

Candidate's name: Gabby Lombardo

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| Grade/Class/Subject: | Spanish | School: | Veritas |
| Date: | February 23, 2023 | Allotted Time: | 9:00-9:30 |
| Topic/Title: | Introduction to Spanish- Conversations | | |

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

Introduce students to the fundamentals of Spanish greetings and fundamentals of basic phrases. Students will have an opportunity to explore a different language.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

| Core /Sub-Core Competencies (check all that apply): | Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson. |
|---|---|
| COMMUNICATION – Communicating ✓ COMMUNICATION – Collaborating ✓ THINKING – Creative Thinking THINKING – Critical Thinking ✓ THINKING – Reflective Thinking ✓ PERSONAL AND SOCIAL – Personal Awareness and Responsibility PERSONAL AND SOCIAL – Positive Personal and Cultural Identity PERSONAL AND SOCIAL – Social Awareness and Responsibility | <ul style="list-style-type: none"> • Students will work collaboratively to answer questions asked. • Students will communicate their understandings completing assigned work, class brainstorms and examples asked in class. • Students will think critically about the material presented and will do their best to answer with pre-existing knowledge. |

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

| FPPL to be included in this lesson (check all that apply): | How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson? |
|--|---|
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of Indigenous knowledge. Learning is embedded in memory, history, and story. ✓ Learning involves patience and time. ✓ Learning requires exploration of one's identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | <ul style="list-style-type: none"> • Create learning opportunities for “interdisciplinary” learning that help students “connect the dots” to understand relationship of various pieces of information and form bigger picture • Provide lots of opportunity for student talk, building of peer relationship, and sharing of learning • Revisit concepts multiple times, scaffolding learning to deepen understanding |

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

Students are expected to participate actively in an introduction to Spanish lesson where they will learn basic conversations. Students will start to build Reciprocal communication with high-frequency words and patterns.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

| Curricular Competencies: <i>What are students expected to do?</i> | Content: <i>What are students expected to learn?</i> |
|---|--|
| <ul style="list-style-type: none">• Make inferences by drawing on personal experiences and prior knowledge, identifying clues, and asking questions.• Express oneself with accuracy and fluency using the strategies studied.• Express and justify a point of view with the help of examples and sources. | <ul style="list-style-type: none">• Structure of injunctive texts: following game instructions• Communication and Socialization |

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

- As an introduction lesson students will be assessed on willingness to participate with the material being presented. Students will have the opportunity for verbal feedback as they will be practicing their oral speaking ability.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- All new information will be given orally and written for students to follow along. All material will be repeated multiple times focusing on students repeating information back to the teacher to create a dialogue. Teacher will also try to associate words with actions to help increase retention of material. Students will also be provided a vocabulary worksheet to use.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Laptop will be required, SmartBoard, student worksheets and pencils.

8. LESSON OUTLINE

| Instructional Steps | Student Does/Teacher Does (<i>learning activities to target learning intentions</i>) | Pacing |
|---|---|---------------|
| OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i> | <ul style="list-style-type: none"> • Start by welcoming class in espanol. • Introduce myself to the class as Señorita Lombardo. | 1-2 minutes |
| BODY: <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <ol style="list-style-type: none"> 1. Reviewing all past words. Teacher will say the word first and then the class will repeat (students can use the vocabulary sheet if necessary) 2. Gradually start to introduce the new vocabulary - new vocabulary sheet will be provided to each student 3. Students will be encouraged to walk around the class to practice their communication after they have learned the new vocabulary 4. Teacher will then have students call out the words in English (Teacher will provide words in Spanish and students will have to translate) 5. Students will be encouraged to get up and attempt a conversation with the new vocabulary 6. Example conversation: Hello, my name is _____. How are you? 7. Teacher will set students up for a “word battle” 2 teams on each side where they will go head to head and answer the question in Spanish using the new vocabulary 8. Vocabulary from both lessons will be included in the battle and students can use their vocabulary sheets if needed. | 20-25 minutes |
| CLOSING: <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g. due dates, next day requirements</i> | <ul style="list-style-type: none"> • Conclude with class saying Goodbye. Challenge students to use a new word they learned today. • Have students file away their vocabulary worksheet • Students will transition for music class | 2 minutes |

Introduction to Español Vocabulary Sheet

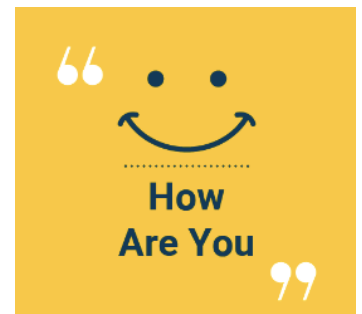
Mucho Gusto _____ Nice to meet you

Por Favor _____ Thank You



De Nada _____ You're Welcome

¿Cómo estás? _____ How are you?



Estoy Bien _____ I am doing Good



Estoy Mal _____ I am doing Bad



Hasta Luego _____ See you Later

Lo Siento _____ I am sorry

