

¡Venga vea España conmigo!

7th grade Integrated Unit for
Spanish/English/Special Education



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Teaching Reading in the Content Areas
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Introduction to Unit

This unit is an integrated unit plan for seventh grade students. The unit reviews basic Spanish vocabulary, teaches skills necessary for researching and reporting, and utilizes students' creative energy. The students will produce a short research paper explaining what they discovered about Spain and Spanish culture as well as produce the Model Village.

The culminating work is that of the Model Village. This is an opportunity for students to construct "stores" based on the research they've done. They'll need to use their vocabulary to communicate with fellow students about services and purchases. Students will also need to explain to us why their store/hotel/restaurant looks the way it does.

For this unit, we picked Spain to be the country the village is modeled after. Most students think of Mexico or South American countries when they think of the Spanish language. We wanted to take this opportunity to broaden their horizons and have them investigate new territories.

The students will be working on the research and writing portion during their English class and reviewing basic vocabulary that they've learned throughout the year during their Spanish class. The Model Village will not replace a final exam, but it will help them prepare for the final and give us, the teachers, another way to assess them. The Model Village gives them a creative way to display everything they've learned throughout the year.

I hope that students enjoy the time spent working on the Model Village project and that it serves as adequate review for their final exam. The paper aspect of the project is hidden behind the fun, creative aspect of constructing their Model Village "stores" and businesses.

Calendar for Unit

<p>Monday</p> <p>Lesson 1: Introduction to Unit</p> <p>Homework:</p>	<p>Tuesday</p> <p>Lesson 2: Research</p> <p>Homework: continue to research and cite your sources</p>	<p>Wednesday</p> <p>Research day in Library</p> <p>Homework: continue to research and cite your sources</p>	<p>Thursday</p> <p>Lesson 3: Food and Restaurant Vocabulary</p> <p>Homework: Use flashcards from memory game to continue practicing</p>	<p>Friday</p> <p>Lesson 4: Outline</p> <p>Homework: finish outline by Tuesday</p>
<p>Monday</p> <p>Lesson 5: Transportation Vocabulary Review</p> <p>Homework:</p>	<p>Tuesday</p> <p>Lesson 6: Rough Draft</p> <p>Homework:</p>	<p>Wednesday</p> <p>Rough draft work day in Library or class with laptops</p> <p>Homework:</p>	<p>Thursday</p> <p>Lesson 7: Hotel Vocabulary Review</p> <p>Homework: Review hotel scenario</p>	<p>Friday</p> <p>Lesson 8: Peer Editing</p> <p>Homework:</p>
<p>Monday</p> <p>Lesson 9: Store Vocabulary Review</p> <p>Homework:</p>	<p>Tuesday</p> <p>Work day for Model Village</p> <p>Homework: remember to bring any extra materials from home</p>	<p>Wednesday</p> <p>Work day for Model Village</p> <p>Homework:</p>	<p>Thursday</p> <p>Lesson 10: Model Village Day!</p>	<p>Friday</p> <p>Model Village Day!</p>



Let's go to Spain: introduction to final project

Your name: Caitlin McCarthy **Date:** Fall 2008 **Subject:** English/Spanish/SPED

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Introduction to Model Village unit/stereotypes about Spanish and Spain

Objectives: The students will be able:

1. Identify countries that speak Spanish
2. Recall prior knowledge they know about Spain
3. Define what a stereotype is
4. Recognize stereotypes and false information
- 5.

Materials: handout of project guidelines [with parent signature line], facts in envelopes, maps, and list of student groups.

Preparation: create handout, find map, make copies of map, research Spain facts, create envelopes with facts in them, make copies of handout, and divide groups

Technology Used: none

Classroom Setting: normal classroom setting—students may move their desks or chairs to work in groups.

Key Behavioral Reminders: It is important that you are discussing what we are working on as a class, not chatting about other things. It is important that you understand this as we move forward to the end of the semester.

Anticipated Problems: Students may spend time talking with one another and not talking about what they are supposed to be talking about. It is important that I use proximity control to ensure all groups are focused and discussing the topic at hand.

State Standards:

1.B.3c Continuously check and clarify for understanding (e.g., *in addition to previous skills*, draw comparisons to other readings).

1.B.3d Read age-appropriate material with fluency and accuracy.

1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.

4.A.3c Restate and carry out multistep oral instructions

30.B.1a Use target language vocabulary to identify common professions and occupations.

29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).

Instructional Plan

Anticipatory Set: Ask the students if anyone knows what a stereotype is [take several student responses]. Explain that a stereotype is something that is frequently associated with a group of people that may not apply to the group as a whole. It could apply to a region, a city, a school—almost anything can have a set of stereotypes. Ask the students if they think that a language could have a stereotype. Then ask them what sorts of things they associate with the Spanish language. Tell the students that today they will gain a better understanding of what is actually associated with the Spanish language rather than their own assumptions.

Sequence of Learning Activities:

1. Have students break into four groups
2. Give each group a map of the world
3. Tell the students to mark the countries where they think Spanish is spoken
4. When most groups are finished, go over the answers
5. Explain that sometimes we stereotype Spanish as a language that is only spoken in South and Central America
6. Explain that for our final unit we will be focusing on Spain—a sometimes forgotten Spanish speaking country
7. Next, pass out an envelope with different facts in it
8. Explain that some of the facts are true about Spain and some are false
9. Give the students about ten minutes to decide which facts are true and which ones are false
10. When they are done, go over which ones are true and false—hopefully de-bunking some myths about Spain along the way.
11. Pass out the handout with information about the final project.
12. Go over the handout out as a class and address any questions that the students may have
13. Read the groups that the students will be in
14. Have the students draw what topic they will be focusing on for their research
15. Remind the students that they need to have their parents sign the bottom of the form and turn it in next class for a grade.
- 16.

