**Towson University**

**Department of Secondary Education**

**Lesson Plan Template**

**Name:** Isabel Last **Date:** 2/18/19

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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, 21 students. Both Freshman and Sophomores.  |

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| **Unit:**Unit 4: Mis aspiraciones | **Lesson Topic:**Lo y Lo que | **Prior Knowledge (How do you know students are ready for this lesson?):**Students have already been exposed to present, preterite, imperfect, and conditional tenses all of which can be used with Lo and Lo que expressions.  |

**Alignment:**

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| **Standard (State {CCRS/Other} and Professional Organization Content Standard)** | **Objective** | **Assessment** | **Activity(ies)** |
| ***Interpretive Communication****: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.* | SWBAT demonstrate an understanding of Lo and Lo que expressions by interpreting the three cultural event posters that have already been planned for the cultural month of March. | I will walk around and informally assess whether students are doing their work or not. If students are not completing this correctly then it can be graded. | Stations with Cultural Events.  |
| ***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 use Lo and Lo que expressions in a poster for the next cultural event at Eastern Tech.  | This will collected and graded for it's grammatical accuracy of Lo and Lo que expressions.  | Poster for Cultural Event.  |

**Materials Needed:**

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| -power point-use of Elmo for the drill, verb exercise, and interpersonal activity. -use of Elmo for explaining all activities and modeling them.-QR codes |

**Technology Integration/Needs:**

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| -ELMO-powerpoint-QR codes printed out |

# **Lesson Procedure:**

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| **Opening Activity (describe your warm-up, engagement/hook/motivation):** There will be a drill on the first slide of the power point regarding creating three sentences about a challenge that they had to confront in the past.  ***Time Allotted:*** *10 minutes into class time.*  ***Adaptations (for IEP, ELL, culture, and other special needs):*** *none* ***Transition (explicitly linking concepts/activities/objectives):*** *“Ok clase. Now can the verb person come up here please? Thank you.”* **Activity 1 (describe activity):** After the drill, the student who was chosen to do the verb activity will come up to the ELMO and go over the conjugations for “apoyar” as well as use it in a sentence.  ***Time Allotted:*** 5 minutes ***Adaptations:*** *none* ***Transition:*** “*Muchas gracias \_\_\_\_(student) now we will ask our classmates: “¿*What is your ideal style of life*?*”. **Activity 2 describe activity):** Students will walk around with their phones and scan the QR codes on the walls. Students will listen to short recordings of me saying sentences with Lo and Lo que expressions and they must simply copy them down on a worksheet.  ***Time Allotted: 10 minutes*** ***Adaptations:*** *none* ***Transition: “****Ok, what do all of these sentences have in common? .... ¡Lo! Today we will be learning about two expressions that are used to talk about abstract things”* **Activity 3 (describe activity):** I will spend 10 minutes guiding a fill in the blank note sheet in order to explicitly explain the Lo and Lo que usage and grammatical structure.  ***Time Allotted:*** *10 minutes* ***Adaptations:*** *none* ***Transition:*** *Clase, what month are we in? (March). Yes March, very good. Well Eastern tech has decided that March is going to be the cultural month for Eastern Tech and each Friday ET will host a cultural event of some sort. Three events have already been planned and they are around the room”* **Activity 4 (describe activity):** Students will walk around the room and see posters advertising the three cultural events that ET has already planned for the month of March. Students must interpret the posters and answer questions related to them. All questions must be answered using Lo and Lo que expressions.  ***Time Allotted:*** *20 minutes* ***Adaptations:*** *none.*  ***Transition:*** *Now, the organizers of the March Cultural Month need help with the next cultural event and they want Spanish 3 class to make it. Their only requirement is that it is about the positives and negatives of Eastern Tech.* **Activity 5 (describe activity):** Students will think of 4 statements: 2 good things about eastern Tech (lo and lo que) then two bad things about Eastern Tech (lo and lo que). After preparing, students will approach one another and say either a good or a bad thing and the other has to NEGATE and say the opposite (if p1 says good thing, p2 says a bad thing) ***Time Allotted:*** *10 minutes* ***Adaptations:*** *none* ***Transition: “****Ok, now that we are discussed the good and the bad about Eastern Tech, we will individually create proposal posters for our own cultural event at Eastern Tech”***Activity 6 (describe activity):** Students will create an event at Eastern Tech by means of a poster with drawings and Lo and Lo que expressions.  ***Time Allotted:*** *15 minutes* ***Adaptations: none.*** **Extension/Follow-up (homework, etc. – optional):** none.   |
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