

Spanish I

Unit 6 Lesson Plan

Unit 6 objectives:

- Target tasks: Understand and give directions in Spanish
- Real discourse examples (input-based tasks)
- Listening to and understanding directions
- Providing directions orally

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

1. A video of you giving directions over the phone to an Uber Eats driver (this final video will go in your learning e-portfolio)

Materials:

- All handouts:
 - Handout Common vocabulary and grammar for understanding and giving directions
 - Neighborhood places (for Teacher to project in front of class)
 - Task 2 Neighborhood places MAP (NOTE! each student gets two copies)
 - Task 3 Listening Task- Listening to Directions (parts 1 and 2)
 - Task 4 Writing task - writing out directions for the Uber Driver
 - Task 5 Final Assessment Task
- Map of FMU to project in front of class
- Audio clip of real phone call with Uber Eats driver
- Transcription to accompany audio clip
- Community Leader Videos by Dr. Okunini Msomi Moor and Sydney Odoi (both HBCU professors!)

Plan

I. Greetings, final day to add/drop. Discuss homework, discuss final online portfolio

II. Warm-up

- Teacher: greet everyone who enters the classroom, using the vocabulary and phrases learned so far.
- (In Spanish): Last week we learned about going to the market, items we can see at the market, and how to negotiate prices.
- Optional: if Teacher had students do the task on Elders as homework, this could be reviewed and shared as the warm-up.
- Otherwise, Teacher can ask students to turn to their partner and list five items that they learned about that are often found in the marketplace. (Teacher models this quickly for the class).
 - Students practice sharing.
 - Teacher asks some volunteers to share.

- Teacher does a quick review of numbers in Spanish (can let students review their vocabulary sheet from unit 5). Teacher writes numbers on the board, asking students what they are in Spanish. Teacher then switches to saying the numbers orally in Spanish, and student volunteers have to say what they are. The teacher can switch up the modality again and invite a few participants to come up to the board and spell out the number on the board, e.g., “o-c-h-o.”
 - Another idea, inspired by Dr. Aris Clemons and what she does with her learners: create homemade whiteboards with your students. Put a white sheet of paper inside a plastic sleeve and give them dry erase markers. They can use their individual ‘whiteboards’ to practice writing out numbers when you call them out orally, etc. For example, the teacher says out loud “ocho!” and then counts down, “uno, dos, tres, muestra!” and then the whole class shows their ‘boards’ at the same time. This can be a fun practice.
- “For this week, we are going to learn how to understand and to give directions in Spanish. Es muy importante eso!”

III. Plan

PEDAGOGICAL 1: “Which one is it?” (Class-fronted)

Pre-task

- Teacher introduces new vocabulary to students by drawing on the board the following. As he/she does, he/she says the name of each building. This should involve lots of gestures, lexical expansions, and rich vocabulary to help students guess the meanings. *Grande* and *pequeño* are the only adjectives repeated here. Colors are included.
 - Edificio grande. Edificio pequeño. (with a little drawing: mi apartamento).
 - Farmacia (in blue)
 - La casa marrón. La casa blanca. La casa amarilla.
 - El Publix
 - El Walmart (in red)
 - El gimnasio
 - Oficina grande, oficina pequeña
 - El restaurante
 - El café. El Starbucks
 - El banco
 - La universidad (FMU)
 - La escuela primaria. La escuela secundaria
 - El salón (draws a hand for manicure)
 - El hospital. La clínica.
 - La barbería.
 - El estacionamiento.
 - (Note – this should be lots of fun!)
 - (Note, if Teacher is artistically challenged, they can show a pre-made picture)
- Teacher then goes back and points at each one, helping students to repeat the names of the places just learned
- Teacher moves to get students to say the names now on their own: Teacher points to certain buildings (sometimes distinguishing by pointing back and forth between two, e.g., el edificio

grande y el edificio pequeño, el edificio grande, el edificio pequeño), and asks students at random to tell her the name. (Note – obviously some of these will be commercial names, e.g., El Walmart. But this is realistic to what people do and say in the real world).

- Using TPR (Total Physical Response) Teacher then introduces two phrases: a la izquierda and a la derecha. To demonstrate a la izquierda, she jumps and uses her body to show that one of the buildings is TO THE LEFT of another building. She does the same with a la derecha. She uses rich miming and gestures until the students understand.

