

Spanish I

Unit 3 Lesson Plan

Unit 3 objectives:

Target task: Order coffee and food items from ‘La Ventanita’

- Real discourse examples (input-based tasks)
- Listening tasks increasing in complexity
- Speaking tasks
- Listen to and understand a song in Spanish

Measures for achieving learning objectives (task-based assessment):

1. Video of you ordering coffee and items from the ventanita (this final video will go in your portfolio)
2. Multimedia task: ventanita spaces in your own community
3. Writing task on Sergio Vargas (with optional bonus)

Materials:

- Handouts vocabulary, task 1, task 2, task 3, letras, and final assessment rubric
- Videos:
 - Café Versailles en Miami
 - Comida que venden en la ventanita – Quibdó
 - Pidiendo café
- Music: La ventanita de amor by Sergio Vargas
- Kiosk cut-out of la ventanita to use in class
- Community Leader Video by Spanish teacher Kia London

Plan

I. Welcome any new students to the class (ask them to speak with me afterwards for course intro)

II. Warm-up

- “Last week we learned about how to greet others in Spanish, and how to introduce ourselves. We discussed the informal way to do so, and also, the formal way to do so. Can anyone remember and explain the difference?” [Teacher invites volunteers to share]
- “Ok, let’s see some examples. Can we have a volunteer to model with me how to greet and introduce themselves informally?” [Teacher calls on a student and they model in front of the class]
- “How about two volunteers now to do the meet and greet formally?” [Teacher calls on two volunteers and they model in front of the class. Give linguistic support if needed, and lots of praise!]
- “We also learned last week about some strategies that ya’ll can implement when you don’t understand. Let’s have this conversation in all of our languages. I want to reiterate here – it is normal, natural, and common for people to refer to ALL of their language resources. You have a huge linguistic repertoire, use it! Can anyone remember what that’s called?”

- (Teacher guides a short conversation on translanguageing, and invites students to share about any other strategies).
- “As a reminder for you all: this course follows a task-based methodology. Your learning is not measured via grammar-based exams, but rather, via you actually *doing* real-world tasks IN the Spanish language. You will also have reading and writing assignments. Over the semester, you will collect your accomplished tasks and your assignments in an online portfolio (discuss). All tasks will always be due by the end of the week.”
- To introduce this unit, Teacher primes students with **La Ventanita song by Sergio Vargas** in class: <https://www.youtube.com/watch?v=Yx09-v8KfPs> (suggest to just play the audio, not the video. Playing ~ 30 seconds of the song is fine)

Activity: Watch video on Café Versailles in Miami, discuss, and review key vocabulary

- Teacher plays **Video Café Versailles en Miami**
- Teacher leads brief discussion on the ventanita and its cultural relevance in Miami and/or in Hispanic culture. “Has anyone ordered coffee or food items from the ventanita before? Have you all seen the ventanita?”
- “What did you notice about this scene? What do you think the ventanita is?” (Teacher leads brief deductive discussion, inviting students to share. Remember- the quicker we get students to make mistakes, the quicker we get them comfortable with this! Encourage them to negotiate language. Encourage students to come up with their own words, then talk about La Ventanita)
- Teacher passes out **Handout of Vocabulary**
- Teacher reviews the vocabulary sheet with students (This is what students will use and refer to for upcoming tasks in this unit). Teacher reviews the new words and meanings, and shares how other Hispanic cultures might call these food items. Note linguistic patterns, for example, *alfajor*, has Arabic origins – all words in Spanish that start with al- come from this language! Something cool to reflect on.

PEDAGOGICAL TASK 1: Listening task (cognitively simple)

Pre-task

- Teacher passes out **Handout for Task 1: Identifying foods based on what you hear**
- Teacher reviews the instructions with the students. There are six items here, each with three pictures. Students have to listen to the Teacher describe the item. Their task is to circle the correct picture of the item being described. The Teacher will read the descriptions each TWO times.
- “These are items that we just learned about in our handout. Does anyone want to review what some of these pictures are? Does anyone have any questions?” [Teacher confirms that everyone is ready to do the listening task]

Task

- Teacher reads the descriptions two times for each item.
 - Yo quiero un sándwich cubano.

