

Best Practices of Technology Integration

Title: *“El Turista de Tres Plazas” – Getting to Know 3 sites in Madrid via el Metro*

Subjects:

Spanish – Using vocabulary for travel, numbers, basic restaurant words, application of the preterite, imperfect and future in follow-up writing activities.

Intended Grade Levels:

Spanish 2 or above. Though this lesson could be used as independent study or exploration for students who are comfortable with the vocabulary.

Description:

Students will prepare for this virtual excursion by learning vocabulary needed for travel. They will apply their knowledge of the preterite and imperfect tenses through writing a postcard from Madrid to you as instructor and in communicative activities in the classroom.

Students will explore 3 unknown places in Madrid, Spain; El Prado museum, El Palacio Real and a typical restaurant. They will discover what these places are and answer questions specific to each one that ties in the vocabulary they have been studying.

As a way of bringing all three together, the students are given the task of determining which Metro route(s) would best take them from one to the other. The sites that they will visit are the actual official sites in Spain.

Every attempt is given to provide them with as real a situation as can be to simulate what it might be like to be a tourist. They must use their Spanish to read signs, determine hours, fares, meals and place names.

Narrative:

Students may not ever travel to Spain, but should, nonetheless, discover some of the frustrations, successes and have some fun using their Spanish. In this lesson, your students will bring together some first hand experiences and synthesize them with a minimum of artificial requirements.

Since this discovery is applied and non linear in nature, the web brings in the dynamics of using real sites from Spain and the capability of visiting and revisiting places.

This lesson is intended to be as student driven as possible.

Provided there are enough computers with Internet access, each student can do their own work, but pairs or small groups can also work well. It is important to prepare the students with vocabulary review from that included or with other particular vocabulary you want to incorporate.

Curriculum Benchmarks:

MI.WL.1.HS.4

Derive meaning from oral, visual and limited written stimuli and respond appropriately.

MI.WL.5.HS.4

Understand the main idea and most details from authentic texts in areas of high interest.

Detailed Timeline:

Upload the enclosed files as a site to a directory on your server.

Print out the vocabulary study sheets to study.

Review preterit and imperfect verb forms as appropriate.

Contact your technology support people to insure that there is a FormMail.pl cgi script available for the postcards.*

Allow 1 block period (85 minutes) for the students to go through the site.

Allow time for each student to type and submit their postcard.

Plan 45 minutes for written exam

* The FormMail.pl is a perl script that resides in the /cgi-bin/ directory.

<http://www.worldwidemart.com/scripts/formmail.shtml> If you are unsure, change the action of the form in postal.html to use a "mailto:" link instead.

Materials/Hardware/Software:

Web access, Vocabulary Handouts

Teacher Preparation:

It is important to have prepared the students as much as possible with the vocabulary and have a strong working knowledge of it. Likewise, regular and irregular forms of the preterite and imperfect are necessary. A familiarity with the 3 locations and how the metro works will be helpful when the students reach any impasse or frustration due to the pressures of time or unfamiliarity.

They will be expected to retell these experiences on the exam in their own words.

Prerequisite Student Skills:

Vocabulary for travel unit, preterite and imperfect tenses, and to use a web browser.

Activities and Procedures:

Hand out and study vocabulary.

Allow pre-testing on the vocabulary

Quiz students on vocabulary.

Break class into small groups to access this web site.

Assign the postal to be mailed in.

Do paired communicative activities in class.

Prepare and take final exam.

Assessment:

Activity	Suggested Points
Informal participation assessment as appropriate.	10 - 20
A quiz (or quizzes) on vocabulary is suggested – see online prequiz.	50
The postal can be weighted or done as extra credit.	50
The worksheets.	30
The final exam is the synthesis of the lesson and should be weighted accordingly.	80

Follow-Up Activities:

Allow students to share what they saw or did on the trip as an oral activity. Give 2 points for each correct sentence and use of preterite or imperfect.

Submitted By:

Name: Mark P. Coleman
School District: Zeeland Public Schools
School: Zeeland High School
Address: 3333 96th Ave, Zeeland, MI, 49464
Email: mcoleman@zeeland.k12.mi.us