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| **Date: November 29, 2017**  Sherf, N. (2017). Using authentic resources to inspire language learning in context. *The Language Educator, 12*(4). 36-40.  **\*\*\***Research-based practices with a variety of specially designed instructional materials. | |
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| **Lesson Overview** | |
| Lesson Plan Title | An array of authentic resources: Our daily routines |
| Subject Area(s) | Spanish 2 |
| Grade Level | 8th - 12th |
| Time | 54 minutes |
| Standards and Benchmarks | *National Standards for Learning Languages*  **Communication:**  1.2 Students understand and interpret written and spoken language on a variety of topics.  1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  **Cultures:**  2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.  *Common Core Standards (ELA)*  **Reading:**  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas  4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone  **Writing:**  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  **Speaking/Listening:**  2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally  **Language:**  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate |
| Student Objectives | As a result of learning, students will:   * Interpret different authentic resources (Tweets, a song, infogram for homework) and answer text based questions or complete text based activities (O1) * Present a short sentence in which students compare personal experience to source (O2) |
| “I Can” Statement | * I can interpret real Tweets with target daily routine vocabulary. * I can use reflexive verbs grammar rules to talk about the daily routine of a person in a music video. * I can compare and contrast my daily routine to that of a person in the video and present to the class in a short sentence. |
| Lesson Summary | * In this lesson, students encounter authentic resources (defined as materials created by natives of the language for their use in the target culture) in the theme of daily routines. Students use vocabulary and language strategies to decode, interpret and present information related to these sources. * This lesson implements information and strategies obtained through professional development (lesson plan format form MA summer 2017) (article on authentic resources from *Language Educator* teacher journal) |
| Modifications | * IEP Accommodations   + A.B.C.: Twiccinario (Handout 1) will be shortened to seven comprehensive sentences instead of 10. Teacher will check in with him to insure he understands instructions and what he should be doing. He may also use his electronic notebook in his MAC to do his work when students would be writing in notebook. This is in accordance to SAT meetings with parents and Ms. Padilla that have found this strategy helps student with his goal of staying organized for his classes and classwork.   + D.E..: She is seatednext to an academically strong peer (F.G.). Visual aids are used throughout the lesson. When questioning orally, allow extra time. * EL Accommodations   + N/A * Extra Help   + All students: Vocabulary list provided on page 96 as a resource   + All students: Dictionaries are available on table centers * Extra Challenge   + Available to all at the end of the activity, but will most likely apply to (D.E..,H.I., J.L.): Daily Routines of people in power |
| Resources | * Authentic Resources to Inspire Language Learning adapted from:   Sherf, N. (2017). Using authentic resources to inspire language learning in context. *The Language Educator, 12*(4). 36-40.   * Twiccionario Handout: <http://zachary-jones.com/zambombazo/daily-routine/> * Song: Las Cafeteras – Mujer Soy <https://youtu.be/_lD6Rf0--co> * Homework - daily routines of people in power: <http://www.leanoticias.com/2014/06/23/asi-es-un-dia-en-la-vida-de-los-poderosos-infografia-2/> * ACTFL [Performance descriptors](https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf) |
| Materials | * Promethean board & teacher computer * Writing utensils (pens, pencils, highlighters) * Student notebooks * Handouts: twiccionario, personas en poder **(\*) resources available beyond the school and district** |
| Grouping | * Seating is arranged in small groups of 2 to 4 students to provide opportunities of flexible grouping and differentiated instruction * Small groups provide opportunities to incorporate student-centered learning |

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| **Procedures** | | | **Differentiation**  **Strategy** |