- ¿Cuántos panes de bono me dijiste?
- Tres pastelitos de guayaba, por favor.
- ¡Qué rica está la papa rellena!
- Dame un café con leche y una tostada.
- Cuidado con la arepa que está muy caliente
- Students complete the task by circling the item being referred to

Post-task

- Teacher reviews the correct answers with the class [Teacher can lead this or call on volunteers to share]
- Teacher asks students how they felt about the listening task; answers any questions

PEDAGOGICAL TASK 2: Listening task (cognitively more complex with audio + video-based input)

Pre-task

- Teacher lets students know that they will now do another listening task, but this one will be slightly more complex as they will listen to and watch a video of a person showing food items to buy outside of a ventanita in Colombia.
- Teacher passes out **Handout for Task 2: Comida que venden en la Ventanita en Quibdó**
- Teacher reviews the task instructions with students. Their job is to listen to and watch the video and to try and write down at least THREE of the food items that he mentions in the video. They should focus on the first half of the video where he shows the food items outside of the ventanita. “This is a more difficult listening task where you have to parse what the speaker says, but just try! Even if you get only one, do your best. It is ok if you do not understand everything.”
- There might be some items that you hear that were not on your vocabulary handout. Can you try and write down the name?”
- Teacher asks if anyone has questions and confirms that everyone understand their task

Task

- Teacher plays video TWO times for students
- Students fill out their handout based on what they hear

Post-task

- Teacher asks students what they thought!
- Teacher guides a short discussion asking students to share their answers. Teacher writes students’ contributions on the board so that students can see and hear the input simultaneously. Teacher reviews with students all of the food items that were mentioned (optional to play the video again once this is complete). Teacher gives students lots of praise.
- “There was an item in the video that ya’ll did not see on the handout, banano en patacón con salchichón, banano en patacón con queso, y palito de queso. One thing I want to encourage you all to start doing is listening to and noticing the sounds. You can write it out even if you don’t know the word. Sounds in Spanish are pretty easy, for example the vowels, a e i o u, always

sound the same. They always make those same sounds. BANANO. It's his variety's way of saying plátano."

PEDAGOGICAL TASK 3: Information-gap task: Pidiendo café y comida en la Ventanita

Pre-task

- I am now going to show you a video of a person ordering coffee and food items on the inside of that same bakery in Quibdó Colombia. Just watch and listen. See if afterwards you can repeat what he says.
- In this post-task phase, teacher plays the video "Pidiendo café."
- Teacher leads a quick discussion: "What did you hear him say? Can anyone try and repeat any of the phrases?"
- Teacher passes out the handout with the transcription of the video on it and reads it over with the students.
- Teacher plays the video one more time.
- Teacher asks students to turn the transcription sheet over so that they cannot see it. "Can anyone try and repeat any of the phrases that he said now?" (Teacher encourages students to try, and writes what they parse and say on the board. Teacher reviews these real-life discourse examples).
- Teacher passes out Handout for Task 3: Pidiendo café y comida en la Ventanita
- Teacher gets out the real-life cut-out of the ventanita or ventanilla to have as a kiosk in class for this task. See MI-BRIDGE website for cut-out options; teacher can trace this in real-life size onto paper with a projector and attach to cardboard to get it to stand-up]:



- "Ok students, we are now going to do a speaking task! Just as you saw in the video, you are going to order some items from the ventanita." Teacher reviews Handout 3 with students, going over the instructions. (It is important to explain the difference between Student A and Student B in each of the steps.)
- Teacher models the task with a student, where they each take turns being Student A and Student B. For "Paso 3" of this task, teacher then models being called upon where they and the student volunteer "perform" the task in front of the class with the kiosk cut-out.
- Some sample chunks of language for each role can be:

- Empleado:
 - Hola, dígame, ¿qué quiere? (*Hello! What do you want [to order]?*)
 - ¿Qué va a ordenar? (*What are you going to order?*)
 - Dígame (*Tell me. It's very informal and in this context means "May I help you?"*)
 - ¿Qué quieres? (*What do you want? [more informal]*)

- Cliente:
 - Hola, quiero un café con leche, una tostada y dos tequeños
 - Deme cuatro croquetas de jamón, cinco empanadas, una colada y una botella de agua
 - Dame una cortado y un pastelito de guayaba. Ponme también un (sándwich) medianoche

- Empleado:
 - Aquí tiene
 - Va
 - Okey

- Cliente (*Customer*):
 - Aquí tiene ¡Muchas gracias!
 - Gracias

- Teacher confirms that everyone understands. Teacher gives class a time limit for the task (e.g., 5 minutes).
- Teacher puts students into pairs and instructs them to begin
 - (Note: for pairing: if Teacher has students of different proficiency levels and/or heritage backgrounds, one idea is to pair students according to this as one interactant set-up option. For example, students who are heritage speakers could be the employees and go all out, trying to challenge their classmates and even the Teacher).