Typical Discussion Questions:

1. What were some things that surprised you?
2. What was something new you learned about Spain today?
3. Are you looking forward to our culminating project?
4. Do you have any more questions about the final project? Anything I can clarify?

Closure: I hope that today helped you understand more about Spain and some myths about it. I hope that you are looking forward to our activity coming up and will have fun with it. I also hope that you remember what stereotypes are and look out for them as they can often be hurtful to others. Remember to bring your signed slip back tomorrow for a grade!

Assignment: They need to have their parents sign the assignment sheet and return it that next class

Modifications: When creating the groups I need to make sure that there is an even distribution of SPED kids and regular education kids. Also, I need to be careful in planning who is with who, etcetera. It may not take as long as anticipated and I should have a backup plan in place if we have extra time.

Rationale: This project will not only help them prepare for their final exams, but it will also help them learn more about Spain. Many curriculums overlook Spain as a Spanish speaking country and it is important that we address it. Also, the hands-on aspects of today's lesson as well as the project will help all students get involved and get excited about it.

Extension Activity: students can begin planning their project out in their groups. They could brainstorm ways they'd like to set up their village shop, etc.

Model Village Project!

To begin reviewing for our final exam, we are embarking on a fun journey as a class. As a group, you will be researching a specific aspect of Spain—this could be what kind of food they serve in a restaurant, how they get around, what kind of lodging you could have, etcetera. From your research, you will be writing a brief research paper. Although you will research together, you will write your paper individually.

Along with writing your paper, you will also be reviewing the vocabulary associated with that aspect of culture in your Spanish class. When we come to the end of our research, you will each begin to construct a model of what a hotel, store, or market in Spain may look like. We encourage your creativity here! On the last two days before finals, we will set up our Model Village in the gym. Here you will be able to use your Spanish to interact with your classmates and purchase items from other places in the village.

Research Component:

- Research – 15 points
- Outline – 20 points
- Rough Draft – 25 points
- Peer Editing - 15 points
- Final Paper – 50 points

Village Component:

- Signed handout – 5 points
- Model Village setting – 50 points
- Creativity – 20 points
- Verbal interactions with classmates – 15 points
- Verbal interactions with teachers – 15 points

Total Points: 230 points

Date Due: Village days begin the Thursday

I have read the information above and understand what my child, _____, should be working on these next few weeks.

Parent Signature _____ Date _____

Research: where to find it and what to do with it

Your name: Caitlin McCarthy **Date:** Fall 2008 **Subject:** English

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Finding reliable sources

Objectives: **The students will be able:**

1. Defend what makes their source(s) valid and reliable
2. Distinguish a valid source from an invalid source
3. Produce a list of reliable sources on their research topic
4. Dissect sources for pertinent information
5. Criticize different sources

Materials: handout on reliable sources, handout on Works Cited, Power Point, examples of reliable and unreliable sources, and computer lab/library/laptop cart.

Preparation: handout on reliable sources, handout on Works Cited, create Power Point, find examples of reliable and unreliable sources, and reserve computer lab or laptop cart.

Technology Used: Power Point and computers

Classroom Setting: We will be in the class for the first half--turn chairs to work in pairs, then move to computer lab

Key Behavioral Reminders: What we cover today will play an important role in preparing your final project (and for the rest of your lives). Be sure that you are staying on-task today--I hope to not see any game-playing or Facebook-checking.

Anticipated Problems: Students may not work with their partners well, students may play on the computers rather than participating, the Power Point may not work correctly, and/or students may not understand why finding reliable resources is important. I need to continually remind the students why we are doing this and how vital it is in order to avoid these problems.

State Standards:

- 5.A.3a Identify appropriate resources to solve problems or answer questions through research.
- 5.B.3a Choose and analyze information sources for individual, academic and functional purposes.
- 5.B.3b Identify, evaluate and cite primary sources.
- 4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.
- 1.B.3d Read age-appropriate material with fluency and accuracy.
- 1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.

Instructional Plan

Anticipatory Set: Ask the students if they know how Wikipedia works? If none of the students know, inform them that anyone is able to add to an entry or make one up of their own. Now, ask the students how they feel about that. Would they trust something from the web site? What about the internet as a whole? Can't anyone post anything on the internet? Explain to the students that today they'll be learning about reliable and unreliable resources and how to properly criticize and analyze them. Use an analogy to explain that, like building a house, if their research projects don't have a firm foundation, the rest of the project will reflect that. Expand on the analogy if desired (comparing sound paragraphs to stud beams and truthful sentences to level floors etcetera).

Sequence of Learning Activities:

1. Go over the Power Point with examples of reliable and unreliable sources
2. Be sure to point out what makes it reliable or unreliable [things such as the web address, when it was last updated, if there is an author or sponsoring organization, etc.]
3. Also, be sure to explain that not all parts of a source may be valuable to their research--explain how to pick out what is most important and pertinent to their topics
4. Have the students pair up
5. Pass an example of a possible source to each pair
6. Remind students that a good way to check and see if their source is reliable is to see if they can find all of the information needed for their works cited
7. Give the students a few moments to discuss what would make it a reliable or unreliable course
8. Have each pair stand up and present the argument (reliable or unreliable) to the class
9. When all the students have had a chance to present, tell them to gather their things to head to the computer lab
10. When in the computer lab, explain that this is their time to get a jumpstart on researching for their project
11. Pass out the handout with the checklist as well as the list of helpful web sites and information on Works Cited
12. Remind students to be working on their Works Cited while they collect research and information
13. Students have the rest of the class period to work on finding reliable sources to use for their projects

Typical Discussion Questions:

1. Why do you think it was important for us to go over this?
2. What would result if you used unreliable sources?
3. What things do you look for to know a source is reliable?
4. How will this be helpful for your Model Village project?
5. Do you think you will have to use what we learned today again? In another class?

