

# SAMPLE LESSON PLAN

LANGUAGE	COURSE/LEVEL	UNIT THEME	WEEK OF	DAYS
Spanish	EntreCulturas 2	Unidad 4: En la cocina de mi abuela		5

UNIT ESSENTIAL QUESTION(S)	LEARNING GOAL(S)
<ul style="list-style-type: none"> <li>How does food connect cultures, communities and families?</li> </ul>	<ul style="list-style-type: none"> <li>Identify ingredients necessary to prepare Caribbean recipes.</li> <li>Demonstrate how to prepare typical dishes.</li> </ul>

CAN-DO STATEMENTS	PERFORMANCE TASKS
<ul style="list-style-type: none"> <li>I can identify ingredients commonly used in Caribbean cooking.</li> <li>I can tell an adult how to make a recipe.</li> <li>I can ask and answer questions about how to prepare various dishes.</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple recipe based on visuals seen in a video.</li> <li>Share an ingredients list and simple recipe in Spanish with classmates.</li> </ul>

LANGUAGE (VOCABULARY/STRUCTURES)	INTERCULTURAL CONNECTIONS
<ul style="list-style-type: none"> <li>Vocabulary from <i>Asi se dice</i> 1-5 (review)</li> <li><b>Formal commands (new)</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify ingredients necessary to prepare some typical Caribbean recipes.</li> <li>Compare a meal from own culture and target culture and tell an adult or someone you don't know how to prepare them.</li> </ul>



ASYNCHRONOUS LEARNING EXPERIENCES	NOTES
<p><b>Days 1-3</b></p> <p><b>Teacher Lesson Introduction Video</b></p> <ul style="list-style-type: none"> <li>Welcome students.</li> <li>Give overview of lesson expectations/agenda.</li> <li>Remind students of essential question.</li> <li>Review lesson's learning goals.</li> </ul> <p><b>Introductory Activity (Hook/review vocabulary)</b></p> <p>Before starting lesson, use a hook activity to review vocabulary and preview upcoming content.</p> <ul style="list-style-type: none"> <li>Students answer questions after watching <i>Arroz con leche</i> video <ul style="list-style-type: none"> <li>¿Has probado el arroz con leche?</li> <li>¿Te gusta or no te gusta?</li> <li>¿Por qué? (¿Cuáles ingredientes te gustan y cuáles no te gustan?)</li> </ul> </li> </ul> <p><b>Observa 2 – los mandatos formales</b></p> <p>Students will move through the <i>Observa</i> discovery sequence to understand formal commands.</p> <p><b>1. Process for meaning</b>—Have students review previously learned vocabulary by completing the following online activities:</p> <ul style="list-style-type: none"> <li><i>Extensión 2 – Así se dice 1 Productos típicos del Caribe OR Extensión 1 – Así se dice 1</i> (flashcards)</li> <li><i>Extensión 2 – Así se dice 2 OR Extensión 1 – Así se dice 2</i> (flashcards)</li> <li><i>Extensión 2 – Así se dice 5 OR Extensión 1 – Así se dice 5</i> (flashcards)</li> </ul> <p>Have students read recipe for <i>arroz con leche</i> on page 194. Students will demonstrate comprehension of recipe by answering the following question:</p> <ul style="list-style-type: none"> <li><i>Mira los ingredientes y escribe por lo menos tres frases que describen cómo es.</i></li> </ul>	<p>To facilitate online learning, create a PowerPoint presentation or visual for introduction and record or post video on the Classroom Forum.</p> <p>Assign the following activities to be due Day 3:</p> <ul style="list-style-type: none"> <li>Classroom forum</li> <li><i>Observa</i> organizer – <i>los mandatos formales</i></li> <li><i>Actividad 8 Paso 1A, 1B</i></li> </ul> <p>Use the Delay Assign feature to assign following activities to show up Day 3 and due Day 5</p> <ul style="list-style-type: none"> <li>Act. 8 Paso 2A</li> <li>Formative Assessment - Prepárate! (page 197)</li> </ul> <p>Create student weekly checklist (see example on pages 5-6 of lesson plan)</p> <p>Post in Classroom Forum (see examples on page 7 of lesson plan)</p> <ul style="list-style-type: none"> <li>Weekly Introductory Post – learning goals, checklist, etc.</li> <li>Arroz con leche video hook/preview <a href="https://youtu.be/XL4P22RXMCE">https://youtu.be/XL4P22RXMCE</a></li> <li>Daily reminders as needed</li> <li><i>Observa</i> -Process for meaning post</li> <li>My hypothesis - formal commands post</li> <li>Remind student to update Can Do statements in their Portfolio</li> <li>Post instruction video on Formative assessment Prepárate!</li> </ul>