Task

- Students perform the task together
- Teacher walks around classroom, providing support and confirming everyone is on task

Post-task

- Teacher brings everyone's attention to the kiosk cut-out at the front of the classroom
- Teacher praises class pairs for their work!
- Teacher invites student pairs to 'share' on their task outcome, doing a task repetition and performing what they just did in front of the class and with the kiosk cut-out
- (Bonus, if Teacher is able to, they can have real coffee and food items in the class)

- Teacher provides feedback, focus on form on students' grammatical accuracy needs as they naturally arose during the post-task performance

Pedagogical Task 4: Listening task

Pre-task

- Teacher passes out **Handout of lyrics to La Ventanita** by Sergio Vargas.
- Teacher explains to students that they will do a listening task now, listening to a famous song by Dominican singer Sergio Vargas. For this, there are a few items that are blank in the lyrics.
- (Note: Although old, this music video is full of Black people with scenes of 1990s Santo Domingo. The teacher can prime students explaining that the song is “vintage” a huge merengue “classic” from a golden era of Caribbean music to ward off any accusations of being out of touch!)
- Students must try and fill in the blank based on what they hear. (Note, some words are ‘easy’ as they were reviewed in this unit, others are not). Just try and do your best!

Task

- Teacher plays song in class: <https://www.youtube.com/watch?v=Yx09-v8KfPs>
- Students fill out their handout based on what they hear

Post-task

- Teacher asks students if they notice that this was the song played at the beginning of this class (or unit)
- Teacher quickly reviews the correct answers with students, and then spends a few minutes explaining what the song means
- La ventanita is such a part of the culture that here, it is even serving as a metaphor of love
- This is a classic merengue song that appeals to all ages at any party! (Optional: Teacher shows students how to do a standard merengue)

FINAL ASSESSMENT TASK

- Teacher passes out the **rubric for this unit's final assessment task**
- Teacher reviews the rubric with students, and explains that for this unit's final assessment task, they will be doing a repetition of Task 3 but this time, with zero support (e.g., such as notes or their handout). They must make a video of themselves ordering coffee, ideally with a classmate.
- Optional: if time permits, Teacher can have students do a practice for this task and then record it during class time. Students could be paired with different partners to have variety in the interactive factors (a condition of the task). For example, working with a partner whom they do not know can increase the interactant demands of the task. Or, students could be paired with the same partner with whom they worked during Task 3 in class.
- Otherwise, the final assessment task can be done outside of class time.

V. This week's assignments

- **Upload your final assessment video to your learning e-portfolio.** (In case there was not time to finish/record the task video in class, students can do this outside of class time).
- **Multimedia assignment:** Are there any ventanitas or ventanillas in your neighborhood? Go there any take a picture. Upload it to your online portfolio alongside a brief written description of what the space is like. Who is there? What are they doing? What items can be ordered there? What else do you notice about this cultural space?
- **Short writing assignment.** Write a brief paragraph on Dominican singer Sergio Vargas. In your own words, summarize his life and main accomplishments. Upload this to your learning e-portfolio.
- **Bonus:** Look up another song by Sergio Vargas and record yourself singing it to the best of your ability. It is absolutely fine to read along with lyrics – that is how we learn! Music is a great way to learn and practice another language. At the end of your video, share what you think this song is about.

VI. Teacher plays community leader video by Spanish teacher Kia London

- See MI-BRIDGE website; Teacher can also collect videos from local community and/or ask students to contribute videos from their communities and families

VII. Class closure

Teacher reviews all of the tasks that students accomplished during this unit. Teacher asks students to tell them new vocabulary learned related to coffee, bakery items, and ordering at La Ventanita. Teacher can simulate parts of each task, asking students to identify items, to share what items they would/like to order in La Ventanita. Teacher makes a connection to the next unit: ordering food from a menu in a restaurant.