

Grade: 5

Subject: Spanish Language Arts

Date and Classes: March (10-13 Classes)

Outcomes Addressed:

General Outcome: Students will use Spanish in a variety of situations and for a variety of purposes.

Applications: A-5 - To extend their knowledge of the world

A-5.1 Discover and Explore

- a. Investigate the immediate environment
- b. Make and talk about personal observations

A-5.2 Gather and organize information

- a. Sequence items in different ways
- b. Record and share personal knowledge of a topic

A-6.1 Humor/fun

- a. Use the language for fun

A-6.2 creative/aesthetic purposes

- a. Use the language creatively

Language Competence: LC – 1.2, LC – 1.3 LC -1.4

Global Citizenship: GC – 1.1, GC – 1.2

Possible Student Learning Strategies: Cognitive, Interactive, Social/Affective,

Materials Required:

Recyclable materials such as: milk jugs, coffee canisters, beans, cardboard, rope, string, wood sticks, plastic bottles, etc., glue scissors, tape, markers, paper, laptops, video recording device.

Essential Question for Students:

How can we make effective use of recyclable materials that we may find in our immediate environment?

Day 1	Introduction to Theme: Environment/Recycling, Music	Notes:
Daily Focus	Exploring Beyond our Backyard	
Opener/Hook	<p>Ask Students: What types of instruments do you think are needed to play in an orchestra? Allow students to respond.</p> <p>Ask: What materials can you think of that are used to make instruments? Allow students to respond. Have pictures of violins, cello's, drums, etc. up on Smart Board so students have visuals to reference.</p>	Accessing prior knowledge.
Engage Students with Visual Stimuli	Students will watch the following video https://www.youtube.com/watch?v=sJxxdQox7n0 (~11 Minutes). The video portrays Paraguayan children constructing instruments out of materials they have found in a landfill. Their instruments are fully functioning and they have even been able to build an orchestra out of their constructed, recycled instruments.	
Expand Essential Learning	<p>Ask Students: What are some thoughts or questions that anyone may have about the video? Can anyone recall any of the recyclable materials shown that were used to construct the instruments? Write responses on Smart Board to make a web. Look at responses, Ask Students: From the items listed on the Smart Board are there similar items that you could find in your home, school or surrounding community?</p>	Expand essential learning into essential questions.
Introduce Building Activity	After gathering students' responses, teacher will announce that students will be constructing instruments in small groups during the course of the next 10 lessons using materials that they have gathered in their home and/or in their community.	Teacher will assign groups based on needs of students. No more than 4 people per group.
Considerations for Project	<p>What needs to be done in order for this project to be manageable?</p> <p>In order for this project to be feasible, parents should be given 2-3 weeks notice (Via email, Moodle, letter sent home) that such a project will be initiated in order to be better coordinated for gathering of materials. If a parent coordinator is available, teacher may give list of extra materials such as: milk jugs, cardboard, string, etc., for those students who may forget their materials.</p>	Give timeline for when materials need to be brought into class.
Day 2&3	Frontloading Vocabulary	
Daily Focus	Students will need to be able to access new vocabulary words in order to plan, organize and strategize.	
I Do (Teacher Introduces Vocabulary)	Teacher will introduce new word(s) by writing it on the board. Ask Students: What do you know about the word? What does it mean? Where have you heard it?	

