WORLD LANGUAGE LESSON PLAN

Unit: En La Tienda	Class/Grade Level: 2	Lesson Number: 1

STAGE 1: What will students know and be able to do at the end of this lesson?

What are the learning targets for this lesson?
I Can <u>Understand</u> descriptions of clothing items & outfits when I <u>hear</u> them.
I Can <u>Ask and Answer</u> questions about my outfit and the outfits of others.
I Can <u>Write to Describe</u> the outfits of others.

Do

☐ *Interpretive Listening*	☐ *Interpretive Reading*	☐ *Interpersonal Communication*	☐ *Presentational Speaking*	☐ *Presentational Writing*

Know

What vocabulary, structures and/or culture do students need to <u>know</u> in order to do what you have targeted?
Clothing items, patterns & material types
I wear, I like, I prefer, I bought , He/She wears, likes, prefers, bought

STAGE 2: How will you know that students met the learning targets?

What will they do to demonstrate that to you and themselves?

1. Fill out a graphic organizer & answer questions based on the authentic resource clothing video & correctly dress my mannequins when they hear the outfit described
2. Comprehensibly ask & answer questions in pairs about their clothing
3. Describe the outfit of 1 of the mannequins on a post-it note exit assessment.

STAGE 3: How will you facilitate the learning?

What activities will be used that will allow students to meet the learning targets?
What will the teacher be doing? What will the students be doing?

Bell Ringer/Sponge/Warm-up

How can you capture the students' energy and commitment for today's lesson? Kahoot: Clothing- shows me their prior knowledge of the actual items of clothing. They need to know what the items are in order to speak about them and become more specific about the types & patterns of the fabric.	Time:5

Learning Episode

<u>Primetime 1 – Interpretive Listening: Stand Up/Sit Down If…</u> *I will say "I am wearing_____" and if it's true, they stand, or false they sit for each item called. This can morph into a version of Simon Says where they touch their clothes or point to others' clothes as well.*	Time:10 Time:5
<u>Practice/Downtime- Interpersonal Speaking w/ Me</u> *I will call on students to ask them questions about their clothing items. If the first question is answered correctly, there will be a follow-up. If the first question is not, it will be re-framed.* <u>Primetime 2-Interpretive Listening: Authentic Clothing Video (1 time)</u> *Students will watch the Clothing Video and complete the graphic organizer. The first time, the focus is purely on listening and identifying known vocab and matching words on the page to words they hear, even if the word meaning is unknown. If they hear it, they highlight it. If they know what it means, at the end of the video, they'll put a check next to the word.*	Time:10

Learning Episode 2

<u>Primetime 1: Interpretive Listening/Interpersonal Speaking- Target Store</u> *(Stand up stretch 30 second Yoga Break, then this…)* *Using the Target Layout handout, we will place a variety of clothing items and accessories in the different departments of Target with the sentence starter "I went to Target and _____" They will be able to finish the sentence with things like "I bought a striped dress" or "I tried on a bathing suit" or "I looked at a ruby necklace"*	Time: 15
<u>Practice/Downtime – Interpersonal Speak & Walk</u> *Students will stand, and walk to a Once there, they will greet their partner & ask & answer 3 questions about 1 item of clothing. "What kind of fabrics do you like? What type don't you like and why? What types of clothing do you usually wear?" We will repeat the process 3 times & then return to seats.*	Time: 5
<u>Primetime 2-Interpretive Listening: Authentic Clothing Video (2nd time)</u> *Students will watch the Clothing Video again and complete the graphic organizer. The 2nd time, the focus is on choosing the correct details about the outfits.*	Time: 10

Learning Episode 3

<u>Primetime 1 – Interpretive Listening: Antonio & Liliana Dress Up Game</u> *This game is where I divide the class in teams and invite 2 students up to the board and give them a 3 part outfit for their mannequin. They have to find the clothing items on the board and dress the mannequin before their opponent grabs the items. They get 1 point for each correct item, so it's possible that both students could earn points on their turn. If they get stuck, their teammates can "cheat" by giving them the color of the item in the TL. If they get comfortable, I will elect a "profe" and have that person call out the dress up description.* **If I run short on time in this lesson, a Matamoscas game will be substituted for this game.*	Time:15

Closure/Celebrate Learning

How do you return students' attention to the learning targets to affirm what they can do now that they couldn't do at the beginning of the class? The final piece of the lesson is a Post-It note description exit ticket & reflection. I will dress both mannequins and the students will write a description of one of their choice. Additionally, they will write a Reflection in English of 1 thing they liked, 1 thing they didn't like, and 1 thing they learned in the lesson today. They will use 1 post it for the description & 2 of a different color for the Reflection.	Time: 10

Materials Needed for this lesson

Lesson PowerPoint, 4x6 cards, colored pencils, glue sticks, Ball, Kahoot, Clothing Video, graphic organizer for video, Target Layout & clothing cards w/ envelope, Mannequins & Wardrobe, Flyswatters, 2 colors of Post It notes

Additional Questions to Consider During Lesson Planning

Do the activities in the lesson …

☐ provide sufficient opportunities for understanding new words <u>before</u> expecting production?
☐ provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
☐ provide students with an authentic purpose for using words and phrases?
☐ engage ALL students (vs. just one or two at a time)?
☐ give students a reason for needing to/wanting to pay attention and be on task?
☐ vary in the level of intensity and physical movement from one to the next?
☐ take an appropriate amount of time considering the age of the learner?
☐ make the learner the active participant and not the teacher?