**Rejecting/Accepting an Invitation –
Rechazar/Aceptar una Invitación**

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| **Subject** | Spanish Language Arts |
| **Grade** | 7 Bilingual Program |
| **Time of Year** | January (2014) |
| **Length** | 75 Minute Lesson |

 **General Outcome:**

**Applications: Language Competence**

Students will use Spanish in a variety of situations and for a variety of purposes.

**Specific Outcomes:**

A–1 to impart and receive information

A–2 to express emotions and personal perspectives

A–4 to form, maintain and change interpersonal relationships

A–6 for imaginative purposes and personal enjoyment

**Lesson Rationale:**

* To give the students knowledge of how to offer an invitation to someone and also how to accept or decline one.
* To give students the opportunity to express their creativity in creating their own dialogue.
* To provide students with knowledge of daily interactions using this linguistic function.
* To have students practice listening and reading comprehension as well as written and oral expression.

**Materials:**

* SmartBoard- Comic, Dialogue and Situations to be displayed as visuals.
* Student Journals/Notebooks
* Pencils and erasers
* Props for skits (can be found in the classroom).

**Previous Knowledge:**

Students will already know how to form basic questions and responses in Spanish but have no formal knowledge on the use of this linguistic function.

**Hook:**

3 minutes

A funny cartoon is displayed when students come in to the class to introduce the linguistic function while captivating their attention.

 **Lesson:**

A. Teaching the Concept (mini-lesson)

*Organization: Students are seated facing SmartBoard*

Read the Dialogue: 5 minutes

1. Two volunteer students take on a role and read the dialogue (which is displayed on the SmartBoard) out loud to the class. You can read over twice if needed with two new volunteers.

Review the Dialogue/Guided Practice: 10 minutes

2. Together as a class with guidance from the teacher, have students point out expressions used for an invitation (teacher can circle first expression to demonstrate what is expected). Students circle the rest of these phrases in RED.

3. Next ask students to point out phrases that accept the invitation. Volunteers can circle these in BLUE.

4. Finally, have a student circle in GREEN phrases that show a decline to the invitation.

5. Are there other ways to accept and decline invitations? Mini-brainstorm. On the board make a scale of informal to formal expression and when a student makes a suggestion, have them add it to the scale (teacher will mark first one to show example).

6. Verification of comprehension- Thumbs up if you understand, thumbs down if you need more clarification.

B. Main Activity: 50 minutes

*Organization: Students work in pairs*

1. Display “three situations” on the board that students will choose from to then act out using the linguistic functions to create a short skit. Teacher chooses a situation for a brief oral demonstration with a volunteer student. (5 minutes)

2. Groups of two work together to write out a dialogue using the linguistic function to obtain their objective. (15-20 minutes)

3. Practice Time- circulate the classroom and offer support to each group. (5-10 minutes)

4. Presentations- Each group takes their turn presenting to the rest of the class. (20 minutes)

**Closing Activity:** (3 minutes)

Formative assessment: At their desks, students individually circle a number from 1-4 to show their understanding. (1= I don’t understand, 4= I am ready to learn something new). On their way out of class, they will hand these in.

 **Adaptations/Modifications:**

* Have students needing support, verbally express to you what they want to stay and write these expressions on a separate board for them to copy into their notes. For students that have completed the task quickly or easily, suggest making their dialogue more complex, creative or to create their own situation.
* If more time is needed, presentations will take place the following class with 10 minutes to review and practice dialogues.

**Assessment:**

* Watch presentations and take informal note of proper/improper linguistic function. If a common issue arises, review with class through direct instruction.
* Formative assessment through closing activity.

**Lesson reflection:**

1. What worked well?

2. What didn’t work well?