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| **Melanie Forehand** | | | | | | |
| **Source (authentic material-s) url** https://www.inmuebles24.com | | | | | | |
| **Brief description of authentic source: This is a Mexican real estate website where you can search for a house or apartment based on price, area, and house style** | | | | | | |
| **Writing Activity** | | | | | | |
|  | **Level** | **intro** | **Time** | | **30 mins** |
| **Theme/Topic** | **House vocabulary, cultural comparisons** | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | |
| What are the communicative and cultural objectives for the activity? | This lesson focuses on helping students to practice target vocabulary while engaging with an authentic cultural text. This allows students to use their language skills in context and to think critically about housing styles in Mexico versus housing styles in the United States. The lesson also exposes students to the value of foreign currency (pesos), cost of living in a foreign city, and metric units for measurements.  ACTFL 5cs- communication, comparisons: Learners are both engaging the interpretive mode to analyze what they are reading and also the presentational mode to narrate their own experiences. | | | | | |
| **Activity Sequence** | **Activity**  What do the learners do?  What does the teacher do?  **Include all details and steps for each activity** | | | **Time\***  How many minutes does this activity take? | **Materials/Resources/ Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources?  What tools will you use? | |
| **Gain Attention / Activate Prior Knowledge** | Teacher: instructors should provide students with a series of houses and use the multiple choice “quick quiz” feature on their LMS to ask students to identify elements such as color, type of rooms, and furnishings. This allows students to activate key vocabulary before they apply it to an activity.  Learners: When logging on to the LMS, students will view a series of photos and identify the elements in the house. | | | 5 | **LMS**  **Multiple-choice response feature**  **Images of rooms and houses**  **Computer** | |
| **Activity 1:** | Teacher: Using the worksheet attachment that provides students with the instructions for accessing the Mexican real estate website, the teacher explains that students will have to search for homes that meet the criteria such as price, size and characteristics of their house.  Learners:  Step 1- Students will use the website to search for houses in the city of Guadalajara. They will enter into the search box that they want to spend 2000000 pesos and that they need 3 bedrooms. Students will select one house that meets those specifications and write in the discussion board:  Title of the post:  Area of the city:  Price of the house:  Size of house in m2:  Number of bedrooms:  Additional characteristics (patio, garden, etc): | | | 10 | **Worksheet**  **Website**  **Discussion board** | |
| **Elicit Performance / Provide Feedback** | Teacher: Asks students to comment on two students’ posts. They should consider if the houses are similar or different from houses in their hometowns? Why?  Learners: Students use the comparison grammatical structure to explain how the houses are similar or different. | | | 5 | **Discussion board**  **Computer**  **Student submissions** | |
| **Closure** | Teacher: Ask students to apply what they have learned to describe their ideal home. Students use the discussion board to submit descriptions.  Learners: Students write their own real estate announcements in the style of the website. They include information about the price, number of bedrooms, and additional features. | | | 10 | **Discussion board**  **Computer** | |
| **Reflection**/  **Notes to Self** |  | | | | | |

***Modified from: ACTFL Lesson Plan Template***