

Spanish I

Unit 5 Lesson Plan

Unit 5 objectives:

- Target task: Buy items at the market or store (for example, at the Flea Market)
- Real discourse examples (input-based tasks)
- Asking for and negotiating the price
- Strategies for when we don't understand
- Measurements and quantity

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

1. Video of you ordering something from a vendor and paying for it
(This should go in your learning e-portfolio)
2. Optional: written paragraph on our elders' market places in their community and what we learned from them

Materials:

- All handouts for this unit (on MI-BRIDGE website): Listening Task El Mercado, Video transcript for El Mercado, Listening Task Fruit Stand, Video transcript for Comprando frutas, The market place and learning from our elders, Asking for and negotiating the price vocabulary, Asking for and negotiating the price vocabulary task (parts 1 and 2), the final assessment task with rubric
- Video *El Mercado*
- Video *Comprando frutas*
- Community Leader Video by Dr. Tasha Austin

Plan

I. Greetings

- A brief reminder to students about the structure of the class, of TBLT, and of the units in which learning is measured by criterion-referenced, task-based assessment.
- A reminder of what we accomplished together last week: review of Spanish tasks; reminder to students of how much they amazingly already know. Encouragement, praise. A reminder to students that their linguistic gifts are supports that they all already have. (Point to the "Translenguaje" sign on the wall).
- Remind students too of final online learning e-portfolio, and how this is where all of their final exit tasks are 'housed' for the end of semester final grade.

II. Warm-up

- Last week we learned about ordering food in a restaurant.
- Teacher simulates ordering in a restaurant to open up the class, do a warm-up, and activate student's prior knowledge. This part should be fun and in the target language!
- "Can you all tell me some of the common dishes we saw in the Yarumba restaurant menu?"
Teacher asks students to share with her some of the common items they saw *para tomar, para*

empezar, para comer, y para el postre. (Teacher could also show images and ask students to say what their names are in Spanish).

- We also learned how to share the ingredients about a dish that's important in our own culture or family. Can anyone share what the ingredients are of their dish that they remember? Don't say the name of it. (Teacher helps a student volunteer to share the ingredients of their dish, and then sees if the class can guess the name of that dish).
- For this week's unit, we are going to learn about going to the market. Whether the flea market here or an open marketplace in Latin America, we will learn about common items, foods, and very importantly, how to ask for and bargain the price of something.

III. Plan

PEDAGOGICAL TASK 1: El mercado

Pre-task

- Teacher lets students know that they are about to see a video of a marketplace in Tadó, Colombia.
- “What things do you think will be at the marketplace?”
 - Teacher leads a brainstorming session of things we might expect to see at a marketplace. Teacher writes down all of students' ideas on the board.
- Teacher passes out **Handout El Mercado – Listening Task 1**.
- Teacher reviews the task instructions with students. “This task is done in two parts. For Part 1, I want you all to please open maps on your phones or laptops and find out where Tadó, Colombia is. Can you all find where it's located, in which department it is, and also, the name of the river that flows through it?”
- Teacher gives class a few minutes to find out and invites students to share their answers. Teacher projects a map in front of the class so everyone can visually confirm the answers together. Teacher ensures students write the answers in Part 1 of their handout down.
- Teacher then moves on to Part 2 of the task.
- “For Part 2, you all are going to watch a video and individually, you all will answer the comprehension questions here on your handout.” Teacher makes sure that students understand everything that they are to look for in the video and that there are no doubts.
- Teacher explains that they will play the video *two times*. Teacher reminds students they may not understand everything, and that's ok! Reassure them that they will have plenty of time to think about the translanguaged item responses.

Task

- Teacher plays **Video 1** (El mercado) for students two times.
- Students complete Part 2 of their handouts individually, answering questions 1-5.
- Teacher takes note that everyone is on task and provides support to any student who needs it.
- Teacher provides encouragement and praise.

Post-task

- Teacher confirms that all students have completed their task (a quick show of filled-out handouts will do to confirm the task outcome).

