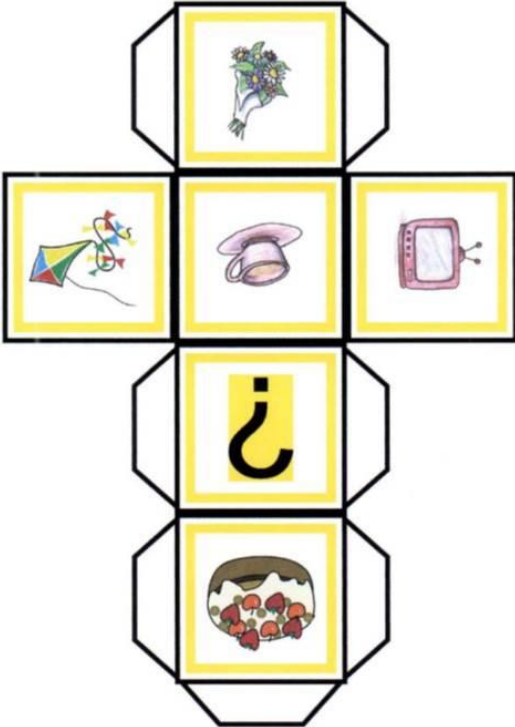
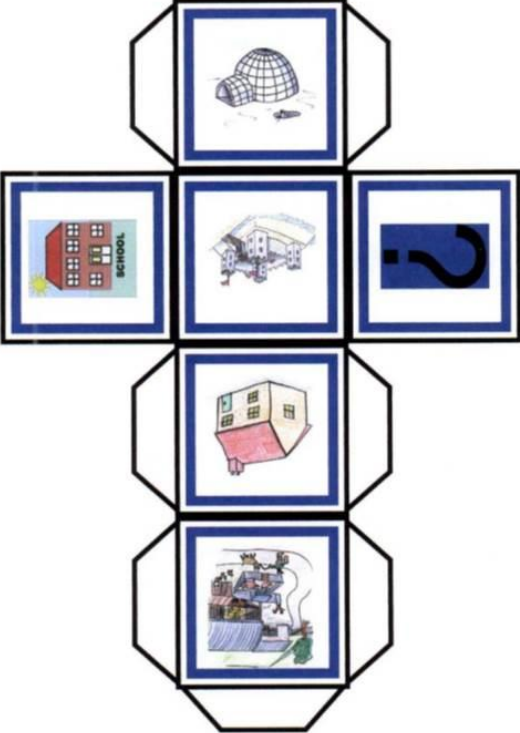
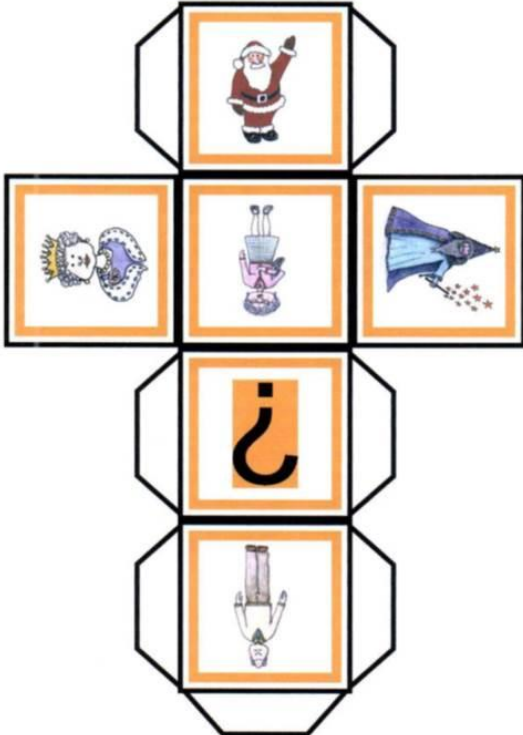
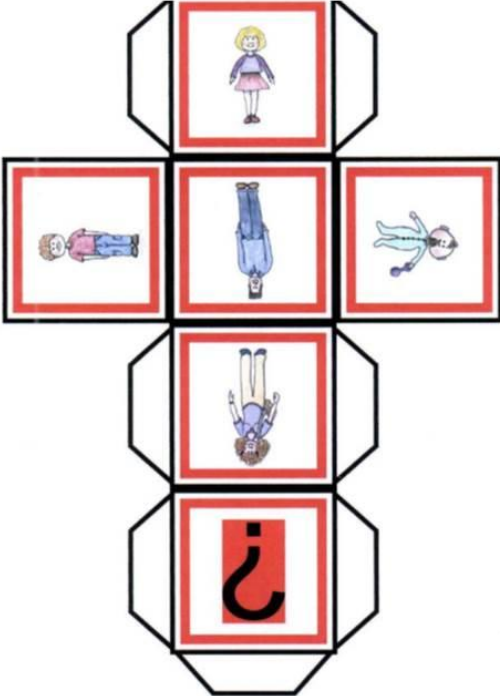


