

Running head: Unit

Unit

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## **RATIONALE**

Learning another language is not only a requirement to graduate from high school, it is also an opportunity to understand, accept and grow. When students are learning another language not only does it allow students to gain knowledge and understanding of other cultures, it also allows them to relate and make connections to their own culture. As educators it is important to express the purpose of learning another language, to encourage students to attain proficiency in reading, writing, speaking and listening (*Realidades 1*, 2004).

This unit's theme is family, and will be titled *La Familia*. The purpose of this unit is for students to be able to understand and express information about their families by using simple sentences. First, we will begin by reviewing vocabulary words of family members'; additional vocabulary words will be given to the student so they can form simple sentences. Vocabulary will be introduced with examples of my own family tree by using pictures and speaking Spanish only. By connecting pictures and examples students will be able to connect the vocabulary to their own family making it easier to retain the information; they will eventually have the opportunity to create their own family tree and share it with the class. This also connects with the content standards; students address discrete elements of daily life: family and friends, celebrations, holidays, etc. Second, students will watch a video titled, *Feliz Cumpleaños*; by watching this video students will be able to understand that there is more than one way to view the world and that all cultures are different. The video is also intended to create conversation among the students about different traditions that are celebrated around the world. For example, this particular video portrays how Spanish speaking countries celebrate birthdays differently. I will hand out questions that go along with the video that will check for comprehension and I will randomly choose students to share their answers with the class. We will then review grammar

and students will need to show relationship or possession of the verb “tener”. For example: *tengo un hermano mayor. I have an older brother.* To assure that students understand the grammar section, I will be providing practice handouts as to do in-class so I can informally check if they understand the concept. Students will also be practicing grammar verbally with their partners by creating dialogs using the verb “tener”.

Lastly, students will individually create a venn diagram that compares and contrasts how they celebrate family birthdays, in comparison to the video. This will allow students to see differences in cultures and create an opportunity to share their own personal experiences.

I will be assessing students in various ways; according to O’Malley (1996) “multiple forms of assessment can reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. In this unit I will be using a combination of assessments that will provide meaningful opportunities for the students. For example, oral interview as stated in, Authentic Assessment for English Language Learners, allows students to respond questions orally about a range of topics that might include prior knowledge, activities, and interests or preferences. I will also use text retelling, here student will read or listen to text and retell the main ideas (O, & Pierce, 1996). In addition, to close the unit students will do a project individually. Students will work on a final project that consists of having an interview with their favorite relative. They will receive a handout with a list of questions to ask the interviewee then they will present it to the class with a culmination of vocabulary, grammar, and props. Student will have a rubric to follow.

Throughout this unit students will be assigned to do workbook pages for homework and will also be taking spelling and grammar quizzes. I will provide audio activities to check their comprehension skills through listening. Student will also have the opportunity to work with their

partners to do communicative activities so they can practice speaking the target language and writing short paragraphs about their *Familia*. This connects with the state standards because students are using formulaic language and engaging in oral and written conversations.

When the unit is over students will have a final exam that will cover everything they learned about *La Familia*. This unit will encourage the student to engage in group discussions, speak the target language and share their personal experiences.

*World Language Content Standards for California Public Schools*

**Content**

Stage I

- 1.1 Students address discrete elements of daily life, including: b. Family and friends  
c. Pets e. Celebrations, holidays, and rites of passage

**Communication**

Stage I

- 1.0 Students use **formulaic language** (learned words, signs [ASL], and phrases).
- 1.1 Engage in oral, written, or signed (ASL) conversations.
- 1.2 Interpret written, spoken, or signed (ASL) language.
- 1.3 Present to an audience of listeners, readers, or ASL viewers.
- 1.4 List, name, identify, enumerate.

**Cultures**

Stage I

- 1.2 Recognize similarities and differences within the target cultures and among students' own cultures.

