

## **Unit Plan: La ropa**

### **Lesson 1: Que necesito? Que quiero? Que tengo?**

#### **I. Demographics (these apply to the whole unit)**

- a. This lesson will be taught by Stephanie Sepko, a sixth year senior at Wayne State University who is completing her pre-student teaching.
- b. Students are fifth graders (ages 10-11). The ability level of the students in both written and spoken Spanish is fairly consistent, as the majority of students have previously had at least four years of Spanish classes. The Spanish classes are held once each week. As a result, the students are already familiar with some vocabulary and basic grammatical structures. The students in this class are a mixture of native speakers of English and those who are learning English as a second language, as well as students who have a variety of learning or physical disabilities. Most of the students who are learning English as a Second Language speak Ukrainian as their first language. All of the students in this school have taken Ukrainian classes three times a week since kindergarten. There are 26 students in the class.
- c. Students will be taught/participate in the lesson in Spanish class, which is one of the two world language classes the students participate in weekly. The class period is 50 minutes long.
- d. This lesson will be taught at Immaculate Conception Catholic School in Warren, Michigan.
- e. While this school is not a part of a public school district, it is classified as belonging to the Archdiocese of Detroit.
- f. This lesson plan is titled Que necesito? Que quiero? Que tengo? (What do I need? What do I want? What do I have?)
- g. This lesson will be taught in their normal classroom which is large enough to comfortably accommodate a group of this size.

#### **Theme:**

La ropa

#### **Task:**

Students will be able to make statements about items of clothing they want or need. Students will be able to describe items of clothing.

#### **Michigan Benchmarks Addressed:**

1.1.M.SL.a Use the target language to engage in conversations about everyday topics such as clothing

1.1.N.SL.b Ask and answer basic questions about clothing and its physical conditions, self, family and friends

**Supporting Objectives:**

Students will be able to make statements using “I need” in Spanish by stating which piece of clothing they need in a role play situation.

Students will be able to make statements using “I want” in Spanish by stating which piece of clothing they want in a role play situation.

Students will be able to make statements using “I have” in Spanish by stating which piece of clothing they have in a role play situation.

Students will be able to list a variety of items of clothing by identifying them visual and stating their names.

Students will be able to describe various items of clothing by stating what color they are or on what part of the body they are worn.

**Materials:**

Vocabulary list (see attached)

Pens/Pencils

PowerPoint Presentation

Computer

Projector

Laminated pictures of people wearing a variety of clothing

Whiteboard

Whiteboard Markers

**Essential Question:**

What clothing do you need, want, and have?

**Procedure:**

1. Play authentic Spanish music as students enter the classroom. They understand that they can talk to one another, but at any given time, everyone in the classroom should be able to hear the music. Stop the music to get the students' attention and signal that class is beginning.
2. Greet the students and explain what we will be doing today in class.
3. Pass out the vocabulary list handout to each student. This list is in Spanish only.
4. Using the PowerPoint presentation, introduce each vocabulary word using the following procedure: (Please note, some vocabulary words that have been included should be review as they have been seen in past units. They are included here as means of review and reinforcement.)
  - a) Display the word. For example: Zapatos.

- b) Say the word out loud. Have students repeat the word at least twice.
  - c) Ask the students “Que significa zapatos?” \*What does zapatos mean?\*
  - d) If no one is able to answer this question, guide them toward the desired response with statements such as “Lleva en sus pies. Puede tener zapatos de tenis. Muchos veces, los mujeres compran muchos. Los zapatos de Brian son azules.” \*You wear them on your feet. You can have tennis shoes. Brian’s shoes are blue.\*
  - e) Once the meaning of the word has been determined, display a photograph of the word and repeat it once more.
  - f) Students individually record the meaning of each word on their handout.
5. Students will separate into groups of 3-4. Each group will receive a set of 2-3 laminated pictures of people wearing a variety of clothing. Within their groups, students will work to describe the clothing as thoroughly as possible using their new vocabulary. After working in small group, each group will present one picture, describing it to the whole class.
6. The class will come back together and as a whole, and review the structure for using the verbs necesitar (I need), querer (I want) and tener (I have). These verbs will have been introduced in earlier classes, so this is just a review and practice.
7. Students will take turns asking each other questions using these verbs and the new vocabulary. One student will start by asking another student a question, such as “Robert, necesitas zapatos de tenis para jugar baloncesto?” \*Do you need tennis shoes to play basketball?\*
- Robert would respond and continue by asking another student a question. “No, no necesito zapatos de tenis. Yo tengo zapatos de tenis. \*No, I don’t need tennis shoes. I have tennis shoes already.\*
- Angela, tienes una vestido azul?” \*Angela, do you have a blue dress?\*
- Angela would respond and continue on asking another student. This would precede popcorn style with students choosing to whom they are directing their question. This should continue until all students have answered at least one question.

