**Lesson Plan**

| **Topic:**  **Greetings and farewells** | **Lesson Number:**  **3** |
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| **Year Level: 7** | **Week of the 16/11/2021**  **Duration: 1 hr (including 30 min. online)** |

| **Curriculum Area: Languages Strand: Language awareness** | | |
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| **Achievement objectives:**  Students can recognise and use formulaic language that relates to their immediate needs and context. Students can identify systemic aspects to do with phonology, morphology, and also pragmatic aspects that lead to communicative competence such as responding to how people are. | | |
| **Learning Intentions:**  To revise and gauge prior knowledge of basic greetings/farewells in Spanish by asking them to participate in an interactive lesson and further self-paced revision. | | |
| **Success Criteria:**  I can identify and use phrases to open and close a short conversation in Spanish.  I can ask and answer with my name and how I am. | | |
| **Assessment Tasks (if any):**  Diagnostic and formative assessment through the use of a self-paced interactive quiz that allows students to consolidate vocabulary by playing a game and provides teacher with insight. | | |
| **Bi-cultural practice:**  **Ako:** Use of digital resources that allow the teacher to introduce and assess in various ways and students to consolidate learning at their own pace after instruction.  **Mannakitanga**. Topics consider and elicit students’ personal experience and worldview. It allows students to respond to matters of personal interest and in a way that considers their mana in the online space.  **Ngā Whakapiringatanga**. Expectations are stated for students and learning progressions have been developed to guarantee that students remain engaged, active, and have clarity about their roles. Instructions are included and checked regularly. Choice of work modality is not arbitrary and times are specified wherever possible. Activities and strategies aim for accountability for students’ learning and behaviour.  **Mana motuhake.** Comprehensive authentic input is used throughout to engage with high quality output from students and to model high expectations. Tasks integrate different communicative and pragmatic skills wherever possible to be performative to present students with the real-life challenges of experiencing a new language -- as much as the online environment will allow. | **Resources:**   1. [¿Qué helado te gusta?](https://docs.google.com/presentation/d/1KT05BwBJhA3ufGTDpHVIk0sD_L4rMTxuRRr95x23WgI/edit?usp=sharing) G Slide 2. Quizizz [**LIve interactive lesson with slides.**](https://quizizz.com/admin/presentation/61917bb4afb548001fb467a3) 3. [Animation video](https://youtu.be/ZAiwiGBK5dc) 4. [Quizlet set](https://quizlet.com/_aliuwu?x=1jqt&i=1ar8hv)   **Abbreviations:**  **Ss:** Students  **Ind**: individual or independent work  **L1:**1st language  **L2:** target language (Spanish)  **GC**: Google Classroom  **WS:** Worksheet  **APK:** Activate previous knowledge. | |
| **Inclusive practice/differentiation**  Class to be delivered online to some students at home and some at school. None of the students in the class is in the classroom with the teacher.  Specific instructions have been included to assist students with managing the interactive tool used and to be able to stay engaged with the google meet class at the same time. The use of an interactive tool makes it safer for students to respond in a way to is more confidential than the chat but which leads to accountability online. The teacher is able to use the report from this tool for later reflection and feed-forward.  Language input has been provided in two forms: verbally during the live session, and in writing during both the session and with online resources.  Language is supported with pictorials and other visual aids.  Students have a digital vocabulary folder to support differentiation and extension. This resource is made available via a common platform (Google Classroom). | | |
| **Scaffolded Learning Progressions** | **Classroom management, key questions, planning** | **Indicative time for Learning Progressions** |
