

## SINGLE SUBJECT DAILY LESSON – Jenna Munguia

TITLE OF LESSON <b>Breaking News: Apocalypse</b> <b>En las noticias: Apocalipsis</b>	CURRICULUM AREA & GRADE LEVEL Spanish 2, Grades 9-10 ITU – Third lesson in 2-week unit, “Epidemiology – Zombie Apocalypse”	DATE OF LESSON ITU – Class Session #3
<p>CA CONTENT STANDARD(S) From World Language Content Standards for CA Public Schools K-12 – CA Department of Education (Posted 9/13/10)</p> <p><u>Content:</u></p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <p style="padding-left: 40px;">j. Community issues, current events</p> <p><u>Communication:</u></p> <p>2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.</p> <p><u>Structures:</u></p> <p>3.1 Use of paragraph level discourse (text structure) to produce formal communications.</p>	<p>CA ELD STANDARD(S) From CA Department of Education ELD Standards for Grades 9-10 (Adopted 9/7/12)</p> <p>Part I – Interacting in Meaningful Ways</p> <p>C. Productive</p> <p>9. Presenting (expanding)</p> <p style="padding-left: 40px;">Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.</p> <p>10. Writing (expanding)</p> <p style="padding-left: 40px;">Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	
<p><b>BIG IDEA ADDRESSED/ENDURING UNDERSTANDING:</b></p> <p>Emergencies, crises, rescues, and heroic acts are a part of life that students must be able to talk about in Spanish. This includes description of past situations and settings, description of weather conditions, and an ability to understand cultural perspectives related to disasters/crises. In Spanish, knowledge of preterite and imperfect tense is required to describe events that took place in the past. A zombie apocalypse, as a fictitious event, works well as the subject of a news brief project that will incorporate these grammatical structures.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What can we learn about ourselves by thinking about how we might behave in a time of strife such as an apocalypse?</p> <p>How can we talk about an emergency situation or a crisis in Spanish?</p> <p>How would prepare and deliver a news brief about a zombie pandemic?</p> <p>When is the preterite tense used in Spanish? When is the imperfect tense used? How are both forms conjugated?</p>	
<p><b>OBJECTIVE(S) OR LEARNING GOAL(S) - choose one</b></p> <p>After researching apocalyptic events and reviewing how to use the preterite and imperfect tense, students will be able to write and present a news brief in Spanish about a zombie pandemic.</p> <p style="padding-left: 40px;">Objective type: cognitive, language</p> <p style="padding-left: 40px;">Standards addressed: Content 3.1; Communication 2.6; Structures 3.1 (Content); Interacting in meaningful ways 9 expanding; 10b expanding (ELD)</p>	<p><b>ASSESSMENT(S)</b></p> <p>Formative, Informal: Students will write and present a news brief in Spanish about a zombie pandemic (at least five sentences long, uses preterite and imperfect tense; includes visuals - graded on a rubric).</p>	
<p><b>PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL - possible misconceptions or assumptions</b></p> <p>Writing in “news brief style” in Spanish will likely be a challenge for many students. It will be important for them to take advantage of their time in the computer lab to look up key vocabulary words and familiarize themselves with the structure of typical news briefs in Spanish. The graphic organizer is designed to help them prepare for writing their news brief in Spanish, including gathering vocabulary words and looking at examples of news briefs in Spanish. Another challenge will be applying their knowledge of the preterite and imperfect tenses in their news brief, specifically knowing when to use each tense as they describe a past event. Instructor and peer support will be available throughout the activity.</p>		
<p><b>INSTRUCTIONAL STRATEGIES: What the teacher does</b></p> <p><b>Anticipatory Set (“Into”)</b></p> <p>1. Instructor introduces topic of study by playing a video about zombies in Spanish. Optional: Instructor dresses as a zombie. Instructor explains fictitious scenario of being in the midst of a zombie pandemic and leads a class discussion to brainstorm words in Spanish that describe how the class would be feeling</p>	<p><b>STUDENT ACTIVITIES: What the students do</b></p> <p><b>Anticipatory Set (“Into”)</b></p> <p>1. Students watch video and join class discussion about how they would be feeling/reacting to a zombie pandemic. (15 min)</p>	