### **Assessment:**

For what time remains, students will play Simon Dice (Simon Says). They will stand up and listen to instructions regarding clothing, but they are only supposed to act out any command preceded by “Simon dice”. If they act out a command that “Simon no dice!” they must sit down. Commands can include things like “Toquen sus calcetines con sus codos. Toquen una camiseta verde. Pongan sus

zapatos en una silla.” For this activity, students will not be assessed individually for anything besides participation. The goal is ascertain that at least 80% of the class is able to respond correctly to these commands.

In addition, they will also be assessed based on their participation and speaking/use of vocabulary in earlier activities.

## **Lesson 2: Me gusta/No me gusta**

### **Theme:**

La ropa

### **Task:**

Students will be able to make statements describing what clothing they like and do not like.

Students will be able to make statements demonstrating that they understand what type of clothing should be worn in certain situations.

### **Michigan BenchMarks Addressed:**

1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions

1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using notes

### **Supporting Objectives:**

Students will be able to say that they like or do not like articles of clothing in Spanish.

Students will be able to state what they like to wear in specific situations.

Students will be able to identify what types of clothing they like to wear in certain weather.

Students will be able to write a paragraph of at least five sentences describing what clothing they like and do not like.

### **Essential Question:**

What clothing do you like or not like?

### **Materials:**

Beach ball with various locations taped on

Index cards with questions related to clothing (one for every student in the class)

Computer

Whiteboard

Whiteboard Markers

Laminated pieces of clothing with tape on the back (40)

“Gustar” handout (see attached)

**Procedure:**

1. Play authentic Spanish music as students enter the classroom. They understand that they can talk to one another, but at any given time, everyone in the classroom should be able to hear the music. Stop the music to get the students’ attention and signal that class is beginning.
2. Greet the students and explain what we will be doing today in class.
3. In order to review the vocabulary, ask for three volunteers to come stand in front of the class. Then ask their classmates to describe what they are wearing. For example “Que lleva Maria hoy?” \*What is Maria wearing today?\*
4. Pass out “Gustar” handout.
5. As a class, students will be introduced to the verb gustar (to like). The conjugation will be written on the board and students will be given a variety of example statements that use the verb. Then, they will be asked questions such as “Que te gusta llevar?” \*What do you like to wear?\* or “Te gusta llevar los pantalones cortos?” \*Do you like to wear shorts?\* They will be expected to answer using sentences that include “Me gusta...” \*I like...\*
6. On the whiteboard, the question “Que llevas durante....” \*What do you wear during...?\* Will be written across the top. Below, there will be four columns, one for each season (primavera, verano, otono, invierno). A variety of laminated pictures of articles of clothing will be laid out on table with tape on the back. A student will be called upon and they will be asked the question, including a specific season. For example, “Lauren, que te gusta llevar durante la primavera?” \*What do you like to wear in the spring?\* In response, the student must come up to the table, find an appropriate piece of clothing, stick it on the board under the correct season, and make a statement to the class, such as “Durante la primavera, me gusta llevar un impermeable.” \*During the spring, I like to wear a rain coat.\* This will continue until all 40 pieces of clothing have been placed on the board.
7. As a class, students will be introduced to the ir + a + location construction. They have already seen and heard this in class, but this is the first time they are receiving formal instruction on its meaning and use. They will see

the verb ir (to go) conjugated on the whiteboard as a review, as well as examples of this construction.

8. In order to practice, students will pass the beach ball with different locations attached around the class. Once it is caught, the student will use the location under their right thumb to make a statement about what they would wear when visiting that location. For example, if their right thumb is on the word "Playa" students could respond with a statement such as "Cuando voy a la playa, llevo un traje de bano y sandalias." \*When I go to the beach, I wear a bathing suit.\* Or "A la playa, me gusta llevar pantelones cortos." \*At the beach, I like to wear shorts.\*

**Assessment:**

Students will have 10-15 minutes at the end of class to write a paragraph of at least five sentences describing things they like or do not like to wear during a specific season of the year. The seasons will be assigned by having students count off 1-4 and assigning each number to a season. If students do not complete this in class, they can finish it for homework. No one will turn in this assignment until the next day.

