**Towson University**

**Department of Secondary Education**

**Lesson Plan Template**

**Name:** Isabel Last  **Date:** 3/11/19

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| **Brief Class Description (contextual information including number of students, subject, level, IEP/ELL/GT or other special considerations):**  Spanish 3 Honors Class. |

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| **Unit:**  Unit 5: Mis Aspiraciones | **Lesson Topic:**  Teatro sobre Problemas de Eastern Tech | **Prior Knowledge (How do you know students are ready for this lesson?):**  Students have already been exposed to the first round of vocabulary for this Unit so they understand the general cohesion of the vocabulary words. They have also already been exposed to preterito and imperfecto grammatical forms as well as had practice with them. |

**Alignment:**

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| **Standard (State {CCRS/Other} and Professional Organization Content Standard)** | **Objective** | **Assessment** | **Activity(ies)** |
| **Presentational Communication:** 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. | SWBAT demonstrate understanding of the difference between preterite and imperfect verb forms through making a script and recording a video of themselves speaking for the play. | Formal. I will collect the scripts and watch the video in order to see whether the difference between preterite and imperfect was understood. | Script and videotaping. |

**Materials Needed:**

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| -arts and crafts room in he Makerspace |

**Technology Integration/Needs:**

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| -students need either their phones or their computer to take the video and the internet to upload the video to schoology. |

# **Lesson Procedure:**

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| **Empathize:** Students will watch two videos of ET’s theatre class directly explaining the problem that they have (they need help thinking of a play to make about a problem at ET) and asking for the help of Spanish 3 classes.  ***Time Allotted: 5 minutes***  ***Adaptations (for IEP, ELL, culture, and other special needs):*** *none.*    ***Transition (explicitly linking concepts/activities/objectives):*** *Ok, so we will help out the ET theatre class by first brainstorming various problems at Eastern Tech.*  **Define:** Students will create mind maps of problems at ET and then choose groups and decide which problem is most interesting/important to them.  ***Time Allotted: 5 minutes***  ***Adaptations (for IEP, ELL, culture, and other special needs):*** *none.*    ***Transition (explicitly linking concepts/activities/objectives):*** *Ok, now that we have a problem that is important to us, the theatre class at ETwants us to create a play about the problem to show them! The first thing we need to do is create characters that are related to your problem.*  **Ideate:** Students will individually create characters for their play according to what problem at Eastern Tech their group had chosen the day before. Each student needs 4 character names and descriptions of each.  ***Time Allotted: 10 minutes***    ***Adaptations (for IEP, ELL, culture, and other special needs):*** *none.*    ***Transition (explicitly linking concepts/activities/objectives):*** *Ok, now that we have characters for our play that fit into our problem from last class, we must now create a script! Collaborate with your group members to create a script explaining the problem at Eastern tech that you came up with.*  **Prototype:** Students will create a script for their play with certain requirements: 5 correct uses of preterito, 5 correct uses of imperfecto, 5 vocab words, and 20 lines minimum.  ***Time Allotted:*** *30 minutes*  ***Adaptations:*** *none.*  ***Transition:*** *“Ok, now that we have our script completed, what else do we need to make a play? (fish for responses) Props!! That’s right. Now each group has 15 minutes to make 4 props. Not find 4 props, but completely make 4 props using materials from the Makerspace arts and crafts room and anything else that can be found in this room.”*  **Ideate Round Two:** Students must now create props for their play. This is also collaborative but allows for individual creativity as well.  ***Time Allotted: 15 minutes***  ***Adaptations:*** *none*  ***Transition:*** *Ok clase. Now it's time. You have made characters, you have made scripts, you have made props. What is there left to do? Record! You and your group can go anywhere in this room and record your plays on a computer or on your phone. You have the rest of class to do so. After you record, upload the video to schoology”*  **Test:** Students must now record their plays as a group.  ***Time Allotted: 20 minutes***  ***Adaptations:*** *none*  **Additional Activity(ies) – add as necessary with time allotted, adaptations and transitions:**  If students finish early they are instructed to write 5 sentences using the subjective to recommend solutions to their problem at Eastern Tech that their play explored.  **Extension/Follow-up (homework, etc. – optional):** none |
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