



¿VIAJAMOS?

Subject Matter: Spanish

Grade Levels: 9-12

Time Allotment: Two 55-minute class sessions

Master Teacher: Shella DelCurto

Overview

This lesson provides an opportunity for students to role-play as tourists in Spanish-speaking countries. Students will use the Internet to research the answers to questions that travelers might need to ask or that someone might ask of them when they are visiting foreign countries.

Learning Objectives

Students will be able to:

- Ask some basic questions in Spanish.
- Compare prices between our country and another country.
- Conduct research on the Internet to find complete answers to their questions.
- Practice asking questions and giving answers in Spanish through an interactive game.

Oregon Standards Available at:

<http://www.ode.state.or.us/cifs>

Second Languages (Spanish) – Communication

- Listening: Comprehend main ideas and some supporting details from simple announcements, narratives and conversations in familiar situations on everyday topics.
- Speaking: Use sentences and questions to communicate information and ideas and maintain simple conversations in familiar situations on everyday topics.
- Reading: Comprehend main ideas and pertinent details from simple written/videotext materials including authentic sources.
- Writing: Write/compose short letters and simple paragraphs to meet practical needs and produce simple, guided compositions.

Second Languages (Spanish) – Connection to Other Disciplines

- Reinforce and increase knowledge of computer/Internet usage through the second language.

Technology

- Demonstrate proficiency in the use of technological tools and devices.
- Select and use technology to enhance learning and problem solving.

Social Sciences – Economics

- Understand that competition among sellers leads to lower prices and impacts production.

Media Components

Video

Check the link at <http://www.opb.org/edmedia/trs/> to find access to the video(s) from unitedstreaming™ referenced in this lesson plan.

- The Salsa-Riffic World of Spanish, Module 4: Greetings and Small Talk (13:00)
 - **Clip:** “Greetings and Pleasantries” (02:53)
 - **Clip:** “Getting to Know People” (03:28)
 - **Clip:** “Review: Greetings and Small Talk” (01:40)

Web

- **Teen Travel Expert Resources Page**
This is an excellent Web site for finding out information on Spanish-speaking countries. It also contains other valuable sites for completing this lesson.
<http://www.nevada.edu/~brunelle/resources.html>
- **Lonely Planet World Guide**
Another excellent site for finding information on countries. It provides good maps, government information and lots of other important facts.
<http://www.lonelyplanet.com/destinations>
- **Quia**
These are games for Spanish students. There is a wide variety of games for students to choose from that cover a wide range of skills. The full site has more games for later use.
<http://www.quia.com/mc/63310.html> - matching
<http://www.quia.com/jg/63310.html> - concentration/matching/flashcards
<http://www.quia.com/rd/1806.html> - word order jumble

<http://www.quia.com/pop/33011.html> - pop-up game
<http://www.quia.com/cz/5491.html> - fill in the blank
<http://www.quia.com/cm/21422.html> - matching
<http://www.quia.com/dir/spanish/dm1.html> - then go to #55 Unidad 4, lección 2 palabras interrogativas.

- **Jeopardy**

When clicking the link below, you will download a free, Spanish version of the popular game Jeopardy. This version was created by Roberto G. Perez Galluccio for teacher and student use. The unzipped package includes installation instructions and directions for modifying content to include customized questions and answers. **Note:** *This software only works on PCs.*

http://garnet.acns.fsu.edu/~rgp6722/rgpg/Jeopardy_Spanish.zip

Materials

Per Student:

- “The Salsa-Riffic World of Spanish, Module 4: Greetings and Small Talk” Viewing Guide (Check the link at <http://www.opb.org/edmedia/trs/> to find access to the blackline master(s) from unitedstreaming™ referenced in this lesson plan.)
- Picture and a map pertaining to the selected Spanish-speaking country (Students will locate these materials as part of their Internet research.)
- Spanish Worksheet #1 (located at end of lesson plan)
- Spanish Worksheet #2 (located at end of lesson plan)
- Country List (located at end of lesson plan)
- The Question Word Song (located at end of lesson plan)
- Quia Web Sites for Student Research (located at end of lesson plan)
- Computer with Internet access and Jeopardy game (if using the computer game)

Prep for Teachers

Download free Windows Media Player and/or Apple QuickTime to view video clips.

