FABB - IB Specials Lesson Plans

**Teacher: Victor Miguitama Subject:** Spanish

**Weeks of:** Sept. 27-Oct 5, 2018

**Topic (by grade level):** K – 5 Hispanic Heritage Month

**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

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| [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. |

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| [WL.K12.NM.6.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/4934) | Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.) |

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

k-5 Students will be able to explore different characteristics about Hispanic Culture, such as: food, clothing, music and dialects.

**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:**

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| --- | --- | --- |
| 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 our culture differs from Spanish culture or others?
* **Line of Inquiry:** (I can) Knowing or getting involved with other cultures will help me understand better the person that I am interacting with.
* **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. Culture: Heritage, language, food, clothing, music and dance.
* **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general.
* **Teacher Provocations**: American culture is a compilation of cultures: Food, music, clothing, language, attitudes, and behavior in general.
* **Direct Instruction**: (I do) \* Talk about Spanish culture: food, clothing, language, Hispanic, Heritage Month, clothing, famous people, etc
* Video of Spanic Heritage Month. Students will take notes throughout the video and teacher will ask questions that require short answers.
* Coloring worksheet: Spanish countries
* Wrap-up: Short sessions of questions and answers. Puerto Rico is a/in……?
* **Guided Instruction:** (We do)
* Talk and share about personal experiences with other cultures.
* Watch and take notes from a cultural video. (Verbal answers for Kinder)
* Provide comments and inputs while watching video.
* Write the names of the Spanish countries and color.
* **Independent Instruction:** (They do)
* Take notes while watching video. Verbal for Kinder.
* Color and write a map with Spanish countries. For kindergarten will use Transparencies and markers to write the name of some Spanish countries.
* **Reflection:** (hand-written)
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|  3-5 | * **Central Idea**: How our culture differs from Spanish culture or others?
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