**Structures**

Stage I

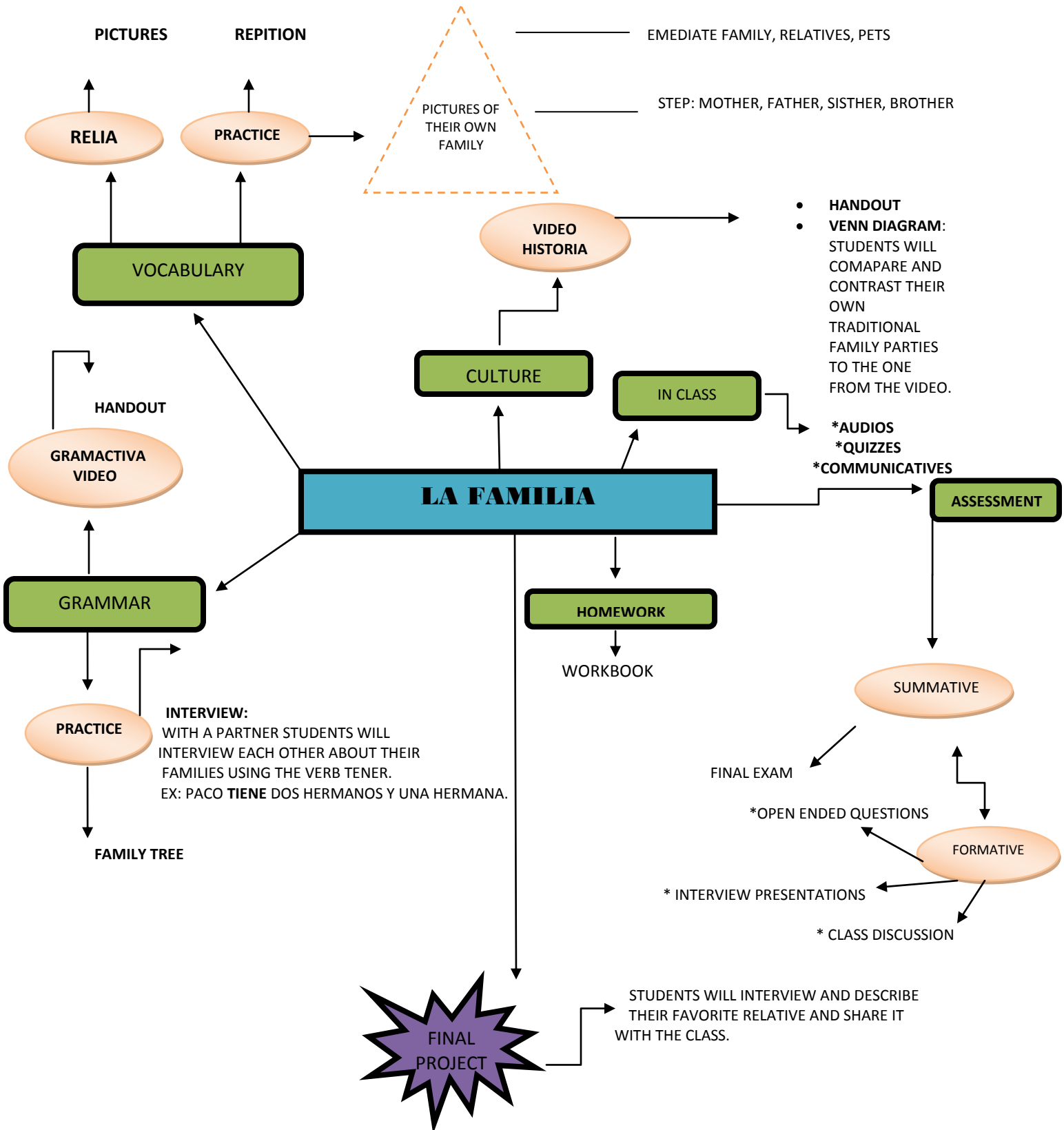
- 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.

**Settings**

Stage I

- 1.0 Students use language **in highly predictable common daily settings**.
- 1.1 **Recognize** age appropriate cultural or language use opportunities outside the classroom.

# CONCEPT MAP



**ASSESSMENT NARRATIVE:**

*La Familia* unit has various types of assessments that provide opportunities for student to self-evaluate, learn from the assessments, and set goals for improvement. Among those assessments some of them were formal others were informal formative and summative; for instance I included venn diagrams, audios, quizzes, projects, presentations, open ended questions, final exams, and so forth. As I planned my lessons I had to remind myself that it is very important to align the objectives with my assessments for them to become meaningful and successful. It is very important when creating assessments to have high expectations for our students. For example, when creating my assessments I wanted to endorse higher order thinking, academic language, and visuals. It is very important to include content standards and performance standards.

As O'Malley stated (1996), "content standards articulate the important declarative knowledge and procedural knowledge specific to a given content domain"( p.26). This is important because content standards specify the knowledge students have in a specific area I believe this is very important particularly for a foreign language classroom. In addition, performance standards may also come in handy because performance standards identify the level of performance on a specific assessment task and scoring rubric that students must accomplish in order to function at a basic, proficient, or advanced levels (O'Malley, 1996). It is important to apply these two standards because it is the best way to show our students how to self evaluate themselves and set goals for improvement. It is also a great way to show parents the growth of their children's knowledge in a wider perspective rather than just giving them their children's grades.

