

Lesson Plan Template (Long Form)

Student Teacher's Name: Sarah Sprague

Grade Level: 9th

State Standard: National—Communication: 1.3; Connections: 3.1, 3.2; Cultures: 2.1, 2.2;

Communities: 5.1

Subject: Spanish

Name of Lesson: Cocinar Paella (#2 in Unit)

Period/Time: 1:30-3:00

I. **Goal:**The goal of this lesson is to expand my students' understanding of Spain's culture by way of food and cooking.

II. **Objectives:** *In a classroom setting, students will be able to make paella, referencing their self-created Cornell notes, with 100% accuracy. *Given a blank sheet of paper, students will be able to reflectively create a poem about their cooking experiences with 90% accuracy.

III. **Adaptations for Diverse Learners:** N/A at this time.

IV. **Materials:**Spanish Bible; (students need to bring their flashcards); jumbo note cards; textbook (p. 341); kitchen; ingredients (chicken, shrimp, prawns, mussels, clams, rice, onion, garlic, carrots, tomatoes, green and red peppers, peas, saffron, water, olive oil, salt, and pepper).

V. **Procedure:**

A. Set / Hook (10 minutes):

(Faith Integration) Students will read Mark 6:30-43 (Jesus Feeds the Five Thousand) from the Bible (La Santa Biblia version) verse by verse in a snake-like pattern around the room, allowing everyone in the class a chance to read and get their brains and vocals in "Spanish mode."

Ask students what their favorite ethnic dishes are. This will allow them the opportunity to share with the class their experiences, as well as learn from and with one another.

B. Transition (15 minutes):

Have students pull out their review flashcards (their assignment from the previous class). We will play U-Rotate! With their partners (the desk in front of or behind them), students will "quiz" one another with their self-created questions from the culture passage. Each student will share two flashcards and then rotate (upon teacher instruction). For example, the inside circle will move two desks to the right or four desks to the left.

C. Main lesson (20 minutes):

*Note: Keep an eye on the clock; if at any time one activity is taking too much time out of the schedule, move on and focus on the important learning process.

- Have students open their texts to page 341, "Cultura Viva I."
- Introduce topic of "La Paella."
- Read the recipe to the students (slowly for clarity and comprehension).

- While reading, explain new vocab, ideas, and cultural tie-ins (i.e. the heavy use of olive oil and seafood).
- As the students are being read to, they are to create Cornell style notes, as follows:

<p>Topic</p> <ul style="list-style-type: none"> • Left side (language and logic) of the page has main ideas (i.e. steps in the recipe). <ul style="list-style-type: none"> ○ No complete sentences. ○ Skip a line between ideas/topics/steps. 	<p>Visual</p> <ul style="list-style-type: none"> • Right side (art) of the page has drawings (i.e. of the ingredients). <ul style="list-style-type: none"> ○ This will connect the dots with the topics. ○ Not every idea must have a drawing.
<p>Summary</p> <ul style="list-style-type: none"> • Bottom of page will have a summary of the main idea (for the recipe, simply include anticipations about cooking—do you think you will like paella and why?). <ul style="list-style-type: none"> ○ Must be in complete sentences. 	

D. Transition (5 minutes):

Have a student lead the class in prayer (over cooking and the blessing of food and friends).

E. Conclusion (25 minutes):

Have students make paella (follow abbreviated recipe found at: <http://www.epicurious.com/recipes/food/views/Quick-Paella-233798>).

VI. Assessment (10 minutes):

Portion out the creation. Dig in!

VII. Assignment (5 minutes):

(**Technology Integration**) Students are to write a poem (style of their choosing) about paella, cooking, or their favorite ethnic or origin dish that will be shared with the class next period. Also, glance over the preterite formation of -ar verbs (p. 334).

VII. Self Evaluation: N/A.

IX. Coop's Comments: N/A.