| Readiness (Engagement) | 10:00 a.m.  As students walk in, there is a slide on the Promethean board prompting students to match key vocabulary words in Spanish to pictures.  Students take out their notebooks, match the ten words. After 5 minutes, the teacher gives two students the markers so they can go up and match the vocabulary, then the class repeats the words and the teacher points out all the verbs are conjugated in the first person. | | **(\*) Visual and auditory intelligences**  **(\*) Student centered learning** |
| Focus of Lesson | 10:10 a.m.  Teacher passes out a handout of “twiccionario: la rutina diaria”. IEP handout is shortened to seven instead of ten.  Teacher models the example on the worksheet and also completes number 1 with the class. Gives the class a few minutes to complete the rest of the handout.  Students use the following protocol posted on a slide on the Promethean board to review the answers on the handout:   * 1. Student 1 reads the tweet   2. Student 2 reads the question   3. Student 3 answers the question with the underlined word or phrase   10:25 a.m.  Teacher introduces the following authentic resource:  Song: Las Cafeteras – Mujer soy (Yukicito Remix)  Country: Estados Unidos  Genre: Fusión electrónica, Son jarocho  Themes: Día Internacional de la Mujer, La rutina diaria  Las Cafeteras describen este videoclip (realizado por Elefante) en YouTube así:  *This music video captures a day in the real life of Maryann Aguirre, a fierce woman of color from the Eastside of Los Angeles. The video follows her as she faces the daily challenges of work, single motherhood, & the pressure of being a leader in her community. However, she faces those obstacles with hope, patience & dignity.*  Student task: As you watch the video, it is your task to write down at least three vocabulary words that you see her doing in her daily routine. The video does not have words – only music so focus on her actions and writing down what she does as part of her daily routine. Also, pay particular attention to the way the music video addresses the artists’ statement. After we watch this, we will focus on vocabulary that you saw and on the ways her daily routine compares to yours.  Teacher asks for students to help repeat what they’re supposed to do during the video and what they will do after they’re finished watching.  10:30 – video plays (length 5:13)  10:35 – Teacher asks for the vocabulary students saw in the video in a rapid fire round. Teacher makes sure that quiet students get to talk first (A.Z., C.M., D.E.).  Teacher moves on to slides with comprehensible input regarding the verbs shown in the pictures – are they reflexive in Spanish? What is the conjugated form?  10:45 – Maryann y yo  Students now use the video and the notes to come up with a sentence comparing their daily routines to MaryAnn’s (from the video).  10:50  Teacher asks for volunteers to share their exit ticket sentences with the class. | | **(\*) DI Strategy adjusting content to meet students’ needs**  **(\*) DI Strategy Modeling**  **(\*) DI Strategy Visual learners**  **(\*) DI Strategy formative assessment and letting students know what is coming next.**  **(\*) IEP: Checking for understanding of expectations**  **(\*) Differentiated language for instructions**  **(\*) DI Strategy: three different final product sentences are available**  **Opportunity for students to demonstrate where they are in their own learning** |
| Closure | 10:49  Students are asked to refer back to the I can statements posted on the board. Can you do these things now?  10:53  For homework, as an extension of today, you will be reading about three people in power and their daily routines. Your task is to read the routines and decide who has the best routine and why. Be ready to discuss your answers in class.  Students hand in their exit tickets.  Class ends. | |  |
| Assessment (each objective must have an assessment) | | * O1: Interpret different authentic resources (Tweets, a song, infogram for homework) and answer text based questions or complete text based activities   Formative assessment. Observation of each student during class noting the way students debrief with group members and use notes and vocabulary lists to answer questions and complete tasks.   * O2: Present a short sentence in which students compare personal experience to source   Summative assessment. Grading of summary sentence on exit ticket.   |  |  |  |  | | --- | --- | --- | --- | |  | Version 1 | Version 2 | Version 3 | | Daily routines vocabulary  (is the vocabulary from this unit?) | \_\_\_\_\_ / 2 | \_\_\_\_\_ / 2 | \_\_\_\_\_ / 3 | | Conjugated appropriately  (two points per pronoun and two points per verb) | \_\_\_\_\_ / 4 | \_\_\_\_\_ / 4 | \_\_\_\_\_ / 6 | | Total | \_\_\_\_\_ / 6 | \_\_\_\_\_ / 6 | \_\_\_\_\_ / 9 | | |