

DAILY LESSON PLAN

Name: Elizabeth C. May
Subject: Spanish

Grade: Secondary

I. **TOPIC: Al mercado.**

II. **OBJECTIVES:** Students will produce a dramatization in which they will ask and answer questions about the prices, location and use of supermarket items.

III. **MATERIALS**

- a. Traveling suitcase-supermarket sales circular
- b. Paper
- c. Pencil
- d. Props/costumes

IV. **TEACHING PROCEDURES**

- a. Introduction: You are entertaining guests at your home this weekend and must finish getting the items needed from the supermarket. You and your partner will design and act out a skit using the flier and other props. Be sure to use a variety of techniques in your skit, for instance, an aside to estimate the total of your bill.
- b. Developmental Activities: Students will gather and make props and costumes at home. In class, they will compose, practice, and memorize their skits. On their assigned day, students will act out their skits for the class.
- c. Closure: When there is a need to “survive” in an exchange of conversation in a foreign language, our minds are more focused on communication than on “Will I say it right the first time?” With each new “scene” that life presents, our language skills will flourish out of necessity.

V. **LESSON EVALUATION**

Students will be evaluated based on props, costume, written rough draft, written final draft, quality of communication, pronunciation, voice projection, and body language.

VI. ANTICIPATED TIME USE	TEACHER ACTIVITY	STUDENT ACTIVITY
Introduction (:04)	Distribute copies of supermarket circular. Preview vocabulary.	Make a vocabulary list of items from circular to be used in skit.
Composition (:41)	Provide feedback.	Compose skits with a partner.
Assign homework (:05)	Requirements for props and costumes.	Plan props and costumes. Write them in complete Spanish sentences to turn

in the next class.

Introduction (:05)	Collect homework. Review the editing process.	Submit homework. Edit skits. Conference
Editing process (:46)	Consult with groups on props and costume. Assign performance dates.	Conference with teacher on props and costume. Receive assigned day.
Performances (1:40)	Evaluate performances.	Perform.

VII. STANDARDS

a. FCAT

b. Sunshine State (SSS)

LA.A.1.4.1 and 3 The student uses the reading process effectively.

LA.A.2.4.1 and 6 The student constructs meaning from a wide range of texts.

LA.B.1.4.1, 2 and 3 The student uses the writing processes effectively.

LA.B.2.4.3 The student writes to communicate ideas and information effectively.

LA.C.3.4.1, 2, 3, and 5 The student uses speaking strategies effectively.

LA.D.1.4.2 The student understands the nature of language.

LA.D.2.4.5 The student understands the power of language.

MA.A.1.4.1, 2, and 3 The student understands the different ways numbers are represented and used in the real world.

MA.A.2.4.2 The student understands number systems.

MA.A.3.4.1 The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

MA.A.4.4.1 The student uses estimation in problem solving and computation.

MA.B.3.4.1 The student estimates measurements in real-world problem situations.

TH.A.1.4.1 The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

TH.B.1.4.1 The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

TH.E.1.4.1 The student understands applications of the role of theater, film, television, and electronic media in everyday life.