Moreover my unit consists of three main assessments which are a summative, formative, and a self-evaluation portion. My summative assessment consists of multiple choice, true or false, vocabulary recognition, word banks and short answers that cover grammar and vocabulary of this unit. My formative assessment is allowing students to practice vocabulary which is very important in this unit as well. I also included a simple holistic rubric for their family tree presentation. Students will have a written part that needs to include content key vocabulary and conjugation of verbs. In the written part of the presentation students will need to describe self and three or more family members by using the correct verb form and possessive adjectives. In addition, students will also have the opportunity to evaluate themselves and explain where they need area of improvement for their next presentation or project. Students need to learn how to self-evaluate themselves so they can see their progress in the classroom and like O'Malley stated (1996) so the students can become more responsible for the direction their learning takes (p.38).

**BIMS****BASIC INSTRUCTIONAL MODEL 1**

The Basic Instructional Model (BIM) is a general format for planning lessons. It includes the major components of good lesson plans. It is a format adaptable to several instructional strategies. Whether the teacher is intending to use a direct instruction strategy, discovery strategy, or other strategy, these are the components of an effective lesson plan.

**TOPIC/TEMA**

A brief and clear statement of the themes, ideas, attitudes and/or skills students will learn about in this lesson.

- Students will be introduced to the new chapter titled, *La Familia*.

**RATIONALE /JUSTIFICACION:**

A justification for teaching the lesson defined by the standards above; this justification should clearly show how it is that people in our culture need the skills, attitudes, or concepts to be developed.

- The students will be able to describe their immediate family in partners in simple sentences using the vocabulary words from the new chapter.
- Students will have the opportunity to make their own family tree and share it to the class.

**CONTENT STANDARD/ ESTANDAR DEL CONTENIDO**

One or two K-12 standards being addressed by the content objective of the lesson.

- Ask and answer questions by using simple sentences or phrases.

**ACADEMIC LANGUAGE DEMAND****CONTENT VOCABULARY/ VOCABULARIO DEL CONTENIDO:**

Selected key vocabulary that serves as focus for the lesson. The number of vocabulary words selected depends on the developmental and language level of the pupils.

- Checking for understanding by asking open ended questions with the vocabulary words.

**LANGUAGE FUNCTIONS/FUNCIONES DE LENGUAJE**

The purpose of the language to perform effectively in the content standards identified. Language functions include explaining, informing, justifying, comparing, describing, classifying, etc.

- The importance of language use in this lesson is to teach the students how to form simple sentences with the vocabulary words.

LANGUAGE FORMS (GRAMMATICAL STRUCTURES/ESTRUCTURAS GRAMATICALES)

Parts of speech, verb tenses, subject verb agreement, use of pronouns, prepositions, conjunctions, sentence structure (syntax) complex and compound sentences, questions, word order

- Students will be using simple sentences using adjectives, nouns, adverbs, articles and conjugation of verbs.

ELD STANDARD/ ESTANDAR DE INGLES COMO SEGUNDO IDIOMA

One or two K-12 ELD and/or ELA standards being addressed by the language objective(s) of the lesson.

**Grade Level:** 9<sup>th</sup> -12<sup>th</sup>

1) **Domain:** Listening and Speaking    **Strands:** Strategies and Applications

- **Language objective: Asks and answers instructional questions; *Beginning* (a)** asks and answer questions using phrases or simple sentences **(b)** respond with simple words or phrases to questions about simple written texts. *Early Intermediate* asks and answer questions using phrases or simple sentences.
- **Language objective: Listens and identifies specific information; *Beginning*** demonstrates comprehension of oral presentations and instructions through nonverbal responses. *Early Intermediate* Demonstrate comprehension of oral presentations and instructions with one and two word responses or simple sentences.

2) **Domain:** Reading    **Strand:** Fluency and Systematic Vocabulary Development

- **Language objective: Decodes for automatic; *Beginning*** read aloud simple words presented in literature and content areas texts; demonstrate comprehension by using 1-2 words or simple sentences response. *Early Intermediate* **(a)** read simple paragraphs and passages independently. **(b)** read own writing of narrative and expository text aloud with appropriate pacing , intonation, and expression.