Closure: I hope you all have a more critical eye for looking at information. I also hope that you understand how vital it is that your research is reliable and valid. Remember, starting off with the right research will make writing your paper easier. Don't forget to use the checklist handout while working on your assignment!

Assignment: Continue research so that they are prepared to begin outlining their papers.

Modifications: Be sure to pair up SPED students with other students. Give each group a good balance to ensure success on this project. Also, be sure all students understand what the goal of the assignment is. We may need to go over it individually with struggling students.

Rationale: Students need to have a strong foundation for writing their papers. If their sources are unreliable or invalid, the arguments presented in their papers will reflect their poor research. Also, this process will help students conduct thoughtful research throughout the rest of their educational lives. The quality of their research will also improve the outcome of their model village project.

Extension Activity: Students can remain in the computer lab working on their assignment until the end of the period. From there, we will continue to draft our papers--where their research will play a vital role.

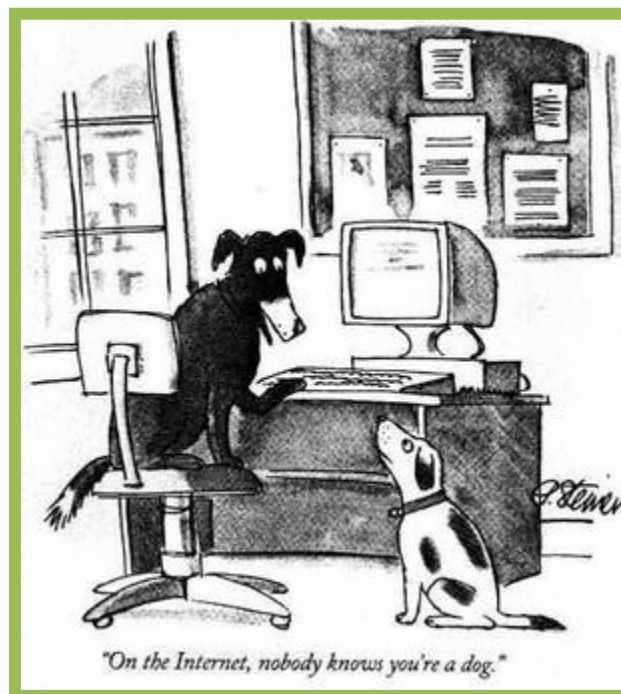


Reliable Sources

Questions you should ask yourself when evaluating websites:

1. Is this someone's personal page?
Personal pages are not necessarily "bad," but you need to investigate the author carefully. This means that the only person deciding if the information is true or valid is the person who created the page. Most likely a biased opinion.
2. What type of domain does it have?
The domain is another word for the ".com" of a website. Educational sites will have a ".edu," government sites a ".gov," and non-profit organizations will have a ".org." These are the most reliable domains for our researching purposes.
3. What are the author's credentials on the subject?
Make sure the author is qualified to publish information on the topic you're investigating! You wouldn't want to trust an article about brain surgery written by me, would you? I didn't think so.
4. When was the page last updated?
Make sure the information you are using is current. Outdated information may no longer apply to the topic you're researching.

Be thorough in your investigation of websites. Not all websites are maintained regularly or by someone who has authority on the topic. If you ever are unsure of the validity of the site, do not hesitate to ask a classmate, the librarian, or me. Your information needs to be accurate, not fictional.



What's missing?: food and restaurant review

Your name: Danielle De Roos **Date:** Fall 2008 **Subject:** Spanish

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Spanish-Food and Restaurant Review

Objectives: **The students will be able to:**

- Recognize appropriate words to be used in a situation
- Communicate using a base of Spanish vocabulary
- Incorporate appropriate Spanish greetings and courtesy in conversation
- Demonstrate ability to speak Spanish in real world scenarios
-

Materials: Restaurant scenario and vocabulary handouts, laminated Spanish menus, various restaurant and food objects.

Preparation: Copy Restaurant scenario and vocabulary handouts, laminate various Spanish menus, collect plastic or real food objects for review game, and set-up dinner table in front of the class for demonstrations.

Classroom Setting: Students will sit in their normal desk or table arrangement but may need to move into partners when practicing the restaurant scenario. Also the desks may need to be moved away from the board to leave room for the dinner demonstration later in the class period. There will need to be a desk or chair directly outside of the classroom for students during the game.

State Standards:

- **30. A.1d** Use target language vocabulary while participating in physical activities (e.g., games, dances).
- **30. B.2a** Use the target language to describe activities and characteristics of selected occupations and work places.
- **29. A.1** Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, and parent).
- **29. A.2** Demonstrate activities (e.g., games, songs and role playing) associated with the target language.

Instructional Plan

Anticipatory Set: The beginning of the year was a long way away and although I'd like to think that you go home every night just to practice your Spanish vocabulary, something tells me all of you have forgotten some of those useful words. During Model Village no English is allowed and you will have to simulate dining at a Spanish restaurant using those Spanish scenarios that we memorized months ago. Rack your brains back to this unit and see what you can remember. Just in case you cannot think of all the components we are going to practice and review the hotel vocabulary today.

