

Blank Lesson Plan Template

Performance Range	Novice – Low	Grade	8 th	Date	10/18/2019	Day in Unit	1	Minutes	90							
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	WHAT IS THE WEATHER AND SEASONS LIKE WHERE YOU LIVE? WHERE WOULD YOU LIKE TO GO ON VACATION AND WHEN? WHAT DO YOU LIKE TO DO ON VACATION?															
Daily topic:	RECORDING WEATHER AND PLANNING TRAVEL															
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: - Apply the vocabulary by formulating various sentences that discuss weather and weather related activities to make vacation plans. - Create a travel plan based on weather and activities.													
		Interpersonal														
		Interpretive														
		Presentational														
If applicable, indicate how this lesson connects to other standards.	Connections	MATH, GEOGRAPHY, SCIENCE – IMPORTANCE VACATION PLANNING														
	Comparisons	SEASONS (Estaciones del año- la primavera, el verano, el otoño, el invierno) WEATHER (viento, nublado, sol, nieve, llueve, frio, calor, el clima)														
	Communities	SHARING INFORMATION ABOUT TRAVEL IDEAS TO COUNTRIES WHERE SPANISH IS SPOKEN. POINTING OUT SIMILARITIES IN THE GEOGRAPHY OR ACTIVITIES THAT PEOPLE LIKE TO DO IN SPANISH SPEAKING COUNTRIES.														
	Other Standards	VA SOL STANDARDS SI.7.4 THE STUDENT WILL DEVELOP AN AWARENESS OF COMMON PERSPECTIVES, PRACTICES, AND PRODUCTS OF SPANISH-SPEAKING CULTURES. IDENTIFY SOME PRODUCTS OF SPANISH-SPEAKING CULTURES FOR EXAMPLE, NATURAL, AND MANUFACTURED ITEMS, CREATIVE, AND FINE ARTS, FORMS, OF RECREATION, PASTIMES.														
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?										
Gain Attention / Activate Prior Knowledge	Teacher will hand out a travel itinerary template as students come into the classroom. Students will write about their				10	Travel itinerary template										

	vacation destination in English. Students will include the month and season of the year, location, and activities they would like to do.		
Purpose	Students will understand the importance of planning travel in relation to the weather and seasons of the year. Students will understand weather information about a given Spanish speaking country in order to plan a vacation and activities in that area.		
Provide Input	<p><u>Direct Instruction and modeling from teacher.</u> Teacher will review the months of the year. Teacher will introduce the seasons of the year. Teacher will ask students to repeat the seasons of the year to practice correct pronunciation. Teacher will ask students to keep this information in mind while reading the travel itinerary for group activity.</p>	15	(https://youtu.be/CksILD7ZvFc) – months & seasons
	<p><u>Differentiated Instruction:</u> Teacher will show a travel itinerary in Spanish to the class and read it aloud. Teacher will ask the students to state vocabulary and any other (cognate) words they recognize in the text. Teacher will ask students questions about the month and season of the expected travel plans listed on the itinerary. Teacher will ask students about the activities listed on the travel itinerary.</p>	10	<p>Travel Itinerary https://www.youtube.com/watch?v=ULxqYv-Crk8 Paragliding in Lima, Peru</p>
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> -Students will work in groups (of 2-4) -Each student in the group is assigned a role (Reporter, Group Organizer, Note Taker, Timekeeper) -Groups will receive 1 of 4 travel itineraries. -Students individually will have one minute to read the itinerary that they received. -Students will discuss and list vocabulary words and cognates that they recognize along with other information that they gather from the text according to the article they receive. -Students will use es.delta.com to check the price of the tickets for travel to their city on specific dates. -Students will use accuweather.com to check the weather in their city during the time of travel to find out if the weather will permit them to do the activity listed for them or should they plan to go on another day in the month or if they will have to wait for another season. 	20	<p>https://youtu.be/xDNShRj6cHM The rainforest in Puerto Rico</p> <p>https://vimeo.com/27384693 Skiing in Buenos Aires, Argentina</p> <p>https://youtu.be/9_Jhqqyry6Y Snorkeling in Havana, Cuba</p> <p>https://youtu.be/fAc1PAwpFOs Skydiving in Sevilla, Spain</p> <p>https://es.delta.com Delta website for pricing tickets for travel.</p> <p>https://www.accuweather.com Website for weather information around the world.</p>

	<p>Assessment: Formative Assessment – Teacher will walk around and listen for information being discussed in each group as pertaining to their specific itinerary. -Teacher will display each itinerary on the overhead. -Teacher will ask each group to share the information they understood about their itinerary in English to evaluate their understanding of the Spanish text. -Teacher will ask the class to point out any additional information they may recognize</p>		
Provide Input	<p>Direct Instruction: -Teacher will discuss the importance of the calendar as it pertains to travel plans. Teacher will say the months and seasons of the year and have students repeat the process. -Teacher will review the verb <i>hacer</i> in present tense orally and in written form to help students construct and state the weather in specific country where students want to vacation.</p> <p>Differentiated Instruction: -Teacher will display the calendar and ask students to write in Spanish “En(country) el mes de(month of the year) está en el estación de(the season of the year) y el clima hace.....(calor,frio, ect.).</p>	10	
Elicit Performance / Provide Feedback	<p>-Teacher will provide students with the supplies to make flashcards. -Students will make flash cards for season of the year. -Teacher will walk around to ensure that the students have matched up the correct English and Spanish words for the seasons are on the appropriate cards before student assemble cards together</p>	20	
Closure	<p>-Teacher will have the students use an exit ticket on which they will construct a sentence in Spanish about their vacation plans. “En(country) el mes de(month of the year) está en el estación de(the season of the year) y el clima hace.....(calor,frio, ect.). -Students will turn in the exit tickets upon completion.</p>	5	
Enhance Retention & Transfer	<p>Students will memorize seasons of the year by reviewing flashcards made in class.</p>		

Adaptations:	Extension: <i>-Partner flash card review with students that need more help.</i>			
Reflection/ Notes to Self	Remediation: <i>-Partner flash card review with students that finished early.</i>			
	Diverse Special Learners: <i>-Review the video link about months and seasons.</i>			https://youtu.be/CkslLD7ZvFc – months & seasons