3) **Strand:** Literary Response and Analysis

- **Language objective: Identifies, compares, and analyzes story elements; *Beginning*** role-play a character from a familiar piece of literature using phrases or simple sentences. *Early Intermediate* **(a)** read and orally identifies the main events of the plot using simple sentences. **(b)** Briefly describe what a character is like by what he/she does in familiar narration, dialogue, or drama using simple sentences.

4) **Strand:** Comprehension

- **Language objective: understands and follows directions; *Beginning*** understand and follow simple multi-step oral directions of classroom or work-related activities. *Early Intermediate* identifies and follows some multi-step directions for simple mechanical devices and basic forms.

5) **Domain:** Writing    **Strand:** strategies and applications

**Language objective: produces writing styles: narrative; *Beginning*** write a brief narrative using a few simple sentences that include setting and some details. *Early Intermediate* writes a narrative using detailed sentences that include setting and details.

OBJECTIVE(S)/ OBJETIVO: (Content and Language)

A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson that connects to the content standard identified above. The objective includes criteria for mastery. It must follow the ABCD format. [A = audience; B= behavior; C = condition; D = degree]. There will usually be two objectives – a content area objective and a language objective.

- After reviewing vocabulary on immediate family students will describe their immediate family to their partners in simple sentences with 80% accuracy.

ASSESSMENT(S)/EVALUACION

An authentic assessment to determine whether the student has met the standard(s)/objective. A description of the performance or behavior by which learners will demonstrate that each of the standards/objective has been attained. There should be an evaluation procedure matching each content and language standard above.

- The students will be given audios handouts, open ended questions for oral response, quizzes, and text book activities.

STRATEGY/TECHNIQUE/ ESTRATEGIA/TECNICA:

A specification of the main instructional method to be employed in this lesson (not to exceed two or three strategies or techniques in a lesson).

- Repition, TPR, Realia, and Think aloud.

PROCEDURES/ PROCEDIMIENTO:Introduction/Introducción

This is the first step in conduction the lesson. Its purposes are to capture attention and to motivate students. Methods for introducing lessons may include:

- TPR with costumes.

Pupil Activity Sequence/ Secuencia de actividades de los alumnos

This is a set of directions telling the teacher how to present the lesson. It should be as specific as possible and will generally be the longest section of your lesson plan. This section includes: (a) what the teacher does/says, First, I will take roll. Second, I will go over the agenda and the objective for this lesson with the students. Third, I will go over the instructions of the new assignment. (b) What the learner does, students will repeat vocabulary as class out loud (c) Steps for checking understanding I will ask open ended questions (d) Different levels of practice (guided and independent), etc. What the teacher and students do in (a) and (b) should reflect the chosen teaching strategy. Each student will have an opportunity to describe their immediate family.

**Closure/Clausura**

This section provides an opportunity to review or summarize the concepts or skills students learned in this lesson. This section may originate with the teacher making summarizing statements, by questioning students to provide information about the lesson. The closure activity engages students in demonstrating what they have learned. These activities and/or assignments provide the opportunity for the lesson's summative evaluation.

- This lesson will take about 2 days. Students will have homework that include workbook pages and vocabulary handouts.
- Did students identify the Spanish vocabulary words? Did students create simple sentences using the vocabulary words? Were the students able to form a dialogue on their immediate family? Open ended questions.

**MATERIALS/ MATERIALES:**

A list of items which must be available for this lesson, including directions for distribution and cleanup.

- Paper
- Pencils
- Workbook pages
- Text book

**BASIC INSTRUCTIONAL MODEL 2**

The Basic Instructional Model (BIM) is a general format for planning lessons. It includes the major components of good lesson plans. It is a format adaptable to several instructional strategies. Whether the teacher is intending to use a direct instruction strategy, discovery strategy, or other strategy, these are the components of an effective lesson plan.

**TOPIC/TEMA**

A brief and clear statement of the themes, ideas, attitudes and/or skills students will learn about in this lesson.

- Students will watch a small video clip titled, *Feliz Cumpleanos*. This video includes culture and it is intended to create conversation among the students about different traditions and celebrations in different Spanish speaking countries.

**RATIONALE /JUSTIFICACION:**

A justification for teaching the lesson defined by the standards above; this justification should clearly show how it is that people in our culture need the skills, attitudes, or concepts to be developed.

- Students will engage in group discussion and give their point of view on cultural differences to understand the main concept of the video; which is celebrations.

