Spanish I Lesson Plan

Teacher: Senorita Menker

Title of Lesson: Weather on the Internet

Length of Class Period: 90 minutes

Resources Needed:
Computers, Paper, and Pencils/Pens

Objective:
The students will use their new weather vocabulary words, the recent study of Celsius versus Fahrenheit, and their knowledge of the internet to find cities on a Spanish website. Once they have found these cities, they will verbally express the weather in each city.

Rational:
This lesson plan is important because it is using a real world situation (checking the weather) through the internet. Also, the lesson is meeting the foreign language standard of communication by having the students express what the weather is like in the cities.

Procedure:
Before class I will make sure that all the computers are turned on, and that each computer is connected to the internet. I will also pull up the homepage on every computer in order to cut down on time that will be needed to spend in class doing tasks such as these.

I will begin by asking the students what the weather is like outside. Then I will ask them to make predictions about the weather tomorrow. I will ask them to please write down a predicted Fahrenheit temperature for the day and following that have them tell me what it is in Celsius. I will walk around the room to make sure everyone is close to the temperature in Celsius to assess that they remember and understood previous vocabulary terms they have learned and how to find the difference between Fahrenheit and Celsius. This will be my sneaky little way of assessing them to make sure they have understood everything I have taught to them in the last few days.

Following the introduction, I will be passing out a rubric (see rubric for more details). I will explain to the class that I want them to be working on the following three parts of the lesson and that all of them will need to be completed in the next hour. The three parts are:

1. Go to the computer area, go to www.espanol.yahoo.com, click on clima, and pick a country from América del Norte, América Central, or Europa (make sure to click on España for the country in Europa). After they have selected the city, they need to change the Fahrenheit to Celsius (F_ to C_), because I want them to know if 7 C_ is hot or cold.
2. Write a sentence to explain the temperature of each city. Possible examples are:
   - It is cold in Granada. It is snowing.
   - It is hot in Tenerife, but it is raining.
3. Make a chart on a piece of paper that has a list of the following components:
   - Date
   - Today is…
   - My prediction is that the weather will be………….tomorrow.

   It is important to leave enough room for ten entries because we will use this chart to keep track of the weather for the next two weeks. (During this whole time I will be walking around acting as a facilitator. I will make sure that they do not have any questions or problems).

   **Time: 60 minutes**

After the students have had adequate time to finish each one of these activities, I will ask them to conclude by reading aloud what the weather was like in their city. I will ask them to read the weather in Celsius and then tell us if it is cold or hot there. They may also include any information such as if whether or not it was snowing or raining there. During this time, I will be assessing each student by what I hear orally. (See rubric for how much the assessment will be worth).

   **Time: 20 minutes**

As a follow up, I will ask the kids what city was the hottest and what city was the coldest. If there is enough time, I might ask the students something like, “People in what cities needed umbrellas?” Then I will explain to them to be sure to keep their charts because like I mentioned earlier in class we will be using them for the next few weeks to continue to review the weather. I will finish the period with telling them that each morning, while I am taking attendance, they should take these charts out and fill them out.

   **Time: 5 minutes**

**Productive Lesson:**

In this lesson you can easily walk through the NTeQ model and see that every step is addressed in this lesson plan. I used a specific objective, which stated that the students should use past knowledge in order to expand their knowledge of how to use the internet to find the weather of a city that is miles away and also to communicate in the target language. I wrote down a specific agenda to what I wanted them to do when they were working at the computer, and I also explained the functions they must do in order to get to the place they need to be in order to find the degree Celsius for the city they are looking up. I included in the rubric, and I reiterated it in class what they should be doing before their time at the computer or after their time at the computer, which were activities that went along with what they would be doing on the computer. The students were able to present their findings or results orally at the end of class and this was also a time that I could use to assess what they have learned in class that day. I am also assessing the students in the beginning of class by walking around and seeing how they respond to the review questions I have just given them. These are two methods of assessment that maybe less stressful for them. Overall, this lesson fit together very productively to create
a lesson that I am sure will work very nicely in an integrated Spanish classroom someday!

**Adaptations of the Computers:**

1. **computer classroom:**
   I will break the kids into groups of 5 before the class, and as each student walks into the room, I will tell them to seat in a certain seat. The desks will be also arranged before class into groups so that they can work together. When I pass out the rubrics, I will tell them the order that each group will have on the computer. I will expect them each to find a different city during their computer time, and each student should return to the homepage so that everyone needs to follow the directions in order to find the weather of their city. Once they all have found the temperatures, they will need to go back to their seats and continue their work. They will need to talk with their group to decide if their temperature is hot or cold, and give any details like whether or not it is raining or snowing. Finally, they will each be responsible for reporting aloud at the end of class what their city is and what the weather is like.

4-6. **computer classroom:**
   I will break the kids into groups of 5 before the class, and as each student walks into the room, I will tell them to seat in a certain seat. The desks will be also arranged before class into groups so that they can work together. When I pass out the rubrics, I will tell them that each group has one computer and they should begin this section of class period at the computer. Each student will be responsible for finding 2 cities in different continents with different types of weather, and they should return to the homepage so that everyone needs to follow the directions in order to find the weather of their city. Once they all have found the temperatures, they will need to go back to their seats and continue their work. They will need to talk with their group to decide if their temperature is hot or cold, and give any details like whether or not it is raining or snowing. Finally, they will each be responsible for reporting aloud at the end of class what their cities are and what the weather is like.

**Class-set of computers:**
   See rubric because it is set up for this type of computer usage.

**Modifications for students who need extra help:**
- For a student who has problem seeing the screen, I could magnify it.
- I could request a personal lab top for a person in a wheel chair to use so that they will have more room to use the computer.
- I could have Braille input with text-to-speech translation put onto my computer so that a blind person could use the computers just as every other student is doing so.
¡Hola estudiantes! Today our lesson has 3 parts to it. They are as follows:

1. Go to the computer area and
   _ go to www.espanol.yahoo.com
   _ click on clima
   _ pick a country from each one of the following continents:
      a) América del Norte
      b) América Central
      c) Europa (make sure to click on España)

After you have selected your city, you need to change the Fahrenheit to Celsius (F° to C°). Make sure you have 3 cities total.

2. Then go back to your desks and talk in Spanish with a partner about your 3 cities.
   Write a sentence to explain the temperature of each city. Possible examples are:
   - It is cold in Granada. It is snowing.
   - It is hot in Tenerife, but it is raining.

3. Make a chart on a piece of paper that has a list of the following components:
   - Date
   - Today is...
   - My prediction is that the weather will be..............tomorrow.

   It is important to leave enough room for ten entries because you will use this chart to keep track of the weather for the next two weeks.

You will receive...

-5 points for each city (total of 15 points)
   2 points- you found 3 cities off of the www.espanol.yahoo.com
   2 points- you created meaningful, correct sentences for each one of your cities
   1 point- you stated on task

-5 points your chart (total of 5 points)
   0- you did not make a chart
   5- you made a chart

These in class assignments are worth 20 points today so please work hard and feel free to raise your hand if you need any help throughout the period.

   Good luck,
   Senorita M.