**Family Album/ Mi álbum familiar**

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| **Subject** | Spanish Language Arts |
| **Grade** | 7 Bilingual Program |
| **Time of Year** | January (2014) |
| **Length** | 135 Minutes (broken down into 3 classes) |

**General Outcome:**

**Language Competence (LC):** Students will use Spanish effectively and competently.

**Applications (A):** Students will use Spanish in a variety of situations and for a variety of purposes.

**Specific Outcomes:**

Students will use Spanish effectively and competently.

LC–1 attend to form

LC–2 interpret and produce texts

LC–3 apply knowledge of the sociocultural context

LC–4 apply knowledge of how discourse is organized, structured and sequenced

A–4 to form, maintain and change interpersonal relationships

**Lesson Rationale:**

* To provide a lesson in which students will create a family “album” to demonstrate their ability to describe and compare family dynamics.
* To give students the opportunity to express their creativity in creating their own Family Album.
* To provide students with knowledge of family diversity as well as knowledge about their own families and others in the class.
* To have students practice listening and reading comprehension as well as written and oral expression.
* To have students use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including family traditions.
* To allow students to initiate and participate in casual exchanges with classmates; e.g., discuss family activities.

**Materials:**

* SmartBoard
* Whiteboard and markers.
* Video clip from “Modern Family” in Spanish.
* Example Albums.
* Guidelines Worksheet.
* Individualized Rubrics.
* Student Journals/Notebooks.
* Pencils and erasers.
* List of questions regarding family and family traditions to scaffold learning.
* Materials to create the Family Albums including construction paper, template for book pages, coloring supplies, a bookbinder, other artistic supplies if necessary.
* Photos of family (or pictures can be drawn to accommodate students that don’t have access to their personal family photos).
* Some students may opt to create a digital Family Album in which case computer and programming will be required.

**Previous Knowledge:**

This lesson is the summation of a larger unit about family and family traditions. In prior lessons students have learned and reviewed the vocabulary and grammar structures that exist within this theme. In the lesson immediately before this, students were exposed to videos and written stories where a few Spanish-speaking individuals described their families and their traditions. This lesson is about using all that they’ve been learning together in a more authentic way.

**Hook:** 5 minutes

Play a clip of “Modern Family” in Spanish on the SmartBoard. The clip will illuminate the diverse types of family structures that exist in our world today. To set the stage for acceptance and the lesson, quickly discuss and draw awareness to all the different configurations that can makeup a family unit.

**Lesson:** 130 minutes total

*45 minutes*

1. Show the whole class some sample “family albums” like the ones they will be creating. The teacher can make one based on their own family or the characters in the videos or stories from the prior class or from the “Modern Family” clip to excite interest in the class. Read out a few pages that describe the family, what they’re like and some of their family traditions to introduce the type of language and format that they will be using to create their final project.

2. Students will begin by working in assigned pairs at their desks. The teacher will hand out the assessment rubric with each students’ individualized extensions checked off, along with clear instructions and expectations.

3. Students will take turns asking each other the list of questions in Spanish regarding their family members and family traditions such as, “What is your family like?”, “Describe a family member.” or “What celebrations do you celebrate with your family?”. This list can be used as a guide for students to create their album.

Guided Practice: The teacher had modeled this process orally during the presentation of the example Albums and can answer the first question and elaborate on the classroom whiteboard to demonstrate what kind of sentences are expected in their own Albums. The students get started and the teacher will circulate the room provide help and support. Students can record their answers in their notebooks in full sentences.

*45 minutes*

4. The next class, students will trade drafts with their assigned peer, and use the guidelines worksheet to perform their peer review. The students will trade back, give each other their peer review comments, and meet briefly to discuss their feedback. Then each student will, consider their peer’s feedback and review their draft again to make any changes.

5. The teacher can do a final proofread to check grammar and spelling before students can transfer their information into the final copy. They can also begin planning for the creative elements they want to include in their Album.

6. Students can create their Family Album as a hardcopy or have a choice to present it digitally via PowerPoint, Prezi or other creative document.

7. Students will first transfer their work from their notebooks into their Family Albums. Whether they choose to do a hardcopy or digital, students will fill in the writing portion first then they may add their photos and do any additional decorating.

*40 minutes*

8. Students may present their family albums to the rest of the class to share information about their own families and learn about others.

**Closing Activity:** (3 minutes)

Formative assessment: At their desks, students individually write out their “Ticket Out The Door”:

1) What did you enjoy about this project?

2) Any questions you still have about the “Family” Unit?

3) Please add any additional comments or concerns. ☺

**Adaptations/Modifications:**

* Have students needing support, verbally express to you what they want to say and help write these expressions on an individual whiteboard for them to copy into their notes.
* Lower level students can do only one or two pages, which contain more scaffolding. Advanced students can do the additional pages, which includes 3rd person plural.
* For students that have completed the task quickly or easily, suggest creating a Family Tree to add into their Family Album.
* To accommodate students that do not have a stable family life, offer additional supports such as allowing them to create their Album about a celebrity family or a family from a popular tv show/movie, etc.

**Assessment:**

* **Formative assessment:** through peer review, teacher proofreading and closing activity.
* Watch presentations and take informal note of proper/improper linguistic function. If a common issue arises, review with class through direct instruction.
* **Summative assessment** rubric, to ensure all students completed their individualized expectations (which they received at the beginning of the project along with detailed instructions).

**Lesson reflection:**

1. What worked well?

2. What didn’t work well?

3. What were the challenges of this lesson?

**Resource:** http://betterlesson.com/document/936711/ejemplo-album-familiar-pdf