

**Side note:** In this lesson plan I am considering the technologies first as a tool for the facilitator and the learner, and second as a tutor for the learner. The tech tool that I am focusing on is Digital Copy of “Portales 2.0: Introductory Spanish”.

## LESSON PLAN

### Context:

**Course:** SPAN 102

**# Learners:** 25

**Time/Days of class:** 2 to 2:50pm /  
MTWR

**Lección # 33:** Las Fiestas!

**Location:** Modern Languages, Rm 210

**Textbook:** Portales 2.0: Introductory Spanish.

Low level Spanish learners have not been exposed to Spanish. In this lesson the topics are explained in more detail.

<b>Theme:</b> Las fiestas			
<b>Learning objective:</b>			
By the end of this lesson, students will be able to:			
<ul style="list-style-type: none"> <li>● Use vocabulary related to <b>fiestas y celebraciones</b></li> <li>● Ask and answer simple questions about <b>events</b></li> <li>● Collaborate in Spanish to <b>plan and present a party</b></li> <li>● Interpret and evaluate statements as <b>lógico o ilógico</b></li> </ul>			
<b>Task</b>	<b>Description</b>	<b>Additional information</b>	<b>Timeline</b>
<b>Warm-up Activity:</b> ¿Qué ves? (imagen de fiesta)	Students observe an image of a party Think then Pair and Share	Questions: <ul style="list-style-type: none"> <li>● ¿Qué está pasando?</li> </ul>	5 mins.

		<ul style="list-style-type: none"> <li>• ¿Qué tipo de fiesta es?</li> <li>• ¿Qué hay en la imagen?</li> </ul>	
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<p><b>Vocabulary:</b> Activation (TPR) Activity: Verdadero o falso con movimiento</p>	<p>Teacher reads sentences Students:</p> <ul style="list-style-type: none"> <li>• Stand = verdadero</li> <li>• Sit = falso</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• En una fiesta hay música</li> <li>• En Navidad no hay celebración</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Students correct false statements</li> </ul> <p><b>Teacher role:</b></p> <ul style="list-style-type: none"> <li>• Encourage participation</li> <li>• Ask “¿Por qué?”</li> </ul>	8 mins
<p><b>Main Task – Planear una fiesta</b></p> <p><b>Activity:</b> Birthday Planning / Project Google Slides collaborative task</p>	<p>In pairs (or groups of 3) Students plan a party including:</p> <ul style="list-style-type: none"> <li>• Tipo de fiesta</li> <li>• Lugar</li> <li>• Fecha</li> <li>• Invitados</li> <li>• Comida</li> <li>• Bebidas</li> <li>• Música</li> </ul>	<p><b>Teacher role:</b></p> <ul style="list-style-type: none"> <li>• Circulate and scaffold</li> <li>• Ask follow-up questions: <ul style="list-style-type: none"> <li>○ “Más detalles”</li> <li>○ “¿Por qué?”</li> </ul> </li> </ul>	20 min.

	<p><b>Required language:</b></p> <ul style="list-style-type: none"> <li>• Vamos a...</li> <li>• Necesitamos ...</li> <li>• Podemos...</li> </ul>		
<p><b>Presentations</b></p> <p><b>Activity:</b> Group Presentations</p>	<p><b>Activity:</b> Pair-to-pair presentation</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Students present to another pair</li> <li>• Listener asks questions</li> </ul>	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• ¿Qué tipo de fiesta es?</li> <li>• ¿Dónde es?</li> <li>• ¿Qué hacen?</li> </ul>	8 mins.
<p><b>Presentations</b></p> <p><b>Activity:</b> Whole class presentation</p>	Review the entire slides with the the class	N/A	8 mins.