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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.** |

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