Instructor’s Guide:

Materials:

Text: Realidades 3 Chapter 1 pages…..

Works sheets

Handouts

Equations sheet

Examples-what you do/ what I expect

Non examples-don’t do/ not what I expect

What are non examples of \_\_\_\_\_\_\_\_\_\_\_\_ ask kids

1 example

and 1 non example

can be uses as part of review the wrong way to do and looking for common mistakes

What is an non example of valuable?-a piec of paper on the floor

Labeling maps To what extent ca ni involve The oher themes in my units? Ask the teachers.

Student Guide

Materials

websites

Lesson plan outline

Day 1

**Spanish Core**: Learn about legends and fables of the target culture.

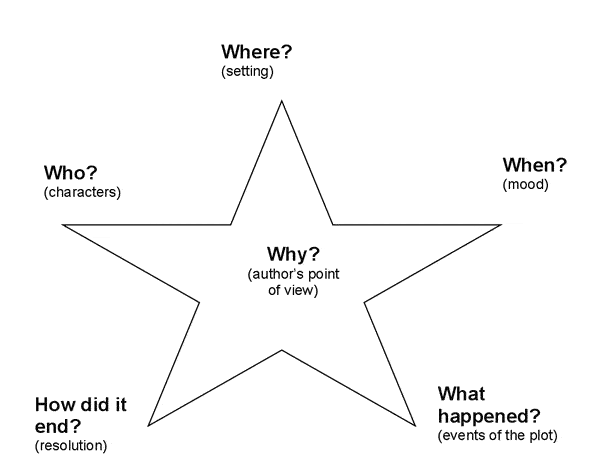
**Math/Science Core**: temperatures. Conversions/distances

Materials(see other documents for CORE as put forth in the previous weebly documents)

Computer/projector/Google earth app installed/Realidades text pages 54-57 with story; calculators, conversion table from the Student Guide; mind maps-text vs story star vs online Prezi

<http://prezi.com/ewhrnui9wuok/la-leyenda-de-popocatepetl-y-iztaccihuatl/?utm_source=website&utm_medium=prezi_landing_related_solr&utm_campaign=prezi_landing_related_author>





1. Attention getter: Show Google earth view of Mexico and go in to the volcanes; Show the surrounding areas and Mexico City?

2. Direction Objectives and take notes

Learn how to use a story star, label the parts and put down the appropriate information as you read the story

3. Recall Popocatepelt and Iztaccihautl an other volcanes or parts

4. Content

Sotry star-take notes on the parts shown and Do First paragraph for kids

5. Application Feedback level 1 50:50 HW1

Help kids to see what they will need for the 2nd and 3rd paragraphs and help them together

6. Application Feedback level 2 70:30 HW2/Qz

Circulate to see that the kids are picking out the pieces that they need. Help them to get the parts and address any problems that you may observe

7. Application Feedback Level 3 90:10 HW3/Tst

Let the students finish reading the last few paragraphs on their own. Circulate to ensure the kids are on task and help with any extreme difficulties.

8. Evaluation

Quick quiz-follow the story star format of who/what/ when/where/what happened and how come?

Video Test review on CD w questions

Test-the final chapter test has basic questions about the story, its characters and the plot. Review with kids before the test(have them us the story star or graphic organizer as part of the review)

9. Closure

We learned about geography and a Mexican legend. We learned how to convert from Feet to meters/ or meters to feet.

10. Enrichment: Find out how Popocatepetl and Iztacciuhatl compare with the peaks found in Utah or in the world in height. Report your findings in written form for extra credit.(use km)

Day 2

Materials:

Text pages 48-49; see maps in text and goals form previous weebly document or PPT) Corkboard app; apple tv( or label on a dry erase board)

Santiago de Compostela

1. Get attention: Video clip on Santiago de Compostela

found at: <http://www.youtube.com/watch?v=J9jqRNMHKrU>

2. direction

Read objectives on p. 48

Learn about a travel/ trade route

Learn about history

Use math to calculate variables and conversions for the metric system

Miles to kilometers

3. recall

What do we know about( read activating prior knowledge p. 48

Galicia.) Spain?

The dominant religion of Spain?

Pilgrims (and what they do?)

What is a story star?

**(Social Studies Core)**What is a trade route? Where is this in the Roman Empire? Why would this be an important site for trade/ religion? How would we get there today? Would you still walk?(many people still do for traditional reasons!!)

4. content

Make a story star or use CORK BOARD (or dry erase an sticky notes) to help the students to get the necessary information from the 1st paragraph.

Who-peregrinos-Jew, Christian, other

When- 17th century

Where-Plymouth, Masachusetts/ Jerusalem/Mecca

Why-religion

What-liberty ( enlightenment/focus)

(Fill out another story star as they read; see Day 1)

Have students read the questions at the end of the story.

5. application feedback 30/70

Have students read the questions at the end of the story.

Make sure they understand the questions BEFORE moving on!

6. application feedback 50/50

Help students to read the text. Help them as noted in Day 1’s lesson plan. They should be more familiar with the format of the story star.

(award candy to kids who answer or know the first couple of points in the story star. Help students realize that the story star can change with each paragraph, sometimes several points of the story star may have to be re-visited.

7. application feedback 90/10

Gradually taper off help to allow them to read independently. Circulate to keep them on task. Then, students should answer the questions at the end of the reading.

