

Lesson 1: Literacy Lesson

Grade/Course: 9th Grade/Spanish 1

Time: Forty minutes

Rationale & Context: It is important for students to learn this unit because they will be able to see how important it is to appreciate every kind of family. Moreover, they will have the ability to converse with other Spanish-speakers about their family. This is a very special skill to have and will come in handy especially when traveling.

My class is very diverse in terms of grade, gender balance, needs, and interests. For example, one student in my class has trouble with organization/note-taking so I will provide the entire class with a Google Doc as a reference sheet. Other students in my class are dealing with challenges as well, so it is important for me to foster an open, safe environment where students can help their peers with their individual needs. I discuss the individual needs that I will address in the accommodations section below.

I made an interest inventory in Spanish because it encourages students to use new vocabulary and some basic sentence structures in their responses. This is effective because it helps meet the standard. [Interest Inventory](#)

DESIRED RESULTS

Unit Essential Question: How is my family unique?

Focusing Question: How can I use basic vocabulary and my knowledge of grammar to describe my family members in Spanish?

Standard: Express oneself using **basic sentence structures**, and more **descriptive details** and **short paragraphs** including **adjectives**, connecting words, and adverbs.

Content Objectives: Students will understand that they can talk about their family using adjectives. They will know Spanish family vocabulary and grammar concepts. They will be able to translate adjectives in English to Spanish and vice versa.

Literacy Objectives: Students will be able to translate adjectives in English to Spanish and vice versa. They will know (look above). They will understand that they need to alter adjective's spelling to match the noun that comes before it.

ASSESSMENT EVIDENCE

Before my lesson, I am going to have a pre-assessment where I have students make a list of adjectives and family title vocabulary they already know. This will help me determine my student's prior knowledge of adjectives and family title vocabulary in Spanish. At the beginning of my lesson, I am going to use the strategy of associating vocabulary words with actions. When I teach them a family title or an adjective, I will have students come up with an action word to help them remember the vocabulary better. We will then share each of these actions with the class. After we have an action for each vocabulary word as a class, I will be able to assess students' understanding by doing the action and seeing how quickly they respond back with the vocabulary. Another assessment will be having students draw a picture of fifteen vocabulary words of their choosing. Finally, I will give students a quick selected response exit card where students have to put away any materials, and translate Spanish adjective vocabulary into English.

ACCOMMODATIONS:

Student	Objectives	Assessment	Resources
Student that has trouble memorizing vocabulary	Same	Different: I will give these students the option of writing ten words down <i>of their choosing</i> with the English translation for the exit card. Then, they won't feel stressed if I give them ten words I choose to have them translate.	Same
Student with language obstacles	Same	Same	Different: I will have these students keep the Google Doc with the vocabulary sheet of adjectives and family titles out at all times (permission of increased use of this resource).

LEARNING PLAN

Introduction:

I will have students make a list of Spanish adjective and/or family title vocabulary words they already know.

Instruction:

Time	Instructional Strategy	Learning Opportunity
5 minutes	I will open with an agenda. I will have students make a list of Spanish adjective and/or family title vocabulary they already know.	Students will be able to use their prior knowledge to make a list of Spanish adjective and/or family title vocabulary they already know.
20 minutes	I will provide students with a Google Doc of many adjectives and pick twenty of them to highlight to students. To do this, I will say it out loud and have students pick an action to associate with each vocabulary word. We will practice as a class and play games with these actions.	Students will be able to associate actions with Spanish adjective and family title vocabulary, and practice them in class.
10 minutes	I will have students make a visual of fifteen vocabulary words of their choosing.	Students will be able to visually represent Spanish adjective and family title vocabulary.
5 minutes	Exit Card: Students will put away all materials and I will give them a list of ten Spanish adjective vocabulary words	Students will be able to translate Spanish adjective and family title vocabulary into English from what they learned in class today.

	that they have to translate into English.	
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Closure and Connections:

For this section, I simply want to summarize all we have learned before the exit card.

RESOURCES/MATERIALS

-Google Doc of vocabulary and example sentences