

LESSON PLAN

El mercado de Cedar Hollow

Sra. Montoya · Cedar Hollow High School

Subject	Spanish 1
Grades	9-12
Time	50 minutes
Levels	Support, On Level, Challenge

OVERVIEW

Students run a market stall in Spanish: they greet customers, find the foods they order, and say prices with **cuesta** or **cuestan**. After a model and a role-play, each student plays the game at their level, then does a matching worksheet.

OBJECTIVES

- Students will be able to find foods ordered in Spanish.
- Students will be able to ask and answer prices in dólares (¿Cuánto cuesta? / ¿Cuánto cuestan?).
- Students will be able to serve a customer politely.
- Challenge: totals, change, and adjective agreement.

VOCABULARY

Frutas: las manzanas, las naranjas, las fresas, las uvas, las peras, la sandía.

La granja: el pan, el queso, los huevos, la leche, la lechuga, los tomates.

\$2.50: dos dólares con cincuenta centavos.

Cuesta / cuestan: it costs / they cost.

Quisiera: I would like (more polite than quiero).

SUCCESS CRITERIA

- I can understand an order and find the food.
- I can say a price like \$4.50 in Spanish.
- I can choose cuesta or cuestan to ask or tell a price.
- I can greet, serve, and thank a customer.

MATERIALS

- Game link or HTML file (one device per student)
- Intro slide deck
- Worksheets for Levels 1 to 3, with answer keys
- Mini whiteboards; exit ticket slips

LESSON SEQUENCE

TIME	SEGMENT	WHAT HAPPENS
5 min	Hook and target	Slides 2 to 3: name foods on the fruit stand; read the target and I can statements.
10 min	Mini-lesson	Slides 4 to 7: foods with articles, prices, the cuesta or cuestan rule, and a model purchase.
5 min	Role-play	Pairs perform the model with a new food and price. Slide 8 quick check on whiteboards.
12 min	Play the game	Slide 9: students enter their group's class code and play at their level.
12 min	Worksheet	Students complete the worksheet for their level.
6 min	Exit ticket	Slide 10: submit the completion code, answer three items, self-rate each I can statement.
50 min	Total	

DELIVERING THE GAME

Example class codes (same code, same game for the whole class):

MONT-ES1-1 Support

MONT-ES1-2 On Level

MONT-ES1-3 Challenge

- Post the game link or HTML file on a Canvas page, or embed it in a Google Site posted in Google Classroom.
- Give each group its class code; the -1, -2, or -3 suffix sets the level.
- Students submit their completion code (like MONT-ES1-2-87-ABC) in the LMS assignment.
- Teacher screen passphrase: **fresas frescas** (tap the small "Made by GBG Education" credit 5 times to open the teacher screen and check completion codes).

DIFFERENTIATION

Level 1: Support

Game: 8 foods, 3 choices, word help, hints, a second try. **Worksheet:** 14 pt, pictures, look-alike numbers.

Level 2: On Level

Game: prices, cuesta or cuestan, a total, hints. **Worksheet:** price list, one total, a conversation.

Level 3: Challenge

Game: totals, change, agreement, the sign, no hints. **Worksheet:** totals, change, a reading, a sign.

ACCOMMODATIONS

- Read aloud speaks Spanish if the device has a Spanish voice.
- Any student may use the Support worksheet or price list.
- Oral answers, extended time, and a role-play partner.

ASSESSMENT

Formative: completion codes (level and score, verified on the teacher screen), the slide 8 quick check, the exit ticket, and the worksheet for each level (answer keys included).

OBSERVATION READY

DANIELSON FRAMEWORK FOR TEACHING (2022) ALIGNMENT

- **1c Setting Instructional Outcomes** (Domain 1: Planning and Preparation): Objectives name observable language tasks, set at three depths by level.
- **3a Communicating About Purpose and Content** (Domain 3: Learning Experiences): The teacher posts the target and models prices, cuesta or cuestan, and a purchase.
- **3c Engaging Students in Learning** (Domain 3: Learning Experiences): Every student shops in Spanish: role-play, then the game and worksheet at their level.
- **3d Using Assessment for Learning** (Domain 3: Learning Experiences): A quick check before play (re-model if needed), game feedback, and an exit ticket.
- **3e Responding Flexibly to Student Needs** (Domain 3: Learning Experiences): If the quick check shows errors, the teacher re-models with slide 6; any student can switch level codes.
- **4b Documenting Student Progress** (Domain 4: Principled Teaching): The teacher verifies completion codes on the teacher screen and records them.

RESEARCH-BASED STRATEGIES

- **Worked examples:** Slides 5 to 7 model a price, cuesta or cuestan, and a purchase before practice.
- **Feedback (Technology):** The game marks and explains each answer right away.
- **Retrieval practice:** Students recall foods and prices in the game, the worksheet, and the exit ticket.
- **Differentiation:** Three class codes and three worksheets share the same objectives.

STANDARDS ALIGNMENT

- **Communication: Interpersonal Communication** (ACTFL World-Readiness Standards): Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Communication: Interpretive Communication** (ACTFL World-Readiness Standards): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Communication: Presentational Communication** (ACTFL World-Readiness Standards): 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.

Observation Ready section: Danielson Framework for Teaching (2022). Other frameworks available on request.