

Lesson Plan: Spanish & Natural Talent

Grade band: 9-10

Subject: Spanish and SEL

Duration: 50 minutes

Montana World Language Content Standard and Whole Child Competencies:

- **MT.WL.3.b** Acquiring information and diverse perspectives: Learners access and evaluate information and diverse perspectives that are available through studying the language and its cultures.
- **MTSEL.9-12.3.f** Appreciate and respect the strengths of others specific to diversity, uniqueness, and the difference of individuals and groups

Learning Objectives:

By the end of the lesson, students will be able to:

- Use phrases and words to describe positive traits
- Write phrases and sentences to reflect on the natural talents that their partners see in them

Materials:

- Sticky notes
- Cards with list of questions in Spanish
- Bingo cards (optional)
- Word list of adjectives
- Journal books

Lesson Outline:

1. Initial Engagement: (5 minutes)

Begin by briefly asking students how they feel about receiving feedback that focuses on their strengths and how it feels to provide feedback to their peers, emphasizing their skills.

2. Explicit Instruction: (10 minutes)

- Briefly explain some adjectives and nouns that students can use to describe other people's skills/ strengths (e.g., music, sport, dance, creative, friendly, kind, etc.)
- Introduce expressions to ask a simple short question (e.g. "What are my skills?") and describe strengths/ skills (e.g., you are..., you like..., you have...). If needed, create cards with a list of questions that students can choose from.

3. Guided Practice: (15 minutes)

- Guide students to prepare for their interview with classmates. Write down some words to describe skills/ strengths on the whiteboard (e.g. music, kind) and ask students to create full sentences in Spanish to describe those qualities (e.g., you are kind, you are athletic)
- Model the interview by inviting 2 or 3 volunteer students. Focus on helping students create sentences with these patterns:
 - You are.... *Tú eres...*
 - You like..... *Te gusta...*
 - You have... *Tú tienes...*
- Students can answer in English or Spanish and the teacher will write their answers on the board in Spanish.

4. Independent Application: (17 minutes)

- Students will interview a partner about their natural talents. Using their question card, Student A will ask the question: “Who am I?” (*¿Quién soy?*) or “what are my skills?” (*¿Cuáles son mis habilidades?*)
- Student B will answer with their 3 best talents or strengths, even single words are okay! Student A will write down their partner's answers on a sticky note. Then, prompt them to switch roles. This continues for 3 rounds so that each student interviews 3 different classmates and has 3 sticky notes by the end. As students complete the interviews, walk around the room and answer questions, or be a partner if you have an odd number of students.
- To make the activity more engaging, the teacher can provide bingo cards, and students can circle the talent words they hear during the interview.
- Students will write in their journals or on paper about what their natural talents are that they heard from people today, and perhaps even give their thoughts on what they learned and how they felt during the activity. They may write their reflections in English, but encourage them to write in Spanish when describing their talents, using simple expressions such as “I am..”, “I have..” “I like...” in Spanish.

5. Closing: (3 minutes)

Students will have the rest of class to review their notes and voluntarily share their thoughts on how the talent interviews benefit them.