

Lesson Plan- Day 1 of 2

Subject	Spanish Language Arts
Grade	1
Time	50 minutes (3 days)
Alberta Program of Studies	<p>Spanish General Outcome 2: Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.</p> <p>2.2.3. share feelings and moods evoked by oral, print, visual and multimedia texts</p> <p>2.3.3. Experiment with parts of words, word combinations and word patterns.</p>
Learning Objectives	<p>The students will</p> <ul style="list-style-type: none"> • Describe characters, setting, and events of a short story • Identify the correct order of a sentence in Spanish
Materials	Book: <i>La Gallinita Roja</i> by Lucinda McQueen, seeds, sentence strips, scrambled sentences, pencil, the little red hen readers' theatre.
Lesson: Opener/ Warm-up	The students will learn vocabulary in Spanish for the lesson (seeds, wheat, bread, bake, ask, cut, plant, eat, find)
Previous Knowledge	Show the students different grains (wheat, rye, oat, rice) and ask them what they think those grains are for.
Lesson Activity	<p>All class instruction:</p> <ul style="list-style-type: none"> • Interactive reading: The teacher will read the book <i>The Little Red Hen</i> in Spanish and the students will act out the sounds and actions of the animals. • The teacher will ask some comprehension questions: <ul style="list-style-type: none"> ○ What animals are there in the story? ○ Where do they live? (Connection: where do you live?) ○ How does the little red hen feel in the story? (Say and show with your face) <p>Small group work:</p> <ul style="list-style-type: none"> • The students will move in their pre-arranged groups. • Each group will cooperate to unscramble the sentences and write them down on sentence strips. The students must remember to capitalize their sentences and end them with either period or question mark. (Appendix 1) • When finish, they will take their sentence strips to the <i>finished job basket</i> to be used next day. • The groups that finish earlier may write their tweets for the bulletin board. (Appendix 3) <p>Close: The students will play the game I see.</p> <ol style="list-style-type: none"> 1. It begins with the teacher saying: "I see!" (Veo, veo) 2. The class responds, "What do you see?" (¿Qué ves?) 3. The teacher responds, "I see a little red hen walking down the street." 4. The students act out that idea until the teacher says, "I see."

	<p>5. All the students stop again and respond: "What do you see?"</p> <p>6. The game continues until the teacher suggests another idea.</p>
Differentiated Instruction	<ul style="list-style-type: none">• Students will be allowed to work on the hallway or quiet place in the classroom if needed.• Small groups will be chosen according to students' needs.• When needed, students will only unscramble the sentences marked with a star.• Gifted students will have the opportunity to compare the teacher's version to another version of the story in a Venn-diagram. The additional version can be accessed on http://www.aulamultigrado.cl/marzo2010/aula_multigrado/medios/subsector/lenguaje/lo_que_contaba_mi_abuela/segundo/cuentos_tradicionales/cuento1/leer.htm
Assessment	<p>Listen to the students responses to comprehension questions.</p> <p>Assess the students' sentence strips for coherence and basic punctuation.</p>

Lesson Plan- Day 2 of 2

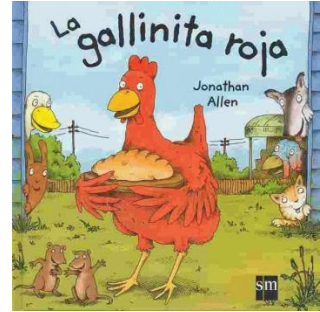
Subject	Spanish Language Arts
Grade	1
Time	50 minutes (2 days)
Alberta Program of Studies	<p>Spanish General Outcome 2: Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.</p> <p>2.1.1. make connections among texts, prior knowledge and personal experiences</p> <p>Social studies 1.1.2: The students will value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> -Demonstrate a willingness to share and cooperate with others. -Appreciate how their actions might affect other people and how the actions of others might affect them.
Learning Objectives	<p>The students will</p> <ul style="list-style-type: none"> • Demonstrate empathy and give opinions about cooperation. • Summarize content of reading material using text organization.
Materials	Opinion chart, white board, markers, sentence strips, poster board, color crayons, glue,
Lesson: Opener/ Warm-up	Play Pictionary to review the vocabulary. Students will be divided in two teams. Students randomly will go to the board and draw a picture of the vocabulary. The first team that guesses will earn points.
Previous Knowledge	The teacher will ask children if they can remember what each of the characters answered every time the Little Red Hen asked for help, and if they think any of the animals might have felt sorry that they did not help the hen. (Opportunity for the students to use oral language)
Lesson Activity	<p>All class instruction:</p> <ul style="list-style-type: none"> • The teacher will explain to the children that different people have different opinions on the right way to act. • The students will decide if they think the little red hen did the right thing or not. (Using the chart. See appendix 2) <p>The teacher will remind the students that now that they will move into their groups and each will cooperate doing their assigned job (Leader, secretary, time keeper and facilitator. Roles rotate each day. Appendix 4)</p> <p>Small group work:</p> <ul style="list-style-type: none"> • The students will move in their pre-arranged groups. • Each group will use their unscrambled sentences from the previous day to make retell the story creating a timeline of the story and draw a picture that matches the sentence description or organizing a puppet show. <p>The groups that finish earlier may write a tweet for the bulletin board</p>