<p>and/or reacting to such a situation. (15 min)</p> <p><b>Instruction (“Through”)</b></p> <ol style="list-style-type: none"> <li>Instructor explains instructions for student research that will take place in the computer lab and distributes graphic organizer to guide research. Instructor explains that students will use research to write a news brief. (5 min)</li> <li>Instructor leads students to computer lab and monitors students as they research news in Spanish related to outbreaks, emergencies, and crises as well as terminology that might be used to describe a zombie apocalypse. (25 min)</li> <li>Instructor leads students back to class and reviews the use of the preterite and imperfect tense to describe past events in Spanish. Instructor leads students with guided notes. (10 min)</li> </ol> <p><b>Guided Practice (“Through”)</b></p> <ol style="list-style-type: none"> <li>Instructor provides support for students as they complete a textbook writing activity that requires them to select the appropriate tense (preterite or imperfect) as they fill in blanks in a section of text. (8 min)</li> <li>Instructor corrects activity with students, answering specific questions as well as pointing out key clues in the text that trigger the use of a particular tense. (3 min)</li> <li>Instructor introduces news brief assignment by reviewing instructions and distributing a rubric indicating expectations. <u>Overview:</u> Students will write and present a news brief about a zombie pandemic. The brief must be a minimum of five sentences long and include use of the preterite and imperfect as well as information about where, when, and how the zombie outbreak started, who was affected, and what was done in response. Visuals must be used to accompany the news brief. Each student will write a news brief and then collaborate with a partner to create a final draft that they will present together. (3 min)</li> <li>Instructor floats around the room to support students as they draft their news briefs. (15 min)</li> </ol> <p><b>Independent Practice (“Through”)</b></p> <ol style="list-style-type: none"> <li>Instructor assigns partners and continues to support students as they work in pairs to finalize their news briefs. (10 min)</li> <li>Instructor facilitates presentation of news briefs and grades students based on the rubric as they present to the class. (20 min)</li> </ol> <p><b>Closure (summarize; make meaning of the lesson)</b></p> <ol style="list-style-type: none"> <li>Instructor provides general feedback to the students based on their news brief presentations and summarizes the objectives and practical skills demonstrated by the students through the activity. (2 min)</li> <li>Instructor prompts students to share with a partner what they learned from the activity. (1 min)</li> </ol> <p><b>Transfer (“Beyond”) (opportunities to apply the learning)</b></p> <ol style="list-style-type: none"> <li>Instructor talks about how writing a news brief about a zombie pandemic helps one think about what they might do in such situation. Instructor connects activity to practical application by introducing homework assignment: Write a news brief about an actual emergency that you were involved in. (3 min)</li> </ol>	<p><b>Instruction (“Through”)</b></p> <ol style="list-style-type: none"> <li>Students listen to instructions for computer lab research and receive graphic organizer from instructor. (5 min)</li> <li>Students go to computer lab and research news in Spanish related to outbreaks, emergencies, and crises as well as terminology that might be used to describe a zombie apocalypse. Students fill out graphic organizer with their findings. (25 min)</li> <li>Student return to class and take guided notes as instructor reviews the use of the preterite and imperfect tense to describe past events in Spanish. (10 min)</li> </ol> <p><b>Guided Practice (“Through”)</b></p> <ol style="list-style-type: none"> <li>Students complete textbook writing activity that requires them to select the appropriate tense (preterite or imperfect) as they fill in blanks in a section of text. (8 min)</li> <li>Students correct the activity and take notes on their own paper as the instructor reviews answers. (3 min)</li> <li>Students listen to instructions for news brief assignment (see “Overview” in ‘Instructional Strategies’ column) and receive a copy of the grading rubric. (3 min)</li> <li>Students work individually to draft a news brief about a zombie pandemic, soliciting support from instructor as needed. (15 min)</li> </ol> <p><b>Independent Practice (“Through”)</b></p> <ol style="list-style-type: none"> <li>Students work in pairs to finalize their news briefs and select or create visuals, soliciting support from instructor as needed. Students practice presenting their news brief orally. (10 min)</li> <li>Students present their news briefs and visuals to the class, acting as an audience the rest of the time. (20 min)</li> </ol> <p><b>Closure (summarize; make meaning of the lesson)</b></p> <ol style="list-style-type: none"> <li>Students listen to general instructor feedback on their news brief presentations. (2 min)</li> <li>Students share what they learned from the activity with a partner. (1 min)</li> </ol> <p><b>Transfer (“Beyond”) (opportunities to apply the learning)</b></p> <ol style="list-style-type: none"> <li>Students listen as instructor makes a connection between activity and upcoming homework assignment. (3 min)</li> </ol>
<p><b>INFO ABOUT ENGLISH LANGUAGE LEARNERS</b></p> <p>All EL students in the class have been redesignated. However, most</p>	<p><b>INFO ABOUT STUDENTS W/ SPECIAL NEEDS</b></p> <ul style="list-style-type: none"> <li>Isabel T. (12) - RSP (Resource Specialist Program)</li> </ul>

