

# Spanish School Objects

## Summary

This is a 3-4 day lesson that introduces students to Spanish school objects. It is for a Language Exploratory Class.

## Time Frame

4 class periods of 45 minutes each

## Life Skills

Communication

## Materials

Pictures of school items, Flashcard masters for students, 10 sets of pictures on small cards to use as manipulatives during group activities, Page with school objects written in the language for student use, Props of school objects,

## Background for Teachers

Teacher should know how to pronounce the vocabulary being presented.

## Student Prior Knowledge

Because this will be presented in a Language Exploratory class, very little prior knowledge is required. It would be helpful for students to know and recognize the basic sounds in Spanish.

## Intended Learning Outcomes

SWBAT identify in Spanish the names of 28 classroom objects both in writing and aurally. Using manipulatives, students will be able to ask a partner if they have various classroom objects and respond appropriately when asked the same question. SWBAT collaborate with other members of a group to categorize classroom objects in Spanish using given criteria

## Instructional Procedures

Please see attachment

## Strategies for Diverse Learners

This unit is set up so that gifted students can have extra work if needed. Working in pairs will allow the struggling student to collaborate with peers and gain additional help. The teacher will monitor the progress of both and make modifications as needed.

## Extensions

With more time, there are many things you could do to extend the lesson plan. For example, students could be asked to create a back to school ad using Microsoft Publisher (or another program). They must label each item in Spanish and write a cost that is appropriate. In order to find an appropriate cost, students would be given the opportunity to find out the exchange rate of different Spanish countries and list the costs using their monetary unit. Another possibility would be to have students research through the internet and other library resources what kind of school systems Spanish speaking countries have. For example, what does a typical day look like for someone who lives in Spain, Mexico or South America? They could then be asked to present what they learn in the form of

a Venn Diagram detailing the similarities and differences between the country they chose and the USA. If there are native Spanish speakers in the class (or in the school), they could serve as a valuable resource in finding authentic information. Another extension would be to teach students how to say what classes they have, then talk about what they need for each class. With this, you could bring in time (if you have already learned it) to talk about what class they have at what time. You could also bring in adjectives to describe what they think of each class. This might also be an appropriate time to teach "me gusta. . . no me gusta" in reference to classes.

### Assessment Plan

Student assessment for this lesson plan is a basic matching quiz. I create the quizzes each term using a website called personal educational press and modifying the vocabulary they have listed. By doing this, each term the quiz is different and students can't save their quiz and copy. If extension activities are used, further rubrics will need to be created.

### Authors

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