FABB - IB Specials Lesson Plans

**Teacher: Victor Miguitama Subject:** Spanish

**Weeks of:** Nov. 8-16, 2017

**Topic (by grade level):** K – 5 Saludos/Greetings.

**Transdisciplinary Unit:** Who are we. We inquire into the nature of the self; beliefs, and values; person, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to the human.

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

WL.K12.NM.3.1: Introduce self and others using basic, culturally- appropriate greetings.

WL.K12.NM.3.5: Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

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

k-5 Students will be able to greet classmates and others with phrases from target language.

**Equipment Needed:** Computer/video, 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 in discussion.

**Daily Lesson Focus:**

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| --- | --- |
| K-2 | * **Central Idea**: How a test will help me with the understanding of a subject?
* **Line of Inquiry:** (I can). I am able to comprehend/understand the topics taught during the first quarter.
* **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Topics: Buenos dias, buenas tardes, buenas noches, gracias, de nada, hola, chao.
* **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general.
* **Teacher Provocations**: Greeting people in a proper manner it would show the level of education and attitude towards others.
* **Direct Instruction**: (I do) \* Explore their background on words they know how to greet people in Spanish.
* Write them on the board and compare to the target language.
* Different kinds of greetings: morning, afternoon, night, adults and minors
* Compare the Spanish greeting to our culture.
* **Guided Instruction:** (We do)
* Find differences among Spanish and English greetings
* Use pictures to talk about greetings
* Practice greeting among classmates.
* **Independent Instruction:** (They do) Except Kindergarten
* Hand out worksheet
* Translate the greeting phrases and solve the puzzle
* **Reflection:** (hand-written)
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|  3-5 | * **Central Idea**: How a test will help me with the understanding of a subject?
* **Line of Inquiry:** (I can). I am able to comprehend/understand the topics taught during the first quarter.
* **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Topics: Buenos dias, buenas tardes, buenas noches, gracias, de nada, hola, adiós, hasta la vista, nos vemos, chao, que tal, como esta? Como estas?
* **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general.
* **Teacher Provocations**: Greeting people in a proper manner it would show the level of education and attitude towards others.
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