of these students still need support with subject specific vocabulary in English.

- Eric C. (9) - Redesignated (2007, 3rd grade), CELDT 4, entered VUSD in 2nd grade, home language Spanish
- Oscar L. (9) - Redesignated in 2009 (5th grade), CELDT 4, home language Spanish
- Victor S. (12) - Redesignated in 2005 (4th grade), CELDT 3, home language Spanish, also SpEd
- Ashley T. (9) - Redesignated in 2009 (5th grade), CELDT 5, home language Vietnamese
- Deanna V. (10) - Redesignated in 2012 (9th grade), CELDT 4, home language Spanish
- Mikaela V. (9) - Redesignated in 2008 (5th grade), CELDT 5, home language Filipino (Tagalog)

- Readiness – familiar with Spanish pronunciation but new to grammar rules, has been struggling on early quizzes and tests
- Learning Profile – auditory learner, mature demeanor, one of oldest students in the class, does not hesitate to ask questions to clarify understanding
- Interests – unknown
- Alisha J. (11) - RSP/Speech
  - Readiness – one of the weaker students in the class, struggles with pronunciation of words of Spanish, works hard and stays on task
  - Learning Profile – auditory and kinesthetic learning preferences, likes to work in groups, outgoing and social
  - Interests – fashion, basketball, dance, hanging out with friends
- Isaac R. (9) – RSP
  - Readiness – typically performs just below class average
  - Learning Profile – auditory and visual learner, puts forth good effort in class
  - Interests – music, always wears ear buds during class
- Victor S. (12) - Special Day Class
  - Readiness – has taken Spanish 1 before, knows basic grammar and performs well on quizzes and tests; challenges include speaking and social skills
  - Learning Profile – prefers to work independently, visual learner
  - Interests – unknown

**DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS**

*choose area(s) as necessary based on information above*

- This lesson supports **readiness levels** for English Learners that need help developing language by providing opportunities to listen, read, write and speak. SDAIE strategies are incorporated throughout the lesson to make content comprehensible. Research and complexity of news brief adjusted based on student readiness levels.
- In terms of **learning profile**, the students are provided with a variety of ways to experience the content of the lesson. The students can also choose to take a more active or passive role in the lesson, depending on their preference and comfort level.
- In terms of the students' **interests**, students are able to self-direct their research in the computer lab and be creative as they write their news briefs.

This lesson would support language development through:

- **Content** (*what material—including key vocabulary—is learned*) – partially complete graphic organizer to guide computer lab research; guided notes for grammar review
- **Process** (*how the material is learned*) – partially complete graphic organizer supports preparation for news brief activity
- **Product** (*how the learning is demonstrated*) – students present their briefs in pairs, assigned by the teacher to facilitate appropriate support

**DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS**

*choose area(s) as necessary based on information above*

- This lesson supports the **readiness levels** of these students because guidance from the instructor is built into the first part of the lesson and peer support is available as students finalize their news briefs. Research and language structures used in news brief can be individualized for appropriate level of difficulty.
- In terms of **learning profile**, the students are provided with multiple opportunities to understand the material. Students can learn from the class discussions, individual research in the computer lab, collaborating with their peers, listening to their peers present, and watching a video.
- In terms of the students' **interests**, students are able to self-direct their research in the computer lab and be creative as they write their news briefs.

