

## Unit/ Lesson Plan Template (including IPA)

<b>Language Level</b>	<b>Novice Intermediate-High</b>	<b>Class</b>	<b>Span 1B</b>	<b>Date</b>	<b>Feb 22</b>	<b>Day in Unit</b>	<b>1</b>	<b>Minutes</b>	<b>50</b>
<b>Unit Theme and Question</b>	<b>Theme: Movie Talk</b> <b>Essential Question: What adventures does Alma have in the movie?</b>								
<b>Daily topics:</b>	<b>New vocabulary</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>	<b>Students can:</b> <b>-discuss the events of Winterfest Week</b> <b>-identify new vocabulary structures and use them in discussion</b> <b>-answer comprehension questions about the 3 ring circus</b>						
		<input checked="" type="checkbox"/> Interpersonal							
		<input checked="" type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?	<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?			
<b>Gain Attention / Activate Prior Knowledge</b>	Daily report: Discuss Winterfest Week take attendance				10	Daily report powerpoint computer, white board			
<b>Provide Input</b>	New vocab through gestures and PQA: la muñeca, se parece a, busca, mueve				15	vocabulary sign, dolls			
<b>Elicit Performance / Provide Feedback</b>	Hot/Cold, celebrity look alike				15	doll			
<b>Provide Input</b>	new vocabulary through gestures and “3 ring circus”: trata de (salir), no puede (salir)				5	vocabulary sign, student actors			
<b>Elicit Performance / Provide Feedback</b>	Comprehension questions about 3 ring circus				5				

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<b>Closure</b>	What does Senor DeMaggio try to do? Can he do it?		
<b>Enhance Retention &amp; Transfer</b>	Tell someone who they look like		
<b>Reflection – Notes to Self</b>	the hot/cold and celebrity look alike was the best part of the class. I will probably never do the 3 ring circus again. It was a bit too chaotic for my liking and the students did not enjoy it		

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<b>Unit Theme and Question</b>	<b>Theme: Movie Talk</b> <b>Essential Question: What adventures does Alma have in the movie?</b>								
<b>Daily topics:</b>	<b>Movie Talk</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication</b>  <i>and</i> <b>Cultures</b>	<i>Which modes of communication will be addressed?</i>		<b>Students can:</b> <b>-interpret the narration of the movie in Spanish</b> <b>-add to the discussion of the movie and answer comprehension questions of Alma</b>					
		<input checked="" type="checkbox"/> Interpersonal							
		<input checked="" type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		
<b>Gain Attention / Activate Prior Knowledge</b>	Fashion Report and daily report				10		<b>Daily report powerpoint</b>		
<b>Provide Input</b>	Review of structures and gestures				5		<b>vocabulary poster</b>		
<b>Elicit Performance / Provide Feedback</b>	How do you say ____ in Spanish?				5				

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<b>Provide Input</b>	Discussion and narration of Video with comprehension questions throughout	30	<a href="https://www.youtube.com/watch?v=irbFBgI0jhM">https://www.youtube.com/watch?v=irbFBgI0jhM</a>
<b>Elicit Performance / Provide Feedback</b>	Formative assessment: Fill in the blank retell	5	
<b>Closure</b>	Sing Como la Flor	5	<a href="https://www.youtube.com/watch?v=S0fGXuQiXiA">https://www.youtube.com/watch?v=S0fGXuQiXiA</a>
<b>Enhance Retention &amp; Transfer</b>			
<b>Reflection – Notes to Self</b>	the movie talk was one of my favorite things I have ever done. The video “Alma” can be used for any language and it is intriguing for the students. Next time I will talk to the actor more in order to get more repetitions of the structures		

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<b>Unit Theme and Question</b>	<b>Theme: Movie Talk</b> <b>Essential Question: What adventures does Alma have in the movie?</b>								
<b>Daily topics:</b>	<b>Let’s Read</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>	<b>Students can:</b> <b>-interpret the reading of the movie Alma</b> <b>-translate the story to a partner</b>						
		<input checked="" type="checkbox"/> Interpersonal							
		<input checked="" type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		

