

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Stephanie Hofer

Interdisciplinary Unit Plan: Down on the Farm

Lesson: Interdisciplinary Unit Plan Lesson Plan #2:

Teaching a skill Lesson: Farm Vocabulary, First Hand Culture Experience in Costa Rica, and Farm Book in Spanish

Length: 45 minutes (one class period)

Age or Grade Intended: Eighth Grade Spanish Students

Academic Standard(s):

- MH 8.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
- MH 8.2.3 Make educated guesses about meaning in simple, unfamiliar contexts, using cognates and familiar vocabulary.
- MH 8.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.
- MH 8.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
- MH 8.7.1 Use cognates and word families to guess meaning.
- MH 8.7.2 Recognize and use simple language structures.
- MH 8.7.5 Compare the social patterns of other cultures and the learner's own culture.

Performance Objectives:

1. Given the FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet, students will read the passage, concentrating on words in the target language, verified by the teacher for completion.
2. Given the FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet, students will use previous vocabulary knowledge and the skill of recognizing cognates to complete the attached Supporting Questions, verified by the teacher for participation.
3. Given a book from the example LIST OF FARM/ANIMAL BOOKS IN SPANISH sheet, students will read in the target language, concentrating on previously learned vocabulary to improve current vocabulary and pronunciation, verified by the teacher for participation.
4. Given the Farm Vocabulary worksheet (attached), students will create a farm project using ten animal vocabulary words and ten other vocabulary words, graded by the teacher for completion and creativity outlined in the attached Farm Project Rubric.

Assessment: This is the second lesson of the Farm Week: Down on the Farm Interdisciplinary Unit Plan. To begin today's lesson, refer to the attached FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet. After explaining to students that this is a short blog from someone who spent time abroad in Costa Rica and commented on their farm life, have students read the article. Then, have them fill out the Supporting Questions that are located at the end of the article. Check for completion! The previous activity should lead into a short class discussion about what farm life is like in Costa Rica. (The main portion of this discussion should stem from the last Supporting Question.) Make sure students offer reasons for how farm life in Costa Rica is either similar to or different from farm life in the United States; this should be a participation exercise that depends on how well they participate. Afterward, put students into small groups of no more than three (ideally, but depends on available materials). Have students choose a book from the example list (the attached LIST OF FARM/ANIMAL BOOKS IN SPANISH). It is assumed that before class, the teacher has located some of these books and has made them accessible to the class for use. Students should read a book together in their small group, practicing pronunciation and reading/speaking in the target language, as these books will be written in Spanish. Because these are well-known stories, students should be able to rely on previous knowledge to understand the storylines. Make sure students are on task, and use this also as a participation grade. Ideally, students are engaged, on task, and reading in the target language. Then, to continue yesterday's project, re-explain to students that they will be doing a farm project. This is a creative project that uses the farm vocabulary, but asks students to create a farm. Students must include ten correctly labeled animals and ten correctly labeled other farm words, all of the students' choosing from the Farm Vocabulary handout (attached). Students will also have time to work on this during tomorrow's class period. Students will receive ½ point for the correct number of items in each category and ½ point for labeling each item with the correct Spanish translation. Students will also be graded on creativity to promote high-quality projects; this grade involves one being the lowest and a five being the highest. Altogether, students can receive a total of 25 points for this assignment (see attached rubric).

Advanced Preparation by Teacher:

1. Locate, find, and copy the attached FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet. Include the also attached Supporting Questions, located at the end of the sheet.
2. Choose and set out well-known farm-related books that are written in Spanish (use the attached LIST OF FARM/ANIMAL BOOKS IN SPANISH sheet for ideas)
3. Decide criteria and requirements for the farm project and make the attached Farm Project Rubric

Procedure:

Introduction/Motivation: ¡Hola, clase! (Hello, class.) I would like to welcome you again to our Farm Week: Down on the Farm. ¡La semana de la granja! Today, we will be talking about farming in a country other than our own, reading some fun books related to farms in Spanish, and finishing our projects we started yesterday.