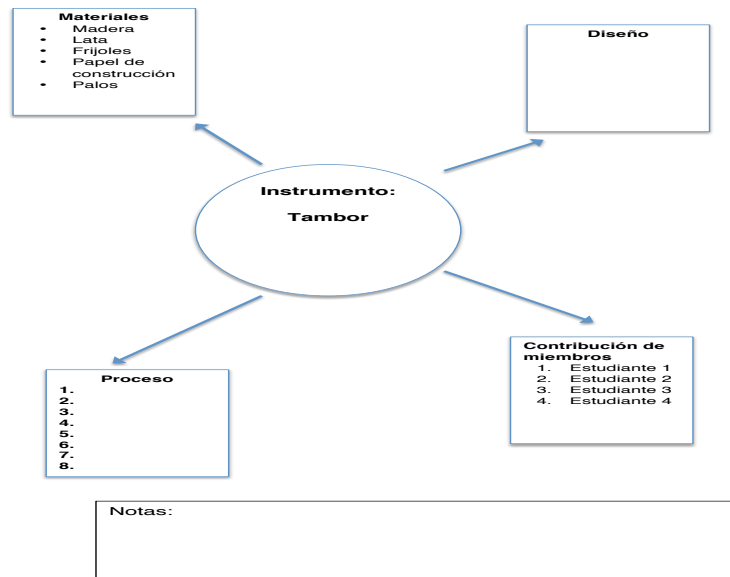
	<p>(Access background knowledge) Teacher then provides a comprehensible definition of the term using everyday language and/or concrete example.</p>	
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Necessary Vocabulary	New	Needing Review	Known
Guitarra			X
Violina			X
Cello		X	
Tambor			X
Campana	X		
Tocar		X	
Cantar			X
Medio ambiente	X		
Reciclable	X		
Paraguay			X
Orquesta	X		
Vertedero	X		
Salsa		X	X
Samba		X	
Madera			X
Cordón	X		
Polución		X	
Consciente	X		

We Do	<p>Draw a word map on the Smart Board. Input the vocabulary words into the word web with the class. If students would like to come up and write the word themselves they may do so.</p>	
You Do	<p>In their academic vocabulary notebooks, students are asked to write the target word, and then explain what it means in their own words. Iterate to students that they should write a meaning that will be helpful to them to remember the word.</p> <p>In their small groups, students may share what they have written in their notebook. (During this process, teacher should be circulating the room to check for accuracy). The teacher then asks the students to draw a picture to represent the term.</p>	<p>Learning Outcome: Students should achieve initial understanding of term.</p> <p>Assessment Opportunity: 1.Are students developing understandings of the terms? 2.How are students responding to the processes used during the lesson? 3. What level of understanding are students achieving?</p>

Term:	
Describe: <i>Example Academic Notebook page</i>	
My understanding is: 1 2 3 4 because...	
Draw:	The activity we did was:
Now my understanding is 1 2 3 4 because...	

Day 4	Brainstorming/Organizing	
Daily Focus	Students will begin to plan and organize for the building of their instrument.	
I Do (Modeling)	The teacher will show students an example of an instrument that they have constructed. The teacher will then pass the model around the classroom. Ask Students: Can you recognize some of the materials that have been used to construct the instrument? Demonstrate how the instrument works. Explain that in order to for them construct their instruments they will need to plan and organize their ideas? Students will be provided with an example on how to plan their project.	Considerations for Differentiation: Research ahs shown that graphic organizer are very useful for sequential learning.