Sequence of Learning Activities:

- Begin by explaining rules of the “What’s missing?” game
- Put some food objects on a table for all the class to see.
- Go through each item in Spanish, and then ask a student to remember all the items on the table. Have that student leave the room.
- Take an item off the table and then get that student to come back into the room and tell the rest of the class what item is missing in Spanish.
- If it is correct they get to choose what item to take away next time.
- Repeat these steps until all student have had a turn to guess “What’s missing?”.
- After the game, split the class into groups of 4-5 so they can practice restaurant dialogue.
- Give them 10-15 minutes to talk in Spanish only; similar to if they were having dinner conversation.

Closure: To close the restaurant review lesson I will ask for a few volunteers to simulate ordering and having dinner at a restaurant. I will have the materials needed to do so and possibly end with a video clip of restaurant Spanish dialogue to help them apply what their learning to real life.

Assignment: Review vocabulary using flashcards or study handout

Modifications: Partner SPED students with general education students during both games and scenario practice. Also if a student has an IEP make sure to accommodate to those needs. Some examples include: a one-on-one aide, assistive technology, and time needs for travel between classes. Some specific modifications could include having fewer items to remember for students during the game or allowing students to use their notes during practice for scenarios.



“Um, I lost my homework”: organizing and outlining the paper

Your name: Caitlin McCarthy **Date:** Fall 2008 **Subject:** English/Spanish/SPED

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Outlining their final papers

Objectives: **The students will be able:**

1. Organize information given to them in a logical manner
2. Predict what piece of information should come next
3. Compose an outline based on their information
4. Recognize patterns in writing to help form their outlines
5. Identify the parts of an outline

Materials: pieces of information that would make up a paper cut into strips, Power Point, handout with outline format

Preparation: create information slips, create Power Point, create handout

Technology Used: Power Point

Classroom Setting: students may need to move desks to be in groups for the first activity.

Key Behavioral Reminders: It is important that you all contribute to your group work today. This is an important concept to understand, not just for our Model Village project, but for other projects to come throughout the remainder of your lives as students. I hope to see you utilizing the time given to you in class to work on this assignment.

Anticipated Problems: Students may be chatting during group time rather than actually working.

State Standards:

4.A.3c Restate and carry out multistep oral instructions.

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).

4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.

5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.

1.C.3a Use information to form, explain and support questions and predictions.

1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.

Instructional Plan

Anticipatory Set: You all know that we've spent the last few class periods collecting research on our specialty area in Spain. You've each discovered some interesting things about life in Spain and how Spanish people do business. But, what do you do with all that information now? It's been highlighted and underlined and paper clipped, but what good does that do your final paper? Today we'll talk about how to outline your papers so that they are organized in a logical manner. The clearer your outline, the easier it will be to write the first draft of your paper.

Sequence of Learning Activities:

1. Have students get into groups of four
2. Pass out an envelope to each group. Each envelope has parts of an outline in it.
3. Tell the students to read each piece of information in the envelope and organize it to the best of their abilities
4. Remind them that they may have to guess if they aren't sure about the topic they're working with—and that is okay
5. When the students have decided on an order, have each group explain why they organized things in that way
6. Make corrections to groups that were not on the right track in organizing their information
7. Have students put the information pieces back in the envelope and move back to their seats
8. Go over the Power Point about how to outline
9. Have students get in the groups they are working with on the project
10. Place all of the information gathered in the middle of the table
11. Have students individually begin to organize their papers
12. Remind them that it is not a group paper although they are researching together
13. Have students work on piecing together their outlines for the remainder of the class

Typical Discussion Questions:

1. Have you ever written and outline before? Did you learn the same way?
2. Do you think this will help you write your paper? How?
3. Have you ever noticed that other papers are often set up the same way? Will you look for it now?
4. Will you outline for your next paper even if it's not for English?