Task

- Teacher says: “Muy bien chicos, ahora vamos a hacer un task.”
- In a class-fronted fashion, the Teacher then asks the following questions (all based off of the drawings):
 - ¿Cuál lugar es grande?
 - ¿Cuál lugar es pequeño?
 - ¿Cuál lugar es marrón? / blanco? / azul?
 - ¿Cuál lugar está A LA IZQUIERDA del hospital? (referring to her drawings)
- Teacher then moves to call on individual students. Again, use TPR and gestures here. At random, Teacher asks students:
 - ¿Adónde vamos para comprar comida?
 - ¿Adónde vas para sacar dinero?
 - ¿Adónde vas para hacerte las uñas?
 - ¿Adónde vas para pedir un café?
 - ¿Adónde vas para buscar ibuprofen o *advil*?
 - ¿Adónde vas para levantar pesas? (gesture weight lifting)
 - ¿Adónde vas para estudiar?
 - ¿Adónde vas para trabajar?
 - ¿Dónde dejas tu carro mientras estás en la universidad?

Post-task

- Lots of praise.
- “Ok class - let’s go over some of the vocabulary and grammar we just learned, and that we will need in order to do the next task.”
- Teacher passes out **Handout Common vocabulary and grammar for understanding and giving directions**.
- Teacher reviews handout with students.
 - “A brief Focus on Form reminder to learn vocabulary with grammatical gender – where do we see it here?”
 - [Note to Teachers: you will be introducing *mandatos* now. It is ok to do this before teaching the entire verbal paradigm in Spanish. A key part of task-based language teaching is focusing on tasks and real discourse needs, not an arbitrary order of grammar. The entire verbal paradigm will be learned, but for now, focus on informal commands to do directions. Decide if you want to teach affirmative and negative commands, as well as any irregular forms, IF they come up based on student need].

PEDAGOGICAL TASK 2: Information gap-task in pairs

Pre-task

- “Ok chicos, ¡ahora vamos a hacer un task!”
- Teacher projects onto board or screen “**Neighborhood places**”. Teacher explains the buildings here and lets students know that they will be drawing these places onto their map. The ‘blank’ building should be a place that is significant in their lives, e.g., home, university, work, etc.
- Teacher passes out to students two copies each of **Handout Task 2 Neighborhood Places Map**.
- Teacher explains the task instructions to the class. “First, all of us are going to take some individual time to draw on one of our maps the location of at least four buildings. You can refer to the Neighborhood places (point to board) to help you draw. Note, there is one blank building, so one option is to draw a neighborhood place that truly is important in your daily life. Again, ya’ll have to draw at LEAST four buildings on your map. DON’T let your partner see! ☺
- Then, after we finish drawing our ‘community’, we’re going to practice giving each other instructions so that our partner has to DRAW, on their blank map (their second copy), what you say. In other words, your task will be to explain to your partner what your neighborhood looks like, so that they can draw it out. Ya’ll can’t cheat and look! You must rely on speaking and listening to each other. When you’re done, we’ll compare maps to see how accurate they are. We will then switch roles so that the other partner gets to describe their neighborhood, and then you draw it out on your blank map based on what you hear.”
- “I am going to model this for you now.” (This is an active pre-task model where students one-by-one get to come up and draw what the Teacher says). Teacher projects the neighborhood map on the screen. She then reads the following prompts and calls up student volunteers one-by-one to draw on the projector image what the Teacher says.
 - [Note – below is a sample script of prompts; Teachers can create their own if they’d like!]
- Ok, chicos, “EN LA AVENIDA 42, A LA IZQUIERDA, está la CAFETERÍA. En la Avenida 42, a la izquierda, está la cafetería.” (Teacher asks a student volunteer to come up and draw a cafetería building on the map).
- “Muy bien. Ahora, sigue derecho y entonces, cruza a la DERECHA en la Calle de los Leones. Cruza a la derecha en la Calle de los Leones. En la calle de los Leones está EL BANCO. En la Calle de los Leones está EL BANCO.” (Another student volunteer comes up and draws – Teacher gives feedback all in the target language where/if necessary!).
- Cruza a la izquierda en la Calle Hardrick. Aquí, en la Calle Hardrick, está LA UNIVERSIDAD.”
- Cruza a la izquierda en la Avenida 56. Aquí van a encontrar el Target.
 - [Teacher leads clear input, including some TPR if necessary, to guide the volunteers where to draw what she describes. This should be fun and interactive!]
- Teacher then asks the class if everyone understands.
- Teacher projects the neighborhood places image again on the board. Teacher then gives everyone FOUR minutes to *individually* draw out their neighborhood map plan on one of their maps. They can use the buildings projected and/or, include one building that is meaningful to their own lives (the blank option). Teacher monitors and confirms everyone is on task.
- Once the class has finished the individual portion of the task, Teacher then pairs up students. Ideally, their desks are arranged so that they are facing each other. Students can put a book or

backpack in the middle of their two desks to create a barrier so that they can't see each other's maps.