Download the video clips, “Greetings and Small Talk” (01:40) and “Greetings and Pleasantries” (02:52), from “The Salsa-Riffic World of Spanish, Module 4” (13:00). Check to make sure the video clips can be viewed on the machine that will be used for classroom presentation.

Download and print the Teacher’s Guide for Module 4. (Check the link at <http://www.opb.org/edmedia/trs/> to find access to the blackline master(s) from unitedstreaming™ referenced in this lesson plan.) Make copies of the Viewing Guide and Spanish Worksheet #2 for each student.

Decide how many countries the class will be researching. In order to divide the class into two different jigsaw groups (one with all students researching the same country and the second with

someone representing each different country), it is best to have the number of countries closest to the square root of the students in the class. For example, if there are 16 students, four students will research the same country and then meet in another group with three students who researched three other countries. If there are 25 students, research five countries and have five groups, etc. as closely as possible to the total number of students in the class. If the number is not equally divisible, have the extra students join the group that is researching the same country.

Countries may be assigned to students in a number of ways. The teacher may write country names on Spanish Worksheet #1 and distribute the worksheets to students or the teacher may place the names of the countries in a hat and have each student draw a country. (See Country Assignment Template located at end of lesson plan.)

Make copies of Spanish Worksheet #1 for each student. Also, make an overhead transparency of this worksheet.

Check Web sites as close to the class session as possible to make sure that the links are still active.

Bookmark Web sites or provide students with a handout listing the Web sites.

Schedule the computer lab.

Make an overhead transparency of The Question Word Song handout.

Find students or adults to volunteer to be new persons in the classroom. They may wear costumes that disguise their identity or they may just wear a sign stating, "I am not _____" (their real names). Have them pretend to be a famous person the class will interview.

Play the Jeopardy game as the culminating activity. Use the site referenced below for the Jeopardy game or copy the transparency templates located at the end of this lesson plan. The information students gather on Spanish Worksheet #1 will be used for the game questions. If you are using the Web site below, you will need to download the game before you can play it. Print the documentation and prepare this ahead of time. **Note:** *This software only works on PCs.*

http://garnet.acns.fsu.edu/~rgp6722/rgpg/Jeopardy_Spanish.zip

Use the students' answers to Question 1 from Spanish Worksheet #1 for the "Banderas" category, Questions 2 and 3 for the "Capitales" category, Question 7 for the "Moneda" category, Questions 4-6 for the "Vuelos" category and Questions 9-11 for the "Gobierno y Cultura" category.

Introductory Activity

Step 1: A “new” student or staff member enters the room as class begins. Ask the students in a stage whisper if they know who the person is. Ask them what they would do in English to find out information about this person. List the questions they would ask on the board.

Step 2: Have the class guess who the person is and then ask questions in English to discover their identity. They should not be told the name of the person until they have asked at least five questions.

Learning Activities

Session 1

Step 1: Explain that you will play a short video clip one time without pausing and then will play it a second time, pausing to ask questions. **Play** the video clip, “Getting to Know People” (03:28), from the video, “The Salsa-Riffic World of Spanish, Module 4” (13:00). Their **Focus for Media Interaction** is to try to remember as much as they can about basic ways to get to know people in Spanish. When you are done, check for understanding by asking students to volunteer some of the main points they remember from the video clip.

Step 2: Hand out the “Greetings and Small Talk” Viewing Guide downloaded from “The Salsa-Riffic World of Spanish, Module 4”. (Check the link at <http://www.opb.org/edmedia/trs/> to find access to the blackline master(s) from unitedstreamingTM referenced in this lesson plan.) As a **Focus for Media Interaction**, explain that this time the students will be answering questions as they watch the video clip. Go over the questions before playing the video. Advise them that you will also be asking questions about the literal meanings of these questions.

