Telling Time in Spanish

Objectives

At the end of this lesson, students will be able to:

- distinguish different times on an analog clock
- discriminate times from authentic situations
- answer the question, "¿Qué hora es?"

Materials

Paper plate clocks
PowerPoint
Document Camera
VCR
Screen
Classroom set up for distance education
Answer Keys
Commercials (Video or Print)

Context

Students will practice telling time in Spanish. First we will review from the previous learning of numbers 1-60 and how to ask and answer time questions. The students will practice times with the instructor and then watch Spanish commercials to see if they can tell the times from an authentic situation.

*Both places will have certified Spanish teachers to conduct the lesson and both sides will have "hard copies" of all the materials.

The class will open with the instructor welcoming the students. Then the instructor will move to the review.

Review (5 Min)

The review will begin with Spanish numbers 1-60. A PowerPoint presentation will display each Spanish number with its equivalent symbol. (ex. cinco = 5) The same format will be used to review the Spanish phrases "¿Qué hora es?" (What time is it?) and "Es la/Son las ..." (It is...) Included in the review will be other important telling time phrases. The PowerPoint review will encompass most of the screen and in the bottom right hand corner will be the instructor. (The beginning PowerPoint is located as an attachment.) After the power point review, the students will view a video clip from the Standard Deviants Video collection that discusses telling time.

*Plan B: If DE is unavailable, the facilitator (instructor) will place the printed power point slides on the document cam so the learners can still see the review notes.

If the document cam is not functioning, the facilitator will read the notes aloud (this is considered a verbal review with the students.)

Guided Practice (10 Min)

After reviewing Spanish numbers and telling time phrases, the students will use the paper plate clocks to visually display the time the instructor asks. (ex. Instructor: "Son las cuatro." Student: Hold up his clock with the hour hand on the four and the minute hand on the twelve.) After the students give their response, the correct time will be displayed via the document camera so the students in both places will have a clear view. (The times are listed in Appendix B.) Again the document camera will take up most of the screen and the instructor will be in the bottom right hand corner. If there is time remaining, the instructor will ask several students these questions.

What time is it when...

| 1)you get up (son las ocho) |
|---|
| 2)you eat lunch (son las/es la) |
| 3)you go to bed (son las/es la) |
| 4)other personal questions. (son las /es la |

*Plan B: Facilitator will have paper plates and a printed list of times to call out. In case the document cam is not working, the facilitator will hold up the plate and call out the correct answers.

Independent Practice (10 Min)

The students will watch a series of Spanish commercials and/or look at printed advertisements, where they will write down as many times in Spanish as they hear or see. The students will have the opportunity to watch the commercials twice if necessary. The commercials will be displayed on a screen for both sections to watch and the printed advertisements will be displayed via the document camera. Once they have viewed them, the instructor will be the full screen and go over the answers with the students with a picture from either the commercial or the print advertisement in the bottom right hand corner so the students will know which advertisement is being discussed.

*Plan B: The facilitator will use the document cam to display the print advertisement. If the document cam is not working, the facilitator can hold up or pass around "hard copies" of the advertisement for learners to discuss.

Closure (5 Min)

The students will have the opportunity to ask any questions they have and will review what is for homework. The instructor will be the majority of the screen with the homework listed in the bottom right hand corner.

Plan B

In addition to the modifications made to this lesson, here are the policies for the class as a whole.

- 1) The course will be team taught between both sites. Therefore the facilitator at the DE site will also be an instructor. This is to reduce the anxieties of both principals at the corresponding sites and to ensure the students will be able to receive quality instruction in the event that something unforeseen happens.
- 2) The entire course will be created before the start date. This is so that both sites will have copies of the course in a printed and tech format. Each site will be equipped with a CD of all information.
- 3) In addition to both instructors having copies of the information, most of the information will be available online for the students to view. For example, the syllabus, contact information, schedule, code of conduct, etc. will be online for the students. Both instructors will have links from their web pages to the information as well as the students will receive the url on the first day of class.
- 4) On the first day, students will be given the contact information for both instructors. Students are expected to try and reach their site instructor first and then try to reach the DE instructor. In addition, the students will also be informed that contact information will be listed on the web site on the opening page.
- 5) In the beginning of the course, the students will be given a syllabus and web site quiz. This will ensure the students are aware of the policies, guidelines and places to find information.
- 6) Located on the web site will be a section of expectations of the course. Included in this section will be what a student should do in the event he misses a class.
- 7) Students will be informed on the first day of class how to submit information to the instructor. Each student will be expected to submit assignments to their local site facilitator. Acceptable means for turning in assignments are:
 - 1. E-mail (Preferred method)
 - 2. Regular Mail
 - 3. Fax
 - 4. Calling the instructor
- 8) If catastrophic events occur and students are still able to attend their respective sites, then the individual sites will follow the schedule and be taught by their respective instructors.
- 9) If catastrophic events occur and students are unable to attend their respective sites, then the individual students will follow the schedule and complete assignments until they can meet at their locations.
- 10) In the event a site looses audio or video, the corresponding instructor will act as the instructor to teach the course until the issues are resolved.
- 11) For visually impaired students, they will receive printed copies when available. They will be provided with the opportunity to sit where they need in the classroom and materials will be available at the local disability service center.

- 12) For hearing impaired students, they will receive printed copies when available. They will be provided with the opportunity to sit where needed and materials will be available at the local disability service center.
- 13) In addition, all classes will be taped and available for check out.
- 14) Students with documented disabilities will be accommodated and special arrangements will be made for students who need extra time to complete assignments.

Appendix B

- 1. Es la una.
- 2. Son las seis y media.
- 3. Son las cuatro y diez.
- 4. Son las cinco y cuarto.
- 5. Son las siete y veinticinco.
- 6. Son las tres de la tarde.
- 7. Son las nueve y viente.
- 8. Son las diez y media.
- 9. Es la una y cuarto.
- 10. Son las once menos diez.
- 11. Son las ocho menos cuarto.
- 12. Son las cinco menos cinco.
- 13. Son las siete menos veinte.
- 14. Es mediodía.
- 15. Es medianoche.
- 16. Son las dos.