	<p>using post-it notes.</p> <p>Close: Song <u>panadero soy</u> from Sesame Street.</p>
Differentiated Instruction	<p>According to students' needs, they will be allowed to use the interactive timeline on http://www.readwritethink.org/files/resources/interactives/timeline/</p> <p>Or</p> <p>http://www.iboard.co.uk/activity/Little-Red-Hen-Storyboarder-160</p> <p>Gifted students will be allowed to prepare a reader's theater to present to the class (See appendix 5)</p>
Assessment	<p>Listen to the students' discussions and explanations in class.</p> <p>Assess students' timelines for comprehension of the story.</p>

Appendix 1

Scrambled sentences

- ✓ Ordena las palabras
- ✓ Forma oraciones
- ✓ Recuerda las mayúsculas y el punto final



1 ★	Trigo encontró grano un roja gallinita la
2 ★	Ayuda roja gallinita pidió la
3 ★	No los ayudaron le animales
4	Trigo la de gallinita grano roja el plantó
5	Roja gallinita trigo el cortó la
6	Llevó molino al trigo la roja gallinita el
7	Trigo de gramo el molió roja gallinita la
8	Amaso gallinita la la roja harina
9	Horneó horno el en pan el roja la gallinita
10★	Pan el todo la roja gallinita comió se

Teacher's Solution

1. La Gallinita Roja encontró un grano de trigo.
2. La Gallinita Roja pidió ayuda.
3. Los animales no le ayudaron.
4. La Gallinita Roja plantó el grano de trigo.
5. La Gallinita Roja cortó el trigo.
6. La Gallinita roja llevó el trigo al molino.
7. La Gallinita Roja molió el grano de trigo.
8. La Gallinita Roja amasó la harina.
9. La Gallinita Roja horneó el pan en el horno.
10. La Gallinita Roja se comió todo el pan.

Appendix 2



Expresa tu opinión...

¿La gallinita roja hizo lo correcto?

Si	No

Appendix 3

Twitter Bulletin Board

The students write on post-it notes tweets answering any of the questions or posting comments.



The graphic is a rectangular bulletin board with a blue border. On the left is a book cover for 'La gallinita roja' by Jonathan Allen, featuring a red hen and a fox. In the center, the text 'Follow us on' is written in a blue, slanted font above the word 'twitter' in a large, blue, lowercase font. To the right of the text is a blue cartoon bird icon. Below the text are three teal speech bubble shapes containing the following text:

- Lo que puedo hacer para tener un mundo mejor es
- Hoy aprendí que
- No entiendo...

Appendix 4

Cooperative Groups Roles

TRABAJO EN EQUIPO

Roles y Responsabilidades

<p>El líder/portavoz</p> <ul style="list-style-type: none">• Actúa en nombre del grupo.• Resume oralmente las actividades o conclusiones del grupo. 	<p>El secretario</p> <ul style="list-style-type: none">• Registra todas las actividades encargadas al equipo.• Toma notas que resumen los diálogos. 
<p>El facilitador</p> <ul style="list-style-type: none">• Mantiene la atención del grupo en la tarea.• Se ocupa de que cada miembro lleve a cabo su parte del trabajo. 	<p>El cronometrador</p> <ul style="list-style-type: none">• Indica al grupo las limitaciones de tiempo.• Garantiza que el área de trabajo del equipo quede en perfectas condiciones al acabar la sesión. 

Appendix 5

La Gallinita Roja Readers' Theater

Personajes:

Narrador	La gansa
El perro	La gallinita roja
El gato	



Narrador: Había una vez una gallinita roja, una gansa, un gato y un perro.

La gallinita roja trabajaba muy duramente. Ella cocinaba. Ella limpiaba. Ella lavaba la ropa. Un día ella le preguntó a sus amigos,

La gallinita roja: ¿Quién me va a ayudar a plantar las semillas?

La gansa: ¡Yo no!

El gato: ¡Yo no!

El perro: ¡Yo no!

La gallinita roja: Entonces las plantaré yo misma.

Narrador: Y lo hizo. Las plantas crecieron, y había trigo. Un día la gallinita roja le preguntó a sus amigos,

La gallinita roja: ¿Quién me va a ayudar a cortar el trigo?

La gansa: ¡Yo no!

El gato: ¡Yo no!

El perro: ¡Yo no!

La gallinita roja: Entonces lo cortaré yo misma.

Narrador: Y lo hizo. Entonces, la gallinita roja necesitaba moler el trigo. Ella le preguntó a sus amigos,

La gallinita roja: ¿Quién me va a ayudar a moler el trigo?

La gansa: ¡Yo no!

El gato: ¡Yo no!

El perro: ¡Yo no!

La gallinita roja: Entonces lo moleré yo misma.

Narrador: Y lo hizo. Entonces, la gallinita roja necesitaba hornear pan con los granos. Ella le preguntó a sus amigos,

La gallinita roja: ¿Quién me va a ayudar a hornear el pan?

La gansa: ¡Yo no!

El gato: ¡Yo no!

El perro: ¡Yo no!

La gallinita roja: Entonces, lo hornearé yo misma.

Narrador: Y lo hizo. Entonces, la gallinita roja estaba lista para comer el pan. Y ella le preguntó a sus amigos,

La gallinita roja: ¿Quién me va a ayudar a comer el pan?

La gansa: ¡Yo sí!

El gato: ¡Yo sí!

El perro: ¡Yo sí!

Narrador: Pero la gallinita roja dijo,

La gallinita roja: ¡No! ¿Quién plantó las semillas, y cortó el trigo, y molió el trigo, y horneó el pan? Yo sola. Yo lo hice todo. Ahora yo, me lo como todo.

Narrador: Y así lo hizo.