Step-by-Step Plan:

1. Refer to the attached FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet. After explaining to students that this is a short blog from someone who spent time abroad in Costa Rica and commented on their farm life, have

students read the article. Then, have them fill out the Supporting Questions that are located at the end of the article.

(Gardner: Visual/Spatial, Verbal/Linguistic, Naturalist, Intrapersonal)

(Bloom's: How long did the writer spend in Costa Rica? – Knowledge)

(Bloom's: Define the following Spanish words. – Knowledge)

2. The previous activity should lead into a short class discussion about what farm life is like in Costa Rica. (The main portion of this discussion should stem from the last Supporting Question.) Make sure students offer reasons for how farm life in Costa Rica is either similar to or different from farm life in the United States. (Gardner: Visual/Spatial, Verbal/Linguistic, Naturalist, Interpersonal)
(Bloom's: What do farmers in Costa Rica typically do? – Comprehension)
(Bloom's: If you were the writer, would you have gone back to Costa Rica? Why or why not? – Evaluation)
(Bloom's: Why do you think she went back? – Analysis)
(Bloom's: Judging by what you learned from the article, in what ways is farming in Costa Rica similar to farming in the United States? – Synthesis)
3. Put students into small groups of no more than three (ideally, but depends on available materials). Have students choose a book from the example list (the attached LIST OF FARM/ANIMAL BOOKS IN SPANISH). It is assumed that before class, the teacher has located some of these books and has made them accessible to the class for use. Students should read a book together in their small group, practicing pronunciation and reading/speaking in the target language, as these books will be written in Spanish. Because these are well-known stories, students should be able to rely on previous knowledge to understand the storylines.
(Gardner: Visual/Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal)
(Bloom's: What is the main idea of your story? – Comprehension)
(Bloom's: List any cognates you see. – Knowledge)
4. Explain to students that we will be continuing our farm project. Students should have this project completed upon leaving the class today and will turn it in before the end of the period! This is a creative project that uses the farm vocabulary, but asks students to create a farm. Students must include ten correctly labeled animals and ten correctly labeled other farm words, all of the students' choosing from the Farm Vocabulary handout (attached). Students will also have time to work on this during tomorrow's class period.
 - Students will receive ½ point for the correct number of items in each category and ½ point for labeling each item with the correct Spanish translation.
 - Students will also be graded on creativity to promote high-quality projects; this grade involves one being the lowest and a five being the highest.
 - Altogether, students can receive a total of 25 points for this assignment (see attached rubric).(Gardner: Intrapersonal, Visual/Spatial, Logical/Mathematical)
(Bloom's: Select vocabulary words to develop your own farm. – Application)
(Bloom's: Label the animals and objects with the correct Spanish words. – Knowledge)

Closure: I hope you had a lot of fun during our second day of Farm Week: Down on the Farm, or in Spanish class: ¡La semana de la granja! Please make sure that you turn in your project before leaving today and that it is done well. Everyone should have followed the rubric to know what was expected. Tomorrow, we will be talking about how farming affects other countries, as well as their procedures compared to those that we have. ¡Hasta mañana chicos!

Adaptations/Enrichment:

Adaptation for a student with a learning disability:

- If the student has a learning disability in reading, read the FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet to the student, as well as the farm book.
- If the student has a learning disability in writing, assist the student with how to answer the Supporting Questions, as well as how to label the correct parts on the project.
- If the student has a learning disability in listening, have all instructions written out so that that student can focus, be on task, and succeed by completing all aspects of each assignment. It would be awful for this student to miss points simply because he or she did not hear what the directions were. Simply writing out verbal instructions for this students can make a world of difference.

Enrichment: If this lesson finished early, the teacher could:

- Give students more time on their projects
- Review vocabulary words by playing Around the World (a fast-paced review game)
- Ask students what else they know about farming
- Compare Costa Rica and the United States in other ways – land type, water-to-land ratio, economy, government, money system, etc. that could contribute to the writer’s story; other similarities
- Discuss any other Spanish-speaking countries that have a similar farming style
- Discuss the ‘American way’ of farming and compare
- Read another farm book in Spanish

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson’s activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Did students gain insight into the way of farming in Costa Rica from the article?
- Did students enjoy the article?
- Were students able to recognize and research the Spanish vocabulary in the article?
- Were students able to effectively compare farming in Costa Rica to farming in the United States?
- Was the article a great conversation starter?

