

**SINGLE SUBJECT DAILY LESSON DESIGN FORMAT-Preston R. Hill**

<p><b>TITLE OF LESSON</b> Spanish Vocabulary: Medicine, Illnesses, and Outbreaks</p>	<p><b>CURRICULUM AREA &amp; GRADE LEVEL</b> Spanish I-Grades 9-10 Days 3-4 Class Session 2-Block Day-120 minutes Textbook - <u>¡Realidades!</u></p>	<p><b>DATE OF LESSON</b> ITU – Class Session 2</p>
<p><b>CA CONTENT STANDARD(S) ADDRESSED</b> Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: n. Parts of the body, illness</p>	<p><b>CA ELD STANDARD(S) ADDRESSED</b> Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts, Part I: Interacting in Meaningful Ways Emerging 1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.</p>	
<p><b>BIG IDEA ADDRESSED (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)</b> Producing medical vocabulary is essential and important for communicating and learning Spanish.</p>	<p><b>ESSENTIAL QUESTIONS ADDRESSED</b> Why is medical vocabulary important? What are the benefits of learning another language?</p>	
<p><b>OBJECTIVE(S) OR LEARNING GOAL(S)—choose type(s) as appropriate</b> Students will be able to arrange and construct Spanish vocabulary related to medicine, illnesses, and outbreaks through reading, writing, listening, and answering related questions to a series of activities while collaborating with their Spanish partner.</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Kinesthetic</li> <li>• Psychomotor</li> <li>• Visual</li> <li>• Language Development</li> </ul>	<p><b>ASSESSMENT(S)—choose type(s) as appropriate</b> Formative (progress-monitoring): Students will complete three different textbook activities on medical vocabulary in Spanish. Students will take notes on a video from the textbook in Spanish. Summative (evaluative): Students will collaborate with a partner to complete a zombie crossword puzzle.</p>	
<p><b>PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL</b> <i>(possible misconceptions or assumptions)</i> I predict students will struggle in certain areas such as pronunciation of new Spanish Medical vocabulary and participation with some students may be an issue because most of them are non-native speakers and lack the confidence. I also think students will struggle with the spelling and grammar of the new Spanish material.</p>		

**INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed***

**STUDENT ACTIVITIES: *What the students do***

STEPS (Fill in each box with specific information)	LEARNING STYLE(S) ADDRESSED	REASONS/RATIONALES
<p>Anticipatory Set (“Into”)</p> <ol style="list-style-type: none"> <li>1. I begin with a story of waking up in a hotel in Mexico as a zombie and need special type of vaccine to cure me. I need to go to a pharmacy or a hospital and communicate in Spanish my disease and that I need the appropriate medication. (3 min.)</li> <li>2. After the fictional story about the unfortunate situation of becoming a zombie in a Spanish speaking country, Teacher sets the objective for the day by explaining to the class that we will continue to learn new Spanish medical vocabulary through a series of writing, listening, and oral activities. After completing the classroom work activities from the book, students will complete a Spanish crossword puzzle and turn in the assignment by the end of the class. (2 min.)</li> </ol>	<p>Auditory Linguistic, Visual</p>	<ol style="list-style-type: none"> <li>1. Creating a fictional story about Zombies helps engage the students and encourages them to learn the new Spanish medical vocabulary because Zombies is a topic that excites them.</li> <li>2. It is important to set the objective for the day so the students understand what is expected of them for the day.</li> </ol>
<p>Instruction (“Through”)</p> <ol style="list-style-type: none"> <li>1. Teacher explains the directions of the three Spanish vocabulary writing</li> </ol>	<p>Auditory Linguistic Kinesthetic Visual</p>	<ol style="list-style-type: none"> <li>1. Increased probability that students begin</li> </ol>

STEPS (Fill in each box with specific information)	LEARNING STYLE(S) ADDRESSED	REASONS/RATIONALES
<p>Anticipatory Set (“Into”)</p> <ol style="list-style-type: none"> <li>1. Students listen to my fictional experience of a transformation into a Zombie and needing a vaccine to cure me. (3 min.)</li> <li>2. Students listen to the teacher explain the objective for the day that is written on the whiteboard. (2 min.)</li> </ol>	<p>Auditory Linguistic Visual</p>	<ol style="list-style-type: none"> <li>1. Students don't feel pressured and are very observant.</li> <li>2. It is important to set the objective for the day so the students understand their expectations for the day.</li> </ol>
<p>Instruction (“Through”)</p> <ol style="list-style-type: none"> <li>1. Students listen to the instructions by the teacher to the three different</li> </ol>	<p>Auditory Linguistic, Kinesthetic Visual,</p>	<ol style="list-style-type: none"> <li>1. Students don't feel pressured and are very</li> </ol>

