



Lesson Title	Speedy el caracol extraordinario—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:  Speedy el caracol Slideshow • Vocabulary worksheet:  Speedy Lesson

<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 today “_____, ¿cómo estás hoy?” ○ Go over the date and the day’s agenda. ● This class is a slideshow adaptation of one story from the <i>Somos</i> Unit 1.11. The story is about a snail that wants to be a football player. ● Slideshow presentation (30 minutes) <ul style="list-style-type: none"> ○ The slideshow is created using timely and amusing cultural imagery. ○ 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. ● Vocabulary worksheet (5—10 minutes) <ul style="list-style-type: none"> ○ Hand out the worksheet and present the questions as a class. Be sure that the students understand each question. The students will each answer the questions on their own.
<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>Information is presented verbally in conjunction with a slideshow that provides visual context. Key vocabulary is presented in multiple</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>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.