- In a teacher-fronted style, Teacher goes through all of the answers of Part 2, inviting student volunteers (whole class) to share what they observed and understood. Teacher facilitates and acts as a coach to students reporting what they noticed.
- Teacher passes out **Handout Mercado transcript**, and lets students watch the video one more time, this time reading along to the transcript. Teacher notes Spanish linguistic variety features of the speaker, such as elision. Teacher asks students to consciously reflect on what they heard, what they wrote down, and what was actually said. (This is an excellent way to do Focus on Form after students have needed to make meaning out of auditory input).
 - [Note to Teachers: check out the resources on the MI-BRIDGE website if you need to learn more about features of Black Spanish dialects!]
- If necessary, Teacher can replay all or parts of the video to facilitate comprehension.
- Teacher asks students how they felt about their task performance. “Was it hard for you? Easy?” Teacher has a discussion about listening strategies and parsing, and reminds students that listening to the radio (E.g., Enrique Santos), watching videos in Youtube, Instagram and TikTok helps. Teacher suggests that students practice elicited imitation (e.g., listen to 5-10 seconds of something in Spanish and repeat out loud exactly what they hear – even if they don’t understand it!). “This is an excellent way to practice parsing. The more vocabulary you acquire, the easier parsing will get. And after our next task, I will show you how.”

PEDAGOGICAL TASK 2: Ordering from a Fruit Stand and Sharing with the Community

Pre-task

- “Muy bien. Since the market in our first video was closed, we are now going to see how our friend goes to a fruit stand. We are going to do another listening task, and at the end, I will show you how to do Elicited Imitation.”
- Teacher passes out **Handout Task 2- Comprando frutas**. Teacher explains the task to students and reviews the handout with them. “This task is a little more complex, but just try your best!” Teacher reminds students that they will play the video two times.

Task

- Teacher plays **Video 2 Comprando frutas** two times.
- Students do the task, individually filling out their Handout.

Post-task

- Teacher confirms that all students finished the task.
- Teacher reviews their answers by inviting students to share. “It’s ok to guesstimate here!” Teacher writes down students’ answers for question 4.
- Teacher passes out **Handout Transcript of Video Comprando frutas**. “This is a transcript of the video. Let’s watch it one more time, this time looking at the transcript as we go.”
 - Metalinguistic reflection: “Let’s compare what we wrote for number 4 with the actual transcription. What did we hear that was right? What did we hear that was different?”

- (This is a great opportunity to help guide students to *notice* language and forms. It might be a preposition, a pronunciation, and/or even a vowel (e.g., *dame* versus *deme*). Teacher could use this time to do an explicit Focus on Form.
- Practice: “Ok guys, now we are going to do some elicited imitation! I am going to play back the video in 5 seconds segments. I will call on some of you AT RANDOM, and you have to repeat out loud exactly what you heard. You got this! Let’s have fun with it!”
 - (This should be fun and fast. Elicited imitation is an excellent way to practice parsing auditory input. It’s especially fun if students don’t understand the meaning of what they are repeating, but can facilitate noticing further when they do).
- Discussion: “What are some foods that your elders recommend as a cure for everything?” (Teacher leads class discussion). “¿Qué son las comidas que nos recomiendan nuestra familia o las comidas que nos recomendaban nuestros ancestros?”
 - Do we see any commonality in the Black diaspora with cure-all foods? ☺”

PEDAGOGICAL TASK 3: The Marketplace and Learning from our Elders

Pre-task

- “In many places in the Caribbean and in Latin America, food and goods are sold at an outdoor marketplace. We have many marketplaces here in Miami! What are some that you all know of?”
- We are going to do a task where we seek out the knowledge of our elders. (Teacher passes out **Handout Task 3 - The Marketplace and Learning from our Elders.**)
- Teacher reviews the Handout instruction with students.
- Teacher ensures that all students understand what their task is and what the task outcome is that they will need to display.

Task

- Students do the task, consulting with their community or family elders. (Note- Teacher can make this be for homework, and then the post-task methodology actions below can be done at the start of another lesson).

