LESSON PLAN: PLANEAR UNA FIESTA  
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| SUBJECT | Spanish Language Arts |
| GRADE | 8 Bilingual Program |
| TIME OF YEAR | November |
| LENGTH OF LESSON | 65 minutes |

**GENERAL OUTOMES:**

APPLICATIONS

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

GLOBAL CITIZENSHIP  
Students will acquire the knowledge, skills and attitudes to be effective global citizens.

**SPECIFIC OUTCOMES:**

A–1 to impart and receive information

A–5 to extend their knowledge of the world

A–6 for imaginative purposes and personal enjoyment

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

**LESSON RATIONALE:**

* To have the students practice collaboration skills while working with others.
* To give students the opportunity to express their creativity in creating and planning their own celebration.
* To have students gain an understanding of celebrations in Spanish-speaking countries
* To have students to practice listening and reading comprehension as well as written and oral expression.

**MATERIALS:**

* Computer/Internet
* Worksheet and workbooks
* Pencil/Pen and Paper
* SmartBoard
* Calculator

**PREVIOUS KNOWLEDGE:**

* Students will have already learned about music and dances of the Spanish-speaking world, as well as some food vocabulary that may be useful for this activity.
* They will also have previous knowledge of common verbs such as comer, bailar, beber.
* Use of future tense, as well as some knowledge of impersonal expressions and

infinitive (Es necesario) which will be practiced during this activity.

* In order to determine which students are excelling at these concepts and which are probably going to need help, I will be looking and examining previous work samples.

**HOOK:** (5 minutes)

5 minute video will be shown that highlights celebrations of the Spanish-speaking world such as quinciñeras, typical weddings and some festivals.

**LESSON:** (50 minutes)

*Organization: Students work in groups of two*

**Guided Practice:** *(15 minutes)*

1. As a class, we will go over the worksheet that has been handed out to each student. I will briefly explain in Spanish that the students will be planning their own fiesta with their partners

2. I will read out loud the first box on the sheet and have volunteer students read the rest to make sure they understand what is being asked.

3. On the SmartBoard I will open the suggested websites, and demonstrate how to fill out the price sheet with products. I will then demonstrate how to convert from Peso to Dollar.

4. As a class, we will have a mini-brainstorm and create a web on the board that includes different types of celebrations and what items may be needed for them.

5. Using the Smartboard, I will review key words, phrases and expressions that the students may need for their discussions as well as their compositions. This will be left up on the board while they complete the activity.

**Main Activity:** *(40 minutes)*

1. Groups will now use computers reserved for this period to research and plan their own parties and shop online (“in Mexico”) for supplies with a pre-determined budget.

2. They will use worksheets provided as a guide to find the information needed and prices, which they will need to convert from peso to dollar. I will circulate and offer support to each group.

3. Once they have completed their research and “shopping”, each group will write a few paragraphs describing their celebration in full sentences. Aspects that should be included will be outlined such as the use of impersonal expressions and infinitive and future tense.   
 -- Sentence frames will be displayed using some of these expressions that we will briefly go over, this is directed at the students that may struggle with writing but will be displayed for everyone so that they do not have to feel separated. A rubric will also be given to the students for assessment.

4. Groups will then read aloud and share their paragraphs with another group.

**CLOSING ACTIVITY:** (5 minutes)

At their desks, each student will circle where they thought their work corresponds on the rubric in each section of the rubric that they received at the start of the activity. On the back of the rubric, they will each write the most interesting thing they learned in class today. They will hand this in on their way out of class.

**ADAPTATIONS/MODIFICATIONS:**

* Groups that are having more difficulty finding items and prices may join another group that is not having difficulty and collaborate to find websites. Teacher will also work closer with struggling students.
* For students struggling with the writing, sentence frames will be provided on the board, and I can also personally help them with their unique sentences by also providing private sentence frames in their work books.
* Students that find the assignment too easy can compare their party/celebration to a typical Mexican one and write about similarities and differences in their composition.
* Students can be creative in what they want to buy for their party, the worksheet is just to get them started. They may modify it as they please (except for budget). I will go over possible ways to adapt the activity to make it more challenging as well as ways to make it easier.

**ASSESSMENT:**

* Circulate throughout activity and take informal note on how students are doing and if they are engaged.
* From the closing activity, I will be able to see how they evaluated their own work and I will also be able to gauge if they thought the lesson was interesting or not.
* Worksheets and paragraphs will be handed in along with the rubric and I will put green check marks on the rubrics in each section. I will hand this back to them with additional comments and feedback written on the back. They will be able to see and compare their own self-assessment with mine.

**LESSON REFLECTION:**

1. What worked well?
2. What did not work well?