FABB - IB Specials Lesson Plans

**Teacher: Victor Miguitama Subject:** Spanish

**Weeks of:** August 23 – July 1, 2018

**Topic (by grade level):** K – 5 Las Vocales/Los Colores

**Transdisciplinary Unit:** How we express ourselves. We discover and express ideas, feelings, nature, culture, beliefs, and values. We also reflect on and enjoy our creativity and our appreciation of the aesthetic.

**Florida Standards/NGSS:** K - 5

|  |  |
| --- | --- |
| [WL.K12.NM.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4916) | Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals. |

|  |  |
| --- | --- |
| [WL.K12.NM.5.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4934) | Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. |

**Learning Objectives (by grade level):** K-5

k-5 Students will be able to recognize and use appropriately the vowels (gender) in words and short expressions.

**Equipment Needed:** Computer, projector, cards, worksheets, and speakers.

**Innovative Strategies to Meet the Needs of All Students:**

* Double check for comprehension
* Reinforce vocabulary and contents with songs to enhance student learnings.
* Provide verbal, visual, phonetic, and kinesthetic activities.
* Repeat, reteach, reassess if is necessary.
* Guest presentations
* Field trips around campus

**ESE/ESOL Accommodations:**

* 100% Extra time
* Simplified directions and assignments
* Work with a partner and teacher’s collaboration
* Provide visuals and kinesthetic manipulatives
* Bilingual dictionary
* Check for work periodically
* Modeled activities for all ESE/ESOL and 504 students

**Evaluation Assessment: (circle/highlight all that apply, please EXPLAIN below:**

|  |  |  |
| --- | --- | --- |
| Teacher Observation | Test | Self-Assessment |
| Peer-Assessment | Student Participation | Performance Rubric |

**Explanation/Other:** Teacher will constantly observe students’ with-it-ness. Student’s participation will determent student’s acknowledgment about the topic of discussion.

**Daily Lesson Focus:**

|  |  |
| --- | --- |
| K-2 | * **Central Idea**: Does color in things such as clothing or any personal items would change person’s mood/attitudes?
* **Line of Inquiry:** (I can) I can use my colors according to a given chart.
* **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Colors: rojo, amarillo, azul, naranja, morado, verde, café, negro, blanco.
* **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general.
* **Teacher Provocations**: How colors change individual’s attitude and mood?
* **Direct Instruction**: (I do) \* Ask students if they like (and why) the colors of the classroom/school, clothing they wear, their materials etc.
* Play “BINGO”: students will write in English 12 colors in alpha order.
* Ask students if they know the colors in Spanish; write them on the board
* **Guided Instruction:** (We do)
* Practice the vowels game: “A, E, I, O, U. Como te llamas tu? Through a tennis ball to a chosen student and he/she will say: “Me llamo…..y me gusta…….”
* Write in English 12 colors in alpha order.
* Translate to Spanish the colors.
* Color a worksheet according the a color code
* **Independent Instruction:** (They do)
* Students will write in alpha order 12 colors
* Students will use their colors to complete a worksheet.
* Provide individual help if is necessary
* **Reflection:** (hand-written)
 |
|  3-5 | * **Central Idea**: Does color in things such as clothing or any personal items would change person’s mood/attitudes?
* **Line of Inquiry:** (I can) I can use my colors according to a given chart.
* **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Colors: rojo, amarillo, azul, naranja, morado, verde, café, negro, blanco, rosa, gris, crema
* **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general.
* **Teacher Provocations**: How colors change individual’s attitude and mood?
* **Direct Instruction**: (I do) \* Ask students if they like (and why) the colors of the classroom/school, clothing they wear, their materials etc.
* Play “BINGO”: students will write in English 12 colors in alpha order.
* Ask students if they know the colors in Spanish; write them on the board
* **Guided Instruction:** (We do)
* Practice the vowels game: “A, E, I, O, U. Como te llamas tu? Through a tennis ball to a chosen student and he/she will say: “Me llamo…..y me gusta…….”
* Write in English 12 colors in alpha order.
* Translate to Spanish the colors.
* Color a worksheet according the a color code
* **Independent Instruction:** (They do)
* Students will write in alpha order 12 colors
* Students will use their colors to complete a worksheet.
* Provide individual help if is necessary
* **Reflection:** (hand-written)
 |