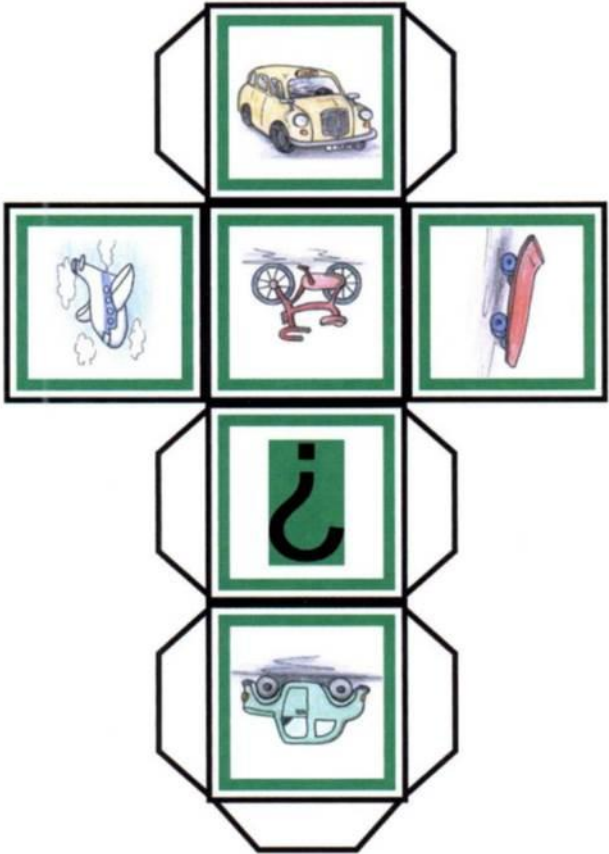
Lesson Plan

Subject	Spanish Language Arts
Grade	4
Time	40 minutes (5 days)
Alberta Program of Studies	<p>General Outcome 4 Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.</p> <p>Specific Outcomes: The students will</p> <p>4.1.1 Generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.</p> <p>4.2.1 share own stories and creations in various ways and obtain feedback from others</p> <p>4.2.4 Select from a range of word choices and use simple sentence patterns to communicate ideas and information.</p> <p>4.3.3 Use basic writing conventions correctly when editing and proofreading.</p> <p>4.4.3 Demonstrate appropriate audience behaviors.</p>
Learning Objectives	<p>The students will be able to use vocabulary learned in class to write a short narrative.</p> <p>The students will be able to practice the language with their classmates.</p>
Materials	<p><u>To write the story</u> Story dice with topic related illustrations Graphic organizer Individual academic vocabulary notebook</p> <p><u>To present the story</u> Poster board, construction paper Markers, color crayons, pencil Popsicle sticks, glue Compute</p>
Lesson: Opener/ Warm-up	Review the vocabulary as a class: Slap vocabulary (Teacher shows a picture and first student to slap it, adds it to their pile)
Previous Knowledge	<p>Write on the board and ask the students: What makes a story “a story”? What are some common story elements?</p>
Lesson Activity	<p>DAY 1</p> <p>Tell the students that they will create their own stories in groups Students seat in groups of 2 or 3. Teacher models the activity. Students receive a set of 5 dice and a graphic organizer. Students roll the dice and from the pictures that they roll, they complete the graphic organizer.</p>

