

York School Foreign Language Lesson
Teaching Introductory Italian to Grade 8-12 Students
April 25, 2014

LESSON PLAN

Duration

French I class:

- 45 minutes
- 9:20 – 10:05 a.m.

Spanish II class:

- 60 minutes
- 10:25 – 11:25 a.m.

Student background

French I class: 16 students

Spanish II class: 14 students

Language:

- Assumed L1 is English
- Assumed Italian proficiency level is low beginner

Age range: 13-18 years old

Setting: York High School, Monterey, California, USA

Topic

Self-introduction and communication of numbers 0-10

Theme

Italian Carnival festival in Venice (“Carnevale”)

Terminal Objective

Students will be able to exchange personal information at an Italian festival.

Enabling Objectives

Students will be able to:

- Greet and state their names to classmates.
- Exchange their phone numbers with classmates.
- Produce and perform original skits using learned vocabulary from lesson.

Materials and equipment

Materials: markers, Power Point presentation, blank notecards, flashcards, numbers activity handout (Appendix A), skit activity handout (Appendix B), Carnival masks

Equipment: whiteboard, computer, projector, Internet

Development of the Lesson

TIME	STAGE	PROCEDURES/ACTIONS
2 minutes	Introduction	<p>Lead Teacher: All</p> <p>Materials: N/A</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Each teacher greets the class and introduces herself in Italian and English.
5 minutes	Raise Cultural Awareness	<p>Lead Teacher: Terra</p> <p>Materials: Internet, PowerPoint presentation with photos and video of Carnival in Venice</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Ss name type of <u>festivals</u> they know <u>around the world</u>, i.e. Mardi Gras/Halloween in the US. 2) Focus Ss' attention to Europe. Have Ss name <u>festivals</u> they know <u>of in Europe</u> and ask what they do at these festivals. 3) Draw Ss' attention to Italy and ask if they know of any <u>festivals in Italy</u>? If Ss don't know of any festivals, return to Mardi Gras and ask Ss why people celebrate Mardi Gras. Connect Mardi Gras to Carnival in Venice (<i>both are religious annual festivals that celebrate the beginning of Lent, 40 days before Easter</i>). 4) Ss then share what they know about Carnival in Italy. Follow-up on Ss responses in step 4 with a PPT (YouTube video link below) that shows map of Italy, attire, food, and activities that take place in Venice during Carnival. (<i>Video time: .40 -1.20</i>) https://www.youtube.com/watch?v=cODcumsVAXY 5) Explain to them that they are going to take a trip to Italy for Carnival in Venice. But before they go they will have to learn numbers and how to introduce themselves.
5 minutes	<p>Self-Introduction using greeting and first name</p> <p>New vocabulary: "mi chiamo" "ciao" "buongiorno"</p>	<p>Lead Teacher: Kristen</p> <p>Materials: PowerPoint presentation, blank notecards</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) T greets the class and introduces herself again in Italian – "Ciao, ragazzi. Di nuovo, mi chiamo, Kristen." 2) T approaches a couple of students, saying "Mi chiamo, Kristen. E tu? Come ti chiami?" and then prompting them to respond by giving their first names saying "Mi chiamo _____." 3) T shows the PP slide with "mi chiamo" and asks the entire class to say it out loud (with their names) a couple of times. 4) T quickly goes over different greetings – "ciao" and "buon giorno" – and shows the corresponding PP slide, and asks the entire class to say them out loud together. Will point out that "ciao" is used like "aloha," for hello and goodbye. If time permits, may also quickly note that "buongiorno" is used during the day, "buon pomeriggio" is used in the

