



CEL F Summer Institute '10

School: Boston Latin School [public] MA Teacher: Liz H

Subject: Intermediate Spanish- Spanish 3/ Spanish 4

Unit Title: Póngase en la onda verde:

Teaching the Usted Commands using EPA tips to save the environment & Using the ir + a + infinitive structure to Make a Personal Action Plan

The full text of this story is widely available on-line.

MA State Standards addressed by the lesson (Include minimum of two state frameworks goals for this subject and grade level that this lesson aligns to):

1. PreK–12 STANDARD 1 Interpersonal Communication

Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.

2. PreK–12 STANDARD 2 Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English.

National Education for Sustainability Standards addressed by the lesson (Include minimum of two EfS standards that this lesson aligns to):

1. 3.1 Personal Action- Personal Responsibility Students will create a personal action plan, outlining steps they can take to live a more sustainable lifestyle.

2. 2.2 Ecological Systems- Respect for Limits Students will understand that reduction of their own consumption of resources can have an impact on the environment.

Brief Summary of Unit (including curricular content and unit goals):

In this unit, students will learn and practice the negative and affirmative Usted and Ustedes commands in Spanish through a series of environmental tips put together by the US Environmental Protection Agency. Students will access, understand, and apply the advice to their own experiences and lifestyles.

After learning and practicing the Present Imperative structures, students will use the Ir + a + infinitive structure to create a personal action plan, outlining the steps they are going to take to tune their own choices and “go green” (in Spanish, get on “la onda verde”).

Website: www.epa.gov/earthday/espanol/consejos.htm

Stage 1 – Identify desired results

Enduring understandings (what understandings are desired?):

Students will understand that: reducing their own consumption of resources can have a significant impact on the environment.

Essential questions (what essential questions will be considered?):

What *can be done* to live more sustainably?

What *will I do* to live a greener lifestyle?

Outcomes (what key knowledge and skills will students acquire as a result of this lesson/unit?)

Students will know...that the earth's resources are not interminable and that the waste they produce is having a negative impact on the environment.

Language Objectives:

Students will be able to (1.) understand affirmative and negative commands in the Usted and Ustedes form, and (2.) distinguish between the Indicative (“One should shut off the lights before leaving a room”) and the Imperative (“Shut off the lights before you leave a room”). *Students will also be able to* (3.) use the Ir + a+ infinitive structure to make a list of steps they intend to take to live a greener lifestyle (“I am going to shut off the lights before I leave a room”).

Stage 2 – Determine acceptable evidence

Performance tasks (what evidence will show that students understand?):

Students will create a personal action plan, enumerating steps they can take to reduce their energy usage and waste, increase their own activity level and awareness around environmental issues.

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

1. Quiz & test- on the Usted and Ustedes affirmative and negative commands.
2. “UN-TRASH CAN”- a poster or bulletin board designed to look like a mesh trash can- on it, they stick (on post-it notes or little pieces of <recycled!> paper) things they have NOT thrown away, written in the target language. Like, “I took a 7 minutes shower instead of a 30 minute shower,” “I did not print out a 10 page article, I wrote down quotes and the citation information,” I took the bus to the movies instead of asking for a ride,” “I ordered tofu instead of beef,” etc). The board serves as a visual representation of how students are following through on their action plans.

Extensions- time permitting:

2. Poster/ public service announcement- Students create a poster or print ad, geared toward raising awareness around

a particular issue- water, meat consumption, electricity, gas/carpooling, etc. Students are encouraged to

submit their ads as artwork to school publications.

3. Dialogue- in pairs, students act out Consejos (tips/advice) written on slips of paper and other students have to

guess in the target language.

Stage 3 – Learning plan

Learning activities (what will students do and what will you, the teacher do, to prepare the students to achieve the desired outcomes?:

Part 1: Teaching the Imperative forms/ Usted Commands

> For the second language instruction (Usted Commands), teachers use their respective textbook.

Part 2: Consejos Ambientales del EPA (EPA environmental advice)

[Página principal de EPA > Día del Planeta Tierra> Consejos ambientales](#)

> The EPA page is introduced as an authentic text. The role and mission of the EPA is explained in the target language (at least 80%). Depending on school resources & paper tendencies, it can either be accessed on-line by students in a computer lab, or printed & Xeroxed by the teacher. The text may be adapted, as appropriate, and key vocabulary should be introduced. However, a significant percentage of “new words” to the advanced beginner student are cognates; at the teacher’s discretion, it may make sense to have students read through the text identifying and looking up unknown words on their own.

>> Text may be introduced prior to explicit grammar teaching, or after.

For review, it should be introduced prior to review, as a portal for review and platform for discussion and introduction of this thread, which ideally would be woven through other lessons- water, energy, recycling, etc.

For first-time teaching, it may be more successful to introduce the text after going over the forms. Then, students could be given the text and asked to read it, highlighting the Imperative verb forms and underlining new vocabulary. If the text is introduced in electronic format, some equivalent note-taking strategy should be outlined.

Steps:

1. Students read the text
2. In pairs, students are assigned one or two consejo(s) to prepare & present.
3. Pairs present.

Part 3: Acting out the Consejos ambientales

1. As they come in students are given a number 1-6
2. Students get into small (random) groups
3. Each group is given one of the consejos to act out.
4. Each group acts out their prompt without words, other groups guess.

Part 4: Creating a personal Action Plan

1. Either in class or for homework, students create a personal action plan using the Ir+a+ Infinitive (again, explicit grammar teaching/review of this structure is reinforced by the respective textbook.).
2. Students share their plans in pairs, and then with the class.
3. Class creates an "UN-TRASH CAN"- a poster or bulletin board designed to look like a mesh trash can- on it, they stick (on post-it notes or little pieces of <recycled!> paper) things they have NOT thrown away, written in the target language. Like, "I took a 7 minutes shower instead of a 30 minute shower," "I did not print out a 10 page article, I wrote down quotes and the citation information," "I took the bus to the movies instead of asking for a ride," "I ordered tofu instead of beef," etc). The board serves as a visual representation of how students are following through on their action plans.