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<b>Gain Attention / Activate Prior Knowledge</b>	Start with song: Como la Flor take attendance	5	<a href="https://www.youtube.com/watch?v=S0fGXuQiXiA">https://www.youtube.com/watch?v=S0fGXuQiXiA</a>
<b>Provide Input</b>	Read the story of Alma in Spanish and chorally translate	15	<b>“Alma” document</b>
<b>Elicit Performance / Provide Feedback</b>	Formative Assessment: Volleyball Translation- airplane style	10	
<b>Enhance Retention &amp; Transfer</b>	Read the story once at home		
<b>Reflection – Notes to Self</b>			

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<b>Unit Theme and Question</b>	<b>Theme: Movie Talk</b> <b>Essential Question: What adventures does Alma have in the movie?</b>								
<b>Daily topics:</b>	<b>Presenting what you know</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication</b> <i>and</i> <b>Cultures</b>	<i>Which modes of communication will be addressed?</i>		<b>Students can:</b> <b>-discuss the plot of the story using only pictures as an aid</b> <b>-write the story of Alma</b>					
		<input type="checkbox"/> Interpersonal							
		<input type="checkbox"/> Interpretive <input type="checkbox"/> Presentational							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		

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<b>Gain Attention / Activate Prior Knowledge</b>	Daily Report	10	<b>Daily report ppt</b>
<b>Provide Input</b>	Retell the story using screenshots to different partners	20	<b>Screenshot document</b>
<b>Elicit Performance / Provide Feedback</b>	Formative assessment: dictation	15	Alma Dictation doc
<b>Provide Input</b>	Review what the dictation sentences mean in English	5	
<b>Elicit Performance / Provide Feedback</b>	Summative Assessment- Timed write: Retell as many details of the story of Alma in 10 minutes. Create a different ending to add creativity	15	<b>Timed write paper</b>
<b>Closure</b>	Sing Como la Flor if time		
<b>Enhance Retention &amp; Transfer</b>			
<b>Reflection – Notes to Self</b>			

<b>Language Level</b>	<b>Novice Intermediate-High</b>	<b>Class</b>	<b>Span 1B</b>	<b>Date</b>	<b>Feb 26</b>	<b>Day in Unit</b>	<b>5</b>	<b>Minutes</b>	<b>65</b>
<b>Unit Theme and Question</b>	<b>Theme: Movie Talk</b> <b>Essential Question: What adventures does Alma have in the movie?</b>								
<b>Daily topics:</b>	<b>Game Day</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								

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<p>What are the communicative and cultural objectives for the lesson?</p>	<p><b>Communication and Cultures</b></p>	<p><i>Which modes of communication will be addressed?</i></p> <p><input checked="" type="checkbox"/> Interpersonal</p> <p><input checked="" type="checkbox"/> Interpretive</p> <p><input type="checkbox"/> Presentational</p>	<p><b>Students can:</b> <b>-apply vocab and structures to interactive games</b></p>	
<p><b>Lesson Sequence</b></p>	<p><b>Activity/Activities</b> What will learners do? What does the teacher do?</p>		<p><b>Time*</b> How many minutes will this segment take?</p>	<p><b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?</p>
<p><b>Gain Attention / Activate Prior Knowledge</b></p>	<p>Start with song: One Semester Spanish Love Song take attendance</p>		<p>5</p>	
<p><b>Provide Input</b></p>	<p>Complete crossword puzzle with structures and vocab with Alma</p>		<p>10</p>	<p><b>Crossoword puzzle Alma doc</b></p>
<p><b>Elicit Performance / Provide Feedback</b></p>	<p>Word Chunk Game</p>		<p>30</p>	
<p><b>Provide Input</b></p>	<p>Quick Bingo with vocab</p>		<p>15</p>	<p>Bingo paper</p>
<p><b>Elicit Performance / Provide Feedback</b></p>	<p>Sing whatever song the class chooses</p>		<p>5</p>	
<p><b>Reflection – Notes to Self</b> ●</p>				