- “Ok chicos, vamos a empezar! I will now give you all FIVE minutes. One of you, Student A, describes your map while the other student listens and draws what he/she hears. When you finish, call me over. We will lift up the [barrier – backpack/ B\book] and see if your neighborhoods map match!
- Then, ya'll will switch roles. This time, Student B gets to describe their neighborhood. You will repeat the task.
- Teacher confirms that everyone understands. Teacher reminds students to use the grammar and vocabulary reviewed earlier; students can refer to that handout guide if they need the support.

Task

- Teacher walks around, monitors, gives Focus on Form, language help from the sideline, whenever it is needed.
- Student Bs may begin as soon as Student As finish their first half of the information-gap task.
 - (Note to Teacher - students can be encouraged to take a photo of their matching outcomes to show or email the Teacher their task outcome. This can be particularly helpful with large classrooms).

Post-task

- Teacher confirms task outcomes by all pairs.
- Teacher asks a few volunteers to come up to the front of the class and show their drawings (this should be fun!)
- Teacher does a brief Focus on Form for any language or pragmatic needs that arise.
 - (Teacher can focus on language, question asking and confirmation, grammar, pragmatic discourse, etc.).
- (If time permits – Teacher can have students repeat the task with a different partner. Task repetition is an excellent means to promote automatization in second language acquisition).
- Language focus (analysis) activity: Still in the post-task phase, Teacher can now have students do a fun activity where they explicitly examine languages in context. Teacher shows a video on how Hispanics pronounce US place names in Spanish, e.g., *Gualmar*, *Jon Dipo*, *El Publi*, *Dunkin Dona*, etc. Teacher encourages students to look up videos or memes on their own. (This can be done during class time or, as a homework activity). Teacher leads a brief discussion on sounds in Spanish. This serves as a real-world example of the result of languages in contact. Some video options are:
 - <https://www.youtube.com/watch?v=ikQderH9y30>
 - <https://www.youtube.com/watch?v=vcoT1LD2taU>
 - <https://remezcla.com/lists/culture/spanish-speakers-businesses-spell/>
- (Teacher ideally shows just one example and have the students find their own contexts. Students are experts; let them rule this activity).

PEDAGOGICAL TASK 3: Listening task (individual)

Pre-task

- Vocabulary review: Teacher projects onto the board **the map of FMU**. Teacher reviews key chunks of language and give examples of how to give short directions. Review the street names (and their numbers). (Note – this pre-task review of items in the task input is *essential* to facilitate students’ attentional capacities as they parse auditory input during a listening task).
- Teacher passes out **Handout Task 3 Listening Task- Listening to Directions (parts 1 and 2)**.
- Teacher goes over instructions on handout and reviews each item on the handout. This listening task has two parts which increase in complexity. Teacher clarifies the differences in task outcomes between Part 1 (*circle* the correct photo) and Part 2 (*draw a line* based on what you hear).
- Teacher reminds students to just try their best – it’s ok to not understand every word! (Talk about anxiety and strategies during listening tasks).
- Teacher confirms that everyone is ready.
- Teacher does the first item on the handout with the students. As a class, she/he confirms everyone’s answers.

Task

- Teacher reads each item for the students TWO times.
 - Guide for teacher to read:
 - Parte I:
 - 1. La casa está a la derecha del hospital.
 - 2. La casa grande está a la izquierda de la casa pequeña.
 - 3. Para ir al Walmart, sigue por la calle 8 y haz derecha en la calle 10.
 - 4. La universidad está al frente de la casa grande.
 - 5. Hay un CVS al frente del Starbucks.
 - 6. FMU está en la avenida cuarenta y dos (42).
 - Parte II:
 - [Teacher reminds students that they have to draw a LINE on each map demonstrating the route. They have to imagine they’re in the car or walking and use that perspective as their vantage point. Imagine these are instructions someone is telling you. Pista- they can always start where there is a red A].
 - 7. Entra por la cuarenta y dos. Sigue derecho. Cuando llegues al lago, haz una derecha. Sigue derecho derecho derecho, haciendo una curva, hasta que llegues al estacionamiento A. El edificio CUATRO es el Sarah Blocker Hall.
 - 8. Entra por la cuarenta y dos. Sigue derecho. Cuando llegues al lago, haz derecha. Estacionate en el parking C.
 - 9. Entra por la cuarenta y dos. Sigue derecho. Cuando llegues al lago, gira a la izquierda. Sigue derecho, y pasa POR el estacionamiento F entre

el edificio 11 y 12. Sigue derecho. En el estacionamiento H, haz una derecha. Sigue derecho derecho toooodo hasta casi el final. El edificio 1 es el William Lehman Aviation Center.

- 10. Entra por la entrada oeste. Sigue derecho. Estaciona tu carro en el estacionamiento A. Camina en frente del edificio 31 y 32, que son el *Athletic Center* y el *Arena*. Camina camina camina dereeecho, hasta que llegues al edificio 30. Allí es el *Smith Dining Hall*.