8. Evaluation

Grade student responses to the questions. Record the grade and give written feedback. (comprendiste questions on page 49)

9. Closure-Remind students to keep track of their returned papers to review for the final. Before the final, review the documents students have produced for this reading.

10. Enrichment: have students calculate distances from Santiago de Compostela from other parts of Europe. Have them figure out how long it would take to walk the route if a person walks 3km/hour for 8 hours/day. Pick places in Siberia, Jerusalem and Romania, to name a few. Have them look up the average annual temperatures(C and F) for each month along the routes chosen. When would they like to travel those routes? (probably during the summer months)(**Math core, Science core**)

We have learned about a famous religious route and how hostels play a part for money trade and commerce

Day 3

Writing a concluding Paragraph( **Language Arts Core**)

**Spanish Core**:Write about past experiences dealing with childhood(children)

Materials: Condiciones Sociales handout (see student Guide)

Pencil/pen

1. attention

piece of candy and what it represents (the good stuff vs. the wrapper) try unwrapped candy or smashed Twinkie like treat. Do they want is smashed and just there or looking nice and neat? Offer someone a treat. When they come to get it, SMASH IT!! Do they still want it? Why is it not so appealing now?

2. direction

We are learning how to do a concluding paragraph. How we present things is important. Remember the Twinkie. What would they want? How does this apply to writing?

3. recall

CD TIPS and CSD FL assessment rubric

At this level, the following parts apply to their writing. Some students may need help developing paragraphs.

Show the highlighted information for the target writing level to the students.

Vocabulary:

- I use circumlocution as a strategy when I don’t know specific vocabulary.

Text type and Function:

- I use discrete sentences and strings of sentences.

- I occasionally use paragraph structure that is not sustained (logical organization of ideas and string of sentences).

- I ask and answer questions.

- I describe and narrate, and I may provide simple explanations.

- I “create” with the language (show independent thought, and provide some added detail).

- I use a variety of tenses (present tense with good control, and past and future tenses with limited control).

- I participate in conversational and transactional situations (ex: ordering food, buying clothes, getting tickets).

Comprehensibility:

- I can generally be understood by a native speaker. Errors do not impede comprehension..

4. content

Present the reading of Condiciones Sociales(see student guide)

Explain analysis sheet(rubric)

5. application feedback 30/70

Help students to be able to see that the intro paragraph has a nice outline and several supporting points. Have students take notes the parts mentioned(it lists 3)

6. application feedback 50/50

Have students read the next 3 supporting paragraphs and note tenses of verbs, and how well the structure follows the intro paragraph.

7. application feedback 90/10

Point out that the concluding paragraph needs help. Have them look at the intro paragraph to think about why. Tell them how an Oreo is similar to an essay( the top and bottom are about the same)

Let them write the concluding essay. Circulate to help give advice. Give an Oreo to each kid as he completes his pargraph.

8. Evaluation

Give feedback to kids as you circulate and observe. Grade and return written work and give written feedback to them as to how well they did.

9. Closure

Remind students of the CSD/ALA test given at the end of the trimester. Review the assignment with them before taking the test, along WITH the rubric(highlighted above).

10. Enrichment.

Have students point other ways that the sample essay could be improved,(spelling, mistakes, better organization) using the district rubric. Award points or candy as desired/needed.

Day 4

Materials: Pizza Catalana from Student Guide(can be shown on projector)

1. attention

Bring Pizza(right!)OK, maybe just a pic!-Doesn’t this look good? Here are the ingredients. Lets just throw it all together and cook it! What will happen?

2. direction

We have to follow specific steps to be able to do it correctly and nicely.

3. Recall the Twinky. Are all the steps important? Are some more important than others?

4. content

Pizza Catalana

5. application feedback 30/70

What are the steps and what order do they go in?

Help them see the steps.

6. application feedback 50/50

what are other words to indicate order?

Brainstorm your own recipe with a partner-what are the ingredients and steps needed? Is there a fixed order?

7. application feedback 90/10

Write a recipe in Spanish. Use words to show order and steps.

Circulate to help and observe.

8. Evaluation

Did they get the right steps? Did they write synonyms?

Did they show brainstorming? Did they write a readable recipe? Did they use words to indicate order?

Grade students written work and leave feedback.

9. Closure

We have learned how to express order and how to how to put things in order in Spanish. We have also learned to communicate.

10. Enrichment :What are the temperatures need to cook the food(C)??Bring Pizza!

Day 5

Sp. Core-talk about people and their activities

1. attention

Video clip-***Asi habla la gente(REALIDADES 3curriculum dvd)***

We do not need to know every word to be able to communicate meaning!

2. direction

Learn how to talk about things that we may not have the exact vocabulary for.

3. recall

What parts of communication are verbal/nonverbal?

4. content

handout out circumlocution sheet

go over it wit ht he kids and give several examples. And NON EXAMPLES

5. application feedback 30/70

Help students to develop descriptions about things they know based on the categories shown.

6. application feedback 50/50

Play Password or other word describing game.

7. application feedback 90/10

Have students read their descriptions, both written and verbal to each other.

8. Evaluation

write 5 descriptions of at least 3 sentences for each description

Rules quiz-describe something on the quiz in Spanish.

9. Closure

We have learned to be able to talk about things without knowing all of the specific vocabulary an how to add detail and describe. Offer the same help to describe unknown words in Spanish on test day.

10. Enrichment

Reflections (see PPT)

Some kids need more time to process. Try to let them take things home to finish when possible.

Keep assignments on the web site!