

# Fruits of the Americas

## **Classroom at a Glance**

<b>Teacher:</b>	Carina Rodriguez
<b>Language:</b>	Spanish
<b>Grade:</b>	4
<b>School:</b>	The Columbus Academy, Gahanna, Ohio
<b>Lesson Date:</b>	November 11
<b>Class Size:</b>	22
<b>Schedule:</b>	40 minutes three times every six days

## **Video Summary**

In this lesson, students learn vocabulary for fruits grown in Latin America. Using iMovie and PowerPoint technologies to illustrate the fruits, Ms. Rodriguez introduces the vocabulary, then has students practice the new words in full-class and pairs activities. Next, the students taste the fruits and discuss whether they are sweet or sour and whether they like them. In a culminating activity, the students make and eat a big fruit salad.

## **Standards Addressed**

- Communication: Interpersonal, Interpretive, Presentational
- Cultures: Products
- Connections: Making Connections

Read about these standards at the end of this lesson.

## **Key Terms**

- Foreign Language in the Elementary School (FLES)
- Total Physical Response (TPR)
- Formal Assessment

Definitions for these terms can be found in the Glossary located in the Appendix.

# Class Context

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“I try to create activities that allow students to express likes and dislikes. This is most important in a second language; you have the real situation where you have to use the language. When they taste the fruit, it’s natural for them to express if they like it or don’t like it.” —Carina Rodriguez

## School Profile

Carina Rodriguez teaches Spanish in grades preK, 3, and 4 at The Columbus Academy in Gahanna, Ohio. The Columbus Academy, an independent, coeducational, college-preparatory day school, has 936 students in grades preK–12. Students come from both rural and urban communities across the greater Columbus (central Ohio) region, with the majority of students coming from suburban areas. All students study Spanish from prekindergarten through sixth grade. In seventh grade, students can choose to either continue Spanish or begin another language (Chinese, French, or Latin). Beginning in ninth grade, students can elect to study either language or both.

## Year at a Glance

Review Third-Grade Content and Topics Numbers 1–10,000 and Ordinal Numbers  
Flags  
Places  
Nature Terms  
Modes of Transportation  
Biomes and Environment  
Animals, Plants, and People  
Animals of Each Biome  
Clothing and Fabrics  
Fruits and Vegetables

- How fruits grow
- **Fruits From South America and Europe**

# Class Context, cont'd.

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## Lesson Design

When designing her lessons, Ms. Rodriguez refers to the Standards and the Ohio Academic Content Standards (see Resources). She creates lessons that connect with the general curriculum at The Columbus Academy and incorporate reading, writing, listening, and speaking activities. She also includes activities that address different learning styles and involve a lot of physical movement to engage her young students.

To assess her students' progress, Ms. Rodriguez takes notes during oral presentations and at the end of class. She looks for evidence that students are using new vocabulary to make sentences and using familiar vocabulary in new situations. Ms. Rodriguez also collects all writing samples to see how students are processing the language and what kinds of activities are needed in future lessons.

She grades some of the written assignments and uses them as formal assessments.

## The Lesson

In this lesson, students expressed their like or dislike for the taste of certain Latin American-grown fruits. The lesson began with students using reading and listening skills to understand new fruit vocabulary introduced in iMovie and PowerPoint presentations. Students then used their writing skills in several activities. The final emphasis was on oral communication as students recounted the creation of the fruit salad and said whether they liked each ingredient.

## Year at a Glance, cont'd.

### Food, Recipes, and Cooking Terms

Nutrition  
Months, Birthdays, Seasons, and Weather  
Daily Routines  
Musical Instruments  
Argentina Connection Project

The following topics are incorporated into multiple units:

- Spanish-speaking countries:  
Peru,  
Bolivia, Mexico, and Puerto Rico
- Geographic terms
- Map skills; Identifying Spanish-speaking countries on a world map
- Math-related content (e.g., graphs, Venn diagrams)

# Class Context, cont'd.

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## Key Teaching Strategies

- **Creating Cultural Experiences:** The teacher designs activities in which students can see, hear, or touch a cultural artifact, create their own cultural artifact, and/or observe or engage in cultural practices in or beyond the classroom. These direct or simulated experiences lead students to discover the perspectives of the culture being studied.
- **Preparing for Communication:** The teacher provides opportunities for students to express their ideas or feelings in the context of the language structure and/or content being learned.

## Analyze the Video

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As you reflect on these questions, write down your responses or discuss them as a group.

### Before You Watch

Respond to the following questions:

- What are some ways to expand and enrich a lesson around a limited set of vocabulary terms, such as the names of different fruits?
- What are some learning strategies that you can use with beginning students?