Post-task

- After the task is done, Teacher reviews answers with students.
- Teacher reviews listening strategies.
 - Suggestions to improve listening: “watch a short Instagram or YouTube video and stop it every 10 seconds. Repeat exactly what you hear, even if you don’t understand it! This is called *Elicited Imitation*. Research shows that this is a very effective way to help you develop listening skills in another language.”
- (Optional: Teacher collects students’ handouts. For some teachers, this helps with classroom management; some Teachers could even use it as an exit ticket. For other teachers, this is a task done in class for which students are responsible).

PEDAGOGICAL TASK 4: Giving directions to an Uber (Eats) driver

Pre-task phase:

- Teacher puts students into pairs (ideally with a new partner that they don’t know to foster more friendship making and social “Engagement with the Language (EWL)”).
- “Sometimes, when we order something from UberEats or an Uber is on its way to pick us up, the driver only speaks Spanish and they need help to find you. We’re going to see how to tell the driver where to go and help them by giving directions.” Teacher plays audio clip **Real audio of phone call with Uber Eats**.
- Teacher asks students if they picked up on ANY words or phrases. Any words that they understood? Teacher writes down words and chunks of language that the students share on the board; reviews with students.
 - Teacher then passes out the **transcription** of the audio and reviews it with students. Teacher plays the audio again. [Note- teacher can pause the audio clip file as much as needed to help students notice, based on the class-centered discussion just had].
 - Language Focus: Practice: teacher has the students CIRCLE every example of a mandato in the transcription and while they are listening again.
 - Teacher discusses strategies and chunks of language needed to *give* directions. It is helpful to review both the vocabulary handout and this transcript to give students real discourse examples that they can use in this task (e.g., “yo te puedo esperar afuera en el estacionamiento”).
- Teacher project **image of FMU map** on whiteboard again. (Teacher needs to focus where the main entrance is on the map).

- Teacher passes out **Task 4 Handout – writing out directions for the Uber Driver** and reviews the task instructions with students. “For this task, ya’ll are hungry and you have to work with your partner to describe how to get to your location. FIRST you must choose the location on your map. You have to choose one of our campus buildings with a number on it. Mark it with an X. The uber driver will be entering campus via the main entrance. Your task is: with your partner, write the directions that you would say to the uber driver to get to where you’re at. Write exactly what you would say on the phone. This is YOUR transcript!
 - You can use your dictionaries on your phone if you need to. I am also here to help! Ask me! I will be walking around the classroom.
 - You have a time limit of ten minutes. Questions?
 - When you finish, you need to be able to show me your written out directions on your handout.

Task:

- Students begin the task. Teacher walks around and monitors, provides Focus on Form, feedback, motivational praise, and help from the sidelines. Time limit is ten minutes.

Post-task phase:

- Teacher calls at random two to three pairs to come up and read their directions.
- As a class, discuss – how are they different? How are they similar?
 - Teacher leads this discussion on the board.
- Teacher does Focus on Form where necessary and based on students’ own production (explicit grammar teaching here is great!).
- Praise!

FINAL ASSESSMENT TASK (what you should upload to your E-portfolio!)
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(No planning time in class)

- Teacher passes out **Handout Final Assessment Task**. “Ok guys, for your last task, you had to write out directions. Your final assessment task for this unit – a real task that you will actually need to be able to do in real life, is to give oral directions on the phone to an Uber driver.”
- Teacher reviews the handout and assessment rubric with students.
- “Your task is to record yourself giving directions to the Uber driver. You must submit a video of yourself speaking on the phone to the Uber driver. It’s ok if you want to record this with a classmate or friend, but note, only you will be graded. You have to upload your video to your learning e-portfolio.”
 - [Note to Teachers: Teachers are welcome to share with students the audio file heard in the last task in case they want to listen to it again and practice elicited imitation before doing their final assessment task, etc.].
- “Note – in your learning e-portfolio, it might also be a good idea to write a few notes on giving directions in Spanish and/or, any phrases or strategies that you learned. Remember, your final learning e-portfolio is a resource for you to look back on and also, your demonstration of your learning. Make it be a resource for you. Creativity is also welcomed!”

- “You are to do this on your own time. Again, do not *read* – your recording should be spontaneous! Any questions?”
 - Note: Bonus if they can submit another recording of them talking with an Uber driver in real life and giving directions in Spanish (note – Spanglish is ok, #translanguaging–remember ya’ll we are in Miami!).

IV. This week’s assignments

- **Upload your video recording to your learning e-portfolio.** This will be your unit grade!

V. Teacher plays community leader videos by Dr. Okunini Msomi Moor and Sydney Odoi

- 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

- Review objectives and what we have accomplished today
- Praise students for their hard work
- Remind students to reach out if they have any questions
- Reiterate how excited you are to see their learning e-portfolios as they progress