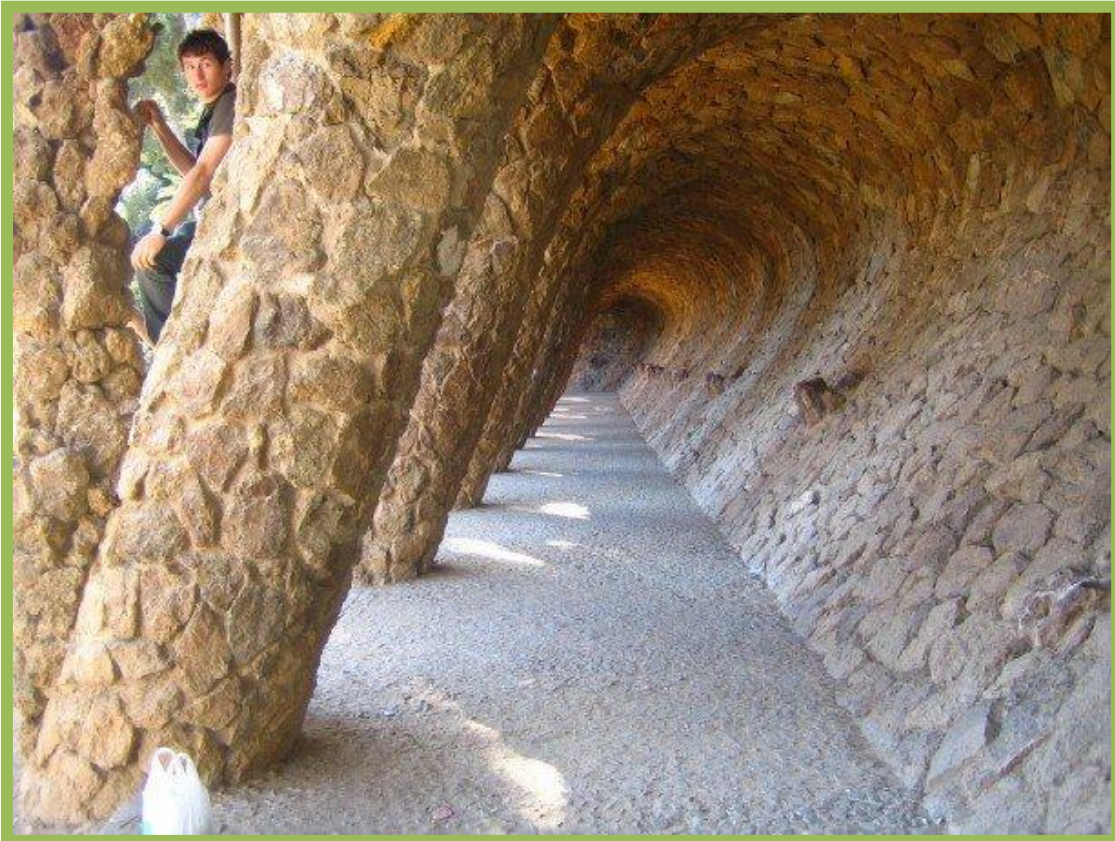
Closure: Remember that the clearer you are in outlining your paper, the easier it will be to string together your rough draft. Your outline is basically the same thing as a floor plan for a house. You know what you need to do, now you just have to build it!

Assignment: Finish creating their outlines for the next time we meet

Modifications: Again, it is important to have a good mix of people within each group. I may need to allow more time than anticipated for the students to organize the information. It may also work better if I go over the Power Point first. However, then the activity may be too easy.

Rationale: Creating an outline will making writing their first drafts much easier. It is important that they understand how to logically set up their paper so that it makes sense to people reading it. Being able to organize their data will also allow them to make the most of the time they've spent researching these past few days.

Extension Activity: Students will continue to work on their outlines



Outline!

Sample Outline Format

- I. Introduction
 - A. Attention grabber
 - B. Attention holder
 - C. Thesis Statement
 - D. Personal Reflection
- II. Body Paragraph #1 [Main Point #1]
 - A. Topic Sentence
 - B. Support 1
 - 1.Elaboration A
 - 2.Elaboration B
 - C. Support 2
 - 1.Elaboration A
 - 2.Elaboration B
 - D. Transition/Clincher
- III. Body Paragraph #2 [Main Point #2]
 - A. Topic Sentence
 - B. Support 1
 - 1.Elaboration A
 - 2.Elaboration B
 - C. Support 2
 - 1.Elaboration A
 - 2.Elaboration B
 - D. Transition/Clincher
- IV. Body Paragraph #3 [Main Point #3]
 - A. Topic Sentence
 - B. Support 1
 - 1.Elaboration A
 - 2.Elaboration B
 - C. Support 2
 - 1.Elaboration A
 - 2.Elaboration B
 - D. Transition/Clincher
- V. Conclusion
 - A. Restatement of thesis
 - B. Closing statement

Taxi's, planes and trains, oh my!: transportation review

Your name: Danielle De Roos **Date:** Fall 2008 **Subject:** Spanish

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Spanish-Transportation review

Objectives: **The students will be able to:**

- Recognize appropriate words to be used in a situation
- Communicate using a base of Spanish vocabulary
- Incorporate appropriate Spanish greetings and courtesy in conversation
- Demonstrate ability to speak Spanish in real world scenarios

Materials: Taxi, airport, and train scenarios, vocabulary handouts, Bingo sheets and markers.

Preparation: Copy transportation scenarios and vocabulary handouts and prepare Bingo sheets.

Classroom Setting: Students will sit in their normal desk or table arrangement but may need to move into partners when practicing the scenarios.

State Standards:

- **30. A.1d** Use target language vocabulary while participating in physical activities (e.g., games, dances).
- **30. B.2a** Use the target language to describe activities and characteristics of selected occupations and work places.
- **29. A.1** Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, and parent).
- **29. A.2** Demonstrate activities (e.g., games, songs and role playing) associated with the target language.

Instructional Plan

Anticipatory Set: We talked about plane, train, and taxi travel just a few months ago. Do you remember? A lot of the travel vocabulary is the same but there are few that are individual to each scenario. Today we'll play BINGO to practice our Spanish vocabulary words and then split into pairs to practice the 3 transportation scenarios.

Sequence of Learning Activities:

- Hand out BINGO supplies to each student
- Explain that you can play horizontal, vertical, diagonal, postage stamp, and four corners.
- Begin calling out English words and having the students mark the appropriate Spanish vocabulary word.
- Play a few rounds until you feel most, if not all, of the words have been used and students are starting to get the hang of it.

- After the game, split students into pairs and have them go around stations practicing each transportation scenario. Switch every 5-10 minutes.

Closure: To close the transportation review lesson I will ask for a few volunteers to simulate one of the scenarios. Time pending, I will end with a video clip transportation Spanish dialogue to help them apply what their learning to real life.