- Did students enjoy reading the farm books in Spanish?
- Did students struggle too much with reading completely in the target language, or were there enough context clues to still understand the story?
- Would I still divide students into small groups next time to read these books? Should they be reading completely on their own?
- Were the students able to start using the vocabulary correctly and integrate it into their project?
- Were student putting enough energy into the project or were they simply trying to get it done as fast as possible?
- Did I choose appropriate enrichment activities if the class got done early?
- Were all corresponding worksheets easy to understand or should I change them for next time?

FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA:

Taken from: <http://beyondthefarm.org/growing/spanish-lessons/>

Spanish Lessons

by [Guest Blogger](#) on June 27, 2011



This post is the first in a series bringing together Foundations' two blogs: [beyondthefarm.org](#) and [languageandliteracy.org](#), and to explore the relationships between food justice, language and culture. [Beyondthefarm.org](#) is co-produced by staff from Foundations' Seeds for Learning urban farm; entries focus on topics related to food justice and sustainability. [Languageandliteracy.org](#) features content from Foundations' literacy and English Language Learner experts; entries focus on language, policy, reading and technology.

For me, the connection between language, food and sustainability is obvious. In 2006, I spent a year living on a farm in rural Costa Rica. After numerous stints trying to learn Spanish, this is where it stuck. I learned the word for the sweet pancakes we used to eat with peanut butter (*arepas*), the herb my adoptive mother Miriam used to tear off a bush outside her window and throw into the cooking pot in one quick motion (*culantro*), and the fruits we plucked from trees, bushes, vines and the roof (*guanabana, mandarinos, naranjas, mangos, pejivalle, papaya, piña, platanos, bananos*).

As my curiosity grew, so did my Spanish. I learned that on a farm the work is rarely finished, especially for women. Lunch for husbands, sons, daughters and sisters working in the fields must be packed and ready at 5 a.m. Plants need daily water and attention or they will wither and spoil. Dirt, insects, leaves and tiny twigs must be cleaned from the black beans before they are sold. On market days, produce must be packed into the truck late the night before, then counted and sold for hours in the valley where there is no breeze. Baby chicks need coddling and protection from stray cats.

Thursday afternoons were reserved for advanced Spanish class. Miriam and I, spread out in her breezy kitchen making *arepas*, would spend an hour discussing the complexities of life and giving each other little pieces of advice (*consejos*). We talked often about feeling halfway between Costa Rica and America, where many young men in the village would travel to make money and have adventures, including Miriam's oldest son. Miriam advised me not to tell my mother about my terrible bouts of homesickness. "She will worry," she said. "When my son called me for the first time after being in America for five months, I couldn't say a word.

Because if I tried to speak I would cry.” Years later, while making *arepas* on a return trip, I found out that her youngest son was planning on moving to Minneapolis. “Don’t worry,” I said, “It’s very cold there and it snows a lot. He’ll be back soon.”

After returning to the United States that first year, I worried about losing my Spanish, and that *arepas* would not taste the same if they were made in an American kitchen. Since that year, I have made American friends raised in Peru, Cuba and Venezuela. While some Costa Rican words and recipes have been forgotten, my new friends have taught me to speak Spanglish and cook a Venezuelan version of *arepas* made with corn. But when I return to Costa Rica, my old Spanish always comes back to me right away. *Guanabana, mandarinos, naranjas, mangos, pejivalle, papaya, piña, platanos, bananos*. Once you have tasted something that ripe and sweet, you do not forget how to say its name.

This photo is the view from Miriam’s house in Guayabo Abajo, Costa Rica. The address is “50 meters north of the school.”

