

## ¿Sabes deletrear?

### **STANDARDS:**

Level: Intermediate

**Communities: Beyond the School Setting (Standard 5.1)**

Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

**Connections: Reinforce Other Disciplines (Standard 3.1)**

Make cross-curricular connections.

**Interpretive Communication (Standard 1.2)**

Interpret content from authentic multimedia and digital/print resources.

**Interpretive Communication (Standard 1.2)**

Monitor comprehension and use other sources to enhance understanding.

Apply critical reading skills to authentic written and aural sources.

(Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing)

**Presentational Communication (Standard 1.3)**

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**LESSON OBJECTIVES:** (learning target):

\*Students will read or listen to an article on a Spanish Spelling Bee in the target language.

\*Students will answer (by sketching only) an assigned question based on the reading.

\*Students will verbally describe their sketches to their classmates using the target language as their ability allows.

\*Students will collaborate with a group to order visual representations of the answer to content questions about the article.

### **ANTICIPATORY SET:**

(5 minutes)

Students view a video about a Spelling Bee which took place in California.

<http://www.youtube.com/watch?v=4j5zZhoYbf4>

Students pair-share their reaction to the video:

“Concurso de D-E-L-E-T-R-E-O”

Teacher announces that we will be reading an article on a Spelling Bee in Albuquerque, New Mexico and that during today’s activity, they will be asked to perform in Spanish and English (when necessary).

### **INPUT:**

(5-8 minutes)

2. Diario Students will translate five English words into Spanish. As teacher calls for volunteers to SPELL the words as they answer them, Teacher gives those volunteers participation points.

(5 minutes)

3. Anticipatory Set: See above

(20 minutes)

4. Thematic Visualization Activity:

Teacher sets up the activity by using the following script.

- a. Get into the following groups (premade groups are shown visually on the front and side screens) and wait for directions.
- b. When I say, “Adelante”, the person who has been assigned to materials needs to get: enough copies of la revista (p.6-7) for each member of the group, 4 hojas de papel, colores, y una hoja de las preguntas.
- c. Once you have your materials, the person assigned to read the article reads the article aloud to their group while the others listen attentively.
- e. Once the reader has finished, each group member needs to answer one of the questions by sketching a picture of their answer. There is no need to use words.
- f. Questions?
- g. Adelante

(6-8 minutes)

5. Thematic Visualization Continued: Once everyone has sketched their answer to one question, students explain their question and drawing to at least three other people and have them sign their picture. Students need to go outside their groups to explain their drawings.

6. Thematic Visualization Continued: Students return to their groups. Teacher gives the following directions:

- a. Create a display of the sketches placing them in chronological order based on your group’s interpretation of the article.

(5 minutes)

6. Walk about: Students walk around and view other groups’ sketches.

(5-8 minutes)

7. Completa: Do only if there is time. Use the following script.

- a. In your groups, on a separate sheet of paper, complete the activity on page 7.
- b. Escribe la palabra solamente.

(5 minutes)

7. Closure: Teacher will ask the following questions of the class as a group and might use popsicle sticks to get diverse participation or if time is running out, teacher may ask students to do an exit slip.

- a. What did you learn?
- b. What questions did you have during the activity?
- c. What stopped my learning?
- d. Do I still have questions about Spelling Bees?

**THINKING LEVELS:**

Interpret

Students will interpret content of a short video clip in the target language.

Students will interpret content of a short article in the target language.

Students will interpret other students’ sketches and explanations said article.

Understand

Students will display their understanding of the basic events of a Spelling Bee as recorded in an article read in the target language.

Analyze

Students will analyze an article written about Spelling Bee's in the target language.

Remember

Students will recall the information from the article.

Create

Students will sketch answers to questions posed about the article.

Explain

Students will explain their sketches to classmates using the target language as much as possible.

**MATERIALS:**

Diario

*Ahora* (p.6)

Plain paper (30 pieces)

Markers

Questions from *Ahora*

**METHODS:**

Individual reflection through sketching

Pair-Share

Presentation of sketched material

Inquiry

Video

**LEARNING STYLES:**

**Kinesthetic**

Students present and explain information to classmates.

**Interpersonal**

Students will perform a pair-share with their reactions to a short video clip.

**Linguistic**

Students read and interpret a short article.

Students represent their interpretations visually through sketching.

**Visual/Auditory**

Students view a short video clip which helps give diverse perspectives on Spelling Bee's.

Students read a colorful article from magazine in the target language.

**CHECKING FOR UNDERSTANDING:**

Teacher will informally observe students answering content questions and comprehension questions, pair-shares, and observe students during group work

Finally, teacher will assess all students during the closure with an Exit ticket on which they will write what they have learned and what they still need to know.

**GUIDED PRACTICE:**

All tasks are guided practice and will be monitored and checked throughout the class.

**INDEPENDENT PRACTICE:**

Students will respond to the information they have processed about the article and sketch an answer individually.

Students will also write an exit slip individually.

**ASSESSMENT:**

The exit slip will serve as an informal assessment.

**REFLECTIONS:**

Is this too much to get through?

Can this activity be done 100% in the target language?

Is the timing for each activity adequate?

**References:**

Concurso de DELETREO, YouTube

DeBello. Preparing a Thematic Visualization Activity (1999)