**Día de Cariño**

Jordan Hannam

Courtney Keen

Monica Zarco

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| **Unit: \_\_Building Communities \_\_  Dates/Duration: February 13 2014- Period: (1) 50 minutes** | | |
| **Context(s)** | **related language experiences** | **related language functions** |
| Valentines Day (Día de San Valentín/ Día de Amor y Amistad | Further building Spanish Language proficiency.  Community Building  Cultural Understanding of Spanish Speaking Countries  Informal letter construction | Improvement through reading, writing, and research. |

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| **ACTIVITY OR TASK selected for this unit:** | | | |
| **Students will:** Pick name out of hat of other classmate and write a Valentine to that student explaining three qualities that they admire about that student. The letters will be anonymous. Before, distributing we(as teachers) will review the letters. The students must write the letter using typical Spanish greetings and salutations. The valentine must incorporated colour and artistry.  Students will then learn about cultural customs surrounding Valentines Day. We group students based on knowledge of the individual students. There are 4 groups (Bolivia-Orchids, Mexico-chocolates, Peru-stuffed animals, Spain-roses) . The students then must investigate using computers which cultural tradition/gift belongs to each country. Then they return and put a paper copy of their “gift” in their valentine.  During group time they must share with their group (based on country) their favourite or least favorite part of Valentines Day (in Spanish). We will circulate at this time in order to assess the student’s oral skills.  Students will hand in their Valentines to us and we will review to ensure appropriateness, vocabulary, necessary letter structure and to ensure grammatical correctness. | | | |
| **Necessary Vocabulary** (words/expressions) | ***New*** | ***Needing review*** | ***Known*** |
| Querido/Querida  Estimado/Estimada  Cariño  Abrazo  Un Saludo Cordial  Amistad  Orquídea  Globos  Chocolates  Peluches | -  ✔  ✔  -  ✔  - | -  -  -  -  -  - | ✔  -  -  ✔  -  ✔ |
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| **Necessary Language Structures and  Discourse Development** | ***New*** | ***Needing review*** | ***Known*** |
| Imperfect Tense  Preterit Tense  Future Tense  Conditional Tense |  |  | ✔  ✔  ✔  ✔ |

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| **Necessary Intercultural/Cultural Knowledge** | ***New*** | ***Needing review*** | ***Known*** |
| Awareness of different cultural customs from Spanish speaking countries related to St. Valentines Day.  Focusing on  EL Salvador & Guatemala giving little anonymous cards/letters to their loved ones-class activity is based upon this tradition.  Bolivia-Orchids  Mexico-chocolates  Spain-Roses  Peru-Stuffed animals | ✔  ✔ |  |  |
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| **Possible associated Language Learning Strategies** | ***New*** | ***Needing review*** | ***Known*** |
| Any new vocabulary learned can be inscribed into individual student vocabulary journals.  During class and group discussion time, students can share their opinions on Valentines Day this allows for spontaneous discussion to assess form and function. | ✔  ✔ |  |  |
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| **Necessary authentic text(s) needed as models to support student production** | | | |
| Visual: Print copies of orchids, balloons, chocolates, roses, stuffed animal.  Map of world. Template: partes de una carta  Audio: St. Valentines Day themed music in Spanish on in the background while students work  Audiovisual:  Print: Valentines Day Card prototype and map. | | | |

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| Opening (The Hook)   5 minutes | In class discussion for what they know about Valentines Day in Spanish.  Introduce Día de Cariño is from Guatemala and El Salvador  Explain activity |
| Student Outcomes:   15 minutes for writing Valentine  15 minutes for research  10 minutes for group sharing | * General outcome 5 : Students will listen, read, write, view and represent in Spanish to celebrate and build community * Using both 5.1 (Develop and Celebrate Community) and 5.2 (Encourage, Support and work with others) As listed in Alberta Education Program of Study Spanish Language Arts Grade 7. * For breakdown see above. |
| Closure :  5 minutes | * Facilitate class discussion. One member from each group has to explain the cultural custom behind their gift and explain the country of origin. They pin the “gift” to the map to illustrate where the gift is from |

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| Diversity |
| 2 Kids  1: ADHD🡪 Since tasks are short and diverse this will allow less strain on the student. As the teacher we will ensure that the student remains on task by continually checking in and providing direct instruction when necessary.  Uncoded/Behavioural Child: Child in class has noticeable outbursts on a regular occasion. When there is too much stimulation child becomes anxious. If we notice that this child is about to have an episode/outburst we will invite the child to have a cool down period in his/her “space spot” for five minutes. |

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| Lesson Reflection: |
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| Assumptions/Known knowledge about class |
| We can assume that most students have been together for seven years and this is how we can facilitate this type of activity.  The students have been in the same class since September and therefore know each other fairly well.  We assume the students have an extensive vocabulary.  In grammar we often see the same mistakes repeated for example when to use preterito and imperfect, ser y estar, por y para. |