Assignment: Review vocabulary using flashcards or study handout

Modifications: Partner SPED students with general education students during both games and scenario practice. Also if a student has an IEP make sure to accommodate to those needs. Some examples include: a one-on-one aide, assistive technology, and time needs for travel between classes. Some specific modifications could include having students only be expected to know one transportation dialogue as apposed to three or allowing students to use their notes during practice for scenarios.



Rough draft: putting it all together with ease

Your name: Caitlin McCarthy **Date:** Fall 2008 **Subject:** English

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Preparing a rough draft

Objectives: The students will be able:

6. Identify what a transition word is
7. Construct a rough draft from their outlines
8. Modify outlines to fit the purpose of the paper
9. Cite information used within the text
10. Support their ideas with research discovered

Materials: blank paper, example sentences from a paragraph with magnets attached, transition words with magnets on the back, and transitions handout.

Preparation: create handout with transitions, find example sentences and attach magnets, attach magnets to transition words, make copies of handout.

Technology Used: none

Classroom Setting: we will keep our normal classroom setting

Key Behavioral Reminders: What we're learning today will greatly benefit your final paper. It is important that you pay attention and use our class time wisely.

Anticipated Problems: Students might think our activity is too "little kid" for them. I need to remind them that it is important for some students to see things rather than just hear them. Students may also not use the remainder of class time wisely. It is important that

State Standards:

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

4.A.3c Restate and carry out multistep oral instructions.

1.A.3b Analyze the meaning of words and phrases in their context.

1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.

1.C.3f Interpret tables that display textual information and data in visual formats.

Instructional Plan

Anticipatory Set: Last week we created an outline for our research papers. This outline serves as a skeleton for your final projects. How weird would it look if we were just a bunch of skeletons wandering the streets? That is why we have muscles, skin, and hair to cover up our bare bones. In order to take our outlines and make them a paper, we need to add some muscle to it—we need to bulk it up. We also need to make it smooth by adding skin to our skeletons; transitions between your points make for smooth reading. We won't add hair to our skeletons until our final draft. For our rough drafts we do not need to be as concerned with critical details like that.

Sequence of Learning Activities:

1. Place the sentence magnets on the white board
2. Call on a student and ask them to arrange the sentences in what seems like a logical order
3. When the student has finished, read the sentence aloud
4. Ask the class how it sounds—if it sounds too choppy, etc.
5. After you've discussed how the sentence sounds, place the transition words on the board
6. Call on a student and have them place their chosen transition words at the beginning of one of the sentences on the board.
7. Re-read the sentence with the added transition word
8. Ask the students how they think it sounds now
9. Have another student come to the board and add another transition
10. Repeat 6-9 until all of the sentences have a transition in front of them
11. Have a student read the final sentence
12. Compare how it sounds to the first sentence without any transitions
13. Pass out the sheet with the list of transitions on it
14. Explain that transitions are good, but not to go overboard with them
15. Students have the remainder of the class to begin working on their rough drafts

Typical Discussion Questions:

1. What did adding transitions do to the sentences?
2. How difficult is it to add transitions?
3. Will this have an effect on your essays as well?
4. Have you noticed transitions in other things we've read?
5. Do you think you will have to use what we learned today again? In another class?

Closure: I hope that you got a good start on your rough drafts today! Remember that your rough drafts do not need to be polished; we can add the “hair” to it before the final is due. Be sure to continue working on these over the next couple of days so that class on Friday will be beneficial to all of you.

Assignment: Rough drafts will be due on Friday

Modifications: Students may not grasp the concept the first time in which case I may need to have more than one sentence prepared to work with on the board.

Rationale: At this point, students should have all the data they need in order to compile their final papers. Going over transitions is something that will help their papers read more smoothly. This will automatically make their papers look more polished and professional. Introducing it before the rough draft gives them time to practice using them more than once and hopefully they will use it more than just that.

Extension Activity: Students will have the remainder of class to work on their rough drafts.



Transitions

Words that can be used to show **location**:

above	behind	by	near	throughout
across	below	down	off	to the right
against	beneath	in back of	onto	under
along	beside	in front of	on top of	
among	between	inside	outside	
around	beyond	into	over	

Words that can be used to show **time**:

while	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon as
before	now	next week	about	when suddenly
during	until	yesterday	finally	

Words that can be used to **compare** two things:

likewise	also	while	in the same way
like	as	similarly	

Words that can be used to **contrast** two things:

but	still	although	on the other hand
however	yet	otherwise	even though

Words that can be used to **emphasize a point**:

again truly especially for this reason
to repeat in fact to emphasize

Words that can be used to **conclude or summarize**:

finally as a result to sum up in conclusion
lastly therefore all in all because

Words that can be used to **add information**:

again another for instance for example
also and moreover additionally
as well besides along with other
next finally in addition

Words that can be used to **clarify**:

that is for instance in other words

Just checking in: hotel review

Your name: Danielle De Roos Date: Fall 2008 Subject: Spanish

Grade Level: 7th Time needed for lesson: 45 minutes

Preliminary Planning

Topic/Focus: Spanish-Hotel Review

Objectives: **The students will be able to:**

- Recognize appropriate words to be used in a situation
- Communicate using a base of Spanish vocabulary
- Incorporate appropriate Spanish greetings and courtesy in conversation
- Demonstrate ability to speak Spanish in real world scenarios

Materials: Hotel scenario handouts, vocabulary review handouts, fly swatters, and dry erase markers

Preparation: Copy Hotel scenario handout and vocabulary and set-up game

Classroom Setting: Students will sit in their normal desk or table arrangement but may need to move into partners when practicing the hotel scenario. Also the desks may need to be moved away from the board to leave room for the fly swatter game later in the class period.

