|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level**  | **Spanish 2** | **Grade** | **8th** | **Date** | **10/4/16** | **Day in Unit** | **4** | **Minutes**  | **50** |
| **Unit Theme and Question** | **Contemporary Life: Shopping/Clothing** |
| **Daily topic:** | **De compras [Shopping]** |
| **STEP 1: STANDARDS** | **METACOGNITIVE QUESTIONS BEFORE PLANNING WITH STANDARDS** |
| What are the communicative and cultural objectives for the lesson? How is culture embedded using the target language for the lesson? | **Communication***and***Cultures** | *Which modes of communication will be addressed?* | * *How do learners interact and negotiate meaning in spoken or written conversation to share information, reactions, feelings, and opinion?*
* *How do learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics?*
* *How do learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers?*
* *How do learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied?*
* *How do learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied?*
 |
|  Interpersonal |
|  Interpretive |
| □ Presentational |
| **If applicable,** indicate how Connections  Comparisons  Communities will be incorporated into the lesson. | **Connections** | * *How do learners reinforce and further knowledge of other disciplines in this lesson?*
* *How do learners access and evaluate information and diverse perspectives that are available in the language and its cultures?*
 |
| **Comparisons** | * *How do learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own?*
* *How do learners use the language to investigate, explain and reflect on the concept through comparisons of the cultures studied of the language studied and their own?*
 |
| **Communities** | * *How do learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world?*
* *How do learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement?*
 |
| **STEP 2: PLANNING** | **LESSON OBJECTIVES** |
|  | **Communication***and***Cultures** | *I can ask how much a clothing item cost.* |
|  | **Connections** | *How can I effectively communicate about clothing and shopping in the real world?*  |
|  | **Comparisons** | *How is shopping in Spain different than in the US? Is all currency the same?* |
|  | **Communities** | *Students will use practical Spanish to obtain everyday items in the real world. Students may want to use their knowledge of Spanish for future employment.* |
| **Lesson Sequence** | **Activities/Strategies**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 “The hook”** | Students will watch a video of a woman shopping, they shout out words they know in Spanish, they answer pop up questions in the video.  | 10 min. | Youtube Video: Shopping in Spain at the Borqería Market ( |
| **Provide Input** | **Circling the Video** Teacher will ask many questions about the video. For example: What color is the shirt? Is the shirt blue or pink? Is the shirt big or small? POP-UP culture lesson: What is the money she is using? How is she paying? (all done in target language) | 10 min. | Slides of clothing and colors or use real clothes. |
| **Provide Input**  | El video “La ganga” del Señor Wooly* Teacher plays video for the class
* Students act out new vocab throughout the video
* Teacher has played video everyday.
 | 5 min. | Website access ($35/year)  |
| **Elicit Performance / Provide Feedback**  | Students will go to store: Pick an article of clothing or accessories and then use their learnings to ask the price. | 20 min. | Store is set up in classroom. All vocabulary for the unit is represented. |
| **Closure** | Plickers: Students will use plickers to say if they met goal or not. *I can ask how much a clothing item cost.* | 5 minutes | Question is on SMART board and then Scanned into IPAD so that I may use the immediate DATA to drive the lesson the following day. (Plickers.com) |
| **Enhance Retention & Transfer**  | Students will “play” in store everyday. I choose 4 groups of two students to go to the store and practice the same lines. | (daily 5 min) | Daily practice for retention. |
| **STEP 4:** **Metacognitive Reflection:*** *How did this specific lesson advance the big idea or generalization of the unit? In what ways did the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)? In what ways did the chosen strategy cement the learning?*
* *How did my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?*
* *In what ways did the learning target support the generalization?*
* *Which instructional strategies fostered learning the lesson’s skills, processes, or content?*
* *What evidence showed that the strategies impacted student learning? How were the strategies effective through the learning process?*

**Formative Assessment*** *What “indicators of success” showed that the students are gaining mastery?*
* *How will I use that evidence in a feedback loop?*
 | * This lesson advanced the big idea of the unit by scaffolding the ability to make a purchase in Spanish. The students will transfer this knowledge to the real world. The students are engaged in dialog, although it is simple they are able to say simple words and phrases to describe what they are seeing in the video. I am listening for keywords: colors, clothing items, studied vocabulary from the lessons prior. When students have to ACT out the simple words and phrases they are remembered much easier. The hands on approach to learning is the strategy that cements the learning.
* The resources carefully chosen to enhance this learning experience are video, music and hands on materials. A store has been created in the classroom. The students have practiced and sang so many times that the affective filter is down. They feel safe to take a risk do to the environment in the classroom.
* Being able to ask how much something cost directly supports the ability to effectively communicate about clothing and shopping in the real world?
* Singing, parroting, circling and acting are instructional strategies that foster learning of short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics in both the interpersonal and interpretive modes.
* The Plicker activity showed the the strategies used impacted student learning. The Plickers are a quick way to measure if the daily objective was met.

**Formative Assessment**The Plickers record the students who have mastered the learning target for the day. If not all students answer the target question correctly the lesson will be re-taught the following day(differently). |

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.