

## DAILY LESSON PLAN

Name: Elizabeth C. May  
Subject: Spanish

Grade: Secondary

I. **TOPIC: Simbolismo de colores.**

II. OBJECTIVES: Students will make observations on symbolism and colors of images.

III. MATERIALS

- a. Traveling suitcase realia-handicrafts
- b. Paper
- c. Pencil

IV. TEACHING PROCEDURES

- a. Introduction: Let's think about the uses of color in all areas of our lives. At home, we use color to decorate. At school, we use color to organize. When we play, colors differentiate between teams. Thinking in terms of symbolism, what ideas do we associate with different colors? What other ways do we create symbolism? Think about the eagle, the orange, the beach, the barracuda (your school mascot). Which represents your county, city, nation, and state?
- b. Developmental Activities: Students will remove realia from the "suitcase," making a descriptive statement in the target language. Students will chart artifacts and colors and write their observations.
- c. Closure: We attach meaning to the world around us using color. The colors and artifacts here were chosen by this culture to form its identity.

V. LESSON EVALUATION

Chart of artifacts, colors, and observations.

VI. ANTICIPATED TIME USE	TEACHER ACTIVITY	STUDENT ACTIVITY
Introduction (:05)	Present lesson, draw chart on board.	Draw chart.
Activity (:25)	Present items to class.	Fill in chart.
Discussion (:15)	Ask students to state observations and comparisons.	State observations. Compare to objects in your own culture.
Conclusion (:05)	Guide self-editing.	Make corrections and submit.

VII. STANDARDS

- a. FCAT W1
- b. Sunshine State (SSS)
  - LA.B.1.4.1, 2, and 3 The student uses writing processes effectively.
  - LA.B.2.4.1, 2, and 3 The student writes to communicate ideas and information effectively.