### Sample Lesson Plan

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>COURSE/LEVEL</th>
<th>UNIT THEME</th>
<th>WEEK OF</th>
<th>DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>EntreCulturias 2</td>
<td>Unidad 4: En la cocina de mi abuela</td>
<td>5</td>
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</tbody>
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### Unit Essential Question(s)
- How does food connect cultures, communities and families?

### Learning Goal(s)
- Identify ingredients necessary to prepare Caribbean recipes.
- Demonstrate how to prepare typical dishes.

### Can-Do Statements
- I can identify ingredients commonly used in Caribbean cooking.
- I can tell an adult how to make a recipe.
- I can ask and answer questions about how to prepare various dishes.

### Performance Tasks
- Create a simple recipe based on visuals seen in a video.
- Share an ingredients list and simple recipe in Spanish with classmates.

### Language (Vocabulary/Structures)
- Vocabulary from *Así se dice* 1-5 (review)
- Formal commands (new)

### Intercultural Connections
- Identify ingredients necessary to prepare some typical Caribbean recipes.
- Compare a meal from your own culture and target culture and tell an adult or someone you don’t know how to prepare them.
## ASYNCHRONOUS LEARNING EXPERIENCES

### Days 1-3

**Teacher Lesson Introduction Video**
- Welcome students.
- Give overview of lesson expectations/agenda.
- Remind students of essential question.
- Review lesson’s learning goals.

**Introductory Activity (Hook/review vocabulary)**
Before starting lesson, use a hook activity to review vocabulary and preview upcoming content.
- Students answer questions after watching *Arroz con leche* video
  - ¿Has probado el arroz con leche?
  - ¿Te gusta o no te gusta?
  - ¿Por qué? (¿Cuáles ingredientes te gustan y cuáles no te gustan?)

**Observa 2 – los mandatos formales**
Students will move through the *Observa* discovery sequence to understand formal commands.

1. **Process for meaning**—Have students review previously learned vocabulary 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)

Have students read recipe for *arroz con leche* on page 194. Students will demonstrate comprehension of recipe by answering the following question:
- *Mira los ingredientes y escribe por lo menos tres frases que describen cómo es.*

## NOTES

To facilitate online learning, create a PowerPoint presentation or visual for introduction and record or post video on the Classroom Forum.

Assign the following activities to be due Day 3:
- Classroom forum
- *Observa* organizer – *los mandatos formales*
- *Actividad 8 Paso 1A, 1B*

Use the Delay Assign feature to assign following activities to show up Day 3 and due Day 5
- Act. 8 Paso 2A
- Formative Assessment - *Prepárate!* (page 197)

Create student weekly checklist (see example on pages 5-6 of lesson plan)

Post in Classroom Forum (see examples on page 7 of lesson plan)
- Weekly Introductory Post – learning goals, checklist, etc.
- Arroz con leche video hook/preview
- Daily reminders as needed
- *Observa* - Process for meaning post
- My hypothesis - formal commands post
- Remind student to update Can Do statements in their Portfolio
- Post instruction video on Formative assessment *Prepárate!*
### ASYNCHRONOUS LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Highlight the Structure</strong>—Have students look at the structure by</td>
<td>To facilitate online learning and student engagement:</td>
</tr>
<tr>
<td>• Completing ¿Qué observas? section, questions 1-4 on page 194-195 of FlextText</td>
<td>• Use recorded PowerPoint or</td>
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<tr>
<td>• Complete the los mandatos formales graphic organizer.</td>
<td>• Use an interactive slide deck like Pear Deck to walk students through the Observa lesson.</td>
</tr>
<tr>
<td><strong>3. Observe and Predict</strong>—Have students write their prediction of the grammar rule on the bottom of their graphic organizer.</td>
<td>• Use a screen recorder to narrate and record the lesson using the FlextText® SAMPLE (Used Loom Chrome extention).</td>
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<tr>
<td><strong>4. Test Hypothesis and Revise</strong>—Have students complete the following</td>
<td>To allow students additional opportunities to develop proficiency:</td>
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<tr>
<td>• Watch the Observa video and complete the graphic organizer OR</td>
<td>• Assign additional Extension Activities from Explorer</td>
</tr>
<tr>
<td>• Watch the Enfoque en la forma video to see if they are correct in their hypothesis.</td>
<td>• Assign optional Enrichment activities</td>
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<tr>
<td>• Revise their hypothesis if needed</td>
<td>• Conduct synchronous online sessions</td>
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<tr>
<td>• Post their final “rule” for forming formal commands on the Classroom Forum</td>
<td>• Assign additional prompts using targeted language and structures on the Classroom Forum</td>
</tr>
<tr>
<td><strong>5. Communicate with structure</strong>—Have students do Actividad 8 Paso 1A and Paso 1B.</td>
<td>Assessing for Learning:</td>
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<td></td>
<td>• Use Rubric from Explorer to assess student.</td>
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<td>• Provide students individualized feedback that is specific and actionable.</td>
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</table>

### Day 4-5

**More Practice and Present**
- Assign students Paso 2A
- Post on Classroom Forum

**Formative Assessment**
- Assign prepárate! (page 197) (due at end of the week)—
- Have students update their language portfolio and add evidence of their understanding for targeted can-do statements.
### SAMPLE LESSON PLAN

#### SUPPORTS / CHALLENGES

<table>
<thead>
<tr>
<th>STILL A GOAL</th>
<th>WITH HELP</th>
<th>INDEPENDENTLY</th>
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<tbody>
<tr>
<td>• Additional practice using grammar structure</td>
<td>• Additional practice using grammar structures in context</td>
<td>Students research another traditional Caribbean recipe and video record a cooking demonstration using formal commands</td>
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<tr>
<td>• Sentence starters</td>
<td>• Sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Models</td>
<td></td>
<td></td>
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<tr>
<td>• Word bank</td>
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</table>
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.

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**Messages**

**Michelle Olah • 20 hours ago • X**

**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?

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**Michelle Olah • 19 hours ago • X**

**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 sí o por qué no? ¿Cuáles ingredientes te gustan y cuáles no te gustan? Etc.  
Reply to at least 3 classmates about their posts  

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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.