



LESSON PLAN CONTEXT

Meaningful Unit Title: <i>Las mascotas y la moda</i>	Language / Course: Spanish / Grade 7
Proficiency Checkpoint and Proficiency Target: Checkpoint A - Novice Mid	
Lesson Focus: <i>La ropa, El Festival del Cuy, Viaje al Perú</i>	Date: March 2022

NYS LEARNING STANDARDS FOR WORLD LANGUAGES ADDRESSED IN THIS LESSON

(Identify the standards to be addressed in this lesson plan by checking the box associated with each.)

- 1. Interpretive Communication.** Learners **understand**, **interpret**, and **analyze** what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
- 2. Interpersonal Communication.** Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to **exchange information** and **express feelings, preferences, and opinions**.
- 3. Presentational Communication.** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to **describe, inform, narrate, explain, or persuade**.
- 4. Relating Cultural Practices and Products to Perspectives.** Learners use the target language to **identify, describe, and explain** the practices and products of the cultures studied as well as the cultural perspectives they suggest.
- 5. Cultural Comparisons.** Learners use the target language to **compare** the products and practices of the cultures studied and their own.

LESSON CAN-DO STATEMENTS AND ACCEPTABLE EVIDENCE

(Add or delete rows as needed.)

Standard #	I can + language function + context (using...)	by...
1, 4	I can identify the main idea and some details in an authentic resource	by answering questions about a news story about the <i>Festival del Cuy</i> .
3	I can describe items of clothing	by describing what my <i>cuy</i> is wearing for a fashion show in a short presentation.

LESSON MATERIALS AND RESOURCES

Authentic Materials	Other Resources
<ul style="list-style-type: none"> • “Junín: Los cuyes más “fashion” se lucen con sus trajes en Huancayo” with EdPuzzle questions: https://edpuzzle.com/media/622a0f38c1754542bbeae8be • ¿Qué ropa llevar” infographic from Despegar.com: https://www.pinterest.com/pin/202169470756001272 	<ul style="list-style-type: none"> • Ropa de Verano vocabulary pictures: https://sonoraele.com/a1a2-las-rebajas-del-verano-vienen-con-pronombres/ • Ropa de Verano vocabulary pictures: http://myonlinespanish.blogspot.com/2013/12/que-frio-que-me-pongo.html

ATTENTION TO DIVERSE LEARNING NEEDS

Instructional Supports and Differentiation Strategies	Modifications and Adaptations for Identified Learners
<ul style="list-style-type: none"> • Students have access to the images and text for the clothing vocabulary: https://sonoraele.com/a1a2-las-rebajas-del-verano-vienen-con-pronombres/ 	<ul style="list-style-type: none"> • <u>Heritage students</u>: extend the items by adding accessories and other clothing items; describe the style of the clothing as well

INSTRUCTIONAL SEQUENCE

(Add or delete rows as needed.)

Teacher Actions	Student Actions
Beginning of Lesson	
<ul style="list-style-type: none"> • [HW: Ask students to read the ¿<i>Qué ropa llevar?</i> infographic to decide and “pack” clothing for a fantasy trip to Perú in March] • Draw students’ attention to the Can-Do Statements. • Show students the “magic box” (small suitcase or drawstring bag) and ask a volunteer to pull an article of clothing from the box. As each item is removed, name the item, and commence a series of statements/questions: <ul style="list-style-type: none"> ○ Statements: “Oh, it’s a t-shirt. Nice! A <u>red t-shirt</u>. Point to the t-shirt.” T gives t-shirt to a S ○ Who question: “Who has the <u>t-shirt</u>?” ○ Yes/no questions: “Does Max have the <u>t-shirt</u>?” ○ Either/or questions: “Does Max have <u>the t-shirt</u> or <u>the shoes</u>?” ○ What question: “What does Max have?” 	<ul style="list-style-type: none"> • [HW: Students “pack their suitcase” with clothing (clipart, magazine photos, drawings) suitable for the trip to Perú] • Students read the Can-Do Statements for this lesson. • Students pull clothing items from the “magic box” and follow the teacher’s questioning for each item. <ul style="list-style-type: none"> ○ Point to the t-shirt. ○ Who question: Student answers with a classmate’s name. ○ Yes/no questions: Student answers with <i>sí</i> or <i>no</i>. ○ Either/or questions: Student answers with “<u>t-shirt</u>” ○ What question: Student answers with “<u>t-shirt</u>”
Middle of Lesson	
<ul style="list-style-type: none"> • Ask students to work in pairs to compare the items they packed in their suitcase [HW], using the ¿<i>Qué tengo en mi maleta?</i> T-chart to document their clothing choices. • Tell students that we will be taking a fantasy trip to Peru (simulate flight with takeoff and landing). Show in-flight movie: “<i>Junín: Los cuyes más “fashion” se lucen con sus trajes en Huancayo</i>” with EdPuzzle questions. • Tell students that they are going to enter a <i>cuy</i> in the contest. Divide the class into small groups of 3-4 students. Give each group a <i>cuy</i> handout, clothing cutouts, and colored pencils or markers. • Ask each group to present their <i>cuy</i> (with each student in the group speaking at least once) and have students vote at the end for their favorite. 	<ul style="list-style-type: none"> • Students take turns sharing the items they have in their suitcase [HW] and making note of the clothing in the T-chart (i.e., <i>Tengo una falda, pero mi amiga no tiene una falda. Ella tiene un abrigo.</i>) • Students watch the “in-flight movie” and answer questions in the EdPuzzle. • Students discuss the clothing, colors and designs that their <i>cuy</i> should wear for the contest. Based on group consensus, they “dress” their <i>cuy</i> with the cutouts. • Students present their <i>cuy</i> to the class by describing each article of clothing (i.e., <i>Nuestro cuy lleva una falda roja con rayas, una camisa azul y un sombrero blanco con una flor.</i>)
End of Lesson	
<ul style="list-style-type: none"> • Revisits the Can-Do Statements. • Ask students to fill out an exit ticket describing the clothing they are wearing today. • HW: Ask students to think about the practice of dressing up pets by comparing the <i>Festival del Cuy</i> to instances in their home culture when animals are dressed in human clothing using a Venn diagram. 	<ul style="list-style-type: none"> • Revisit the Can-Do Statements. • Students fill out an exit ticket by circling icons on a small sheet of paper. • HW: Students fill in a Venn diagram comparing the <i>Festival del Cuy</i> to instances in their home culture when animals are dressed in clothes.