Post-task

- Teacher confirms that all students finished the task.
- Teacher invites students to share about their elders, who they are, where they are from, and what their elders shared with them. What was the marketplace like in their elders’ experience? The teacher writes down some of the items that elders experienced in the marketplace space, as well as the Spanish equivalent of the word.
- As a class, the teacher facilitates a conversation about the knowledge we all gained from elders in doing this task.
 - [Bonus: Can any of the students’ elders visit class, even if virtually?]

PEDAGOGICAL TASK 4: Asking for and negotiating the price. Note: using the Willis methodology model, this task has a pre-task, two task cycles (comprised of planning time, the task itself, and report), and then an explicit language focus in the post-task phase.

Pre-task

- “Bueno chicos, ¡ahora vamos a hacer otro task!”
- Teacher writes on the board: REGATEAR EL PRECIO. Teacher points and says: “¿Qué significa esto?”
 - Un poquito de teatro: Teacher simulates and uses gestures and Spanish to act out a funny scene in which they bargain for the price of something with a student. (Teacher could bring pretend cash to class, ask a student how much something is for, and try their hardest to negotiate the price, all in Spanish). Teacher points back to the board and helps students to guess the meaning of this phrase.
- Praise. “When we go to the marketplace, we have to be able to ask for the price (*pedir el precio* [write this on the board simultaneously for dual input]) and to barter (*regatear el precio* [write this on the board simultaneously]).
- “Now we are going to do a task in which we learn how to do so.”
- Teacher passes out **Handout Asking for and Negotiating the Price - Vocabulary.**
- First, let’s learn some vocabulary and chunks of language to help us! (Teacher reviews the vocabulary on the handout with students. Teacher invites some students to practice of a few of the language phrases).
 - Optional: teacher can do pronunciation drills
 - Optional: This could also a time to teach grammar explicitly, focusing on demonstrative adjectives and on demonstrative pronouns.
 - (Youtube has many videos that show how to teach this grammar if Teacher needs additional supports)
- Teacher reviews strategies for when we don’t understand.
 - Language: *¿Cómo? ¿Repita por favor?*
 - Muletillas: *Este... A bueno*
 - Circumvention: *La cosa esa que se usa para ... es una fruta roja que ...*
 - Embodiment, writing it down, drawing, showing pictures on our phones
 - Walking away when you’re not feeling that price!
 - “All of these are strategies to communicate at the marketplace.”
- Teacher puts students into pairs. Teacher passes out **Handout Task 4 - Asking for and Negotiating the Price PART 1**, **making sure to give Part 1.A to one student and Part 1.B to the other student.** Pass out one at a time. E.g., give them only Part 1 first. When they’re done and need to switch roles, then the Teacher passes out the second parts of this handout.
- Teacher reviews the task instructions with the students. Teacher ensures that all student pairs understand what will be expected of them. This task first involves individual planning time for each partner. Teacher gives students a timed planning of 4 minutes, and then they begin the task.

Individual Task Planning

- Four minutes. All students individually plan for their task.
- Teacher walks around the classroom, monitoring and giving support.

Task

- In pairs, students do their task (part 1).
- The teacher walks around the classroom, monitors, provides feedback and gives praise. (Teacher also takes note of language or grammar needs of the students. Teacher listens for areas of difficulty; these will be reviewed in the post-task phase).

Report

- Teacher confirms that everyone has finished (task outcome check).
- Teacher asks volunteer student pairs to report on their task outcome. Student pairs could also get up and repeat parts task in front of the class. (Teacher once again takes note of language or grammar needs of the students).

SWITCH!

- The teacher now has student pairs switch roles. Pass out **Handout Task 4 - Asking for and Negotiating the Price PART 2**. Teacher briefly reviews the instructions and explains that this is a task repetition but with different market items. Now, the students will be switching roles.

(they go through the entirety of the task-based methodology cycle again, providing additional practice, vocabulary knowledge, and encouraging fluency gains)

Individual Task Planning

- Four minutes. All students individually plan for their task (part 2, roles switched).
- Teacher walks around the classroom, monitoring and giving support.

Task

- In pairs, students do their task (part 2).
- The teacher walks around the classroom, monitors, provides feedback and gives praise. (Teacher takes note of language or grammar needs of the students. Teacher listens for areas of difficulty; these will be reviewed in the post-task phase).