Jennifer Kobrin is Assistant Director, Language and Literacy at Foundations, Inc. Previously, she taught English in a variety of settings, including a public elementary school in Costa Rica, an adult immigrant education center in Harlem and a college program for young adults. She has lived in El Salvador, Spain and Costa Rica.

Supporting Questions:

1. How long did the writer spend in Costa Rica? _____
2. Define the following Spanish words. Try to rely on cognates! If you cannot recognize a cognate, use the article or a dictionary for help!
 - a) Arepas - _____
 - b) Culantro - _____
 - c) Guanabana - _____
 - d) Mandarinos - _____
 - e) Naranjas - _____
 - f) Mangos - _____
 - g) Pejivalle - _____
 - h) Papaya - _____
 - i) Piña - _____

j) Platanos - _____

k) Bananas - _____

l) Consejos - _____

3. Name five things a woman is expected to do when living on a farm:

a) _____

b) _____

c) _____

d) _____

e) _____

4. If you were the writer, would you have gone back to Costa Rica? Why or why not? _____

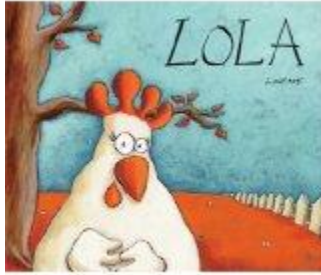
5. Why do you think she went back? Have you ever been anywhere else but here for a long period of time and have thought of going back? _____

6. Judging by what you learned from the article, in what ways is farming in Costa Rica similar to farming in the United States? _____

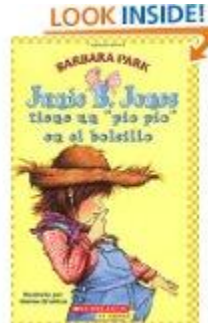
LIST OF FARM/ANIMAL BOOKS IN SPANISH

Used for the Farm Book Reading Activity

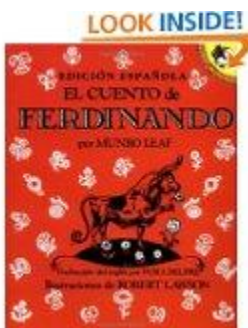
Some examples used for this list were taken from: [http://www.amazon.com/Farm-Animals-Childrens-Books/b?ie=UTF8&node=2820#/ref=nb_sb_noss?url=node%3D2820&field-keywords=spanish&rh=n%3A283155%2Cn%3A%211000%2Cn%3A4%2Cn%3A2787%2Cn%3A2820%2Ck%3Aspanish](http://www.amazon.com/Farm-Animals-Childrens-Books/b?ie=UTF8&node=2820#/ref=nb_sb_noss?url=node%3D2820&field-keywords=spanish&rh=n%3A283155%2Cn%3A%211000%2Cn%3A4%2Cn%3A2787%2Cn%3A2820%2Ck%3Aspanish*)



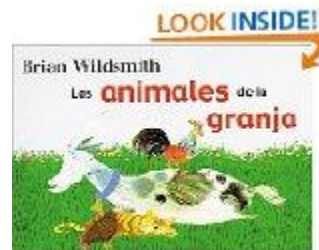
Lola (English and Spanish Foundations Series) (Paperback Storybook) (Bilingual) by Loufane Gladys Rosa-Mendoza (Nov 30, 2005)



Junie B. Jones Tiene Un "pio, Pio" En El Bolsillo (Junie B. Jones (Spanish)) (Spanish Edition) by Barbara Park (Feb 1, 2006)



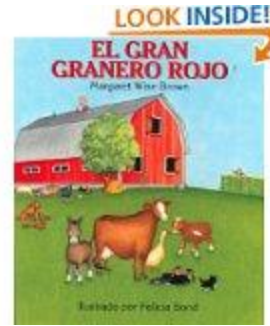
El Cuento de Ferdinand (The Story of Ferdinand in Spanish) (Picture Puffins) by Munro Leaf and Robert Lawson (Dec 1, 1990)



Brian Wildsmith's Farm Animals (Spanish edition) by Brian Wildsmith (Jul 1, 2001)