**CONTENT STANDARD/ ESTANDAR DEL CONTENIDO**

One or two K-12 standards being addressed by the content objective of the lesson.

- Ask and answer questions by using simple sentences or phrases.

ACADEMIC LANGUAGE DEMANDCONTENT VOCABULARY/ VOCABULARIO DEL CONTENIDO:

Selected key vocabulary that serves as focus for the lesson. The number of vocabulary words selected depends on the developmental and language level of the pupils.

- Checking for understanding on cultural differences from different speaking countries.

LANGUAGE FUNCTIONS/FUNCIONES DE LENGUAJE

The purpose of the language to perform effectively in the content standards identified. Language functions include explaining, informing, justifying, comparing, describing, classifying, etc.

- The importance of language use in this lesson is to teach the students how to compare and contrast their personal family parties in short sentences using key vocabulary.

LANGUAGE FORMS (GRAMMATICAL STRUCTURES/ESTRUCTURAS GRAMATICALES)

Parts of speech, verb tenses, subject verb agreement, use of pronouns, prepositions, conjunctions, sentence structure (syntax) complex and compound sentences, questions, word order

- Students will be using simple sentences using possessive adjectives and conjugation of the verb *tener*.

ELD STANDARD/ ESTANDAR DE INGLES COMO SEGUNDO IDIOMA

One or two K-12 ELD and/or ELA standards being addressed by the language objective(s) of the lesson.

**Grade Level:** 9<sup>th</sup> -12<sup>th</sup>

- 6) **Domain:** Listening and Speaking **Strands:** Strategies and Applications
- **Language objective: Asks and answers instructional questions; *Beginning* (a)** asks and answer questions using phrases or simple sentences **(b)** respond with simple words or phrases to questions about simple written texts. *Early Intermediate* asks and answer questions using phrases or simple sentences.
  - **Language objective: Listens and identifies specific information; *Beginning*** demonstrates comprehension of oral presentations and instructions through nonverbal responses. *Early Intermediate* Demonstrate comprehension of oral presentations and instructions with one and two word responses or simple sentences.
- 7) **Domain:** Reading **Strand:** Fluency and Systematic Vocabulary Development
- **Language objective: Decodes for automatic; *Beginning*** read aloud simple words presented in literature and content areas texts; demonstrate comprehension by using 1-2 words or simple sentences response. *Early Intermediate* **(a)** read simple paragraphs and passages independently. **(b)** read own writing of narrative and expository text aloud with appropriate pacing , intonation, and expression.
- 8) **Strand:** Literary Response and Analysis

- **Language objective: Identifies, compares, and analyzes story elements; *Beginning*** role-play a character from a familiar piece of literature using phrases or simple sentences. ***Early Intermediate* (a)** read and orally identifies the main events of the plot using simple sentences. **(b)** Briefly describe what a character is like by what he/she does in familiar narration, dialogue, or drama using simple sentences.

9) **Strand:** Comprehension

- **Language objective: understands and follows directions; *Beginning*** understand and follow simple multi-step oral directions of classroom or work-related activities. ***Early Intermediate*** identifies and follows some multi-step directions for simple mechanical devices and basic forms.

10) **Domain:** Writing **Strand:** strategies and applications

**Language objective: produces writing styles: narrative; *Beginning*** write a brief narrative using a few simple sentences that include setting and some details. ***Early Intermediate*** writes a narrative using detailed sentences that include setting and details.

OBJECTIVE(S)/ OBJETIVO: (Content and Language)

A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson that connects to the content standard identified above. The objective includes criteria for mastery. It must follow the ABCD format. [A = audience; B= behavior; C = condition; D = degree]. There will usually be two objectives – a content area objective and a language objective.

- After comparing and contrasting their own family parties with the videos with a venn-diagram. Students will orally discuss and give their point of view on cultural differences as a class to understand the main concept of the video; which is celebrations.

ASSESSMENT(S)/EVALUACION

An authentic assessment to determine whether the student has met the standard(s)/objective. A description of the performance or behavior by which learners will demonstrate that each of the standards/objective has been attained. There should be an evaluation procedure matching each content and language standard above.

- Did students provide details and verbs and adjectives in their short sentences? Did they understand how celebrations are perceived in different cultures?
- Student will also be assessed informally with in-class audios, quizzes, communicatives, and text book activities.

TECHNIQUE/ ESTRATEGIA/TECNICA:

A specification of the main instructional method to be employed in this lesson (not to exceed two or three strategies or techniques in a lesson).

