

Lesson Plan Template

Lesson Segment Focus Spanish words

Lesson 1 of 3

Course & topic addressed: foreign language

Date: October 4, 2019

Grade 3

Student Outcomes

Specific learning objectives for this lesson.	TSW study words that are Spanish, and what word matches in English.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, students should have learned how to count from 1-10 in Spanish.
Knowledge of student's background (personal, cultural, or community assets)	Basic Spanish skills.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>CNN 2.3.1 discuss the need to communicate with members of other language or cultural groups, as appropriate for the grade.</p> <p>CNN 2.3.2 recognize some country's use another language</p> <p>CNN 2.3.3 recognize words encountered in text that are the same or similar across languages</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
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Materials

Materials needed by teacher for this lesson.	The teacher will need to have worksheets printed out, and classroom smart board
Materials needed by students for this lesson.	The students will need to have their iPad, and a pencil.
	https://pin.it/auabque2a3koij spanish worksheet link

Number Word Match

Name: _____ Date: _____

Draw a line from the Spanish word to the English word.

ocho	six
diez	five
uno	four
cuatro	nine
nueve	two
seis	three
cinco	ten
dos	one
siete	seven
tres	eight

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PRINTABLE

Spanish To English

WORD MATCHING WORKSHEET

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Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<u>Introduction:</u>	The teacher will start by asking the class if they know any of their numbers in Spanish. The teacher will give the class a short review before explaining the assignment
30 minutes:	<u>Instruction:</u>	After a short review, the teacher will explain how the students are going to complete the worksheet they are about to be handed. (they are to connect the Spanish number to the English number) during this, students will also color code match each number to the other.(the teacher will provide an example of this). After the students have completed the assignment, they will turn it in to their designated box and pull out their device, go to their account on the app Duolingo and continue to practice Spanish terminology.
5 minutes	<u>Closure:</u>	After everyone in the class has completed the worksheet, the teacher will have the class say numbers one-ten in Spanish together.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.(try) this worksheet can be done with individually, but if a s student needs attentional help on a specific one, they can ask a peer or their teacher.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) the teacher can ask the students to repeat back the instructions to ensure that there is no confusion.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>