State Standards:

- **30. A.1d** Use target language vocabulary while participating in physical activities (e.g., games, dances).
- **30. B.2a** Use the target language to describe activities and characteristics of selected occupations and work places.
- **29. A.1** Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, and parent).
- **29. A.2** Demonstrate activities (e.g., games, songs and role playing) associated with the target language.

Instructional Plan

Anticipatory Set: (This would be introduced in Spanish) Imagine being in Spain and having to check into a hotel. What kinds of things would you have to ask about? If you are having trouble, remember back to when we memorized our Spanish scenarios or even what you needed while staying in American hotels. You need to check in, find the floor your room is on, and maybe ask where the escalator is or if they have toothpaste when you forgot it. Today we'll review these types of vocabulary and phrases to use on Model Village Day.

Sequence of Learning Activities:

- Write the vocab words in Spanish on the board randomly.

- Begin by reviewing the Spanish words pronunciations.
- Have student prepare to play the fly swatter game by moving their desks
- The class should be divided into teams. Teams of 4 or 5 seem to work best.
- Have each team stand in a line behind the starting line. The starting line should be about 5-8 feet away from the chalk board on which the words are written.
- The first person standing in each line will then be given a fly swatter.
- When the teacher calls out an English word, the students with the fly swatters should run to the board and swat the written Spanish word that the teacher called out.
- The first student to swat the word wins a point for his/her team.
- After the round is finished, the fly swatter is handed to the next team member.
- The first team to a set amount of points wins.
- After the review game, partner students up accordingly for hotel scenario practice.

Closure: To close the hotel review lesson I will ask for partner volunteers to simulate checking into a room at a hotel. I will have the materials needed to do so and possibly end with a video clip of hotel Spanish dialogue to help them apply what their learning to real life.

Assignment: Review vocabulary using flashcards or study handout

Modifications: Partner SPED students with general education students during both games and scenario practice. Also if a student has an IEP make sure to accommodate to those needs. Some examples include: a one-on-one aide, assistive technology, and time needs for travel between classes. Some specific modifications could include having a student be the runner during games (for students in wheelchairs/crutches/asthma) or allowing students to use their notes during practice for scenarios (learning disabilities).



Peer editing: what do you think?

Your name: Caitlin McCarthy **Date:** Fall 2008 **Subject:** English

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Peer editing

Objectives: The students will be able:

1. Describe what they like and dislike about a paper
2. Recognize characteristics of a strong paper
3. Listen to the ideas and suggestions from their classmates
4. Revise their papers based on suggestions
5. Participate in group editing session

Materials: handout on revision checks for their final draft

Preparation: create revision handout

Technology Used: none

Classroom Setting: students may need to move their desks in order to work in groups

Key Behavioral Reminders: Like everything else we've done so far, this will help you immensely with your final papers. Be sure that you are taking the tasks you are given seriously and that you are being honest with your peers and with your own writing. The more sincere you are in your contributions, the better this will turn out.

Anticipated Problems: Students may not work with their groups well or may just end up talking rather than editing their papers. I need to be circulating the room to ensure that all students are contributing to the discussion and taking their work seriously. I will need to use proximity control to ensure everyone is on task.

State Standards:

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).

4.A.3b Compare a speaker's verbal and nonverbal messages

1.A.3b Analyze the meaning of words and phrases in their context.

1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.

Instructional Plan

Anticipatory Set: Ask the students why we do two drafts of a paper? Wait for a few response about what they think. Confirm the idea that nothing is perfect the first time it happens. We don't ride a two wheeler right away. We don't know how to speak until some years lived on earth, and even then we stumble sometimes. We can't speak fluent Spanish after just one lesson. Just like all of those things, we can't write a perfect paper the first time we try. Today in class you will be helping each other

Sequence of Learning Activities:

1. First, go around to each student to make sure they have a rough draft
2. Record the grade as credit
3. Students who don't have rough drafts will not be able to participate in the activity
4. If there are students who don't have a completed rough draft, send them to another spot to finish
5. Tell the students that they need to get into groups of three, preferably with people who have different topics than themselves
6. Tell the students that they should number off, someone should be student one, student two and student three.
7. Tell the students to begin the activity by having student one read their paper aloud
8. When student one is finished, students two and three need to add two things they especially liked and two things that could use improvement
9. List the outlawed answers such as : "it has good details" and "it flows well"
10. Student one should be writing the ideas on his or her draft
11. Student two then needs to read his or her paper to students one and three
12. Repeat this process for students two and three
13. When all students are finished, they should have four compliments to their papers and four things that they could improve on
14. When students are finished, pass out the handout on revising
15. Explain that although this was good revision time, they should go over it at home using the worksheet as a guide

Typical Discussion Questions:

1. How did you feel reading your paper aloud? Why?
2. Was this helpful for revising your paper?
3. What things did people say they liked about your paper? What are some things we need to work on?
4. How much has your paper changed since our first day of brainstorming?