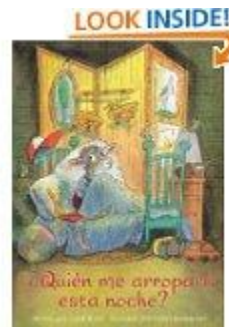
Clic Clac Muu Vacas Escritoras (Spanish Edition) by Doreen Cronin, Betsy Lewin and Alberto Jimenez Rioja (Jun 2001)



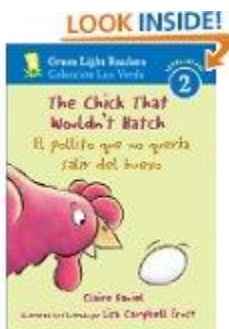
Big Red Barn (Spanish edition): El gran granero rojo by Margaret Wise Brown and Felicia Bond (Jan 5, 1996)



Silvestre y la Piedrecita Magica = Sylvester and the Magic Pebble (Spanish Edition) by William Steig (Jan 1, 1990)



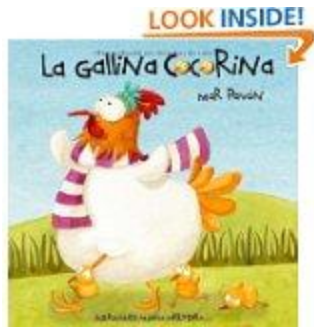
Quien Me Arropara Esta Noche?/ Who Will Tuck Me In Tonight? (Spanish Edition) by Carol Roth and Valeri Gorbachev (Mar 22, 2007)



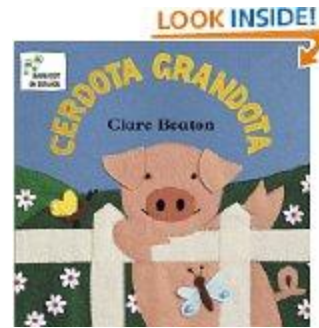
The Chick That Wouldn't Hatch/El pollito que no quería salir del huevo (Green Light Readers Level 2) (Spanish and English Edition) by Claire Daniel, Lisa Campbell Ernst, Alma Flor Ada and F. Isabel Campoy (Mar 16, 2009)



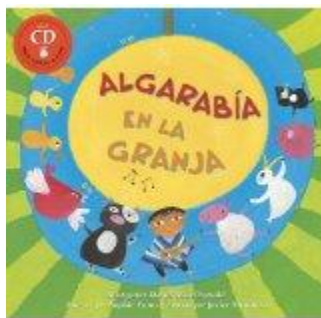
My First Farm Board Book: Spanish/English (My First Board Books, Bilingual) by DK Publishing (Jun 13, 2003)



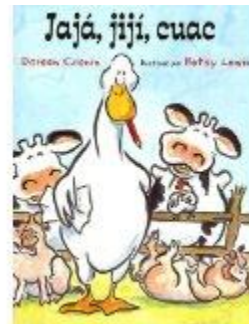
La gallina Cocorina (Spanish Edition) by Mar Pavon and Monica Carretero (Apr 1, 2011)



Cerdota Grandota (Spanish Edition) by Clare Beaton, Stella Blackstone and Yanitzia Canetti (Jul 12, 2007)



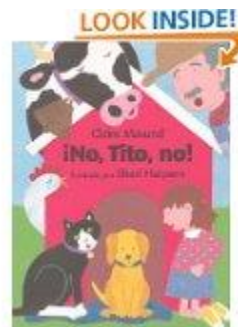
Algarabia en la granja/Farmyard Jamboree (Fun First Steps) (Spanish Edition with CD) by Margaret Read MacDonald and Sophie Fatus (May 1, 2009)



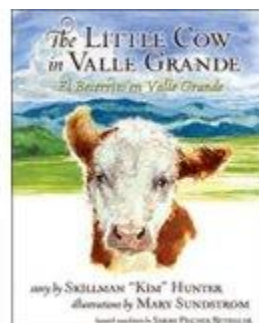
Jaja Jiji Cuac (Spanish Edition) by Doreen Cronin, Betsy Lewin and Alberto Jimenez Rioja (Jan 2003)