### Watch the Video

As you watch “Fruits of the Americas,” take notes on Ms. Rodriguez’s instructional strategies, particularly how she structures activities. Write down what you find interesting, surprising, or especially important about the teaching and learning in this lesson.

# Analyze the Video, cont'd.

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## Reflect on the Video

Review your notes, and then respond to the following questions:

- Which activities about fruits were designed to appeal to students' senses?
- Which activities were designed as curricular connections?
- How does Ms. Rodriguez let the core vocabulary for fruits lead to related vocabulary terms?

## Look Closer

Take a second look at Ms. Rodriguez's class to focus on specific teaching strategies. Use the video images below to locate where to begin viewing.



### Video Segment: Guessing by Touch

You'll find this segment approximately 6 minutes and 30 seconds after the video starts. Watch for about 4 minutes.

Students try to identify different fruits solely through their sense of touch, then write the fruit names in Spanish on a chart.

- What vocabulary learning occurs in this activity?
- What benefit comes from having wrong guesses?
- How does the activity lead students from oral to written language?
- What observations can you make about student engagement in the activity?

# Analyze the Video, cont'd.

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## **Video Segment: Tasting New Fruits**

You'll find this segment approximately 16 minutes and 30 seconds after the video starts. Watch for about 6 minutes.

Students taste the new fruits whose names they have learned, then discuss whether the fruits are sweet or sour and whether they like the taste.

- How does Ms. Rodriguez incorporate science into the tasting experience?
- How receptive are the students to tasting new fruits? How do they react to the taste of the unfamiliar fruits? What did you think their reactions would be?
- What is the purpose of the worksheet?
- What is the effect of this activity compared to others during the class period?

# Connect to Your Teaching

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## **Reflect on Your Practice**

As you reflect on these questions, write down your responses or discuss them as a group.

- How do you find out what content your students are studying in other classes, so that you can incorporate it into your language lessons?
- What kinds of hands-on experiences do you provide for students? How do you incorporate culture into these experiences?

# Connect to Your Teaching, cont'd.

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## Watch Other Videos

Watch other videos in the *Teaching Foreign Languages K–12* library for more examples of teaching methodologies like those you've just seen. Note: All videos in this series are subtitled in English.

- “Vegetables We Like” (Arabic) and “Sports Stats” (German) show students using new vocabulary to express likes and dislikes.
- “Happy New Year!” (Japanese) shows students experiencing cultural products.

## Put It Into Practice

Try these ideas in your classroom.

- When planning units, think about including artifacts or experiences that help students learn through their senses of touch, taste, and smell. Because much of language teaching appeals to the senses of sight and sound, when it is possible to use the other three senses, the activities are more likely to be remembered and the vocabulary retained. If your school policy permits, bring in food from a local market or take students to an ethnic restaurant. The experience will be not only enjoyable for students but helpful in their vocabulary study. It can also prepare them for future trips to ethnic restaurants with their family and friends or even for travel abroad.
- Review a lesson you recently presented, to see if it would be useful and appropriate to incorporate a hands-on activity like Total Physical Response (TPR). When students use gestures to pantomime real actions, they learn the associated vocabulary words and phrases faster and retain them better. Ms. Rodriguez’s students learned the Spanish words for *peel*, *cut*, and *mix* while reading a recipe for fruit salad and then performing those actions in making the salad. Other examples of hands-on activities include creating a board game,

# Connect to Your Teaching, cont'd.

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- making a craft project such as a mask for the holidays Mardi Gras or *Fasching*, or even conducting a science experiment. Age-appropriate projects for older students can also involve concrete, hands-on activities.

# Resources

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## Lesson Materials

Fruits of the Americas\*

The worksheet that students used to record which fruits grow in which countries (includes English translation)

Fruits: How Are They?\*

The worksheet that students used to classify the fruits as sweet or sour and record how they liked the taste (includes English translation)

\* These lesson materials can be found in the Appendix.

## Curriculum References

Ohio 's Learning Standards for World Languages

<http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language>

## Carina Rodriguez's Recommendations

### Print Resources:

Haas, Mari. *The Language of Folk Art*. Saddle River, New Jersey: Pearson Prentice Hall, 1996.

# Standards

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## **World-Readiness Standards for Learning Languages**

The *World-Readiness Standards for Learning Languages* create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding. This lesson correlates to the following Standards:

### **Communication**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Standard: Interpersonal Communication

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Standard: Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard: Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

### **Cultures**

Interact with cultural competence and understanding

Standard: Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

### **Connections**

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

# Standards, cont'd.

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Standard: Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.