		<p>afternoon, and “buonasera” is used in the evening.”)</p> <p>5) Ss are then asked to turn to their neighbors and greet them and tell them their names in Italian (“Ciao, mi chiamo ____”).</p> <p>6) Ts at that time pass out blank notecards and then Ss are asked to write the entire phrase out on the cards (“Ciao, mi chiamo ____”). These same notecards will also be used later for them to write “Il mio numero di telefono è ____.”</p> <p>Support Teachers: Hand out blank notecards after step 5</p>
5 minutes	Cloud activity	<p>Lead teacher: Rosa</p> <p>Materials: Internet, Ss cell phones, whiteboard</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) T will provide students with a poll question (Text us three situations in which you might use a telephone number. Ex: if you want to text). 2) Ss will text the answer to the provided phone number. 3) T will convert texted answers into a word cloud visible on the whiteboard. 4) T will conclude by pointing out the importance of beginning language acquisition by learning numbers. <p>Support Teachers: Float around and assist students in texting answers if needed.</p>
10 minutes	<p>Elicit and Practice vocabulary Numbers 0 – 10 (T-S, S-S)</p> <p>Clarify one key structure: Qual’è il tuo numero di telefono? (T-S, S-S)</p> <p>Use 0-10 for exchanging phone numbers (mainly S-S)</p>	<p>Lead Teacher: Diana</p> <p>Materials: White Board and Markers, handout (Appendix A), flashcards</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Elicit numbers 0 – 10 simply by going around the room and asking students to count in Italian. Because the numbers are so similar to French, Spanish, and even English, many Ss will guess right: zero, uno, due, tre, quattro, cinque, sei, sette, otto, nove, dieci. 2) Ask Ss to turn to a partner and practice counting in Italian. 3) Now backwards! 4) Praise Ss for a job well done, then hand out flash cards. Ss will perform a variety of flashcard games in pairs or groups, including: 5) Match a numeral with its spelling (3 – tre, 4 – quattro, etc.) <ol style="list-style-type: none"> a. Remove numeral cards and work only with words (tre, cinque, etc). Put cards in order, smallest to biggest. b. Biggest to smallest. c. Only odds. d. Only evens. 6) Ask students to read this row of numbers out loud in Italian: 54092. 7) Now this row: 831-078-9367. What does this look like? That’s right, a phone number! 8) Teachers model small dialogs: One teacher asks another: Qual’è il tuo numero di telefono? Other teacher answers. 9) Standardize pronunciation by going around the room and eliciting the question from several Ss. 10) Now, ask Ss to work together in pairs to exchange phone numbers.
		Lead Teacher: Rosa

<p>15 minutes for activity introduction and skit preparation</p> <p>5-10 minutes for student skit presentations</p>	<p>Apply newly acquired vocabulary to small group skits</p>	<p>Materials: Handout with activity instructions (Appendix B), Carnival masks</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Ss will produce, in groups of 3-4, original skits using Italian greetings and numbers learned during the lesson. Ss may incorporate more words if they wish. 2) Handout will be distributed with instructions and examples and sample phrases. 3) At least 1 S group will perform created skit (if time permits, all S groups will present). <p>Support Teachers: Float, keep Ss on task, assist Ss as needed</p>
<p>3 minutes</p>	<p>Review & Wrap-up</p> <p>Reward (tentative)</p>	<p>Lead Teacher: All</p> <p>Materials: PowerPoint, treats</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Summary of lesson – review vocabulary if time permits 2) Tentative: Hand out treats

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Appendix B

Role Playing Skit Directions:

Each group has 15 minutes to create a skit, which takes place at Carnival in Venice, Italy.

In your skit, please use Italian vocabulary you learned during this lesson and be prepared to perform the skit for your classmates. Masks are a part of the festive atmosphere of Carnival and we encourage you to wear them during your skit, but you do not have to.

Example skits: Ask a new friend you meet at Carnival for a phone number, on your way to Carnival, ask the hotel receptionist for the hotel's phone number, find out what phone number to call to purchase Carnival event tickets.

Your group must include the following (stated in Italian):

1) A greeting

Examples of greetings:

“Ciao” - hello informally

“Buongiorno” - good morning/ hello formally

“Buon pomeriggio” - good afternoon/hello formally

“Buonasera” - good evening/hello formally

2) At least one character introducing him/herself

To introduce yourself, state the following:

“mi chiamo _____” (my name is)

3) At least one character providing his/her phone number

To state a telephone number, say the following:

My telephone # is—> "il mio numero di telefono è _____“

**If you need help or want to learn more, please ask us.
We are here to help you. Buona Fortuna!**