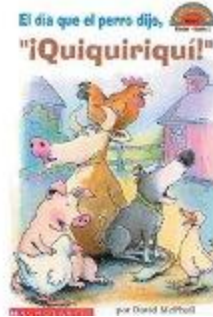
TODO POR UNA TINGUA (Spanish Edition) by Mario Lamo-Jiménez and Conchita Guerra (Mar 19, 2009) - Kindle eBook



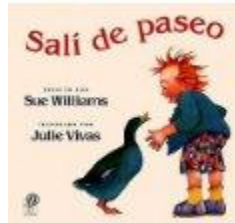
¡No, Tito, No! (Spanish Edition) by Claire Masurel and Shari Halpern (Aug 1, 1999)



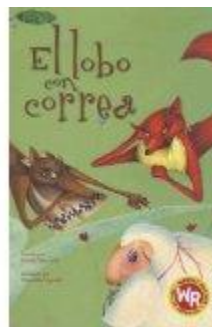
The Little Cow in Valle Grande: El Becerrito en Valle Grande (Bilingual English / Spanish Edition)
by Skillman Hunter, Mary Sundstrom and Sarah Pilcher
Ritthaler (Oct 1, 2006)



El día que el perro dijo "Quiquiriqui!" (Colección Hola, Lector: Level 2) (Spanish Edition) by David McPhail (Jun 1, 1999)



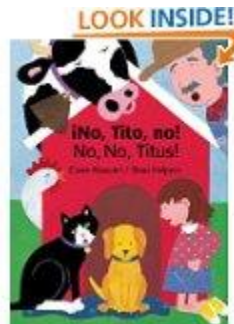
Sali De Paseo (Live Oak Readalong)(Book & CD) (Spanish Edition) by Sue Williams and Susan Rybin
(May 2005)



El Lobo Con Correa = Wolf on a Leash (Wolf on a Leash/Spanish) (Spanish Edition) by Guido Visconti
and Daniella Vignoli (Jan 2006)



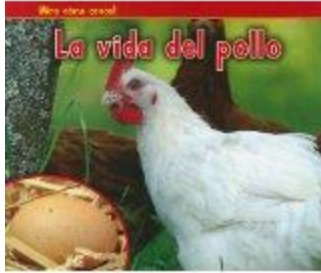
Oveja con botitas (Spanish Edition) by Matter Maritgen and Jan Jutte (Jan 1, 2005)



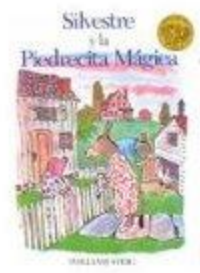
¡No, Tito, no! / No, No, Titus! (Bilingual Edition) (English and Spanish Edition) by Claire Masurel and Shari Halpern (Sep 21, 2006)



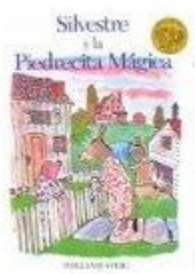
Charlotte's Web Movie Tie-in Edition (Spanish edition): La telarana de Carlota by E. B. White and Garth Williams (Oct 31, 2006)



La vida del pollo (The Life of a Chicken) (Mira Como Crece!) (Spanish Edition) by Nancy Dickmann (Jan 1, 2011)



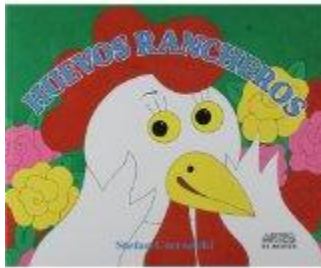
Sylvester and the Magic Pebble /Silvestre y La Piedrecita Magica (Spanish Edition) by William Steig (Mar 1996)