| Set up  **Engage stage** | **Get google meet link ready. Set up the live lesson and copy the link to share with class. Set up google slide in a separate tab.**  **T to join and share screen (tab with slide: split the screen to manipulate the slide easily)**   * Ss are greeted as they come in in Spanish.   **T asks, ¿Cómo estás .X? Bien o mal.**  Ss asked to answer by speaking or in the chat.  T use hand gestures to support when students do not answer.   * Once there are a few Ss in, T says, “**I have a question for you, can you see it? Tell me sí in the chat.”**     T asks the question in Spanish, **¿Qué helado te gusta?** and asks Ss to guess the meaning and think of their own answer (image supports understanding: what ice cream do you like?)   * T starts the class by eliciting meaning of the question: * Ss to think of their answer and prepare to say or type it in. Says, **“Let's play a game: Type your answer in the chat but do not hit enter until I ask you by name.”**     (Hit click on slide to make the answer sentence frame appear)  **“To make it extra fun, answer with me gusta el helado de….. “**  **Alternatively: T asks Ss to unmute themselves and listen up for their name to answer verbally.**   * T reacts to students' answers with common phrases (qué rico, a mí también) and providing input by repeating flavours in Spanish wherever possible, especially where there may be cognates. * T keeps mental tally and reveals last slide: **el helado favorito de la clase es…** | 10 min  7 min |
| **Activate & Study stages** alternate with different slides. | * T introduces topic: * “Let's play another game to go over the Spanish you need when you meet someone. * You will join an online quiz game. I will share the link in the chat soon. * Before you open it, I want to spend a minute showing you how to split your screen so you can play the game and also participate in our meet.   T shows to share full screen and pull tabs to one side and the other.   * T shares links in chat with students. Says, “**just click on the link and type in your name followed by your name en español. Do you remember it?”** * \*T counts as people join recycling numbers in Spanish and providing input with whole phrases where possible. Monitor and follow up with students who need assistance (using the chat). * Once the game begins, T points to the first slides with saludos -- input hola-- and despedidas -- input ¡hasta luego!-- * T works through the first three slides by asking Ss to focus on images and trying to remember what these are. * T says, “here come some preguntas, some questions.” T works through several test slides with questions and presents the three. * Consolidate form and pronunciation of Buenos- buenas with corresponding chunks. If class is responsive, T can elicit the meaning of all three verbally. * T asks Ss to repeat at home and demonstrates pronunciation without drilling. **If time allows and class is responsive, use the spinner inside the game to ask one person to say one or all phrases.** * T introduces a video of her with some amigas. Ss watch it by themselves while T mutes herself to avoid echo. * T says, “when Anny arrived she asked me a question. What was it?” Either wait for an answer in chat or jump to say, ¿Cómo estás? * T says, “Or you could ask Qué tal?” (show next slide) * “I said bien (use gestures to demonstrate) but you can answer that question in different ways.” * T move on to slide with different options. T to go over and “choose someone for a question soon”. Use gestures to support images and ask Ss to repeat at home. * T to ask a volunteer to say what it is or nominate someone by name. * T moves onto the next slide, “answer it for yourself. No right or wrong answer”. * T moves on to the stills and focuses on Anny’s answer (de maravilla). PResent pronunciation with gestures and elicit if it is good or bad (good). Ask Ss to practice. * T says, **“when someone answers cómo estás it is polite to react. How did I react to de maravilla?”** (with ¡qué guay!) * T elicits the meaning of the phrase. * Move onto next still. T says, “**later, I said I was fatal. How did Anny react?**” (¡Qué lástima!)   T elicits the meaning of the phrase and explains that it is polite to react but not to run away.  Move onto the following 3 quiz questions.   * T stops at the still and says, **“another question you could ask is this. See if you can read and guess by yourself”** (what´s your name My name is Kevin). * T says, “let´s test your understanding with the next pregunta” * T moves on to the next slides while asking he questions in Spanish, ¿Cómo se llama él? ¿Cómo se llama ella? ¿Cómo te llamas tú? * T moves on to final slide. * T says, “I am leaving. What do they say to me? Can you repeat after me?” * T asks what these phrases have in common (hasta) and asks if all letters are pronounces (no). * T ends game and shows the leaderboard. It time allows, elicit how it was using de maravilla, muy bien, bien, regular, mal, fatal.   in the chat. | 20 min |
| **Study stage**  (Independently) | T to show the resource in Google Classroom.  **instruction:** Students will do independent learning to learn and consolidate the phrases by using Quizlet for the rest of the week. | 2 min |
| **Lesson Conclusion**  T asks students to use one of the phrases verbally or in the chat so say adiós to the class. | | |
| **Reflection and Evaluation**  Learning Intentions met? Provide evidence  Management of resources?  Classroom management/relationships with students?  Implications and adjustments for next lesson(s)? | | |