




Lesson Title	Lela MC
Topical Essential Question(s)	<ul style="list-style-type: none"> • How is language culture?
Learning Objectives What will students know and be able to do as a result of this lesson?	By the end of this lesson, successful students will come to know and understand the life of a young Venezuelan musical artist using vocabulary from the current unit. <ul style="list-style-type: none"> • conoce • agarra • sale • comienza • piensa • verdadera
Standards What Common Core or other standards are addressed by this lesson?	Communication: NYS standards 1 and 2 Culture: NYS standards 5
Prior Knowledge Is there prior learning or a specific skill that the students must have before they begin this lesson?	<ul style="list-style-type: none"> • The students should be familiar with related vocabulary used to build out the lesson.
Resources needed (Books? References? Maps? Audio/Visual Material? Other materials?)	<ul style="list-style-type: none"> • Slideshow:  Lela Rapera • Videos of Lela: •  Lela - FLOW QUE QUEMA •  Lela x Spektra - Efecto Mandela (Prod. by Mctematico)

<p>Learning Tasks</p> <p>Explain how this lesson will unfold. Write this section so that another teacher could follow your instructions. You may use bullets to lay out each step.</p> <p>*What are the main points that you want to make sure are made?</p> <p>*What are the big questions you want to make sure they engage with?</p> <p>*How much time do you estimate each step will take? Remember to plan time for transitions.</p>	<ul style="list-style-type: none"> ● Greeting / Warm up / Attendance (5 minutes) <ul style="list-style-type: none"> ○ Greet the class, ask them to take their seats, if they have not. ○ Take attendance by asking each student how they are feeling “_____, ¿cómo estás hoy?” ○ Say the date, and go over the day’s agenda. ● Slideshow <ul style="list-style-type: none"> ○ I will begin by explaining to the students how I use and have used music as a way to immerse myself in the Spanish language, and that I really enjoy Rap in Spanish because rap focuses on the lyrics. ○ The slideshow begins with a music video by Lela MC to hopefully pique their interest. After the video, there are a number of slides that tell a little about Lela’s story. ○
<p>Potential Difficulties</p> <p>*Which moments might be challenging, from a classroom mgmt. perspective?</p> <p>*Are there concepts that you predict will be difficult to grasp for some students?</p> <p>*Is there anything “controversial” about what you will be discussing?</p>	<ul style="list-style-type: none"> ● Students will likely not volunteer. Try to include all of the class in the reading and translation.
<p>Differentiation</p> <p>*How does the plan support different learning needs? Consider your students: Resource, ELL, Gifted...Does it differentiate content,</p>	<p>Information is presented verbally and via handout. Vocabulary and translations are provided below the story.</p>

process, product, and/or environment?	
<p>Assessment</p> <p>Describe formative and summative assessments, including both informal and formal methods used within the lesson.</p> <p>*How will you know that the lesson was successful?</p>	<p>Formative and summative:</p> <ul style="list-style-type: none">● Understanding should be assessed during the presentation. Repeat each sentence until you feel reasonably assured that the class understands.● The translation worksheet can be used as a summative assessment.