

Vocabulary Lesson Plan

This lesson utilizes a variety of means to reinforce students exposure to the vocabulary words that are relevant to this unit and their overall language learning. In this lesson, students first look for cognates in a reading passage in order to recognize that their existing decoding skills are valuable in understanding words in the second language. This is a reading strategy that is applied here to vocabulary recognition in order to reinforce strategies in learning both skills. Students then associate words with pictures before seeing what the word means in the second language; in this way the students link the ideas to the words rather than merely linking the word's meaning in the L1 to the lexical representation in the L2. Then students use a small few of the words learned to label a picture that is the cover of the book they will be reading from in this unit, after which they use the target language and new vocabulary to compose three sentences in the L2. Then students play Pictionary in small groups with the vocabulary. Finally, students revisit the reading passage from the first activity and notice how many more words they recognize. These activities are layered to get students to both see and use the words numerous times within a single lesson.

Level: Novice

Lesson length: 50 minutes

Objectives:

- This lesson serves simultaneously vocabulary and pre-reading purposes.
- At the end of this lesson, students will:
 - Be able to identify basic kitchen vocabulary
 - Be able to identify cognates in kitchen vocabulary
 - Be able to use reading strategies when approaching a new text in the L2
 - Have been introduced to this unit's reading text, as well as its author

Materials:

- Vocabulary worksheet
- Reading excerpt/activity worksheet

Activities:

- Paso 1: Reading excerpt (6 minutes)
 - Underline all cognates in a paragraph
- Paso 2: Intro to vocab (15 minutes)
 - Show pictures, repeat after the teacher
 - Vocab list: students have a list of words in Spanish; as they repeat after the teacher, they fill in the English equivalent of their vocab words
- Paso 3: Vocab worksheet (8 minutes)
 - Fill-in-the-blanks, write sentences
- Paso 4: Group activity (15 minutes)
 - Pictionary with vocab words
- Paso 5: Revisit the reading excerpt (6 minutes)
 - Underline all the words that you now recognize (words studied in class)

Paso 1 – Read the following sentences and underline all the cognates and words you recognize in this paragraph.

En una cacerola se ponen 5 yemos de huevo, 4 huevos enteros y el azúcar. Se baten hasta que la masa espesa y se la anexan 2 huevos enteros más. Se sigue batiendo y cuando vuelve a espesar se le agregan otros 2 huevos completos, repitiendo este paso hasta que terminan de incorporar todos los huevos, de dos en dos. Para elaborar el pastel de boda de Pedro con Rosaura, Tita y Nacha habían tenido que multiplicar por diez las cantidades de esta receta pues en lugar de un pastel para dieciocho personas tenían que preparar uno para ciento ochenta. ¡El resultado da 170 huevos! Y esto significaba que habían tenido que tomar medidas para tener reunida esta cantidad de huevos, de excelente calidad, en un mismo día.

Paso 2 – Make-your-own Vocabulary Sheet

- **Teacher shows pictures of vocabulary words, students pronounce the word and write the English equivalent on the vocabulary sheet. This way the students learn the Spanish word with the image of the object rather than immediately translating the word; this activates existing schema and assigns the Spanish word to the concept that already exists in English. This also gives students a chance to practice pronunciation.**

Paso 3 – Vocabulary worksheet

- **This worksheet further links the vocabulary from this unit to the book from which the reading passage is taken. It also asks the students to write three sentences using the vocabulary.**

Paso 4 – Pictionary

- **In small groups, students are given cards and they have to draw the object that corresponds to the Spanish word; the other students have to guess what the drawing is in Spanish.**

Paso 5 – Re-reading

- **At the end of the class, students are asked to look again at the paragraph that was part of Paso 1 and underline any additional words they recognize after studying this unit's words.**

Paso 2 – Vocabulary words for this unit – Write the English equivalent of the words for this unit after the teacher shows an image of each word.

	aceite de oliva		huevos		sobremesa
	aceituna		leche		uvas
	agua		lechuga		vajilla
	ajo		maiz		vegetales
	albahaca		mantequilla		vino
	arroz		manzana		zanahorias
	atún		merienda		zumo
	azúcar		mermelada		Verbos:
	bacalao		naranja		almorzar
	bocadillo		pan		apetecer
	cacerola		patatas		batir
	camarones		pasas		beber
	canela		pastel		cenar
	carne de cerdo		platos		cocinar
	carne de res		pescado		comer
	cebolla		pimienta		desayunar
	cena		pimiento		disfrutar
	desayuno		postre		merendar
	dulces		receta		Adjetivos:
	frijoles		refresco		caliente
	galletas		sal		ligero
	harina		sandía		salado
	helado		sabor		soso

Paso 3: The picture below is the cover of the book we will be reading from during this unit. Write in the blanks what the line points to. **HINT:** we have covered these words in class today.

The image shows the cover of the book "Como agua para chocolate" by Laura Esquivel. The cover art depicts a woman in a white dress holding a banana, with another woman in a red dress in the background. The title "Como agua para chocolate" is written in red cursive at the top. Below the title, it says "Novela de Entregas Mensuales con Recetas, Amores y Remedios Caseros". At the bottom, the author's name "Laura Esquivel" is written in red cursive. A yellow badge in the bottom left corner says "El Bestseller Nacional". The cover is surrounded by a grid of lines, with some lines pointing to specific elements on the cover.

Write three sentences describing the picture above using vocabulary words we have studied today.