

Lesson Title	Santiago el sapo—9th grade Spanish II
Topical Essential Question(s)	<ul style="list-style-type: none"> • How do I use key vocabulary to understand a story?
Learning Objectives What will students know and be able to do as a result of this lesson?	Successful students will use this unit's vocabulary to understand a story in Spanish: <ul style="list-style-type: none"> • tiene hambre • está triste y llora • come • juega un deporte • quiere jugar • tú eres
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 previous vocabulary scaffolded throughout previous lessons.
Resources needed (Books? References? Maps? Audio/Visual Material? Other materials?)	<ul style="list-style-type: none"> • Slideshow: 📄 Santiago the sapo • Worksheet: 📄 hoja medioambiente

Learning Tasks

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.

*What are the main points that you want to make sure are made?

*What are the big questions you want to make sure they engage with?

*How much time do you estimate each step will take? Remember to plan time for transitions.

- Greeting / Warm up / Attendance (5 minutes)
 - Greet the class, ask them to take their seats, if they have not.
 - Take attendance by asking each student how they are feeling today “_____, ¿cómo estás hoy?”
 - Go over the date and the day’s agenda.
- This class is a slideshow created to support the *Somos* Unit 1.11 curriculum. The story is about a “sapo” named Santiago.
- Slideshow presentation first half (15 minutes)
 - The first half of the slideshow presents the first problem faced by Santiago, he wants to play American Football, but his parents want him to play soccer.
 - Employing the techniques of the Comprehensible Input method, use the slideshow to tell the story. Key vocabulary from the unit is highlighted in bold.
 - Read, call on students to read and translate, be sure to go over new and potentially unfamiliar vocabulary, circle, etc.
- Cultural Intermission (5 minutes)
 - Tell the students about the Coquí frog from Puerto Rico. The spring peeper frogs have recently emerged here in our area, and they are surprisingly similar to the Coquí. Play the songs of each for the students to hear. Both are small tree frogs, about an inch long, almost the same size, with very similar coloration, and similar calls.
- Slideshow presentation second half (15 minutes)
 - The first half of the slideshow presents the second problem faced by Santiago, he’s really hungry.
 - The slideshow contains guiding questions to help with circling and keeping the class moving.

<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 may not want to participate. Call on individual students to keep them involved, using short yes or no questions to probe for understanding. ● Students may want to tease one another during the compliment activity. Quickly discourage any such behavior.
<p>Differentiation</p> <p>*How does the plan support different learning needs? Consider your students: Resource, ELL, Gifted...Does it differentiate content, process, product, and/or environment?</p>	<p>Information is presented verbally in conjunction with a slideshow that provides visual context. Key vocabulary is presented in multiple forms, including questions, to elicit recognition and probe for understanding.</p>
<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:</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 vocabulary worksheet will provide a formative assessment related to the new vocabulary.