



Lesson Planning Template & Reflection

1. Teacher Name: *Jill Landes-Lee* 2. Course/Content/Grade: *Spanish 2*. Unit/Module/Topic: *Unit 1-¿Quién soy yo?* 4. Plan Duration: *90 minutes*

<p>5. Core Standard(s):</p> <p>The newly revised, 2014 Utah WL Core Standards are available at: http://www.schools.utah.gov/CURR/worldlang/Home/UtahWorldLanguageCore2014.aspx</p>	<p>Note: WL lesson plans should include state standards from all 3 modes of communication standards every day</p> <ul style="list-style-type: none"> <i>interpretive reading and/or listening</i> <i>interpersonal speaking</i> <i>presentational speaking and/or writing</i> <p>NH.IR (Novice-High Interpretive Reading): <i>I can understand familiar words, phrases and sentences within short and simple texts related to everyday life.</i></p> <p>NH.IC (Novice-High Interpersonal Communication): <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i></p> <p>NH.PW (Novice-High Presentational Writing): <i>I can write short messages and notes on familiar topics related to everyday life.</i></p>	<p>6. Objective(s):</p>	<ul style="list-style-type: none"> IR: I can understand personal descriptions about nationality. IR: I can understand what someone likes to do in their spare time. IL/IS: I can get to know someone by asking and answering questions about nationality and favorite activities. PW: I can write about my nationality, what I like to do in my spare time, and compare that to others.
<p>7. Essential Vocabulary:</p>	<p>Vocabulary: <i>*for the purpose of this model lesson, examples are given in both Spanish and English.</i></p> <p><u>Words to add detail:</u> <i>With whom? (con mis amigos) When? (los jueves, los fines de semanas) Where? (al lago, en la playa, al centro) Why? (porque...) How? (a pie, por autobus)</i></p> <p><u>New vocabulary:</u> <i>levantar pesas, tirar, lanzar, duele la..., patear</i></p> <p>Sentence frames: <i>Soy de... ?De dónde eres? (I am from... Where are</i></p>	<p>8. Inter-Disciplinary Connections:</p>	<p><i>Connections to ELA:</i></p> <ul style="list-style-type: none"> <i>reading for information</i> <i>reading difficult texts</i> <i>respond thoughtfully to diverse perspectives, summarize points of comparison and contrast, and state your own view</i>



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	<p><i>you from?)</i> <i>Me gusta... (I like to...)</i> <i>?Qué te gusta hacer...? Con quien...? Porque...?</i> <i>(What do you like to do? With whom? Why?)</i></p> <p>For writing basic paragraph of comparison: - <i>Por lo general, los estudiantes de los Estados les gustan...</i> (In general, students in the U.S. like to...) - <i>Según la lectura del estudiante en Madrid, los chicos allí les gustan...</i> (According to the reading about the student in Madrid, kids there like to...) - <i>En mi opinión, los estudiantes ... son <u>más</u> semejantes / mas diferentes <u>que</u> los estudiantes en...</i> (In my opinion, student in ... are more similar / more different than students in...)</p>			
9. Assessing for Student Learning:	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"><i>1. Read a short passage about what a 15-year-old boy in Spain likes to do on the weekend; fill in a chart to demonstrate comprehension of the activities the boy likes to do best and what he does not like to do.</i><i>2. Speak: Students interview 5 partners, describing their favorite activities.</i><i>3. Write: Students take notes during each interview; Students utilize sentence frames to write a summary paragraph comparing similarities and differences between interviewees and the student (reading passage) from Spain.</i>	10. Technology Integration: (When applicable)	Teacher Use:	Student Use:
			Computer/projector for video clip	
11. Area for Content Specific Additions				
Target proficiency indicator (from CSD rubric): MAJORITY SOLID FORMULAS WITH DETAIL & EMERGING CREATED SENTENCES: You can write about yourself and your life. Much of the time you write well enough to express your own thoughts and accomplish what you need. You write in phrases and some sentences with greater detail.				



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Intercultural Competencies: I can function at a survival level in an authentic cultural context.

12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)	16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)
1 st day				
10 min.	<i>Starter: Listen to a 1-min. clip of an interview during the World Cup with Gordi Alba from the Spanish soccer team for Barcelona. Pre-teach verbs heard in the passage relating to soccer. Students listen 3 times, check off which activities they hear Alba say. Report out in pairs, "A Gordi Alba le gusta..."</i>	1	<i>Listen independently Pair speaking Graphic organizer</i>	<i>Report out in pairs Pair/share Students turn in graphic organizer</i>