STRATEGY/ Think-Pair-Share, Venn diagram, and answering questions

PROCEDURES/ PROCEDIMIENTO:

## Introduction/Introducción

This is the first step in conducting the lesson. Its purposes are to capture attention and to motivate students. Methods for introducing lessons may include:

- Students will play a guessing game with Total Physical Response with live objects.

## Pupil Activity Sequence/ Secuencia de actividades de los alumnos

This is a set of directions telling the teacher how to present the lesson. It should be as specific as possible and will generally be the longest section of your lesson plan. This section includes: (a) what the teacher does/says, **First, I will take roll. Second, I will go over the agenda and the objective for this lesson with the students. Third, I will go over the instructions of the assignment.** (b) what the learner does, **I will pick students at random to retell me the instructions** (c) steps for checking understanding **I will ask open ended questions** (d) different levels of practice (guided and independent), etc. What the teacher and students do in (a) and (b) should reflect the chosen teaching strategy. **When we are done going over instructions students will get with their partners and begin creating a discussion about their cultural differences sharing their venn diagrams.**

## Closure/Clausura

This section provides an opportunity to review or summarize the concepts or skills students learned in this lesson. This section may originate with the teacher making summarizing statements, by questioning students to provide information about the lesson. The closure activity engages students in demonstrating what they have learned. These activities and/or assignments provide the opportunity for the lesson's summative evaluation.

- Students will have workbook pages to complete as homework assignment.

MATERIALS/ MATERIALES:

A list of items which must be available for this lesson, including directions for distribution and cleanup.

- Paper
- Pencil
- Textbook

### **BASIC INSTRUCTIONAL MODEL 3**

The Basic Instructional Model (BIM) is a general format for planning lessons. It includes the major components of good lesson plans. It is a format adaptable to several instructional strategies. Whether the teacher is intending to use a direct instruction strategy, discovery strategy, or other strategy, these are the components of an effective lesson plan.

#### TOPIC/TEMA

A brief and clear statement of the themes, ideas, attitudes and/or skills students will learn about in this lesson.

- Students will make piñatas in groups which will anticipate conversation about different traditions that are celebrated around the world.

#### RATIONALE /JUSTIFICACION:

A justification for teaching the lesson defined by the standards above; this justification should clearly show how it is that people in our culture need the skills, attitudes, or concepts to be developed.

- Students will also create a descriptive short paragraph in Spanish about their experience on making piñatas.

#### CONTENT STANDARD/ ESTANDAR DEL CONTENIDO

One or two K-12 standards being addressed by the content objective of the lesson.

- Ask and answer questions by using simple sentences or phrases.
- Forming complete sentences in the target language.

#### ACADEMIC LANGUAGE DEMAND

##### CONTENT VOCABULARY/ VOCABULARIO DEL CONTENIDO:

Selected key vocabulary that serves as focus for the lesson. The number of vocabulary words selected depends on the developmental and language level of the pupils.

- Fiesta de Cumpleaños, las luces, la piñata, el papel picado, la flor, el pastel, y los dulces.

##### LANGUAGE FUNCTIONS/FUNCIONES DE LENGUAJE

The purpose of the language to perform effectively in the content standards identified. Language functions include explaining, informing, justifying, comparing, describing, classifying, etc.

- Students will be able to inform the class about their experience on making piñatas in the target language

##### LANGUAGE FORMS (GRAMMATICAL STRUCTURES/ESTRUCTURAS GRAMATICALES)

Parts of speech, verb tenses, subject verb agreement, use of pronouns, prepositions, conjunctions, sentence structure (syntax) complex and compound sentences, questions, word order

- Students will be using simple sentences using adjectives, nouns, and conjugation of verbs to created their paragraphs.

ELD STANDARD/ ESTANDAR DE INGLES COMO SEGUNDO IDIOMA

One or two K-12 ELD and/or ELA standards being addressed by the language objective(s) of the lesson.

**Grade Level:** 9<sup>th</sup> -12<sup>th</sup>

**11) Domain:** Listening and Speaking **Strands:** Strategies and Applications

- **Language objective: Asks and answers instructional questions;** *Beginning* (a) asks and answer questions using phrases or simple sentences (b) respond with simple words or phrases to questions about simple written texts. *Early Intermediate* asks and answer questions using phrases or simple sentences.
- **Language objective: Listens and identifies specific information;** *Beginning* demonstrates comprehension of oral presentations and instructions through nonverbal responses. *Early Intermediate* Demonstrate comprehension of oral presentations and instructions with one and two word responses or simple sentences.

