

Differentiated lesson plan

California language standards

- Content:** **Stage I**, 1.0 (Students use formulaic language)
1.1 (Students address discrete elements of daily life, including L - food, meals, restaurants)
- Communication:** **Stage I**, 1.0 (Students use formulaic language)
1.1 (Engage in oral, written or signed conversations)
1.3, (Present to an audience of listeners, readers, or ASL viewers)
- Cultures:** **Stage I:** Associate products, practices, and perspectives with the target culture

Content: Students will learn vocabulary for breakfast foods and drinks and will learn what a typical Hispanic breakfast is in Spain and in Mexico.

Skills: Students will also learn how to order food, say thank you and ask for the bill

Hook: Come into class with an apron, a waiter's name tag, and some eggs, toast and a cup of coffee, and/or pictures of these and other breakfast foods and drinks.

Ask students in Spanish if they want some coffee/eggs/toast.

¿Quiere café/huevos/café? (polite Ud. form)

Ask students what they think we will be working on today. Tell them that we will be learning vocabulary for breakfast foods and drinks if they don't come up with it, that we will be making a menu in Spanish, and then presenting a live dialog (or a video) between a waiter and a customer at a diner play-acting ordering breakfast.

Pre-assess: Ask students to make a KWL chart listing any breakfast food or drink items they know how to say in Spanish. After a couple of minutes, go around and see how much each student knows, and if there are any words that the whole class knows, compact the lesson.

Input: Teach the vocabulary from the lesson (that they don't know) for breakfast foods and drinks using the pictures in the book, including:

Foods: cereal, eggs, sausage, bacon, ham, potatoes, yogurt, fruit

Drinks: milk, orange juice, apple juice, tea

1. Have students repeat each word a couple of times.
2. Do a listening activity (with the course CD) to have students point to the correct food or drink picture as they hear it.
3. Present dialogs with the target words in them. Ask students to
4. Show students a written dialog using the following dialog with pictures and captions above the characters:

Other language:

Waiter: Buenos días. (recycled language)
 Customer: Buenos días.
 Customer: ¿Cómo está? (recycled language)
 Waiter: Muy bien gracias. ¿Y Ud.?
 Customer: ¡Excelelente!
 Waiter: ¿Quiere <food or drink>?
 Customer: Sí, por favor./No, gracias.
 Quiero <food or drink>
 Waiter: ¿Quiere algo más?
 de beber?

 Customer: Me trae la cuenta, por favor.
 Waiter: Por supuesto.
 Customer: Hasta luego. (recycled language)
 Waiter: Hasta luego

As kids if they can figure out what the phrases mean from the pictures of people at a breakfast restaurant.

Guided practice: Using a limited set of picture sof food and beverages (for 1st year Spanish students) to learn a short dialog in which they need to ask for food and interact with a waiter in Spanish. Have students tell me the meanings of the recycled words. Model the dialog with a student or two, and then have a couple of pairs of students model the dialog before asking the class practice the following dialog:

Using pictures (and a written example) of various food items, students are to take the parts of waiter and customer. Once they know the food items and can do the dialog without looking, (or if students know the dialog) ask students to extend the vocabulary by using a dictionary, and then try out the dialog with the new words

Waiter: Buenos días.
 Customer: Buenos días
 Waiter: ¿Comó está?
 Customer: Muy bien gracias/Regular, etc.
 The waiter: ¿Quiere _____?
 Customer: Sí, por favor./No, gracias.

Independent practice: Using a bunch of food magazines or drawings of breakfast food and drinks, have students make a small diner menu in Spanish using pictures and labeling the food and drinks, including food and drinks they like even if we haven't covered it. When they are done, have students write out the conversation above to order a complete breakfast using the menu they made.

Assessment: Have students present their dialogs live, or in a video, role-playing the parts o the customer and the waiter. Before they do so, they must teach any words that they learned independently to the whole class.

Grade using an oral presentation rubric.

Speaking assignment grade sheet

Student _____ Date _____ Per. ____

UNRATABLE	BEGINNING	DEVELOPING	PROMISING	ACCOMPLISHED	ACCOMPLISHED
Adheres to prompt	No	Rarely	Inconsistent	Mostly	Completely
Discourse	Off-task	Incomplete	Unconnected	+/- articulated	Clear
Comprehensibility comprehensibility	Huh?	Hard to understand	Awkward comp.	Good comprehensibility	Clear
Pronunciation	--	A lot of interference	Interferes	Some interference	No interference
Vocabulary use topics	--	Limited, rep.	Somewhat limit., rep.	Used well	Rich use for new
Structure	--	Not evident	Inconsistent	Good use, some errors	Accurate use
Self correction (rarely)	--	None	Hardly any	Occasional	When needed
L1 interference	Total use of L1	A lot	Some	Almost none	None

From *¿Cómo soy yo?*, the 1st year Pacesetter Spanish 1 course book from the College Board.

Homework

Have students go to Flashcard Machine (<http://www.flashcardmachine.com>), register, and put together flash cards for the breakfast food and drinks vocabulary we learned. They should practice it before next class when they will be given a traditional paper and paper matching quiz on the vocabulary.