

SAMPLE LESSON PLAN

LANGUAGE	COURSE/LEVEL	UNIT THEME	WEEK OF	DAYS
Spanish	EntreCulturas 1	Unidad 5: La vida es un carnaval		1

ESSENTIAL QUESTION(S)	UNIT GOAL(S)
How do leisure activities create bridges between cultures?	Recognize the mutual influences between the Dominican Republic and the U.S., including sports and music.

CAN-DO STATEMENTS	PERFORMANCE TASKS
<p>I can make comparisons of New York and the Dominican Republic's products and practices.</p> <p>I can identify some important facts about New York and the Dominican Republic's geography and history.</p>	<p>Share information about how the Dominican Republic and New York have similar, yet distinct, aspects to their culture through a virtual gallery walk.</p>

LANGUAGE (VOCABULARY/STRUCTURES)	INTERCULTURAL CONNECTIONS
<p>Recycle previously learned vocabulary and grammar as appropriate.</p>	<p>Compare New York and the Dominican Republic's products and practices.</p> <p>Identify important facts about New York and the Dominican Republic's geography and history.</p>



LEARNING EXPERIENCES

INTRODUCTORY ACTIVITY

Let students know that today they will be looking at cultural products and practices of the Dominican Republic and of New York. Ask them what they already know about the two places. What do they have in common? How are they similar and different? Have them reply to your post with their thoughts in the Classroom Forum.

GUIDED PRACTICE

Activity 1: Discuss the pictures that are on pages 250-251. You can talk about the pictures and/or ask questions about them. This is providing the students with comprehensible input about culture related to this unit and will also get students thinking a bit more about what they know about the Dominican Republic.

For example, you could say *“Mira esta foto del hombre en la playa. El hombre lleva un sombrero. ¿De qué color es el sombrero del hombre? [Pause] Sí, el sombrero es rojo. ¿Qué hace este hombre en la playa? [Pause] El hombre trabaja en la playa. El hombre está en la playa porque trabaja en la playa. El hombre vende fruta en la playa. ¿Cuáles frutas vende el hombre? [Pause] Él vende muchas frutas. Vende piñas, naranjas, plátanos y papayas, y otras frutas. ¿Crees que el hombre vende mucha fruta? [Pause] Es posible que venda mucha fruta. ¿Crees que el hombre gana mucho dinero por vender fruta en la playa? [Pause] No sé si el hombre gana mucho dinero o no. ¿Quién compra la fruta en la playa? [Pause] ¡Los turistas! Los turistas compran la fruta. Ahora, mira la foto de los turistas en Nueva York. ¿Los turistas en Nueva York compran fruta para comer? [Pause] No, ellos no compran fruta. ¿Qué comida compran los turistas en Nueva York? [Pause] Sí, ellos compran los perros calientes en Nueva York. ¿Te gustan los perros calientes? [Pause] ¿Cuál prefieres comer, la fruta o los perros calientes?”*

MATERIALS

Create a new post in the Classroom Forum asking ¿Qué tienen en común La República Dominicana y Nueva York? ¿Cómo son similares y diferentes?

Option 1: Create a video in the Classroom Forum where you discuss each picture in a way that is comprehensible to your students. Notice that each picture has a “partner” picture from the other country/state so you can compare the pictures (man selling fruit in the DR and people eating hot dogs in NY, a bus in the DR and one in NY, etc.). You can talk about the picture and/or you can ask questions with pauses so that students can think about their responses. As you talk about each picture, you can hold up the page in the book and point to it so that students know which one you’re talking about. They can follow along in their FlexText[®] on pages 250-251.

Option 2: Create a PowerPoint presentation using the pictures in the FlexText[®] from pages 250 and 251 that you record your voice on as you go through the slides. Then, share the PPT file in the Classroom Forum for students to see.

LEARNING EXPERIENCES

Activity 2: Have students work on recognizing cognates while learning a little bit about the history of the Dominican Republic and New York. Using the timeline on pages 250-251 have students listen to a recording or read sentences about the events on the timeline and they identify the year that is being mentioned. Have students submit their answers via email (privately) or in the Classroom Forum (publicly) or simply provide the answers after the activity so they can self-correct.

INDEPENDENT PRACTICE

Students will do a little online research about certain products from the Dominican Republic and New York based on the images on page 252. With the pictures, we see five different “themes”: monuments, architecture, baseball (sports), parades (celebrations), and music. Students will research one of the topics that interests them most. They then post a paragraph about what they learned in the Classroom Forum. Students must reply with a question or comment to two other students who posted about different themes than they did.

CLOSURE

Have students post in the Classroom Forum one new thing they learned about the Dominican Republic.

MATERIALS

Create a post in the Classroom Forum to let students know what to do in this activity.

Option 1 (Listening): Assign the audio file from Explorer (Timeline, pág. 64-66). These are in English.

Option 2 (Reading): Create a PPT (with or without audio) with questions about information found on the timeline (and some from the charts on those pages). These should be in Spanish, for example: *En 2012 hay dos huracanes diferentes en Nueva York y La República Dominicana. ¿Sí o no? ¿Quién es el líder de la República Dominicana en 1953? ¿Santo Domingo, Colón, George Washington, o General Trujillo?*

Create a new post in the Classroom Forum where students will share their research in a virtual gallery walk format so that other students can learn from them.

Create a post in the Classroom Forum to have students post their closure activity.

SUPPORTS / CHALLENGES



STILL A GOAL

Provide sentences frames for students to follow as they describe their chosen topic.



WITH HELP

Provide some key words that students might need to describe some of these topics.



INDEPENDENTLY

Encourage students to do their research using websites in Spanish by searching in Spanish for “Monumentos en la República Dominicana” for example.