This lesson would support students with special needs through:

- **Content** (*what material—including key vocabulary—is learned*) – partially complete graphic organizer to guide computer lab research; guided notes for grammar review
- **Process** (*how the material is learned*) – Extra preparation by previewing the activity; additional Instructor support; partially complete graphic organizer supports preparation for news brief activity
- **Product** (*how the learning is demonstrated*) – Instructor can provide students with alternate guides/visual organizers to use as they write their news briefs; option to work independently on news brief and present to instructor only

<p>RESOURCES: <i>Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organize</i></p> <ol style="list-style-type: none"> <li>1. Video in Spanish about zombies or outbreak (YouTube or other)</li> <li>2. Graphic organizer handout</li> <li>3. Writing activity (textbook or worksheet)</li> <li>4. Rubric handout</li> <li>5. Markers, paper; magazines, scissors, glue (to create visuals)</li> </ol>	<p>REFLECTION: <i>Questions to consider after the lesson</i></p> <p>N/A - Lesson has not been taught yet.</p>
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**Resources:**

Rubric for assessing news brief project:

**En las noticias – Apocalipsis**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

RUBRIC	Score 1	Score 3	Score 5
<b>Your evidence of planning</b>	You provide no written draft or sketch. Incomplete graphic organizer.	Your draft was well written and layout created, but not corrected. Graphic organizer is partially complete, but you could have included more details.	You show evidence of corrected draft and layout. Graphic organizer is complete with plenty of details.
<b>Your use of illustrations</b>	You include no photos or visuals.	You include very few photos or visuals.	You include several photos or visuals.
<b>Your presentation</b>	You include little of the required information. Incorrect or little use of preterite and imperfect tense.	You give two to four sentences about the event but some of the required information is missing. You include verbs in the present and imperfect tense, with minimal errors.	You give five or more sentences about the event, including information about where, when, and how the zombie outbreak started, who was affected, and what was done in response. You use the preterite and imperfect tense correctly throughout the presentation.

Example of preterite/imperfect writing activity:

**Actividad 18 Leer/Escribir**

### El terremoto en Popayán

Completa la descripción de lo que ocurrió en 1983 en Popayán, Colombia, usando las formas apropiadas del pretérito o del imperfecto.

1. *(Ser)* un día de primavera muy bonito en Popayán. 2. *(Haber)* muchísimas personas en la ciudad porque 3. *(ser)* Semana Santa.<sup>1</sup> Todos 4. *(estar)* muy alegres. De repente, 5. *(haber)* un terremoto de una magnitud de 5.5 en la Escala Richter que 6. *(sacudir)*<sup>2</sup> la ciudad entera.<sup>3</sup> El terremoto 7. *(destruir)* el centro histórico de Popayán, donde 8. *(haber)* muchos edificios, iglesias y casas de arquitectura colonial. Muchas personas 9. *(tratar de)* salir del centro pero no 10. *(escaparse)*. Después 11. *(haber)* tres incendios a causa del terremoto y una gran parte de la ciudad 12. *(quemarse)*. Finalmente, los oficiales de la ciudad 13. *(tener)* que ordenar la evacuación de muchas familias. Por lo menos 120 personas se murieron en el desastre y 14. *(haber)* más de 1,000 personas heridas.

<sup>1</sup> Holy Week, the week between Palm Sunday and Easter    <sup>2</sup> to shake    <sup>3</sup> whole



**DAÑOS EN COLOMBIA:  
TERREMOTO GRADO 7 EN POPAYÁN**

Una iglesia destruida por el terremoto en Popayán, Colombia

