FABB - IB Specials Lesson Plans

**Teacher: Victor Miguitama Subject:** Spanish

**Weeks of:** Jan. 8-15, 2018

**Topic (by grade level):** K – 5 Mis Ropas= Clothing

**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.3.4:**](http://www.cpalms.org/Public/PreviewStandard/Preview/4923) | **Exchange essential information about self, family, and familiar topics.** | |  | |  |

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| |  |  | | --- | --- | | [**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 use a body shape to label clothing in foreign 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:**

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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**: If you are a traveler and like to shop, knowing clothing vocabulary words in an another language has advantages. * **Line of Inquiry:** (I can). I can say Spanish phrases that can I use on my advantage to by or find clothing items. * **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. * Vocabulary**:** sombrero, camisa, pantalones, calcetines, zapatos, blusa, falda, vestido, medias, * **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general. * **Teacher Provocations**: Knowing clothing vocabulary words in another language helps to survive in different circumstances. * **Direct Instruction**: (I do) \* Sing alone the body parts song and others to review vocabulary items. * Demonstrate how to find vocabulary words in a word search and label on a body shape. * Provide individual help with finding, drawing, and labeling clothing items. * **Guided Instruction:** (We do) * Talk about knowing new vocabulary in a different language. * Demonstrate on how to find, draw, and label the vocabulary words. * Provide individual help during this activity. * **Independent Instruction:** (They do) * Use a word search puzzle to find, draw and label clothing vocabulary words. * Monitor and provide individual help during this activity. * **Reflection:** (hand-written) |
| 3-5 | * **Central Idea**: If you are a traveler and like to shop, knowing clothing vocabulary words in an another language has advantages. * **Line of Inquiry:** (I can). I can say Spanish phrases that can I use on my advantage to by or find clothing items. * **Key Concepts/Related Concepts:** Function, connection, reflection and responsibility. * Vocabulary**:** sombrero, camisa, pantalones, calcetines, zapatos, blusa, falda, vestido, medias, cadena, corbata, reloj, medias, correa, pantalones, cortos, camiseta, billetera, cartera. * **Learner Profile**: (I can) I am Caring, responsible, open-minded, and a good communicator within my peers and surroundings in general. * **Teacher Provocations**: Knowing clothing vocabulary words in another language helps to survive in different circumstances. * **Direct Instruction**: (I do) \* Sing alone the body parts song and others to review vocabulary items. * Demonstrate how to find vocabulary words in a word search and label on a body shape. * Provide individual help with finding, drawing, and labeling clothing items. * **Guided Instruction:** (We do) * Talk about knowing new vocabulary in a different language. * Demonstrate on how to find, draw, and label the vocabulary words. * Provide individual help during this activity. * **Independent Instruction:** (They do) * Use a word search puzzle to find, draw and label clothing vocabulary words. * Monitor and provide individual help during this activity. * **Reflection:** (hand-written) |