | Relies on basic vocabulary. Is comprehensible despite pronunciation errors.  | Uses limited vocabulary. Reuses words that partner has already said. Mispronunciations impede comprehensibility. |
| **Structure** | Makes one or two errors in the following:-subject/verb agreement-noun/adjective agreement-correct word order-article adjectivesErrors do not impede comprehensibility.  | Makes three or four errors in the following:-subject/verb agreement-noun/adjective agreement-correct word order-article adjectivesErrors do not impede comprehensibility. | Makes more than four errors in the following:-subject/verb agreement-noun/adjective agreement-correct word order-article adjectivesErrors impede comprehensibility. | Makes utterances so brief that there is little evidence of structure. Speech is incomprehensible.  |
| **Cultural Appropriateness** | Incorporates/interprets more than one cultural manifestation appropriate to the task (greeting, leave-taking, introduction, proximity, etc.) | Incorporates/interprets one cultural manifestation appropriate to the task (greeting, leave-taking, introduction, proximity, etc.) | Interprets cultural manifestations, but does not initiate or reciprocate in an appropriate manner.  | Disregards all cultural manifestations in conversation.  |

Adapted from: The State Education Department (2000). *Second language proficiency examination for modern languages.*  |
| **Evaluation of Students and Lesson**  |
| Objective #1 Evaluation: Students were able to respond to the conversational questions at a success rate of 70% scoring a 17 or more on the speaking rubric.Objective #2 Evaluation: Students were able to complete two conversations with a partner, in which 80% of students earn at least a 14 on the rubric.  |
| **Low Tech Modification** |
| **Day 1**Students could respond to conversation prompts by listening to the teacher give the prompts, taking 1 minute to think, and then giving their response to a partner who records it on paper. Papers are handed in and teacher assesses student ability to respond to conversation. **Day 2**If the Internet is non-responsive or the website malfunctions, students can use the “Garage Band” application on the computers to record their complete conversations.If incapable of using all technology, students will speak to one another, presenting their conversations for the class and teacher to assess according to the rubric. Students create written storyboard to map out digital story.**Day 3**Students create images to match conversations.Students present conversations by speaking them and showing pictures to the class.  |
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