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| **Unit: Spanish 3- 1 weeklong Lesson Topic: Background Visual Board Presentation**  **Student Achievement**  **Date: Jan 23, 2024** | | | | |
| TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE OTHER THAN ENGLISH HIGH SCHOOL  RULE §114.32  Discovering Languages and Cultures:  TEKS Standard The students demonstrate an understanding of the elements of language(s). The student is expected to:      (A) engage in different types of language learning activities.  **(C) apply basic communication skills in the target language(s), including listening, speaking, reading, and writing.** | | | **Learning Objective(s)**  **I can work on my comprehension of my classmate’s background.**  **I can improve my Spanish by reading sentences, listening to classmates, and writing sentences.**  **I can further develop my knowledge of the language by conversing with native and Spanish speakers.**  **I can criticize others work quality effectively.** | |
| **Key Concepts/**  **Understanding (kid friendly language)** | **Print pictures.**  **Cart board.**  **Biography for each picture.**  **Spanish only presentation, 6-minute presentation.**  **Critique paper.**  **Creativity** | | | |
| **5E Phase** | **Instructional Activities** | | | |
| **Engage** | **Students will create a picture board about themselves and then present it to the classroom using only Spanish. Students will organize their materials and work individually. They will need a biography of 3 sentences explain their pictures.** | | | |
| **Explore** | **We will google images or download our own pictures of your favorite food, family tradition, career goals, origin country and family. This can get as creative as you want.** | | | |
| **Explain** | **We will write a biography for each picture of at least 3 sentences. We will have 3 days to work on project and 2 days for presentations. Presentations will be one student at a time, 6 minutes or less. You will bring up your board and classmates and teacher will critique.** | | | |
| **Elaborate** | **The students will then present their projects in front of the class and talk only in Spanish. These projects will be hanged outside classroom.** | | | |
| **Evaluate** | **Each classmate and teacher will have an evaluation paper to give feedback on the presenter.**  **This will include Communication in Spanish, creativity, engagement with audience, and time management.** | | | |
| **Relevance (real world connection-why do they need to learn this)** | **Presentations: Is a benefit for communication skills and to step out of your confer zone.**  **Learn how to evaluate work.**  **This can be a great benefit for your future jobs.** | | | |
| **Grouping**  **(highlight or circle)** | **Small Group Pairs Individual Whole Group** | | | |
| **Vocabulary** | **Me gusta, Mi favorito/a, familia, cultura, origen, tradición, futura carrera.**  Rigor &  Relevance | | | |
| **Technology links** | **Google images**  **Google Translate** | | | |
| **Resources/**  **Materials** | **Poster, Markers, glue, biographys and pictures.** | | | |
| **Differentiation/**  **Scaffolding** | **Support: Give a rundown of important vocabulary terms and expressions that are pertinent to the talk.**  **Visual Support:** **Utilize picture examples, model the prestation and biography’s as visual aids to help with comprehension.**  **Sentence Starters: Provide students with sentence starters to help them organize their ideas and communicate in Spanish.**  **Peer Assistance and teacher feedback: Motivate students to practice their presentations in pairs or practice present for feedback.**  **Modified Expectations: Consider each student's unique needs and abilities when modifying the presentation's expectations.** | | | |
| **Questions (higher-order- see Bloom’s Taxonomy)** | **Q1** | **Evaluation: To what extent does your visual aid convey the primary concepts of your talk? With more time, what changes would you make?** | | |
| **Q2** | **Synthesis: Could you elucidate the links and relationships that exist between the various components on your visual board? What role do they play in the main idea or message?** | | |
| **Q3** | **Understanding: Using the images on your visual board, can you summarize the key ideas of your presentation?** | | |
| **Planning Notes (If you have extra time or alternative ways to do the lesson)** | | | | |
| **Extra time can allow a group discussion about the lesson's subject with the students. Students may be able to share their ideas and opinions and explore the material more thoroughly as a result.** | | | | |
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| **Reflection/**  **Revision** | **This can be left blank because it is completed after the lesson.** | | |

Rigor &

Relevance