

World Language Lesson Planning Template

COURSE OVERVIEW	
Course Name:	Spanish 1 (60 min class)
Course Proficiency Target:	Novice Mid

UNIT OVERVIEW	
Theme:	Ir de compras
Essential Question:	¿Puedes describir los medios de ir de compras?
Performance Objective: <i>I can + language function in each of the three modes + context + proficiency level information</i>	I can describe, discuss, and explain the process of going shopping including clothing, making purchases, the shopping experience and what I like to wear.

LESSON PLAN	
Learning Outcome: <i>I can + language function + context</i>	I can discuss and describe my own and others articles of clothing.
Core Vocabulary & Forms:	Vocabulary: Clothing Vocabulary (Review), Numbers and colors vocabulary (Review), Costs/Purchases Vocabulary Forms: ¿Cuánto cuesta(n)... ? ... cuesta(n)... dólares.... (Present tense) (No) me gusta/gustan....

SEQUENCE OF LEARNING		
Focus of Learning <i>A brief bell-ringer to focus students' attention and begin to engage with the day's learning.</i>	I will provide the students with an image of different clothing of different colors and ask them to briefly identify the name of the color of the article of clothing in Spanish. [This will help to set up for the coming interpersonal activity.	<i>Time:</i> 2 min
Preview of Learning <i>Reviewing the day's learning outcome and agenda.</i>	I will review the learning outcome and agenda with the students so that it is clear what the class and lessons expectations are clear.	<i>Time:</i> 2 min
Learning Episode #1 <i>Primetime 1: Providing students with new input, information, or skills (often whole class)</i> <i>Downtime: Students work to apply new input, information, or skills (often pair/group work)</i>	Primetime 1: I will ask the students to identify the color of the article of clothing by asking them, ¿Qué color es... ?, from Do Now. I will also ask students to identify the prices of the articles of clothing that will also be provided by asking them, ¿Cuánto cuesta(n)... ?, in order to briefly review this form's structure.	<i>Time:</i> 7 min

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<p><i>Primetime 2: Providing students with additional input, information, or skills OR Students demonstrating their learning of new input, information, or skills (often whole class or group work)</i></p>	<p><i>Downtime</i> The students will watch a video that shows two Spaniards their age going shopping in Spain. [https://www.youtube.com/watch?v=HOTVw8rm7qg]</p>	<p><i>Time:</i> 4 min</p>
	<p><i>Primetime 2</i> The students will be asked to briefly discuss the video by answering brief comprehension questions on the provided handout in small groups.</p>	<p><i>Time:</i> 5 min</p>
<p>Brain Break <i>A 1-2 minute activity to allow students to rest and recharge</i></p>	<p>The students will participate in a stretch brain break that will get them up and moving.</p>	<p><i>Time:</i> 2 min</p>
<p>Learning Episode #2¹ <i>Primetime 1: Providing students with new input, information, or skills (often whole class)</i></p> <p><i>Downtime: Students work to apply new input, information, or skills (often pair/group work)</i></p> <p><i>Primetime 2: Providing students with additional input, information, or skills OR Students demonstrating their learning of new input, information, or skills (often whole class or group work)</i></p>	<p><i>Primetime 1</i> The class will discuss the video and briefly review the comprehension questions from the video in order to get them talking about the essential vocabulary and using the key forms.</p>	<p><i>Time:</i> 5 min</p>
	<p><i>Downtime</i> The student will be asked to participate in an interpersonal task in which there will be an inside and outside circle. This outside circle will rotate. During this activity students will be asked to talk about the clothing they are wearing and ask about their partners clothing using the forms they know and talked about previously. Students will get one minute before rotating. They will be asked to listen actively for a share-out activity of their partners discussion.</p>	<p><i>Time:</i> 10-15 min</p>
	<p><i>Primetime 2</i> The students will then share with the class some examples of descriptions of what their peers were wearing using the target vocabulary and forms in their share-outs. This will also make them listen to their peers for this activity.</p>	<p><i>Time:</i> 5-7 min</p>
<p>Check for Learning <i>A brief formative assessment to determine whether students have achieved the learning outcome.</i></p>	<p>Before leaving, the students will be asked to describe the clothing that they like to wear and buy during the four seasons in New England using the targeted vocabulary and forms.</p>	<p><i>Time:</i> 5 min</p>

¹ Depending on the length of the class, additional Learning Episodes may be added, including a Brain Break between each one.

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Celebration of Learning <i>Returning students' attention to the learning outcome.</i>	Before leaving, I will review the learning outcome/ objective and ask for a thumbs up, down, or side to briefly gage how the students feel about reaching the learning outcome.	<i>Time:</i> <i>3 min</i>
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Reflection:

Did your students meet the learning outcome? How do you know?

What went well?

What would you change if you were to teach this lesson again?