

## Lesson Plan – Spanish - 2

**Developed by:** Melissa Dubizh

**Date:** 10/17/18

**Subject:** El Tiempo (Weather )  
Prentice/Hall)

**School:** Manhattan High School

**Grade level:** 9<sup>th</sup> – 12<sup>th</sup> grades

**Unit:** EL TIEMPO(Tema 3 – Realidades –

**Essential Questions: Propósito :** ¿Qué tiempo hace?

AIM; How do we talk about the weather in Spanish?

**Aim: ( Proposito: ) – 3 min ¿Qué tiempo hace?**

**How do we write about the weather in Spanish ?**

**ON THE BOARD:**

**GRUPO A:** Escribe 1 parafo (5-7 frases) del tiempo en un paiss hispanohablante

(Write 1 paragraphs about the weather in a Spanish speaking country)

**GRUPO B:** Using the phrases on the board, write 3 sentences about a Spanish-speaking country's weather .

**#EJEMPLO:** Hace sol en Caracas, Venezuela

Hace sol

Hace calor

Hace frio

### Materials

- “El Tiempo ”: Handout for Groups A
- “El pronóstico meteorológico”

Llueve  
Nieva

Hay viento  
Hay nubes

(Have students generate vocabulary and phrases in Spanish about the weather – review from previous class)

## Technology

*Check all that apply*

- |  |  |
|--|--|
| <input type="radio"/> Teacher laptop               | <input type="radio"/> Webcam             |
| X <input checked="" type="checkbox"/> SMART Board  | <input type="radio"/> Digital camera     |
| <input type="radio"/> LCD projector                | <input type="radio"/> Document camera    |
| <input type="radio"/> SMART Senteos<br>(class set) | <input type="radio"/> Digital microscope |
| X <input checked="" type="checkbox"/> Computers    | <input type="radio"/> Video camera       |
| <input type="radio"/> iPad or tablet               | <input type="radio"/> Scanner            |
| <input type="radio"/> iPod or mp3 player(s)        | <input type="radio"/> Colour printer     |
|  | <input type="radio"/> Calculators        |
|  | <input type="radio"/> FM system          |

## Prior Learning Connections

- All students know how to speak about the weather and it is a topic that is relevant to them.
- Takes into account review of the Spanish- speaking countries and their capitals

### Differentiation/Accommodations

- Two differentiated handouts will be used by Group A (advanced group) and Group B
- Group work will be pair work where advanced students help beginners pronounce and decipher words.
- Groups A and B will have different homework assignments

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### Special Concerns:

- Class is divided into two groups early on , Group A and B, with advanced students writing a paragraph in Spanish (using their background knowledge) and beginners writing simple sentences written on the board

Before the lesson

During the lesson

#### EXPLICIT INSTRUCTION: 15 min.

1. Teacher distributes "El pronóstico meteorológico América Latina" and reads the questions out loud in Spanish. Teacher calls on individual students to read answers A, B and C and clarify vocabulary.
2. Teacher explains that students will hear a Spanish weather forecast video and asks students to JUST LISTEN for some of the vocabulary that they have just gone over. (Video slowed down for beginning students, advanced students can watch video on individual computers with earphones and answer questions individually).
3. On the smartboard, watch youtube video of Latin American weather station first time.
4. Students share out what words they heard and refer to

	<p>handout to verify pronunciation and spelling.</p> <p>5. Teacher has students listen selectively for questions 1 -10 on the handout, pausing the video if necessary.</p> <p><b>GUIDED PRACTICE: 12 min.</b></p> <p>A. Teacher then asks students to work in pairs Advanced student works with beginning student to read questions and answers and check accuracy</p> <p>B. Students read from <u>Realidades</u> (pg. veinte – 20_ about the differences in the Northern and Southern Hemisphere and ask and answer questions 1, 2, and 3 in writing in their notebooks.</p>
<b>After the lesson</b>	<p>- Debrief - Mixed level pairs share out answers and class as a whole discusses the differences between the seasons a hemispheres <b>3 min.</b></p> <p>TAREA – (homework ) on board</p> <ol style="list-style-type: none"> <li>1. En enero , ¿qué tiempo hace en Ecuador?</li> <li>2. En julio, ¿qué tiempo hace en California?</li> <li>3. ¿Que es el año escolar (school year) en Méjico?</li> </ol>

## Notes/Reflections:

**Summative Assessment:** After reviewing the student discussion, additional vocabulary will be explicitly taught in the next lesson or review of the previous vocabulary words and sentence structures will be reviewed.

### FOLLOW-UP LESSONS:

- Students share weather from the New York area in Spanish by listening to a forecast in Spanish.
- PROJECT: Students are given a hispanic country and have to research the weather and the seasons that that country experiences. (Advanced students talk about ‘el año escolar’ – the school year – and when it starts in the southern hemisphere; below the equator).