Step 3: Once again, **play** the video clip, “Getting to Know People” (03:28), from the video, “The Salsa-Riffic World of Spanish, Module 4” (13:00). **Pause** after the Lunch Lady says that “¿Cómo se llama means, ‘What’s your name?’ ” (00:45). Have students fill in the first line of Spanish Worksheet #2 located at the end of this lesson plan.

Step 4: Resume the video.

Step 5: Pause after you hear, “Me llamo Alonzo ...” (00:58). Have students answer the next question.

Step 6: Resume. Pause again after, “ ... now back to the cafeteria ...” (01:41). Ask students what the literal translation of “¿Cómo se llama?” and “Me llamo” is. Ask if they have to worry about the literal translation.

Step 7: Resume. Pause after the Lunch Lady says, “Isn’t that funky?” (02:00). Fill in the lines of the worksheet referring to where someone is from.

Step 8: Resume play until the end of the clip (03:28) and translate the remaining questions on the English section of Spanish Worksheet #2. Ask students what “Tengo ___ años” literally means in English.

Step 9: Tell students you will view another short clip showing some of those questions and answers, including some they may already know. Direct their attention to the Viewing Guide and ask which phrases they most often use in English to greet others with a question. **Play** the video clip, “Greetings and Pleasantries” (02:52), from the video, “The Salsa-Riffic World of Spanish, Module 4” (13:00). As a **Focus for Media Interaction**, ask students to complete Spanish Worksheet #2 by translating the Spanish questions into English.

Step 10: Introduce/review question words by singing “The Question Word Song” to the tune of Jingle Bells using the transparency. The master is located at the end of this lesson plan.

Step 11: Give students the Quia Web Sites for Student Research handout. Students should choose two sites where they can practice using question words. The teacher will walk around answering questions and assessing student work.

Session 2

Step 1: Explain that students will take an imaginary trip to a Spanish-speaking country via the Internet. They will gain information about the country and the trip by answering questions that are provided by the teacher (Spanish Worksheet #1).

Step 2: Assign countries to students according to the method chosen in the “Prep for Teachers” section.

Step 3: Give each student a copy of Spanish Worksheet #1, placing the transparency of this worksheet on the overhead projector. Go over the questions the students will be answering. Explain that their answers are to be in Spanish. Tell them that each one is to become an expert about their country and that the country experts will meet as a group to compare answers after the information is gathered.

Step 4: Everyone will use the Web sites listed on Spanish Worksheet #1 to find information about their countries. They will try to find a picture illustrating different aspects of their country based on the information they have read. Then they will use the Lonelyplanet Web site to find their country and print a map.

Step 5: Each student will be using the Web sites provided to find answers to their questions.

Step 6: When they have answered the questions, students will work with others who researched the same country to compare answers to see that all have the same information. If there is a discrepancy, students will have to recheck the sites to get the correct answers or choose the

answer that the majority of group members have for topics such as the price and time of the ticket. Students will give a copy of their worksheets to the teacher to use for the Jeopardy game questions.

Step 7: The students will form new groups so that each country is represented in every group. (If there are extra experts, add them to different groups so that one group isn't too large.)

Step 8: In these new groups, each expert will tell the rest of the group about their trip to their country, and other members of the group will ask the questions that are on Spanish Worksheet #1. Remind students to speak in Spanish as they ask and answer questions. All students should have notes about each country, which can be used in the Jeopardy game.

Culminating Activity

Introduce students to the Jeopardy game. This will be a great reinforcement tool to use for the question-asking process. To make the Jeopardy game, you can use the information provided by the students along with the overhead transparencies at the end of this lesson plan or you can use this Internet site: http://garnet.acns.fsu.edu/~rgp6722/rgpg/Jeopardy_Spanish.zip. As the game is played, points will be awarded only if students respond with the correct question word, i.e., “¿Quién es el presidente de España?” This should be a fun and rousing activity as all questions will be asked in Spanish.

