

Spanish for Spanish Speakers

Lesson Plan based in the book *The Circuit* by Francisco Jimenez

Category	Information
Teacher's name	Francisco J. Becerra Hernández Email:francisco.becerra210@gmail.com
Class	Spanish for Spanish speakers: I am working in a school where 95% of the students are Latinos. Most of them are bilinguals, Spanish – English, but they never have had the opportunity to study the Spanish language. For most of them this is the first time ever they have written or reading a book in Spanish.
Number of students	25 students
Class Length	4 sessions of 60 minutes
Communicative objective	Discuss the emigration experiences of immigrants coming to this country.
Writing Objective	Transcribe an interview. Practice punctuation marks.
Reading Objective	Define new vocabulary using context clues
Materials and technology	Book " <i>Cajas de cartón</i> (it is the Spanish versión of the book <i>The Circuit</i>), Google slides, phone camera, Youtube video demonstration
World Language Content Standards for California Public Schools	<p>Culture: 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters. 4.3 Explain the changes in perspectives when cultures come in contact of the languages the students know.</p> <p>Structures: 3.0 Students use knowledge of text structure to understand topics related to the external environment. 4.1 Use extended discourse (native-like text structure) to produce formal communications.</p>
Sequence of the lesson	<p>All the activity sequence will be done in Spanish. I will encourage to students to use Spanish to communicate during the entire learning process.</p> <p>Pre-reading activities:</p> <ol style="list-style-type: none"> Students will write the answer for the following questions the previous day: ¿Tienes familiares que no hayan nacido en EE.UU? ¿Sabes la razón por la que decidieron venir a este país? ¿Sabes si tus familiares les gustaría regresar a su país de origen algún día? ¿Has tenido la oportunidad de visitar el lugar de origen de tus parientes? ¿Qué te pareció ese lugar? ¿Cuál crees que es el principal motivo que la gente decide dejar sus lugares para venir en este país? ¿Cómo crees que se sienten las personas al dejar su lugar de origen? In groups of four, students will comment and share their answers. Then, as entire class, one person from each team will share the answers that are similar and one fact that was new for each team member.

Reading activities

3. In class we will start reading the book. I will start reading aloud, then I will ask students to continue reading the first three pages aloud. While students are reading in silence, they will underline the new vocabulary in the glossary section. After reading the first 3 pages of the chapter, they will read by themselves.
4. As a class we will define the new vocabulary. Also, I will guide students in using context clues to define the words.
5. Students will finish reading the chapter 1 "*Bajo la albrada*" as homework and finish the questionnaire related to the chapter.
6. Students will make a list in Spanish of all the stuff they have, in their room, and their house. I will encourage them to write every thing possible. Example: 10, jeans, books, bicycle, video games, etc.
7. Packing activity: Imagine that your family has to move to another country for any reason. You are allow to take with you just your hand luggage (approximately 15 items), choose the things that you will be taking with you and write the reason why you are taking those items with you.
8. Extra credit: : Imagine that you will moving to another country. At home, pack a suit case, or garbage plastic bag, and pack the stuff that you plan to take with you. Take at least five pictures with your phone and share them with me in a google slide
9. I will ask a volunteer in class to show his/her pictures and explain why he/she will be taking those items. The class will ask questions about the significance of certain items.
10. Then, in groups of 3, students will show their packing pictures and explain why they are taking those specific items with them.
11. As an entire class we will discuss the following questions:
 - What were they feeling when they starting packing their items?
 - Could you pack all the things that you wanted to take with you? Name one thing that you could not take with you and its meaning to you.
 - Did you think about the people that you would leave behind? What were your emotions when you thought of them?
 - What difficulties, challenge or adversities face people that come to United States?

Post-reading activities:

12. I will teach the class how to conduct a good interview (check the attached PPT).
13. I will invite a person that immigrated to USA to share his/her experience in class. As a class, we will be interviewing him/her about it.
14. Every student will interview an immigrant person. But before that, I will make groups of 4 students to prepare the questionnaire of 15 questions. I will place emphasis on keeping the identity of the interview confidential and that the students have to approach the interviewed person respectfully.
15. I will offer an sample questionnaire gotten from NEH Immigration experience.
16. In groups of four, students will create an outline based in the Ping Chong + Company, Undesirable Elements. I will show those videos as an example: <https://www.youtube.com/watch?v=mhsHaVuFWbs>
17. Student will perform in from of the class. Then, the class will give each of team feedback. Later, students will present their performances in other classes. I will ask for permission from other teachers for students to present their performance.

Assessments	Formative assessment: based in their list of words . Formative assessment: Classroom discussions Summative assessment: reading questionnaire. Formative assessment: Interview project.
21st Century Skills:	Global Awareness
Lesson reflection	