


First Lesson Plan

Performance Range	Novice – Low	Grade	8th	Date	10/10/2019	Day in Unit	1	Minutes	90
Unit Theme/Topic	Calendars								
Enduring Understanding	Calendars are vital for keeping track of the days and months of the year. They are good for planning vacations, celebrations, and other events.								
Essential Question	Why do we use calendars? What kind of calendars do you use in your home? What events does your family recognize on the calendar in your home? Are there any other ways to keep track of important events besides using calendars?								
Daily topic:	Calendar organization and construction								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	<i>Which modes of communication will be addressed?</i>		Learners can: -Identify vocabulary for using a calendar by creating a personal calendar. -Apply the verb Ser in the present form by composing sentences related to calendars and their important day.					
		<input type="checkbox"/> Interpersonal							
		<input type="checkbox"/> Interpretive							
		<input checked="" type="checkbox"/> Presentational							
If applicable, indicate how this lesson connects to other standards.	Connections	Math, Geography, Science - Importance of record keeping. Finding differences that connect people and different cultures.							
	Comparisons	Days of the week (Días de la semana), Months of the year (Meses del año) - Calendars in Latin America and one in the United States (beginning of the week)							
	Communities	Share information about exploring the countries where Spanish is the primary language – Pointing out similarities in events that are celebrated in different cultures.							
	Other Standards	VA SOL Standards SI.6.2 Communicate coherent ideas using appropriate visual and							

		technological support. ACTFL STANDARD 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures. 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.	
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time* How many minutes will this segment take?	Materials/Resources/ Technology Be specific. What materials will you develop? What materials will you bring in from other sources? Cite copyrighted material
Gain Attention / Activate Prior Knowledge / Hook	Birth Announcement Template or Birthday Party Invitation Template to be used as a Bell Ringer. Teacher will handout the invitation template as students walk in the door.	10	Printed Templates
Purpose	The calendar is a vital aspect of our daily lives. We look back on historical moments. We look forward to future celebrations. We also mark the present day and its' happenings around the world. In order to have the students understand the importance of the		

	calendar and make it relatable, we will view and discuss event invitations.		
Provide Input	<p>Direct instruction and modeling from teacher. Includes comprehensible input</p> <p><i>-Teacher will review days of the week and months of the year with calendar in full view for students to see.</i></p> <p><i>-Teacher will ask students to keep this information in mind while listening to an invitation being READ aloud.</i></p> <p><i>-Teacher will read a Spanish Invitation to the class.</i></p> <p><i>Teacher will ask students to state vocabulary and any other (cognate) words that they recognize in the text.</i></p> <p><i>Teacher will ask students questions about the date and day of the week in reference to the invitation.</i></p>	10	<p>(https://youtu.be/C4fREj60Crk) – Days</p> <p>(https://youtu.be/dVUKF7X-4sE)-Months</p>

	<p><i>Teacher will ask students about the purpose of the invitation and if the event is a major calendar event.</i></p>		
	<p>Differentiated Instruction: <i>Teacher will SHOW a picture of a Spanish Invitation to the class and choose students to read it.</i></p>	10	<p>Invitaciones de Boda Clásicas: Sí, nos casamos Magic-foto.es. (2019). Retrieved 17 October 2019, from https://www.magic-foto.es/boda-invitaciones-si-nos-casamos.html#</p> 
<p>Elicit Performance / Provide Feedback</p>	<p>Activities student will do: <i>-Students will work in groups (of 2-4)</i> <i>-Each student in the group is assigned a role (Reporter, Group Organizer, Note Taker, Time Keeper)</i> <i>-Groups will receive 1 of 4 articles in Spanish about an invitation.</i> <i>-Students will have one minute to read individually read the invitation they received.</i></p>	10	<p>Invitación para Bodas de oro - Destellos - Tienda La Fiesta Jamás Contada. (2019). Retrieved 16 October 2019, from https://lafiestajamascontada.com/tienda/producto/invitacion-bodas-oro-destellos/</p> <p>Surprise 60th birthday invitations, Fiesta Spanish birthday Invitation, Mexican Theme, Black Gold Glitter, Party 60th, Printable. (2019). Retrieved 16 October 2019, from https://www.etsy.com/listing/599108445/surprise-60th-birthday-invitations</p> <p>(2019). Retrieved 16 October 2019, from https://www.graduationinvitation.net/product/5588256308138792347849048686_invite-mexican_fiesta_graduation_party_with_embroidery_invitation/</p>