Cross-Curricular Extensions

Social Studies

- In a social studies class, have students continue their country exploration by focusing on other aspects of their selected countries such as geography, economy, political history, etc.
- Select a social issue and ask the students to debate it in a mock U.N. general assembly.

Mathematics

- Collect statistics from the countries of study and use this information to compile graphs and charts demonstrating the differences and similarities between the countries.

Community Connections

- Have students choose a Spanish-speaking person to interview. They should ask a variety of questions as an extension of what they have learned in the classroom.

Spanish Worksheet #1

Name: _____ Country: _____

Go to <http://www.nevada.edu/~brunelle/resources.html> to begin your search. Some of you might need to go to the following Web site to get information about your country:

<http://www.lonelyplanet.com/destinations>

1. ¿Cómo es la bandera del país?
2. ¿Qué es la capital?
3. ¿Dónde está el capital?
4. ¿Cuánto cuesta ir a la capital del país de Boise, ID el 20 de Noviembre y regresar el 28 de Noviembre?
5. ¿Cuándo sale el avión?
6. ¿Cuántas horas en llegar a la capital?
7. ¿Cuánto vale el dólar U.S.?
8. ¿Quién es el president/rey/gobierno, etc. del país?
9. ¿Cuál es la religión principal del país?
10. ¿Cuáles son sus industrias mayores?
11. ¿Quiénes son sus compañeros de negocios?

Spanish Worksheet #2

Translate the following sentences into Spanish. Be sure to use the proper punctuation.

Hello. What's your name? _____

My name is ____ (your name). _____

How old are you? _____

I am ____ (your age) years old. _____

Where are you from? _____

I am from ____ (your home town). _____

Translate the following sentences into English. Be sure to use the proper punctuation.

¿Cómo estás? _____

¿Cómo estás y tú? _____

¿Qué tal? _____

¿Cómo te va? _____

¿Adónde vas? _____

Country List

Spain

Mexico

Puerto Rico

Peru

Argentina

Guatemala

Country Assignment Slip Template

Spain	Puerto Rico	Argentina
Spain	Puerto Rico	Argentina
Spain	Puerto Rico	Argentina
Spain	Puerto Rico	Argentina
Spain	Puerto Rico	Argentina
Spain	Puerto Rico	Argentina
Spain	Puerto Rico	Argentina
Mexico	Peru	Guatemala
Mexico	Peru	Guatemala
Mexico	Peru	Guatemala
Mexico	Peru	Guatemala
Mexico	Peru	Guatemala
Mexico	Peru	Guatemala
Mexico	Peru	Guatemala

The Question Word Song

(tune: Jingle Bells chorus)

Quién is who

Cómo - how

Adónde is where to

Dónde is where

Cuándo is when

De dónde is where from.

A quién is whom

Cuál is which

Cuánto is how much

Qué is what

De quién - whose

Y por qué is why.

Quia Web Sites for Student Research

Students should choose two sites for practice.

<http://www.quia.com/mc/63310.html> - matching

<http://www.quia.com/jg/63310.html> - concentration/matching/flashcards

<http://www.quia.com/rd/1806.html> - word order jumble

<http://www.quia.com/pop/33011.html> - pop-up game

<http://www.quia.com/cz/5491.html> - fill in the blank

<http://www.quia.com/cm/21422.html> - matching

<http://www.quia.com/dir/spanish/dm1.html> - then go to #55 Unidad 4, lección 2 palabras interrogativas.

Jeopardy Template for Transparency

Banderas	Capitales	Moneda	Vuelos	Gobinero y Cultura
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Jeopardy Transparency Template for Questions

Banderas	Capitales	Moneda	Vuelos	Gobinero y Cultura