In addition, each student will need to answer an exit question before they can leave the classroom. These questions are written on index cards and each student will select one on their way out of class. This question must be answered in a way that shows understanding, it does not need to be perfect, but it needs at least a verb and some relevant vocabulary. Questions could include "Tienes una falda verde? Que llevas hoy? Te gusta llevar un traje? Cuantos corbatas tienes?" (Do you have a green dress? What are you wearing today? Do you like to wear suits? How many ties do you have?

**Lesson 3: Los comparaciones**

**Theme:**

La ropa

**Task:**

Students will be able to make comparisons between two items of clothing.

**Michigan BenchMarks Addressed:**

1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as clothing.

**Supporting Objectives:**

Students will be able to make statements using “more than” and “less than” in Spanish when comparing two pieces of clothing.

Students will be able to ask questions using “more than” and “less than” in Spanish.

Students will be able to describe articles of clothing.

Students will be able to complete a worksheet while correctly using “more than” and “less than” in Spanish.

**Essential Question:**

What is the difference between two pieces of clothing?

**Materials:**

Computer

Masking Tape

Comparisons Handout and Worksheet (see attached)

Four cardboard boxes, each containing ten to twelve articles of clothing

**Procedure:**

1. Play authentic Spanish music as students enter the classroom. They understand that they can talk to one another, but at any given time, everyone in the classroom should be able to hear the music. Stop the music to get the students' attention and signal that class is beginning.
2. Greet the students and explain what we will be doing today in class.
3. Pass out comparisons handout to the students.
4. As a class, students will be introduced to the language and structure used to make comparisons in Spanish, both for making comparisons with adjectives and with nouns. Examples will be given. Student will practice making statements of comparison using their favorite stores and brands of clothing. For example “La ropa de Target es menos caro que la ropa de Hollister.” \*Clothing from Target is less expensive than clothing from Hollister.\*
5. Students will be split into four groups of 7-8 students and will participate in a Magic Box Activity. Each group will receive a box containing a number of items of clothing. One student will select an item of clothing from the box, careful not to show it to the other members of their group. The members of their group will play “Twenty Questions” using the vocabulary to determine what the item is. These questions should be answered with a yes or no response. Acceptable questions include: Lleva durante el verano? Es mas grande que un libro? Es del color blanco? Lleva en sus pies? Es

caro? Etc. (Do you wear this during the summer? Is it bigger than a book? Is it white? Do you wear it on your feet? It is expensive?)

6. After the students have each had a turn selecting an item from the magic box, the class will come back together to participate in a line-to-line activity. Three long strips of masking tape will be placed in parallel lines on the floor. The students will begin by standing on the center line. The teacher will read statements that use mas que (more than) and menos que (less than) out loud to the class. If the students agree with the statement, they will step to the line on the left. If the students disagree, they will step to the line on the right. Once the pattern has been established, students will take turns making statements for the others to respond to. If enough time remains, “gustar” statements can also be included as a form of review.

**Assessment:**

For homework, students will complete the comparisons worksheet. (See attached) This worksheet focuses on making comparisons with adjectives. As part of the assignment, they must look up any words they do not know.

**Lesson 4: En la tienda**

**Theme:**

La ropa

**Task:**

Students will be able to ask question about items of clothing.

Students will be able to answer questions about items of clothing.

**Michigan BenchMarks Addressed:**

1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, and size, relating to stores

**Supporting Objectives:**

Students will be able to ask question about an item in a store (How much does this cost? Do you have another color? Etc) in a role play situation.

Students will be able to answer questions about an item in a store in a role play situation.

Students will be able to play the role of a customer or store worker.



**Essential Question:**

How would you find what you are looking for in a clothing store?

**Materials:**

Magazines

Scissors

Glue

Construction paper

Stapler

Makers

Colored Pencils

Index Cards with problem scenarios

**Procedure:**

1. Play authentic Spanish music as students enter the classroom. They understand that they can talk to one another, but at any given time, everyone in the classroom should be able to hear the music. Stop the music to get the students' attention and signal that class is beginning.
2. Greet the students and explain what we will be doing today in class.
3. Prompt students to suggest some questions people may need to ask while in a clothing store. Work together to construct these questions in Spanish. Create a list of possible question on the board. Questions should include things like (Donde estan los pantelones? Cuantos cuestan los zapatos de tenis? Tiene un otro color? Etc) \*Where are the pants? How much do the tennis shoes cost? Do you have a different color?\*
4. The teacher will act as a shopkeeper and call on volunteers to practice brief interactions. (Necesita ayuda? Etc) \*Do you need help?\*
5. Students will work in pairs to create a dialogue in which one plays the role of a worker in a clothing store and the other plays a customer. They will receive an index card with a problem scenario that will guide their interaction. (For example: Necesita un regalo para su papa. A el se gustan mucho el color azul. Quiere comprar una corbata, pero la tienda solamente tiene corbatas verdes.) \*You need a gift for your dad. He really likes the color blue. You want to buy a tie, but the store only has green ties.\*
6. Students will perform their dialogue for the rest of the class.