	<p>DAY 2 Students share with the class with illustrations they rolled in the previous class. Students start working and complete the good copy of their stories.</p>
	<p>DAY 3/4 Students will work on the presentation part with their group members creating: Power points, puppet shows, plays, narrations, etc.</p>
	<p>DAY 5 The students will present their final products to the class. (5 minute presentations)</p>
Differentiated Instruction	<p>Students with learning disabilities For students at need, they will be allowed to work on computers rather than having to write out. The teacher will work with specific students as one group while the other students work independently in their own groups</p> <p>English Language Learners Pair them with students who are stronger in language abilities</p> <p>Gifted The students use more rich and descriptive vocabulary in the narrative. Provide extension activities for the students such as menu.</p>
Assessment	<p>Self-assessment Teacher assessment: Rubric</p>

Dice Examples



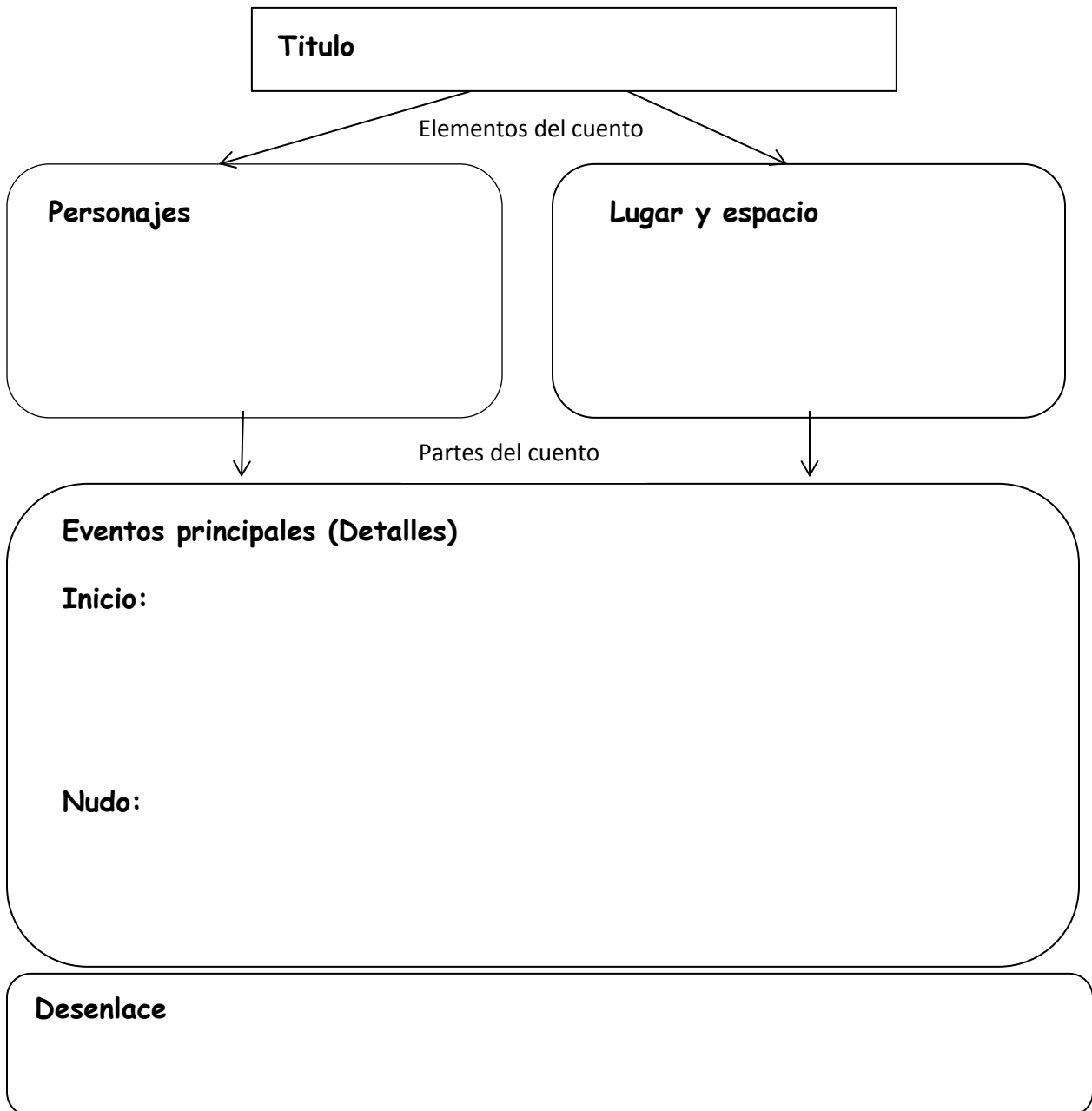


http://www.speechteach.co.uk/p_resource/speech/picture_cubes_intro.htm

Graphic Organizer







Recuerda:

- ✓ Cuando escribas piensa en el lector. Que le gustaría saber?
- ✓ Expande-----> tus ideas
- ✓ Escribe detalles interesantes



Menú del día

Nombre: _____ Fecha: _____

 <p>Una nota o carta para dar gracias.</p> <p><i>Señor(a)</i> <i>Gracias por... Me gusta mucho porque...</i></p>	 <p>Inventa un juego divertido para recordar el vocabulario de la clase.</p>
 <p>Haz un calendario con todos los cumpleaños de tus compañeros de clase.</p> <p><i>(¿Cuántos cumplen el mismo mes?)</i></p>	 <p>Inventa una canción que nos enseñe sobre la cultura de Canadá y otro país.</p>
 <p>Crea un cartel sobre un problema en tu comunidad.</p>	 <p>Crea un modelo que muestre como sería la escuela ideal para ti.</p>

Self-evaluation

Nombre:		
Actividad:	Grado:	Fecha:
Puedo...	Si	Todavía no
Crear una historia sobre un tema específico.		
Escribir las palabras y oraciones correctamente.		
Editar mi historia usando puntuación correcta.		
Presentar mi historia en frente de la clase.		
Escuchar las opiniones de mis compañeros.		