**12) Domain:** Reading **Strand:** Fluency and Systematic Vocabulary Development

- **Language objective: Decodes for automatic;** *Beginning* read aloud simple words presented in literature and content areas texts; demonstrate comprehension by using 1-2 words or simple sentences response. *Early Intermediate* (a) read simple paragraphs and passages independently. (b) read own writing of narrative and expository text aloud with appropriate pacing , intonation, and expression.

**13) Strand:** Literary Response and Analysis

- **Language objective: Identifies, compares, and analyzes story elements;** *Beginning* role-play a character from a familiar piece of literature using phrases or simple sentences. *Early Intermediate* (a) read and orally identifies the main events of the plot using simple sentences. (b) Briefly describe what a character is like by what he/she does in familiar narration, dialogue, or drama using simple sentences.

**14) Strand:** Comprehension

- **Language objective: understands and follows directions;** *Beginning* understand and follow simple multi-step oral directions of classroom or work-related activities. *Early Intermediate* identifies and follows some multi-step directions for simple mechanical devices and basic forms.

**15) Domain:** Writing **Strand:** strategies and applications

**Language objective: produces writing styles: narrative;** *Beginning* write a brief narrative using a few simple sentences that include setting and some details. *Early Intermediate* writes a narrative using detailed sentences that include setting and details.

OBJECTIVE(S)/ OBJETIVO: (Content and Language)

A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson that connects to the content standard identified above. The objective includes criteria for mastery. It must follow the ABCD format. [A = audience; B= behavior; C = condition; D = degree]. There will usually be two objectives – a content area objective and a language objective.

- After watching the video and engaging with the lesson, students will be able to compose a descriptive short paragraph about their experience on making piñatas and describing their piñatas.

### ASSESSMENT(S)/EVALUACION

An authentic assessment to determine whether the student has met the standard(s)/objective. A description of the performance or behavior by which learners will demonstrate that each of the standards/objective has been attained. There should be an evaluation procedure matching each content and language standard above.

- Were students able to write a detailed short paragraph? Written and Oral.

### STRATEGY/TECHNIQUE/ ESTRATEGIA/TECNICA:

A specification of the main instructional method to be employed in this lesson (not to exceed two or three strategies or techniques in a lesson).

- Outlines, Illustrations

### PROCEDURES/ PROCEDIMIENTO:

#### Introduction/Introducción

This is the first step in conduction the lesson. Its purposes are to capture attention and to motivate students. Methods for introducing lessons may include:

- I will take a piñata to class and explain to the students that they will create a piñata in a group.

#### Pupil Activity Sequence/ Secuencia de actividades de los alumnos

This is a set of directions telling the teacher how to present the lesson. It should be as specific as possible and will generally be the longest section of your lesson plan. This section includes: (a) what the teacher does/says, First, I will take roll. Second, I will go over the agenda and the objective for this lesson with the students. Third, I will go over the instructions of the new assignment. (b) What the learner does, every student will have a roll in their group. (c) Steps for checking understanding I will ask the students if they have any questions. I will also walk around the class stopping at every group making sure they are working together on their piñatas and paragraphs. (d) Different levels of practice (guided and independent), etc. What the teacher and students do in (a) and (b) should reflect the chosen teaching strategy. Students will have the opportunity to share their piñatas to the class and read their paragraphs.

#### Closure/Clausura

This section provides an opportunity to review or summarize the concepts or skills students learned in this lesson. This section may originate with the teacher making summarizing statements, by questioning students to provide information about the lesson. The closure activity engages students in demonstrating what they have learned. These activities and/or assignments provide the opportunity for the lesson's summative evaluation.

- Student will continue with the activity the next day. This assignment might take longer than two days because the piñatas take a while to dry but we will continue with the unit.

MATERIALS/ MATERIALES:

A list of items which must be available for this lesson, including directions for distribution and cleanup.