We Do	Teacher will ask students how they would go about filling their mapping plan and provide examples by filling in the rest of the graphic organizer.											
You Do	<p>In their groups, students will use the above graphic organizer to help plan, design, and divide up each members responsibility. Once the groups have finished their plan they will be allowed to show it to another group for feedback and comments. The teacher will strictly guide the feedback process.</p> <p>Provide prompts for peer feedback:</p> <table border="1" data-bbox="318 632 1031 1079"> <tr> <td></td> <td>Planning Stage</td> </tr> <tr> <td>Wow!</td> <td>Plan is very organized. The steps are easy to follow. The design is manageable and the group has all their materials.</td> </tr> <tr> <td>Yes</td> <td>Plan is mostly organized. Most steps are easy to follow.</td> </tr> <tr> <td>Yes, But</td> <td></td> </tr> <tr> <td>Not, Yet</td> <td>Plan is confusing.</td> </tr> </table>		Planning Stage	Wow!	Plan is very organized. The steps are easy to follow. The design is manageable and the group has all their materials.	Yes	Plan is mostly organized. Most steps are easy to follow.	Yes, But		Not, Yet	Plan is confusing.	<p>Students will be provided with a strict model on how to give feedback to each other by coming up with questions, as a class group. The questions will be the guiding rubric so that students can ask their peers about their instruments. The teacher should model the process with one student with the rest of the class observing, this allows building understanding of the process in a safe environment. E.g. Does the group have the required materials to build their instrument? Is the process manageable and clear? Is the design clear? Are the parts of the instrument labeled? What contributions are each member making? Can the students use their new vocabulary to describe their instrument? What can be improved?</p>
	Planning Stage											
Wow!	Plan is very organized. The steps are easy to follow. The design is manageable and the group has all their materials.											
Yes	Plan is mostly organized. Most steps are easy to follow.											
Yes, But												
Not, Yet	Plan is confusing.											
Day 5,6,7,8,9 &10	Building Time											
Daily Focus	Students will execute their plan and begin building their instrument.											
	<p>During the building process, the teacher will be circulating the classroom ensuring that the students are on task and to ensure proper scaffolding of the activity. During this task there is an opportunity to learn new vocabulary related to music, the environment, recycling, and music. During this activity students should be referencing their academic vocabulary notebooks to see if they can identify any new vocabulary.</p> <p>Students may also refer to the word map from previous lesson. It will be up on the Smart Board.</p>	<p>Considerations for Differentiation: Are further instructions needed for students with diverse needs? Do they need an extra mini-lesson during the time that the rest of the students are working on their project?</p>										
Day 11,12,13	Applying What We Have Learned (Student Reflection)											
Daily Focus	Students will have an opportunity to share their instruments with their classmates by writing a paragraph reflection.	<p>Considerations for Differentiation and Assessment: If students have poor fine motor</p>										

		<p>skills or writing learning disabilities an option may be given that they record their reflection, draw or demonstrate it to the class. For student who has weak writing skills it is important to minimize stress, teacher may do this by rotating through assessment strategies that vary the way in which students respond.</p> <p>If they choose to write, writing prompts will be provided. A consideration may be to let student work in various positions other than seated. As well the student may benefit from the teacher acting as a transcriber.</p>
I Do	<p>In advance to working on their reflections, a criteria sheet will be given to students outlining the non-negotiable words and phrases that must appear in their reflections and consequently their presentations. E.g. Medio Ambiente, reciclable, orquesta. Los materiales que use fueron ... Me gusta el tambor por que...Es importante reciclar por que ...</p>	<p>Re-examine the essential question: How can we make effective use of recyclable materials that we may find in our immediate environment?</p>
We Do	<p>As a class go over criteria and expectations for reflections and presentation.</p>	
You Do	<p>Students will write a paragraph reflection or depending on needs be prepared to discuss, record their reflection, or demonstrate in some way their finding on what they have learned about the environment, recycling, and music. They should use at least four new vocabulary as well as three common adverbs (e.g. aquí, allá, allí, hoy, mañana). The students will reconvene in their groups and each one of them will share one idea from their reflection to the class about their instrument.</p>	<p>A variety of options for student products, projects and learning tasks.</p> <ul style="list-style-type: none"> • Writing—point form, outline, graphic organizer, sentence, paragraph, structured passage • Saying—discussing, debating, conferencing, skit, role-play • Mini-Video
Wrap Up	<p>Are students able to answer the essential question? Students may access their academic vocabulary notebooks to reassess their new level of understanding of the terms.</p>	
Daily Focus	<p>Ask students what they have learned/gained from the project? How has the project changed their views about their immediate environment?</p>	

Differentiation of Instruction

The teacher will use varied instructional approaches including discussion, demonstration, and a discovery activity to create multiple pathways to learning.

Theoretical Perspectives to Consider

Bloom's taxonomy provides a useful framework for planning for differentiated instruction.

