**Por y Para Jeopardy**

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| **Subject** | Spanish  |
| **Grade** |  9  |
| **Time of Year** | April 8, 2014 |
| **Length** | 20-40 minute |

**General Outcome:**

**Language Competence (LC):** Students will use Spanish effectively and competently.

**Applications (A):** Students will use Spanish in a variety of situations and for a variety of purposes.

**Specific Outcomes:**

Students will use Spanish effectively and competently.

LC–1 attend to form

**Lesson Rationale:**

* To provide a lesson in which students will demonstrate an understanding and ability to use commonly used expressions and sentences with “por” and “para”.

**Materials:**

* “Para y Por” worksheet in handout booklet.
* Pre-made Jeopardy cue cards.
* Whiteboard and markers for keeping score.
* Tape.
* Student Notebooks.
* Pencils and erasers.

**Previous Knowledge:**

This lesson is the summation of learning the proper use of “para” and “por”. In prior lessons students have learned and reviewed the grammar structures that exist within this theme.

**Pre-Activity:** 3 minutes

On the whiteboard have two brainstorms ready to be added to, one with “por” in the middle and one with “para”. Demonstrate an example of each and add it to the concept map.

Ex: Por: To go for someone- Voy por mi hermana.

Para: Use: Mis gafas de sol para el verano.

Students can volunteer by raising their hands and help add a few more ideas to the correct brainstorm. Erase before beginning the game.

 **Lesson:** 20-30 minutes

1. Number off the class into three groups and have each group sit at a their own table and make a name for their team.

2. Review rules of game with students and demonstrate how one round would go. Each group will begin by unanimously choosing an amount on the board. The teacher pulls the cue card off of the board and reads out the question clearly (can repeat if needed). Give them time to think and answer the question. Remind them that it is a TEAM game and that everyone has to help answer the question. Once agreed upon, one member of the team must say “What is por/para” and why they chose that answer. If the team’s answer is correct they receive the points, if they are wrong they lose the points.

3. Continue the game, reminding students of rules and guidelines as needed.

4. Upon completion of the game, add up each team’s points to determine the winner.

**Closing Activity:** (2 minutes)

**Formative assessment:** Complete a quick formative assessment by having students give a quick “thumbs up” if they understand and are ready to move on, a “thumbs in the middle” if they generally understand but need more practice or a “thumbs down” if they need more help. Mentally record where each student is at and use this information to plan the following classes.

**Adaptations/Modifications:**

* Have students needing support use their “Para & Por” worksheets from the booklet as a guideline to help them decide on the answer.
* For students that are finding the task easy, modify the question on the card to make it more challenging.
* If more time is needed, this project may be extended to another class when there is more time.

**Assessment:**

* **Formative assessment:** through thumbs up/thumbs down closing activity.
* Take informal note of proper/improper linguistic function. If a common issue arises, review with class through direct instruction.
* **Summative assessment**: Por & Para will be on the following unit test.

**Lesson reflection:**

1. What worked well?

2. What didn’t work well?

3. What were the challenges of this lesson?