- Paper
- Pencil
- Papel picado
- Starch
- Newspaper
- Scissors

# LA FAMILIA

## RUBRIC

A Excellent	<ul style="list-style-type: none"><li>• Evidence of corrected draft</li><li>• Used key vocabulary words</li><li>• Describes self and three or more family members</li><li>• Visuals /Pictures /Creative</li><li>• Eye Contact</li><li>• Loud voice</li><li>• Good posture</li></ul>
B Above Average	<ul style="list-style-type: none"><li>• Draft was written and corrected with few errors</li><li>• Some key vocabulary words</li><li>• Describes self and at least two family members</li><li>• Few visuals/ photos</li><li>• Some eye contact</li><li>• Appropriate voice</li><li>• Appropriate posture</li></ul>
C Average	<ul style="list-style-type: none"><li>• Draft was written / lack of mechanics</li><li>• Scarcely any key vocabulary</li><li>• Contains details and dialogue that develop characters.</li><li>• Hardly any visuals/ photos</li><li>• Low voice</li><li>• No posture</li></ul>
D Below Average	<ul style="list-style-type: none"><li>• Did not meet requirements</li></ul>

\*I adopted the template from J. Michael O'Malley & Lorraine Valdez Pierce (1996).

**Self Evaluation**

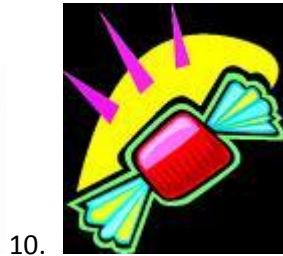
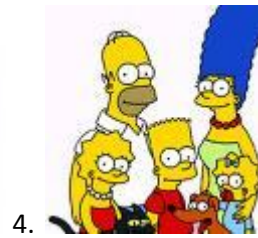
1. What could you better on your next presentation?
2. How was your posture?
3. Eye contact?
4. Did you provide enough information on your presentation?
5. Did you have visuals? If not why would it be a good idea to provide visuals to the audience?
6. How was your tone of voice?

Name: \_\_\_\_\_

FORMATIVE

# LA FAMILIA

- a) El abuelo**
- b) El perro**
- c) El hijo**
- d) La madre**
- e) Papel picado**
- f) La abuela**
- g) El gato**
- h) El hijo**
- i) Globo**
- j) La camara**
- k) Dulces**
- l) Luces**
- m) Pastel**
- n) Regalo**
- o) Flores**
- p) Familia**



**SUMMATIVE**

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

**Capitulo 5A**

**A. TRUE OR FALSE**

Mark the following sentences with the letter **C** if the statement is **cierto** and **F** if the statement is **falso**.



Grandpa



Grandma



Homer



Marge



Patty & Selma



Bart



Lisa

1. Bart es hermana de Patty \_\_\_\_\_
2. Patty y Selma son las tias de Lisa \_\_\_\_\_
3. Los abuelos de Homer son grandpa y grandma \_\_\_\_\_
4. Homer no tiene hermanos \_\_\_\_\_
5. Los padres de Bart son Marge y Homer \_\_\_\_\_
6. Marge es la tia de Lisa y Bart \_\_\_\_\_
7. Grandpa es el padre the Homer \_\_\_\_\_
8. Lisa no tiene hermanos \_\_\_\_\_

**B. Vocabulary recognition**

Circle the Word that best completes each sentence.

1. Mi padre es el (esposo/ abuelo) de mi madre.

2. Tu madreaste es la esposa de (tu tío / tu padre).
3. Mis abuelos son los padres de (mis tíos/ mis hermanos).
4. La hija de mi padre es mi (prima / hermana).
5. El hijo de mi tía es mi (primo / hermano).
6. Hay (dulces/ luces) en la piñata.
7. En la fiesta me gusta comer (pastel / papel picado).
8. Mi hermano (rompe / saca) fotos con la cámara.

### C. Correct verb form

Write the correct verb form the bank.

(a) abrir    (b) celebrar    (c) decorar

(d) preparar    (e) sacar    (f) romper    (g) hacer

1. Cacahuate no quiere \_\_\_\_\_ su cumpleaños.
2. A Cacahuate no le gusta \_\_\_\_\_ regalos.
3. El abuelo tiene cámara. El puede \_\_\_\_\_ video.
4. Mi madre va a \_\_\_\_\_ el pastel con mi hermana.
5. Susana va a \_\_\_\_\_ la fiesta sorpresa de Cacahuate.
6. A mis amigos le gustan \_\_\_\_\_ la piñata.
7. Susana va \_\_\_\_\_ la fiesta con papel picado.

### D. Possessive adjectives

Translate to Spanish using possessive adjectives.

1. Our grandparents-
2. My flowers-
3. His party-
4. His gifts-
5. My camara-
6. Their balloons-

### E. The verb tener

Write a short paragraph describing yourself and at least two family members using the correct form of *tener*.

**REFERENCE**

O'Malley, Michael J., & Valdez Pierce, Lorraine. (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company, Inc.

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