<p>assignments from the textbook and demonstrates how to do the first question of each activity with the class. (5 min.)</p> <p>2. Teacher explains the directions of the listening activity. Teacher explains to the students that they are to take Spanish notes on a video provided by the textbook on the chapter's key vocabulary and phrases during a visit to the doctor's office. The students are to write these notes on the same page they used during their 3 classroom writing activities. The teacher will play the video twice for the students. (5 min.)</p> <p>3. Teacher explains the directions of the Spanish vocabulary zombie crossword puzzle and advises that they can't use their text book while they collaborate with their Spanish partners during the completion of the assignment. (5 min.)</p>	<p>Language Development</p>	<p>focusing on the learning at the same time as the teacher</p>	<p>writing activities in the Spanish textbook. The students follow along with the teacher as she models them on the whiteboard. (5 min.)</p> <p>2. Students listen to the teacher explain the detailed instructions before he plays the video provided by the textbook on a visit to a doctor's office. (5 min.)</p> <p>3. Students listen to the directions and rules of the collaborative Spanish medical vocabulary crossword puzzle that has a zombie design theme to it. (5 Min.)</p>	<p>Language Development</p>	<p>observant</p>
<p>Guided Practice ("Through")</p> <p>1. After finishing the three different written activities, I</p>	<p>Auditory Linguistic Kinesthetic</p>	<p>1. Increased probability that students</p>	<p>Guided Practice ("Through")</p> <p>1. Students write down the first</p>	<p>Auditory Linguistic Kinesthetic</p>	<p>1. Students need to be organized</p>

<p>choose approximately 30 different students to write their answers in complete sentences on the white board. I review all of the questions and answers orally in Spanish with the students together on the whiteboard in front of the classroom. (20 min.)</p> <p>2. After the students view the video provided by the textbook, the teacher reviews all of the key Spanish vocabulary and phrases with the students on the whiteboard. (5 min.)</p> <p>3. After students do their best to complete the Spanish vocabulary zombie crossword puzzle, teacher provides the answers on the document camera and reviews them with the students. (15 min.)</p>	<p>Visual Psychomotor or Language Development</p>	<p>begin focusing on the learning at the same time as the teacher.</p> <p>2. Students are able to learn any Spanish vocabulary they may have missed after a thorough review by the teacher.</p>	<p>answer to each of the three different writing activities in the Spanish textbook as the teacher models it in the correct format with perfect spelling, accent marks, and proper grammar on the whiteboard in front of the class. (20 min.)</p> <p>2. Students write down any key Spanish vocabulary and phrases that they did not include while they watched the video. (5 min.)</p> <p>3. Students review their answers to the Spanish vocabulary crossword puzzle after the teacher displays the answers through the document camera and correct any mistakes they may have made. (15 min.)</p>	<p>Visual Psychomotor or Language Development</p>	<p>in order to begin their classroom work. It is nice to have students get out of their seats and display their work on the whiteboard for the teacher to review.</p>
<p>Independent Practice ("Through")</p> <p>1. Teacher walks</p>	<p>Auditory Linguistic</p>	<p>1. Increased probability</p>	<p>Independent Practice ("Through")</p> <p>1. Each Student completes all of</p>	<p>Auditory Linguistic Kinesthetic</p>	<p>1. Students collaborate with their Spanish</p>

<p>around the room and monitors the students while they complete the 3 different writing activities to reinforce their learning of the vocabulary in Spanish. (30 min.)</p> <p>2. Teacher makes sure the students are staying on task and taking notes on the key Spanish vocabulary and phrases from the video provided by the textbook of a visit to the doctor's office. (20 min.)</p> <p>3. Teacher walks around the room and monitors the students while they collaborate and complete the Spanish vocabulary crossword puzzle. (10 min.)</p>	<p>Kinesthetic Visual Psychomot or Language Developme nt</p>	<p>that students begin focusing on the learning at the same time as the teacher.</p>	<p>the 3 different writing activities for practice on their Spanish vocabulary and grammar skills.</p> <p>2. Each student will take notes on the key Spanish vocabulary and phrases from the video provided by the textbook on a visit to the doctor's office. The students will take notes on the same paper they used for their 3 different writing activities in the textbook. (20 min.)</p> <p>3. Each student will collaborate with their Spanish partner and complete the Spanish vocabulary crossword puzzle. Each student is responsible for their work and will turn it in at the end of the period. (10 min.)</p>	<p>Visual Psychomot or Language Developme nt</p>	<p>partner to increase their academic social needs.</p> <p>2. Students are able to increase their language development by focusing on key Spanish medical vocabulary and phrases.</p> <p>3. This is a fun activity for the students and gives them the opportunity to interact with other classmates and learn Spanish.</p>
<p><i>Closure (summarize; make meaning of the lesson)</i></p> <p>1. Teacher reviews some of the main ideas from the new Spanish vocabulary words. Teacher collects the classroom work and the Spanish zombie crossword puzzle from the students. (3 min.)</p>	<p>Auditory Linguistic Language Developme nt</p>	<p>1. Increased probability that students begin focusing on the learning at the same time as the teacher.</p>	<p><i>Closure (summarize; make meaning of the lesson)</i></p> <p>1. Students listen to some of the key ideas and vocabulary words the teacher addresses while summarizing the Spanish reading. (3 min.)</p>	<p>Auditory Linguistic Language Developme nt</p>	<p>1. Increase the success of student engagement.</p>