Rubric and Assessment Checklist

Name: _____ Date: _____ Activity: _____

Outcome	Excellent	Very good	Acceptable	Limited
Generate ideas	Consistently generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.	Frequently generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.	Sometimes generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.	Rarely generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.
Appreciate own and other’s work	Consistently share own stories and creations in various ways and obtain feedback from others	Frequently share own stories and creations in various ways and obtain feedback from others	Sometimes share own stories and creations in various ways and obtain feedback from others	Rarely share own stories and creations in various ways and obtain feedback from others
Enhance artistry	Consistently select from a range of word choices and use simple sentence patterns to communicate ideas and information.	Frequently select from a range of word choices and use simple sentence patterns to communicate ideas and information.	Sometimes select from a range of word choices and use simple sentence patterns to communicate ideas and information.	Rarely select from a range of word choices and use simple sentence patterns to communicate ideas and information.
Capitalization and punctuation	Consistently use basic writing conventions correctly when editing and proofreading	Frequently use basic writing conventions correctly when editing and proofreading	Sometimes use basic writing conventions correctly when editing and proofreading	Rarely use basic writing conventions correctly when editing and proofreading
Alternative listening and viewing	Consistently demonstrate appropriate audience behaviors.	Frequently demonstrate appropriate audience behaviors.	Sometimes demonstrate appropriate audience behaviors.	Rarely demonstrate appropriate audience behaviors.
<p>Work habits</p> <p>...</p> <ul style="list-style-type: none"> <input type="radio"/> worked independently <input type="radio"/> worked with minimal assistance <input type="radio"/> worked with some assistance <input type="radio"/> required constant supervision and assistance 				