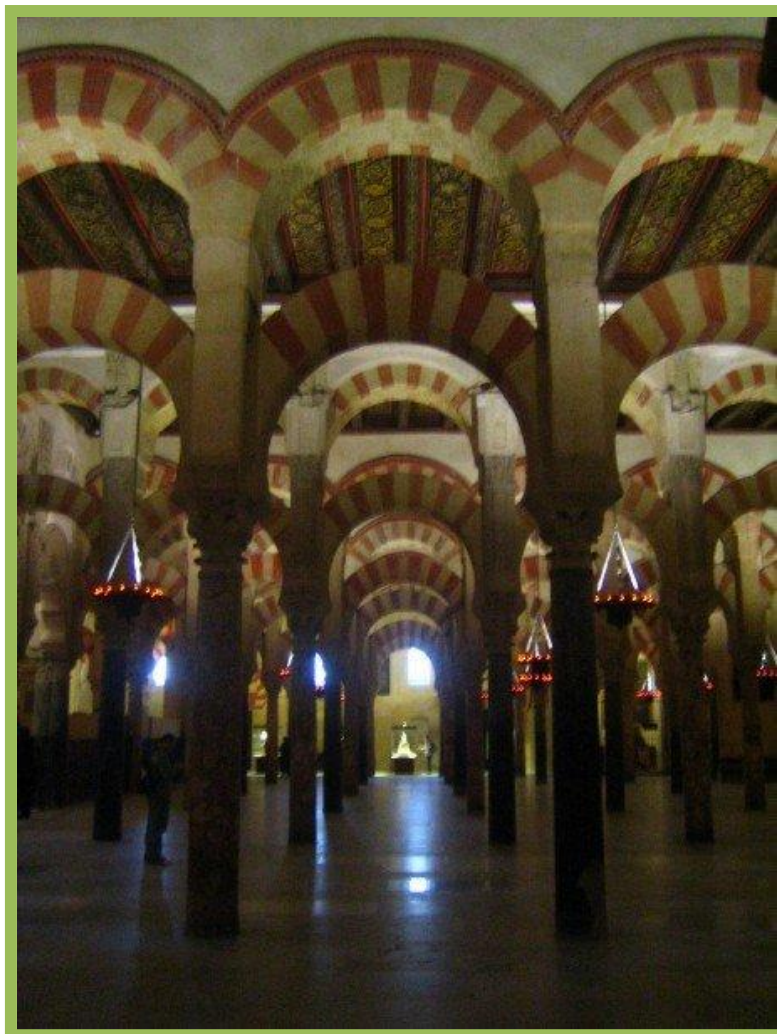
Closure: It was good to see you all working together so well on your projects. You not only got the opportunity to have your paper edited, but you also had the opportunity to begin learning about what other people researched. Just think of how much we'll learn during our Model Village days! Keep up the good work with revising and polishing your papers!

Assignment: Final draft of their paper is due next Tuesday

Modifications: Be sure to pair up SPED students with other students. Give each triad a good balance to ensure success on this project.

Rationale: Students often rush to get things done. Taking time to revise it with other students in class makes revising seem more approachable. It is good for them to practice so that they will continue to revise and edit this paper and papers to come. Working with other students on it also gives them an idea of how their peers are writing. Reading out loud can be uncomfortable for some students and giving them opportunities to do it in a small group makes it not as overwhelming. Reading out loud also gives them time to hear errors they may have carelessly made.

Extension Activity: Students can go through their papers by themselves using the checklist to look for spelling and grammatical errors.



¿Cuanto Cuesta?: Store review

Your name: Danielle De Roos **Date:** Fall 2008 **Subject:** Spanish

Grade Level: 7th **Time needed for lesson:** 45 minutes

Preliminary Planning

Topic/Focus: Spanish-Store review

Objectives: **The students will be able to:**

- Recognize appropriate words to be used in a situation
- Communicate using a base of Spanish vocabulary
- Incorporate appropriate Spanish greetings and courtesy in conversation
- Demonstrate ability to speak Spanish in real world scenarios
-

Materials: Store scenarios and vocabulary handouts and 5 sets of Jenga

Preparation: Copy store (clothing, grocery, etc.) scenarios and vocabulary handouts, print out vocabulary words on colored labels, and label the Jenga pieces with Spanish vocabulary words.

Classroom Setting: Students will sit in groups of 5-6 around round tables for the entire class period.

State Standards:

- **30. A.1d** Use target language vocabulary while participating in physical activities (e.g., games, dances).
- **30. B.2a** Use the target language to describe activities and characteristics of selected occupations and work places.
- **29. A.1** Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, and parent).
- **29. A.2** Demonstrate activities (e.g., games, songs and role playing) associated with the target language.

Instructional Plan

Anticipatory Set: We just had our test on store vocabulary words but I still want you to get some practice time in because it has been a few weeks. You need to recall how to buy and pay for items at a store because a lot of what you'll be doing in our model village is cash handling. Many of the places you create will be different things like movie theaters, flower shops, smoothie stands, or street vendors. All of those places will have the money side of things in common.

Sequence of Learning Activities:

- Begin by explaining the rules of the game and telling the students that they'll be working together as a table.
- Pass out Jenga sets to each group

- Students will play the game normally except they will say the meaning of the Spanish word written on each block as they play.
- After students have played a few times you can transition into partner practice.
- Pair students up and give each pair a different store/organization scenario. All of them using currency vocabulary.
- Give the students 5-10 minutes on one and have them switch scenarios with another pair.

Closure: To close the store review lesson I will ask for a few volunteers to simulate their store. I will have the materials needed to do so and possibly end with a video clip of store Spanish dialogue to help them apply what their learning to real life.

Assignment: Review vocabulary using flashcards or study handout

Modifications: Partner SPED students with general education students during both games and scenario practice. Also if a student has an IEP make sure to accommodate to those needs. Some examples include: a one-on-one aide, assistive technology, and time needs for travel between classes. Some specific modifications could include having fewer items to remember for students during the game or allowing students to use their notes during practice for scenarios.



Recreating Spain: Model Village Day