<p>Transfer (“Beyond”) (<i>opportunities to apply the learning</i>)</p> <ol style="list-style-type: none"> <li>1. Teacher reminds the students that there is a lot of quality information from the medical vocabulary that they may implement when their Spanish partner conversations and compositions begin in another week. (2 minutes)</li> </ol>	<p>Auditory Linguistic Language Development</p>	<ol style="list-style-type: none"> <li>1. Increased probability that students begin focusing on the learning at the same time as the teacher.</li> </ol>	<p>Transfer (“Beyond”) (opportunities to apply the learning)</p> <ol style="list-style-type: none"> <li>1. Students think about possible ideas to use for their future Spanish partner conversations and compositions that they are graded in toward the end of each unit. (2 minutes)</li> </ol>	<p>Auditory Linguistic Language Development</p>	<ol style="list-style-type: none"> <li>1. Increase the success of student engagement.</li> </ol>
<p>INFO ABOUT ENGLISH LANGUAGE LEARNERS:</p> <p><b>Name:</b> Juan  <b>Level:</b> 9<sup>th</sup> grade student  <b>Student Information:</b> Juan was born in Atlanta, Georgia on 09/04/1998. His mom is from San Luis in Sonora, Mexico and his Dad is from Guerrero, Mexico. Juan is the second oldest out of five children. He has an older brother, a younger sister, and two younger brothers.  <b>Identity:</b> Juan speaks Spanish as his first language and is Mexican American. His family is lower class. He has about 4-5 friends at his school and speaks mostly Spanish with them. He speaks English to his older brothers but speaks Spanish with his parents and two younger brothers.  <b>Developmental Needs</b>  <b>Readiness:</b> Juan speaks his native language very well but struggles with reading and writing in Spanish.  <b>Learning Profile:</b>  <b>Interests:</b> Juan loves soccer and has been playing it since he was a one year old. His favorite subject in school is photography. He believes it brings out the creativity in him and likes to walk around outside of class and photograph plant life.</p>			<p>INFO ABOUT STUDENTS W/ SPECIAL NEEDS</p> <p><b>Name:</b> Allison  <b>Level:</b> 9th grade student with ADHD  <b>Identity:</b> Allison speaks English as her first language and is Caucasian. Middle class.  <b>Developmental Needs</b>  <b>Readiness:</b> ADHD negatively impacts her ability to be successful in the classroom due to poor working memory, slow processing, and poor executive functioning. Her ability to sustain attention is a challenge. Allison’s auditory comprehension is significantly weak which impacts her ability to comprehend lectures and oral information without the use of visual supports. With ADHD Allie may appear “lazy, unmotivated or not interested” however she may become mentally confused with oral directions and checks for understanding will be helpful.  <b>Learning Profile:</b> Alison is a visual learner and prefers to work with a partner. She likes writing activities because she needs to be able to see the information. Alison is creative, energetic, and works well with others. She asks questions and participates in group activities. Alison is polite, homework is neat, follows directions, very focused and driven. Alison completes work and does a good job on it. She is very positive and resilient.  <b>Interests:</b> Her favorite subject is leadership and has 2 sisters. She is part of the water polo team at the high school. She has had 4 knee surgeries on her knee and is preparing for another one.</p>		
<p>DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS</p> <p><b>Readiness Level:</b> This lesson supports the readiness lever for English learners the need help developing language by providing opportunities to listen, read, write, and speak. SDAIE strategies are incorporated throughout the lesson to make content comprehensible.  <b>Learning Profile:</b> The students are provided with a variety of ways to experience the content of the lesson. The students are also allowed to collaborate on activities during the lesson.  <b>Interests:</b></p>			<p>DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS</p> <p><b>Readiness Level:</b> This lesson supports the readiness level of the student because guidance from the instructor is built into 3 different classroom-writing activities and a video presented by the textbook on a visit to a doctors office using many key Spanish vocabulary and phrases.  <b>Learning Profile:</b> The special needs student is provided with multiple opportunities to learn the material. She prefers to see the activities in written form and the lesson provides 3 different writing activities along with crossword puzzle to help her with the acquisition of the Spanish medical vocabulary. She is also a visual learner and the lesson provides her a movie that describes a visit to</p>		

a doctor's office identifying many key Spanish vocabularies and phrases.

**Interests:**

**RESOURCES**

White Board, Dry erase markers, Document Camera, Computer and CD provided by the textbook, Speakers, Spanish crossword puzzle

**REFLECTION**

I have not taught this lesson yet but I am looking forward to it.