5-E Lesson Plan Modified

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| Name: Katy Cooper | | Language Level  Spanish III Pre-AP |
| Cooperating Teacher and School: Kris Campos, Cedar Park High School | | Proficiency Level: Intermediate low |
| Lesson Title/Theme: Características y descripciones | | Lesson Length in Minutes: 1 Block Period, 80 Minutes |
| THE TEACHING PROCESS | |  |
| Lesson Overview  In this lesson the student will be able to interpret culturally authentic video sources, from 2 Latin American countries; Mexico and Bolivia. Students will discover that sometimes our first reactions or impressions can be based on appearances and stereotypes and how to see past these quick judgments. Students will communicate interpersonally in Spanish and discuss their reactions before watching the videos and after watching the videos. Students will learn new vocabulary in context. After watching the videos and thinking about their overarching themes of breaking prejudice and stereotypes students will choose whichever video they liked more and write a short paragraph in their journals about how their perceptions shifted from before they watched the videos and what they think now, as well as giving an example of stereotypes or prejudices they have noticed in our society. | | |
| 3 Part Lesson Objectives *(Behavior, Condition and Criteria - TSWBAT)*  *The student will be able to analyze culturally authentic videos, and understand the perspectives of the people in them in small groups of 3 to 4, as well as be able to individually synthesize what they have learned by writing a short paragraph response which compares their perspective before watching the videos and after viewing the videos* | | |
| The Student Can…  (1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;(B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and(C) present information and convey short messages on everyday topics to listeners and readers.  (2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:(A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and(B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.  3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:(A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.  (4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:(A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;(B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and(C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.  (5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:(A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and(B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development. | | |
| Communication: | | |
| Interpretive: VIDEO: [**Chilangos Low Bike Club**](http://www.facebook.com/ajplusespanol/videos/1238667336185613)  VIDEO:[**Cholitas escaladoras**](http://www.facebook.com/ajplusespanol/videos/1147192938666387)  PHOTOS: Screenshots from the videos | | |
| **Interpersonal**   * Students will be able to discuss what their first impression photos are and discuss their reason for this impression with their table groups. * Students will collaborate within their table groups to deduce the meaning of the new words from the videos as well as collaborate and brainstorm to answer the questions on their video handout. | | |
| **Presentational**   * Students will individually synthesize what they have learned by writing a short essay, which compares their perspective before watching the videos and after viewing the videos and include at least one example of stereotypes or prejudices they have noticed in our country. | | |
| **Culture**  Students will   * Explore cultural perspectives in Mexico city * Identify stereotypes, especially those in gang culture. * Disucss the role of Bolivian women who are climbing some of the world’s highest mountains in their 40s and 50s, all while wearing their traditional clothing. | | |
| **Connections**   * Technology- videos from AJ+ Español * Social Studies TEKS * (5)  Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to: * analyze how the character of a place is related to its political, economic, social, and cultural elements; and * interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed. * (29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (B)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (F)  identify bias in written, oral, and visual material   (16)  Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:  (A)  describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;  (B)  describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;  (C)  explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and  (D)  compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes. | | |
| **Comparisons**  Compare and contrast initial judgments with opinions reached after watching the videos | | |
| **Communities**  Make connections with native Spanish speakers and discuss interesting topics | | |
| INSTRUCTIONAL SEQUENCE | | |
| **ENGAGE** | | |
| *These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the lesson and assesses students¹ prior understanding of the concepts addressed in the lesson. The Engagement should transition students to the lesson of the day*.  **Engagement** Activity Described – How do you prime your students for learning?  Students will react to photographs that are screenshots from the videos they will watch during the lesson and discuss in groups of 3-4 .  Image 1: Photo of man with a tattooed face  Image II: Group of ladies in climbing gear and traditional Bolivian clothing | | |
| What’s the teacher doing?   * Has PPT with engagement open and ready when students walk into the class * Circulating among groups listening for students to be speaking in Spanish | | What are the student’s doing?   * Picking up handout when they walk in * Discussing prompt on projector in Spanish with their group |
| **EXPLORE** | | |
| **Exploration** Activity Described – What do they discover?  VIDEO 1:The students will learn about stereotypes and generalizations we as humans make based upon first impressions by watching a video about ex-gang members in Mexico City who have left behind a life of violence to form a bicycle club centered around a shared hobby and which promotes peace and acts as a tool for breaking stereotypes.  VIDEO 2: Students will watch a video about a group of middle-aged women in Bolivia who climb high mountain peaks in tumultuous weather conditions all while wearing their traditional clothing. | | |
| What’s the teacher doing?   * Teacher will have the video 1 open and ready to watch * Play the video twice * 1st time T will pause and clarify or give context to help students deduce the meaning of unknown words in context | | What are the student’s doing?   * Students are listening quietly and attentively * Students are participating when T is pausing the video to address the class and clarify unknown words * Making notes on their handout |
| What’s the teacher doing?   * Teacher will have the video 2 open and ready to watch * Play the video twice * 1st time T will pause and clarify or give context to help students deduce the meaning of unknown words in context | | What are the student’s doing?   * Students are listening quietly and attentively * Students are participating when T is pausing the video to address the class and clarify unknown words * Making notes on their handout |
| STATE the Objective in Terms the Students Will Understand if you have not yet done so. | | |
| **EXPLAIN** | | |
| *Students EXPLAIN the Concept and Define the Terms, explaining what they uncovered/discovered in their exploration? You only confirm and or clarify the discovery. Do not “Tell” or “Lecture”.)* | | |
| **Explanation** Described – What do you expect your students to “explain”?  Students will discover that sometimes our first reactions or judgments can be based on appearances and stereotypes and how to see past these quick judgments. Students will communicate interpersonally in Spanish and discuss their reactions before watching the videos and after watching the videos.  After watching the video, students will learn new vocabulary by matching words accompanied by an image, which they heard and saw in the video with the definition in Spanish  Students **explain** the new words with clarification from teacher only if needed. | | |
| What’s the teacher doing?  -passing out matching activity to each group  -circulating | | What are the students doing/saying?  -listening attentively  - collaborating with group members to match the words with their definitions |
| **ELABORATE** | | |
| **Elaboration** Activity/Activities Described – *How will your students apply the new learning?*  *(For each activity, describe what the teacher and students are doing)*  Students will individually fill out the T-charts on their handout for both of the videos. The T charts are divided into two categories: What they thought based on the images(before watching the video), and what they think now after watching the videos. | | |
| What’s the teacher doing?  -T is circulating | What are the students doing?  -individually filling out T charts on handout | |
| **EVALUATE** | | |
| **Evaluation**  After watching the videos and thinking about their overarching themes of breaking prejudice and stereotypes students will choose whichever video they liked more and write a short paragraph in their journal about how their perspectives shifted from before watching the videos and what they think now | | |
| What’s the teacher doing?   * Reading prompt to students from PPT slide | What are the students doing?   * Writing in their Journals * Reading their journals to their group members | |

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| **EXIT** STRATEGY | |
| Exit Strategy Activity – How will you close the lesson  *T will show a PPT with the same images from the matching game and ask students to turn to a partner and create a question with the word – the partner will respond.*  *Exit ticket option: Students identify a Hispanic culture stereotype that they would like to explore during a future class.* | |
| What’s the teacher doing?  -T will show PPT slides with vocabulary words from the matching game | What are the students doing?  -Saying the vocabulary word in Spanish, creating a question using the vocabulary to ask their partner  -Partner will respond |

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