ASYNCHRONOUS LEARNING EXPERIENCES	NOTES
<p><b>2. Highlight the Structure</b>—Have students look at the structure by</p> <ul style="list-style-type: none"> <li>• Completing <i>¿Qué observas?</i> section, questions 1-4 on page 194-195 of FlexText</li> <li>• Complete the los mandatos formales graphic organizer.</li> </ul> <p><b>3. Observe and Predict</b>—Have students write their prediction of the grammar rule on the bottom of their graphic organizer.</p> <p><b>4. Test Hypothesis and Revise</b>—Have students complete the following</p> <ul style="list-style-type: none"> <li>• Watch the <i>Observa</i> video and complete the graphic organizer OR</li> <li>• Watch the <i>Enfoque en la forma</i> video to see if they are correct in their hypothesis.</li> <li>• Revise their hypothesis if needed</li> <li>• Post their final “rule” for forming formal commands on the Classroom Forum.</li> </ul> <p><b>5. Communicate with structure</b>—Have students do Actividad 8 Paso 1A and Paso 1B.</p> <p><b>Day 4-5</b> <b>More Practice and Present</b></p> <ul style="list-style-type: none"> <li>• Assign students Paso 2A</li> <li>• Post on Classroom Forum</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Assign <i>preparate!</i> (page 197) (due at end of the week)—</li> <li>• Have students update their language portfolio and add evidence of their understanding for targeted can-do statements.</li> </ul>	<p>To facilitate online learning and student engagement:</p> <ul style="list-style-type: none"> <li>• Use recorded PowerPoint or</li> <li>• Use an interactive slide deck like Pear Deck to walk students through the <i>Observa</i> lesson.</li> <li>• Use a screen recorder to narrate and record the lesson using the FlexText® SAMPLE (Used Loom Chrome extension).</li> </ul> <p>To allow students additional opportunities to develop proficiency:</p> <ul style="list-style-type: none"> <li>• Assign additional Extension Activities from Explorer</li> <li>• Assign optional Enrichment activities</li> <li>• Conduct synchronous online sessions</li> <li>• Assign additional prompts using targeted language and structures on the Classroom Forum</li> </ul> <p>Assessing for Learning:</p> <ul style="list-style-type: none"> <li>• Use Rubric from Explorer to assess student.</li> <li>• Provide students individualized feedback that is specific and actionable.</li> </ul>

## SUPPORTS / CHALLENGES



### STILL A GOAL

- Additional practice using grammar structure
- Sentence starters
- Models
- Word bank



### WITH HELP

- Additional practice using grammar structures in context
- Sentence structures



### INDEPENDENTLY

Students research another traditional Caribbean recipe and video record a cooking demonstration using formal commands





## Classroom Forum

### DESCRIPTION

Welcome to your Classroom Forum, exclusively for you and your class.

**Teachers:** Encourage your students to start a discussion about how a text connects to a theme or share personal learning experiences and strategies.

**Students:** Use this space to share files, upload recordings, or discuss tonight's homework.

### MESSAGES



Michelle Olah • 20 hours ago • ✕



#### This week Overview:

EntreCulturas 2 - Unidad 4 - Observa 2

#### Learning Goals:

Identify ingredients necessary to prepare Caribbean recipes

Demonstrate how to prepare typical dishes

#### Can-Do Targets:

I can identify ingredients commonly used in Caribbean cooking

I can tell an adult how to make a recipe

**FIRST Download weekly student checklist and watch welcome video**

**Checklist: (Insert Checklist)**

**Video: (Insert video/recorded ppt)**

**THEN hit REPLY to this post with an update (in Spanish of course!) answering the questions ¿Cómo estás? y ¿Qué haces en casa esta semana?**

REPLY



Michelle Olah • 19 hours ago • ✕

Message #1 - Previewing lesson



Watch this video - Arroz con leche

Hit REPLY to answer the questions below:

¿Has probado el arroz con leche? ¿Te gusta or no te gusta? ¿Por qué? ¿Quieres probarlo? ¿Por qué si o por qué no? (¿Cuáles ingredientes te gustan y cuáles no te gustan? Etc. )

Reply to at least 3 classmates about their posts

REPLY

Classroom Forum

Weekly Introductory Post

Video Hook/Preview

## Sample Student Checklist - Unit 4 Observa 2

### Monday - Wednesday

#### Preview Lesson

- ☐ Watch “Arroz con Leche” video
- ☐ Answer questions in Classroom Forum Message 1
- ☐ Respond to at least 3 classmates in Classroom Forum Message 1

#### Observa 2 - Los mandatos formales

1. Activate prior knowledge by completing the following online activities
  - ☐ Extensión 2 – Así se dice 1 Productos típicos del Caribe OR Extensión 1 – Así se dice 1 (Flashcards)
  - ☐ Extensión 2 – Así se dice 2 OR Extensión 1 – Así se dice 2 (Flashcards)
  - ☐ Extensión 2 – Así se dice 5 OR Extensión 1 – Así se dice 5 (flashcards)
2. Process recipe for meaning
  - ☐ Read “Arroz con leche” recipe on page 194 of FlexText and verbally answer questions (with audio or video post) in Classroom Form Message 2.
3. Observe and predict
  - ☐ Complete ¿Que observas? Section on pages 194-195 of FlexText by answering questions 1-4
  - ☐ Download and complete “Los mandatos formales” graphic organizer from Explorer course (Unit 4 Observa 2)
  - ☐ Write your hypothesis of how to form commands when you are using the Ud. and Ustedes forms and write your “rules” on the bottom of “Los mandatos formales” graphic organizer

#### 4. Test Hypothesis and Revise

- ☐ Watch “Observa” video and complete the graphic organizer OR watch the “Enfoque en la forma” video to see if your hypothesis is correct and revise as needed
- ☐ Submit your final Rule for forming formal commands of the Classroom Forum Message 3

#### 5. Communicate with the Structure

- ☐ Do Actividad 8 Paso 1A and Paso 1B and submit

### Thursday - Friday

**Optional Enrichment Activity**—Research another typical Caribbean recipe and video record a cooking demonstration using formal commands (can use pictures or props instead of real food).

#### More Practice

- ☐ Do Actividad 8 Paso 2A and post of Classroom Forum

#### Formative Assessment (Let’s see how you are doing!)

- ☐ Do ¡Prepárate! Assignment
- ☐ Reflect on this week’s learning by updating the following Can Do Statements in your Portfolio and adding written or oral reflection and/or evidence
  - ✓ I can tell an adult how to make a familiar recipe. (p. 196)
  - ✓ I can identify ingredients commonly used in Caribbean cooking.