Subject: Spanish (6-8)  
Topic: La casa y la granja (house and farm)

Teacher: Megan D. Webb  
Date: July 22, 2011

NC Standard Course of Study Objective:

INTERPERSONAL COMMUNICATION - 1.02 Exchange information by asking and answering questions orally and in writing. 1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

INTERPRETIVE COMMUNICATION - 2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics. 2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.

PRESENTATIONAL COMMUNICATION – 3.01 Present skits, poetry, and songs. 3.02 Recombine known language to produce personalized statements. 3.04 Compose short messages, announcements, advertisements, postcards, and simple letters. 3.07 Give directions or commands orally or in writing.

CULTURES - 4.02 Interact using everyday greetings and idiomatic expressions.

COMPARISONS - 5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s). 5.02 Compare and contrast structural patterns in the target language and his/her own language(s). 5.05 Identify connections among languages by recognizing cognates and loan words.

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<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Materials and Time</th>
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| I. Focus and Review (Establish prior knowledge) | KWL Chart – House & Animal Voc. Have students name animals they already know and give sounds for those animals. Spanish animals sounds are different. Share & discuss: [Spanish animal sounds](#) | LCD, computer, speakers, website  
5 minutes |
| II. Statement (Inform student of objectives) | • Students will be able to identify vocabulary associated with the home and farm, including rooms, furniture, and animals found in these environments.  
• Students will provide greetings and salutations in the language.  
• Students will use the ALICE program to reflect their understanding of the vocabulary.  
• Students will record conversations and import them into their ALICE worlds.  
• Students will be able to identify | LCD, student computers equipped with ALICE, headphones with microphones, speakers  
10 minutes |
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<th>Phase</th>
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<th>Duration</th>
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<tr>
<td>III. Teacher Input (Present tasks, information, and guidance)</td>
<td>I will do basic tutorials with the students to teach them how to import objects and manipulate them, as well as how to record and import sound.</td>
<td>LCD, student computers equipped with ALICE, headphones with microphones, speakers</td>
<td>15 minutes</td>
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<td>IV. Guided Practice (Elicit performance, provide assessment and feedback)</td>
<td>Students will create a sample ALICE world using an online tutorial to illustrate how to do basic functions.</td>
<td>LCD, student computers equipped with ALICE, headphones with microphones, speakers</td>
<td>10 minutes</td>
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<td>V. Independent Practice -- Seatwork and Homework (Retention and transfer)</td>
<td>Students will create an ALICE world using a rubric that explains what objects and characters their world should have and what they should be able to do.</td>
<td></td>
<td>50 minutes</td>
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| VI. Closure (Plan for maintenance)          | • Students will volunteer to share their worlds with the class.  
• An online quiz will be given to test their knowledge of house/farm vocabulary.  
• Students will be graded on their pronunciation from their imported sound recordings. | | 30 minutes |