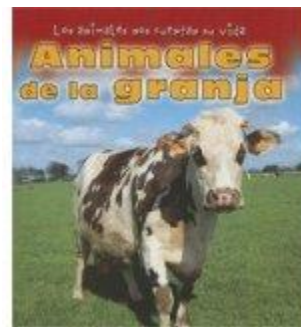
Sylvester and the Magic Pebble /Silvestre y La Piedrecita Magica (Spanish Edition) by William Steig (Mar 1996)



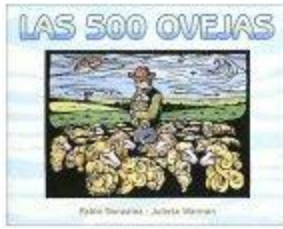
Adivina Quien Grune (Bookworms Guess Who) (Spanish Edition) by Dana Meachen Rau (Sep 2008)



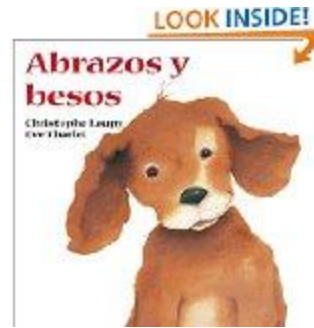
Huevos rancheros (Huevos Rancheros) (Spanish Edition) by Stefan Czernecki (Jan 1, 2005)



Animales De La Granja/Animals on the Farm (Los Animales Nos Cuentan Su Vida/Animal Show and Tell) (Spanish Edition) by Elisabeth de Lambilly-Bresson (Jan 12, 2007)



Las 500 Ovejas (The 500 Sheep) (Spanish Edition) by Pablo Gonzalez (Jan 1, 2001)



Abrazos Y Besos (Spanish Edition) by Christophe Loupy and Eve Tharlet (Aug 23, 2007) Eligible for **FREE** Super Saver Shipping.

FARM VOCABULARY:

Farm Animals (Animales de la granja):

English: Adult Animales	Spanish: Adult Animals	English: Baby Animals	Spanish: Baby Animals
Bull	Toro	Bull	Toro
Cat	Gato	Kitten	Gatito
Cow	Vaca	Calf	Ternero
Chicken	Pollo	Chick	Pollito
Dog	Perro	Puppy	Perrito
Donkey	Burro	Colt, Foal	Potro
Duck	Pato	Duckling	Patito
Goat	Cabra	Kid, Billy	Cabrillo
Hen	Gallina	Chick	Pollito
Horse	Caballo	Colt, Foal	Potro
Pig	Cerdo	Piglet	Cerdito
Rabbit	Conejo	Bunny	Conejito
Rooster	Gallo	Chick	Pollito
Sheep	Oveja	Lamb	Oveja
Turkey	Pavo	Poult	Pavipollo

Other Farm Words (Otras palabras de la granja):

English:	Spanish:
Hay	Heno
Sty	Pocilga
Farm	Granja
Wool	Lana
Barn	Granero
Cheese	Queso
Ham	Jamón
Milk	Leche
Tractor	Tractor
Eggs	Huevos
Pasture	Pasto
Stable	Estable
Coop	Pollera, Jaula
Pitchfork	Horca
Shovel	Pala
Broom	Escoba
Pail, Bucket	Cubo
Farmer	Granjero, Agricultor

Farm Project Rubric:

Student name: _____

Period: _____

	Acceptable 1 punto	Average 2 puntos	Good 3 puntos	Great 4 puntos	Excellent 5 puntos	TOTAL
Creativity	The project is unoriginal and does not display creativity.	The project does not have visual interest, but is partially creative.	Project is somewhat visually pleasing, and creative.	Project is visually pleasing and creative.	Project is very visually pleasing and vibrantly creative.	Student receives a total of _____/5 pts for creativity

Animales de la granja:

Student has _____ animals included for a total of _____/5 pts

Student correctly labeled _____ animals for a total of _____/5 pts

Student receives a **total of _____/10 pts**

Otras palabras de la granja:

Student has _____ other words included for a total of _____/5pts

Student has correctly labeled _____ other words for a total of _____/5 pts

Student receives a **total of _____/10 pts**

FINAL SCORE FOR WHOLE PROJECT: _____/25PTS