**Assessment:**

Using the paragraphs that were written as part of lesson two (which have now been corrected and returned) students will act as fashion consultants and create

an outfit for another student. Students will trade their paragraph with a classmate and design an outfit based on what the other student stated they liked and didn't like. They have the option to either use magazines to create a collage or draw an outfit using colored pencils or markers. The pieces of clothing in the outfit should be labeled correctly in Spanish. These pieces will be assessed on correct use of vocabulary and correlation with description provided. Finished outfits will be glued to construction paper and displayed on the wall. Students will complete this during the remaining class time, as well as the next class meeting and then present their work.

## **Lesson 5: En la tienda**

### **Theme:**

La ropa

### **Task:**

Students should be able to describe the items of clothing sold in a specific store.

### **Michigan BenchMarks Addressed:**

1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits

### **Supporting Objectives:**

Students will be able to make statements using "I want" and "I need" in Spanish in a role play situation.

Students should be able to ask questions about various items of clothing in a role play situation.

### **Essential Question:**

What would you say if you worked in a clothing store?

### **Materials:**

Magazines

Scissors

Blank printer paper

Markers

Colored pencils

Glue

Various items of clothing

## Signs for stores

### **Procedure:**

1. Play authentic Spanish music as students enter the classroom. They understand that they can talk to one another, but at any given time, everyone in the classroom should be able to hear the music. Stop the music to get the students' attention and signal that class is beginning.
2. Greet the students and explain what we will be doing today in class.
3. The room will be set up as if it is a shopping mall with different stores that sell different items of clothing. Some students will act as shopkeepers and other will be customers. Students will move around the room practicing their conversation skills. After 10 minutes, students will switch positions, with those who have been acting as shopkeepers taking the role of customers. They will continue to practice for another 10 minutes.

### **Assessment:**

Students will design their own store related to clothing. Their business needs a name and should specialize in one specific type of clothing (shoes, dresses, swim wear, etc) Students will design a logo for their store. Students will write a description with a minimum of seven sentences. They will present their business to the class. This activity will be started in class, it will most likely consume two class periods between writing, creating artwork and presenting.

### **Type of Teaching: (these apply to the whole unit)**

The lessons in this unit include both inductive teaching and cooperative group teaching. The first part of the lesson in which the students study and describe the clothing, or are introduced to new vocabulary or a new grammar concept such as how to make comparisons or how to state that you like or dislike something would be inductive. These pieces would be explained explicitly and students would be expected to take notes. The second part in which they work together to ask and answer questions and create comparisons and discuss contrasts would be cooperative. I believe the class wide activities included in lessons one, two and five would also be cooperative. I chose to include class wide activities as a part of these lessons to provide a high number of examples and lots of modeling for students who are less confident.

### **My Role as a Teacher: (these apply to the whole unit)**

My role as the teacher during these lessons would be to model how I want the students to ask and answer questions or to describe a piece of clothing. I would

also answer any questions the students might have during the activity, such as what a specific item in the picture is called or to clarify directions. I would also be traveling around the room to make sure that students were staying on task and focusing their conversation on the content. I would moderate the class wide activities to help any students who were not completely confident about answering a question and to make sure that all of the students in the class have a chance to participate. I will be checking and providing feedback on the written assessments the students will be completing at the conclusion of some of the lessons.

**Accommodations/Adaptations: (these apply to the whole unit)**

Students are allowed to use dictionaries or ask peers for assistance, in English or Ukrainian, for words they may not know. In order to make the most of their time, students with more limited English proficiency may write their words in Ukrainian first and then translate them later. For students who have physical limitations, laptops will be provided so they may type any part of the lessons that would be written by the other students rather than writing them out by hand. For any students with impaired vision, they could describe how the clothing feels instead of how it looks and braille vocabulary lists would be provided. Students would have the opportunity to start in class and complete written assessments outside of class in case they needed extra time or needed utilize additional resources.