Lesson Planning Template & Reflection

<p>15 - 20 min</p>	<p><i>Read the paragraph about what a 15-year-old boy in Madrid likes to do on weekends. The purpose of this reading is to collect information and use it to create a cultural comparison between Spain and the U.S.</i></p> <p><i>Before you read:</i></p> <ul style="list-style-type: none"> - Prediction- Do you think that teenagers in Spain do similar or different activities than teens in Utah? - Questioning: What are typical activities that teens in Utah or in the U.S. do? Make a list with your partner. Cold call to share with class. <p><i>Active Reading:</i></p> <ul style="list-style-type: none"> - Step 1: Annotation- "While you read, underline the activities this boy likes to do. Circle activities he does not like to do. Teacher models with 1 sentence. Students complete the rest on their own. - Step 2: Students transfer information from the reading into a comparison/contract chart with 2 columns—In Spain... In the U.S... 	<p>2</p>	<p><i>Scaffolding</i></p> <ul style="list-style-type: none"> - Pre-reading: prediction and questioning - Graphic organizer - Annotation <p><i>Grouping</i></p> <ul style="list-style-type: none"> -Think/pair/share 	<p><i>Cold call</i></p> <p><i>Check list</i></p> <p><i>Graphic organizer</i></p> <p><i>Annotation</i></p>
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Lesson Planning Template & Reflection

<p>20 min</p>	<p><i>Prepare for interviews, using the graphic organizer provided.</i> <i>Pre-teach the sentence frames for interviewing</i> <i>(ex: Soy de... / ?De dónde eres?</i> <i>Me gusta... / ?Qué te gusta hacer... con...por qué...?</i> <i>(I am from / Where are you from? I like... /</i> <i>What do you like to do...? With whom do you like...? Why do you like...?)</i></p> <ul style="list-style-type: none"> - <i>I do: Teacher models sample sentence stating favorite activities with added detail. Fill in this model sentence on the graphic organizer using a doc camera.</i> - <i>We do: Students help teacher create a second model sentence with greater detail.</i> - <i>Ya'll do: Using whiteboards, pairs work together to create a sentence with fabulous detail. Share out and celebrate! Prize for most creative sentence?</i> - <i>You do: Students use sentence frame to create their own sentence. This will be the sentence they use during their interview.</i> 	<p>3</p>	<p><i>Explicit Instruction (I do, we do, ya'll do, you do)</i> <i>Sentence frames</i> <i>White boards</i></p>	<p><i>Whiteboards</i></p>
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25 min	<p>Students conduct interview with 5 other peers. Record each response on the graphic organizer provided. For each interview, record the following:</p> <ol style="list-style-type: none"> 1. Name 2. Where they are from: 3. The 3-5 activities they like to do best. 	2	<p>Pair conversations with 5 people (must establish routine to mix up grouping)</p>	<p>Teacher walks around to listen to interviews, strategically noting errors or successes in language production, record as a formative speaking assessment each day for as many people as you are able to hear.</p>
10 min	<p>Explicit instruction of writing starters for comparison. Teacher model and write a paragraph comparing (with student input) about what students in Spain and in the U.S. typically do. Decide if the cultural norms are more similar or more different.</p> <p>For writing basic paragraph of comparison:</p> <ul style="list-style-type: none"> - <i>Por lo general, los estudiantes de los Estados les gustan...</i> (In general, students in the U.S. like to...) - <i>Según la lectura del estudiante en Madrid, los chicos allí les gustan...</i> (According to the reading about the student in Madrid, kids there like to...) - <i>En mi opinión, los estudiantes ... son <u>más</u> semejantes / mas diferentes <u>que</u> los estudiantes en...</i> (In my opinion, student in ... are more similar / more different than students in...) 	2-3	<p>Model sentence frames and model structure of paragraph of comparison/contract</p>	<p>Students hand in final written product for teacher feedback</p>



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	<i>Independent Practice at home: Ask 3 of your peers (teens) at school what their favorite activities are. Write a sentence stating if your friends are similar or different from the students you interviewed in class. "In my opinion, my friends are more similar / more different than students in Spain."</i>	3-4	<i>Independent Sentence frames Modeling Graphic organizer</i>	<i>Extend ideas outside of the classroom Teacher uses responses to start class the next day.</i>
17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)	<p><i>Student exit ticket, written in English:</i></p> <p><i>Each student must have a copy of the unit's "I Can" statements. Students self-assess progress on "I Can" statements: rate self on...</i></p> <ul style="list-style-type: none"> • IR: I can understand personal descriptions about nationality. • IR: I can understand what someone likes to do in their spare time. • IL/IS: I can get to know someone by asking and answering questions about nationality and favorite activities. • PW: I can write about my nationality, what I like to do in my spare time, and compare that to others. 			
18. Feedback to students: (Teacher providing feedback to students on their learning and growth)	<p><i>Review graphic organizers for understanding</i></p> <p><i>Read and provide feedback on comparison/contrast paragraphs, focusing on 1. Correct use of sentence frames and 2. Quality of detail in their writing (tied to proficiency indicator)</i></p> <p><i>Teacher do a quick visual check on how students rate themselves on "I Can" statements</i></p>			



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19. Lesson Plan Reflection Questions

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| 1. Were my students ready for this lesson? What data supports this? |
| 2. Was the instructional objective met? How do I know students learned what was intended? |
| 3. Were the students productively engaged? How do I know? |
| 4. Did I alter my instructional plan as I taught the lesson? How and why? |
| 5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why? |
| 6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding? |