- Knowing (ability to remember something previously learned)
- Comprehending (Does the student demonstrate basic understanding e.g. Vocabulary)
- Application (Build a model e.g. drum)
- Analysis (Does the student understand how materials from the environment relate to building and constructing purposeful items e.g. instrument)
- Evaluation (Reflection of activity. Has the student outcome been met?)
- Synthesis

1. Expand essential learning into essential questions:

- After watching the YouTube video, what were the key differences that stood out for you in comparison to Canada?
- What types of materials do you recycle at home, in school?
- How can we reuse materials?
- How can we use our new vocabulary and apply it to our project?

2. Scaffold essential learning

Level 1:

Level 2:

Level 3:

3. Break essential questions into unit questions:

- Developing Vocabulary
- Exploring terms and concepts
- Guided research, planning, and organization

Targeted Strategies & Implementation

- Encourage students with diverse education needs to refer to the expressions on the word wall during their conversations.
- Provide different work areas for students who may need extra movement. If needed, students should have access to an individual workspace where they can spread out, get up and move about with minimal disruption.
- Provide step-by step instruction for student. (Language mini-lessons with clear objectives directly related to content, with guided practice opportunities). If multiple students are having difficulties with the new vocabulary, the teacher may want to consider a mini lesson for that small group in order to target further vocabulary acquisition. This mini-lesson can occur while the other students are writing in their vocabulary journals. If a parent volunteer is available, get them to circulate around the class making sure the rest of the students stay on task.
- Furthermore students with diverse needs may require additional assistance in building their instruments.

Target support should be implemented during the planning and organizing stage in order to ensure that students have an understanding on how to build their instrument. Further resources via drawings, videos, or written instruction can be provided through use of a Smart Board or laptop. Possible Resources:

https://www.youtube.com/watch?v=sOa_4ON8lxc; <http://www.learning4kids.net/tag/other-musical-instruments/> (materials required: instructional YouTube videos, diagrams, laptop with access to internet).

- Teacher may want to consider students who are gifted or whom have difficulty with fine motor skills to create a mini-video that shows them explaining and using their instrument or creating a mini-song (What the students create in their mini-video will range in accordance with their abilities). They may use programs such as photo booth or iMovie. If there is a student who is particularly adept with using iMovie or photo booth they may give a mini-workshop to teach their peers how to use the program. The option of creating a mini-video will be open to any student who would wish to create one.

Opportunities for Assessment

Assessment for Learning Strategies & Implementations:

- While students are working on their vocabulary notebooks, the teacher should be circulating the classroom ensuring that students are demonstrating the learning outcome and are able to justify the meaning of the word. The teacher may use a checklist to record whether the students are achieving the desired outcome. Also by looking at the students' vocabulary notebooks, the teacher should be able to gauge their level understanding of the concept.
- An important component of this lesson consists of peer feedback. It is known that at this age, students' are not able to give targeted feedback without strict guidance hence why it is imperative that the teacher creates a rubric with the students that is comprehensible, and easy to follow. (Refer to Brainstorming/Organizing section for rubric creation instruction)
- The teacher should keep in mind that assessment for learning strategies can be repurposed to evaluate learning. For example, if students demonstrate their achievement of a learning outcome during the course of an activity, the teacher may choose to record this event as evidence of achievement.
- Forge questions for ongoing assessment. E.g. how can we use recyclable materials that we find in our home, school, and community to create new items?

Assessment of Learning Strategies & Implementations:

- Some students may choose to demonstrate their learning by writing a reflection, while others may choose to make a mini-video or poster to demonstrate their learning outcomes.
Writing—point form, outline, graphic organizer, sentence, paragraph, structured passage
Saying—discussing, debating, conferencing, skit, role-play
Mini-Video
- Use an outcome based checklist to determine if students have attained outcomes A-5, A-5.1, A-5.2, A-6.1, A-6.3

Teacher Reflection:

What worked well? What didn't? What needs to be done or considered to make this process manageable? How was differentiated instruction implemented? Did the students develop social acumen and awareness of their own environment? What do you see as challenges for implementation? How might you overcome these challenges? TIME is always an issue, but this project can be structured to cover many areas of the curriculum, which is considered as valuable.