

Costa Rica: A Travel Poster!

We had such a wonderful time exploring the Spanish language and Central American culture through Costa Rica. We traveled the country via YouTube video, Google Maps, and conversations about food and drink. The students loved the idea of living and learning in a tropical wonderland, so we decided to make travel posters to advertise all the magic of Costa Rica.

Below are the IB formatted lesson plan and two examples of student work!

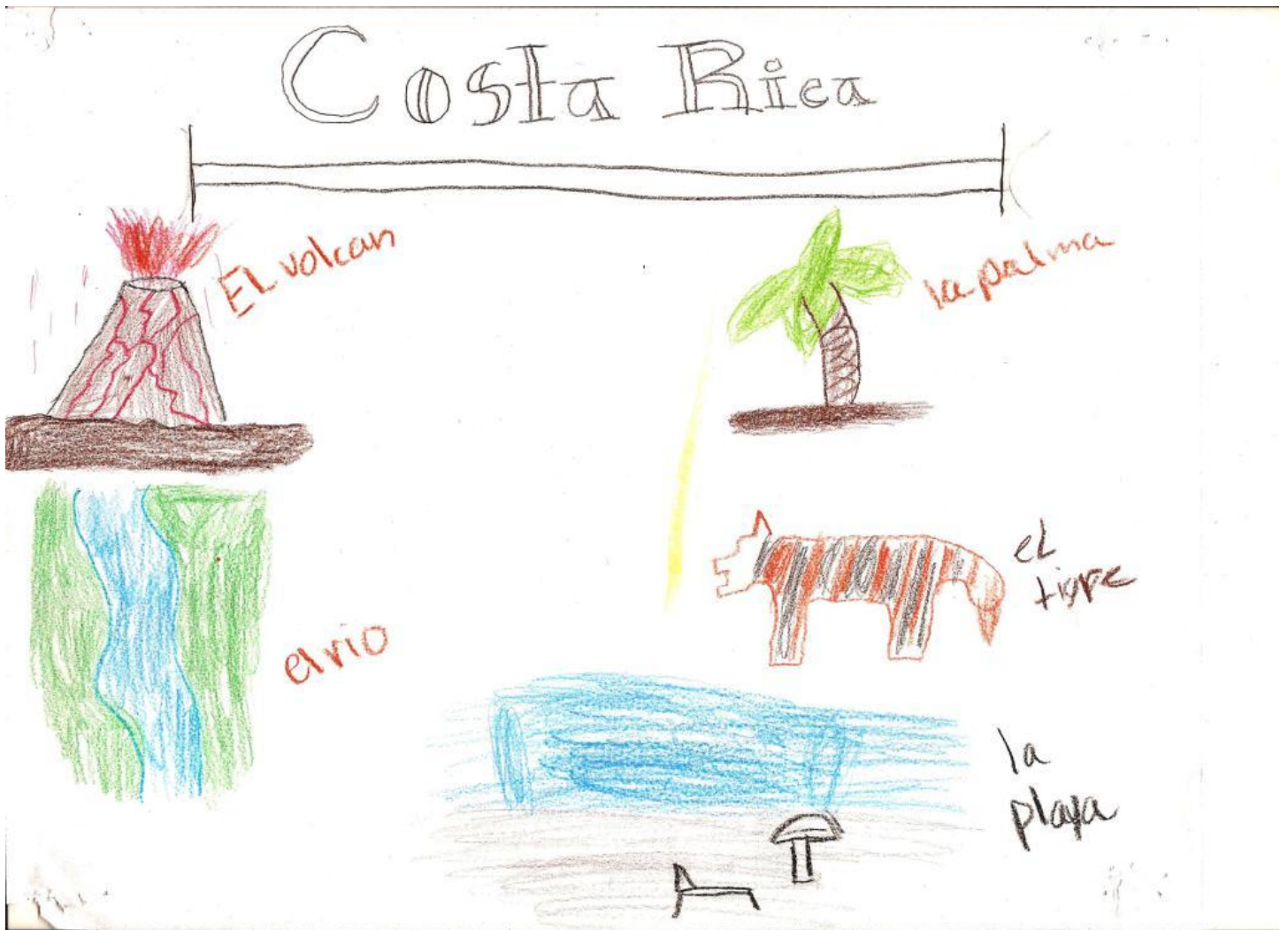
Unit Essential Question:	Area of Interaction:
What are Spanish speaking countries like?	Human Ingenuity

MYP Lesson Title / Concept:
My travel poster: Costa Rica
Standards:
MLC.CCC1A Demonstrate basic geographical knowledge. MLC.CCC1B Apply previously learned skills from other subjects. MLC.CCC2A Compare cultural patterns of behavior and interaction. MLC.CCC3A Recognize similarities/differences between target language and English.
CCGPS Literacy Standards:
Essential Questions:
- How is Costa Rica similar or different to Georgia? How can I describe what is in Costa Rica?

Opener/Hook:	Differentiation:
Ask students what <i>images</i> come to mind when they think about Costa Rica. Share responses.	Reluctant students encouraged to remember our video introduction to Costa Rica.
Mini Lesson:	Differentiation:
-Students take out C.R. vocab sheets (geography). On the smartboard, I will show various photos one-at-a-time of the images that come to my mind. El volcan, la playa, etc. -While moving through the presentation, students use their lists to find the word in Spanish for each photo. Correct answers rewarded with a Euro Stamp. -Next, show students an example of a professional, authentic C.R. Travel Poster. Does it make them want to visit? Why/why not? -Next, show a student Travel Poster. Same questions. -Students are then shown a rubric on the screen for their own travel poster	
Work Session:	Differentiation:
-Students passed out a piece of paper and provided supplies. Per rubric guidelines, students should have a min of 5 new vocabulary words either stylized or with an accompanying drawing next to it. Color encouraged, not required. -At the end of the hour, students will present their poster to me (or in front of the class) in Spanish using the form of <i>Haber (hay)..as in "Hay un volcan. Hay una playa.</i>	Spanish heritage speakers are required to write 3-5 sentences describing what is on their poster using new vocabulary and then must have a brief oral exchange with me for 1 minute in Spanish discussing their poster.
Closing:	Differentiation:
Ask students to look at their posters and imagine seeing them in the hallway. What would they think? Would they want to travel to CR?	

Assessment:

Participation, presentation, and travel posters for grade.



Costa Rica



Ashley Lawrence 04 Bday 06th grade