	<p><i>-Groups will discuss and list vocabulary words and cognates that they recognize along with other information they gather from the text according to the article they received.</i></p> <p><i>-Students will also be asked to discuss the importance of the invitation, listing day of the week, date, and possible purpose of the invitation.</i></p>		
	<p>Assessment:</p> <p><i>Formative assessment – Class discussion</i></p> <p><i>-Teacher will walk around classroom listening to student interaction and provide feedback as necessary.</i></p> <p><i>-Teacher will display each invitation on the overhead.</i></p> <p><i>-Teacher will ask each group to share the information they understood about the invitation their group received.</i></p>	10	

	<p><i>(Day, Date, Purpose of invitation)</i></p> <p>-Teacher will ask class if there is any other information they understood about the invitation. (Values from class bulletin board-This points back to reasons we use calendars.)</p>		
<p>Provide Input <i>(If applicable)</i></p>	<p>Direct instruction and modeling from teacher. Includes comprehensible input</p> <p><i>-Teacher will discuss the importance of the calendar.</i></p> <p><i>-Teacher will say the days of the week and have the Students repeat the process.</i></p> <p><i>-Teacher will review the verb SER orally and in written form for use with stating “Hoy es...”</i></p>	5	
	<p>Differentiated Instruction:</p> <p><i>-Teacher will display the calendar, point out the days of the week, months of the year, and</i></p>	5	<p>(https://youtu.be/C4fREj60Crk) - Days</p> <p>(https://youtu.be/dVUKF7X-4sE)-Months</p>

	<p><i>emphasize that the week begins with Lunes.</i></p> <p><i>-Students will watch a video about the days of the week and months of the year.</i></p>		
<p>Elicit Performance / Provide Feedback <i>(If applicable)</i></p>	<p>Activities student will do:</p> <p><i>-Each group will have a set of English and Spanish days of the week cards.</i></p> <p><i>-Students will match days of the week cards in English with the appropriate Spanish cards.</i></p> <p><i>-Minute To Win It Game.</i></p>	5	
	<p>Assessment:</p> <p><i>-Formative assessment – with Minute To Win It Game.</i></p>		
<p>Provide Input <i>(If applicable)</i></p>	<p>Direct instruction and modeling from teacher. Includes comprehensible input</p> <p><i>-Teacher will ask the students to think back to the bell ringer activity.</i></p>	5	

	-Teacher will ask each student to share their important day.		
	Differentiated Instruction: Teacher will allow students to choose how they would like to share their favorite day by speaking it, writing it, or by setting up the classroom calendar to reflect their information. (Month, Day of the week, and number in Spanish)	5	
Elicit Performance / Provide Feedback (If applicable)	Activities student will do: -Students will construct their own calendar to reflect their important day. - Each student will have the opportunity to speak, show, or write their important day.	10	
	Assessment: Formative – Teacher will walk around and view each student calendar and make corrections along the way. Students will turn		

	<i>in calendars at the end of class for a grade.</i>		
Closure	<ul style="list-style-type: none"> -Repeat the days of the week and months of the year. -Hand out envelopes with days of the week and months of the year cards for students to rearrange in proper order. 	5	
Enhance Retention & Transfer (Homework/ Independent Practice)	Review the envelope with days of the week and months of the year cards.		
Adaptations:	Extension: <ul style="list-style-type: none"> -Partner flash card review with students that need more help. 		
	Remediation: <ul style="list-style-type: none"> -Partner flash card review with students that finished early. 		
	Diverse Special Learners: <ul style="list-style-type: none"> -Review the videos from above links. 		

Time-Related Activity Adjustments	<i>-Student volunteers for constructing the classroom calendar.</i>		
Materials	<i>-Calendar Display, Role Cards for Group Activity, Envelopes with month and day cards and invitations for group activity.</i>		
Reflection/ Notes to Self	<ul style="list-style-type: none">● What worked well? Why? The hook works well when brought back around as part of the presentational part of the lesson plan.● What didn't work? Why? Having flash cards prepared ahead of time is not the best option here. It can enhance the learning process if students are given the opportunity to construct the flashcards and will allow them to use their creativity.● What changes would you make if you taught this lesson again? I would show announcements to sporting events, concerts, and artistic events around the local area. I would ask the students to use their knowledge of the calendar to describe the event in Spanish.		