Report

- Teacher confirms that everyone has finished (task outcome check).
- Teacher asks volunteer student pairs to report on their task outcome. If time permits, student pairs get up and repeat parts task in front of the class. (Teacher again takes note of language or grammar needs of the students, compiling a list).

Post-task: Language Focus

- Analysis. Explicit grammar review: Teacher reviews grammar explicitly, addressing areas of difficulty that they observed during the two task cycles. All forms reviewed should be based on students own linguistic output during the task performance and report.
- Practice. Teacher can lead students in drills or in practices of language. These can be focused on any form based on students' needs (numbers; vocabulary; pronunciation; grammar; question formation, etc.).

Task
Cycle
1

Task
Cycle
2

FINAL ASSESSMENT TASK (what you should upload to your learning e-portfolio!)

Pre-task

- “Excellent work everyone. We’re now going to move into the final assessment task.”
- Teacher pairs students into groups of two, ideally pairing students with new class partners (people with whom they’ve never worked).
- Teacher passes out **Handout Final Assessment Task with Rubric.**
- Teacher reviews the task instructions with students as well as the assessment rubric. “For the final assessment task for this unit, you will all simulate a real-world market exchange. You must video-record this outside of class time. We are going to practice in in class first, to set you up for your best task performance.
 - Teacher asks each pair to take the role of vender and buyer.
 - Teacher tells pairs to find five to ten things that the buyer will try to purchase; have these out on their desk (It can be anything from their backpack’s or classroom, e.g., gum, phone, pen, etc.).
- “Let’s go over some chunks of language we will need to complete this task. Think to the last task that we did. What phrases do you all need to be able to say? What else do you want to be able to say? Remember social greetings, etc.”
 - (Teacher writes down on the board all of students’ ideas)
- “Excellent! Ok, I will give you all now 5 minutes to practice this task. Remember what you have to do at the end: share the items you are buying, say their individual prices, and then say the total price you are spending. I will call on four people at random to share on their task outcome in front of the class!”
 - Based on class needs: Teacher briefly teaches explicit grammar of ‘voy a comprar ...’ (Ir + a+ infinitive verb structure) and/or ‘Estoy comprando ...’ (estar + gerund structure)
- “Ok let’s all stand up. Pretend we are at an outdoor market! Ya’ll will have five minutes! Ready? Go!”

Task

- Teacher walks around room monitoring.
- Student pairs work together simulating the vender and buyer roles.
- Teacher monitors strict five-minute time limit.

Post-task

- “Wow, I am seeing some solid negotiating going on here! (How is it possible you’re trying to buy that cell phone for two pesos!?). Amazing work everyone. Alright – four people at random – I’m going to call on ya’ll, let us know what you will buy, how much each item is, and how much your total will be!”
- Teacher calls on four people at random to share on their task outcome.
- PRAISE AND FUN.

- Focus on Form – based on students’ own, real output, Teacher can write down words, more accurate production of forms, etc., on the board (run up and do this and then run back to the pair to support their reporting in front of the class).
- “Ok, you all are ready to perform this task outside of the classroom!” (Teacher holds up **Handout Final Assessment Task with Rubric**). “Remember – you have to record yourself doing this task with another partner. You MUST upload this video to your final learning e-portfolio.”

IV. This week’s assessment tasks

- **Upload** your video (of you asking the price for and bargaining five items) to your online learning e-portfolio
- (*Optional*: Teachers could also have students write a paragraph about their community elders’ experience in the marketplace, what they learned from the task with their elder, etc.).

V. Teacher plays community leader video by Dr. Tasha Austin

- Dr. Austin’s expertise is in language, identity and power, and the ways in which antiBlackness emerges in language education and (language) teacher preparation. Check her out at @ProfeAustin!
- See MI-BRIDGE website; Teacher can also collect videos from local community and/or ask students to contribute videos from their communities and families

VI. Class closure

- Teacher reviews objectives in this unit, highlighting to students all that they have accomplished and learned!
- Teacher points out that students are now expert bargainers.
- Teacher praises students for their efforts.