

SAMPLE LESSON PLAN FOR DAY 3 OF 12 DAYS.

UNIT DETAILS	MATERIALS	CONNECTION TO LEARNING
<p>Essential Unit Questions:</p> <ul style="list-style-type: none"> → How can travel enrich our lives? → How can a popular song or music video teach us about culture? <p>Unit Goals:</p> <ul style="list-style-type: none"> → I can understand the song “Si tú la ves” by Nicky Jam. → I can understand information that I read about a country related to their food, geography, and indigenous cultures. → I can describe my opinion or feelings about travel in Spanish using connected sentences and supporting with detail. <p>TARGET VOCABULARY:</p> <p>se marchó - s/he left</p> <p>“Si tú la ves” - If you see her</p> <p>pelearon - they fought</p> <p>ve y dile - Go and tell her</p> <p>lugares - places</p> <p>perdido - lost</p> <p>¿Has visto...? - Have you seen?</p>	<ul style="list-style-type: none"> → Music video: https://www.youtube.com/watch?v=mcGBVy3-W4s → Exit Slip → Sr. Wooly Song: El Banco → Warm Up/Daily PowerPoint → Quizlet Flashcards: https://quizlet.com/440818492/si-tu-la-ves-l0s-lugares-del-ecuador-diagram/ → Chromebooks <p>***Note: This unit is adapted from a unit written by Carrie Toth, Teacher and Curriculum Writer at SomewheretoShare.com***</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> → Students were introduced to the song with lyrics + worked through the meaning of the song in English (Day 1) → Students were introduced to new vocabulary for this unit and told a story using the new vocabulary (Day 2) → Students were given a reading comprehension worksheet to check understanding and review vocabulary. (Day 2) <p>Future Learning:</p> <ul style="list-style-type: none"> → Students will complete a CLOZE activity as practice for a listening quiz. Students will read about Guayaquil, Ecuador, the largest city and cultural hub in Ecuador. (Day 4) → Students will read Version 2 of the story, extended with more details about the locations around Ecuador. Students will review the locations with the Quizlet Diagram. (Day 5) → Students will do a matching activity with locations and their descriptions (Day 6). → Students will create a map with the locations labeled in Spanish with their own descriptions. (Day 7).

UNIT STANDARDS	LESSON PLAN	UNIVERSAL DESIGN
<p><i>Standards: ACTFL, Intermediate Low-Mid</i></p> <p>→ Communication: Interpersonal</p> <ul style="list-style-type: none"> - I can answer questions about a variety of topics related to the song/story “Si tú la ves” - I can express my opinions, feelings, and reactions about topics related to the song/story “Si tú la ves” <p>→ Communication: Interpretive</p> <ul style="list-style-type: none"> - I can understand, interpret, and analyze what I hear, read, and view related to the song/story “Si tú la ves” <p>→ Communication: Presentational</p> <ul style="list-style-type: none"> - I can present information and ideas to explain and narrate on a variety of topics related to the song “Si tú la ves” <p>→ Cultures</p> <ul style="list-style-type: none"> - I can explain and reflect on the relationship between the products, practices and perspectives in topics related to the song/story “Si tú la ves” including biodiversity, dance, and tourism. <p>→ Connections</p> <ul style="list-style-type: none"> - I can access and evaluate information on diverse perspectives in the song/story “Si tú la ves” and other related resources. - I can identify and explain some of the geographical diversity of Ecuador. <p>→ Comparisons</p> <ul style="list-style-type: none"> - I can use Spanish to explain and reflect on the concept of culture through comparisons of the song/story “Si tú la ves” and other related topics and 	<ol style="list-style-type: none"> 1. Lenguaje Diario (Warm Up Activity): Answer the following questions about the story told yesterday. 2. Review Lenguaje Diario 3. Check homework: Embedded Reading #1 Review worksheet 4. Play the song “Si tu la ves” (no music video) and ask students to follow along with their lyrics while listening to the song. 5. Go over Powerpoint with students “Que Bonito es Ecuador”. Discuss as a class with personalized questions about the content and desires to visit. 6. Pass out reading over locations in Ecuador. Have students read a little more about each place. 7. In remaining time, allow students time to review the locations of Ecuador with a Quizlet diagram. If time permits, play a few rounds of Quizlet Live. <p>Formative Assessment:</p> <ul style="list-style-type: none"> → Personalized Questions during “Que bonito es Ecuador” → Lenguaje Diario review questions → homework comprehension check <p>Summative Assessment: None</p> <p>Homework: None (Optional flashcards review)</p>	<ul style="list-style-type: none"> → Question cards posted in the front of the classroom and referenced when asking questions. (See photo) → Vocabulary written on the board in two colors (Spanish words in black, English words in blue) → Anticipatory questions given to students prior to “Que bonito es Ecuador” slideshow → Lyrics provided for song → Quizlet: Read aloud function available <p style="text-align: center;">Differentiation</p> <ul style="list-style-type: none"> → Students can review the Quizlet flashcards at their own pace and in the format that is most fitting for them. → For direct instruction, students can follow guided questions and write written notes or choose to listen only.

<p>resources.</p> <p>→ Communities</p> <ul style="list-style-type: none">- I can set goals and reflect on my progress in using Spanish for enjoyment, enrichment, and advancement.		
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