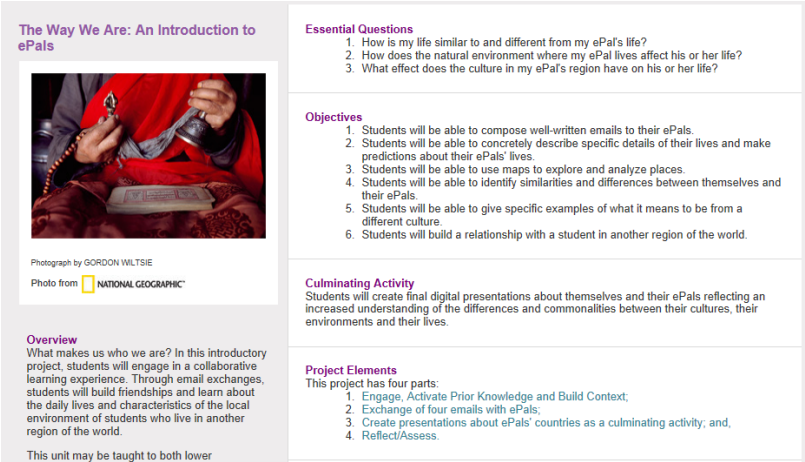


Lesson Plan	
My Daily Routine-Day	
Lesson Two	
Topic	Expressing a daily routine using Voice Thread
Content	Present indicative tense (grammar, structure, verbs, meaning), sequence in 1 st singular person, transition expressions, and time/place expressions.
Standards of Learning for this Lesson	<p>Person-to-Person Communication</p> <p>SI.1 The student will exchange simple spoken and written information in Spanish.</p> <ol style="list-style-type: none"> 1. Ask questions and provide responses about self and other familiar topics. <p>SI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish.</p> <ol style="list-style-type: none"> 1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time. <p>Listening and Reading for Understanding</p> <p>SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.</p> <ol style="list-style-type: none"> 1. Identify main ideas and some details when listening and reading. 2. Follow simple instructions. <p>Oral and Written Presentation</p> <p>SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <ol style="list-style-type: none"> 1. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense. <p>SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.</p> <ol style="list-style-type: none"> 1. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

Performance & Learning Objectives	<ul style="list-style-type: none"> • Objective 1: At the end of this lesson, student(s) will be able to comprehend, speak, and write about daily routines in the 1st and 3rd singular person of the present indicative tense in Spanish. • Objective 2: At the end of this lesson students will be able to use voice thread to write and speak in the 1st and the 3rd singular person of the present indicative tense in Spanish.
Materials & Technology	<ul style="list-style-type: none"> • Handouts: http://edtc650nazarvirtuallearning.yolasite.com/tutorials.php • Tutorials: http://edtc650nazarvirtuallearning.yolasite.com/tutorials.php • Digital Pictures • Computer with webcam, audio, and microphone • More Learning materials: http://edtc650nazarvirtuallearning.yolasite.com/learning-resources.php
Online Resources	<ul style="list-style-type: none"> • Voice Thread: • Tutorials and Handouts: http://edtc650nazarvirtuallearning.yolasite.com/tutorials.php • More Online Resources: http://edtc650nazarvirtuallearning.yolasite.com/online-sources.php
Step by Step Procedures	<p>Day One</p> <ol style="list-style-type: none"> 1. Review of structures (Present indicative tense) and vocabulary: <ul style="list-style-type: none"> • Teacher will ask questions orally and student(s) will answer orally. • Teacher will say a sentence and student(s) will pick a picture from the screen or a flash card and show teacher. 2. Teacher will introduce student(s) to Voice Thread and will demonstrate how to use it. 3. Student(s) will be given a set the pictures from where they will chose 4 to create a short daily routine voice thread to practice. Student(s) will work on their own with the help of tutorials and handouts, and with the teacher's assistance. 4. Homework: Student(s) will expand their Voice Thread adding more slides using the pictures provided. They will not use voice because they will present the slide and narrate live during class. <p>Day Two</p> <ol style="list-style-type: none"> 1. Student(s) will show their voice thread. 2. Teacher will provide directions for the project. 3. Practice for quiz.

	<p>Day Three</p> <ol style="list-style-type: none"> 1. Student(s) turn in projects 2. Quiz. 3. Homework
<p>Lesson Assessment</p>	<ul style="list-style-type: none"> • Voice Thread Project: Writing and speaking skills will be assessed. • Quiz: All 5 components of language will be assessed, and grammar. <p><i>Refer to Lesson Assessment for details: Instructions and Rubrics.</i></p> <p>http://edtc650nazarvirtuallearning.yolasite.com/lesson-assessment.php</p>
<p>Extension Activities</p>	<p>Student(s) will participate in the Global Project The Way We Are:</p> <div data-bbox="581 827 1386 1285">  <p>The Way We Are: An Introduction to ePals</p> <p>Photograph by GORDON WILTSIE Photo from NATIONAL GEOGRAPHIC</p> <p>Overview What makes us who we are? In this introductory project, students will engage in a collaborative learning experience. Through email exchanges, students will build friendships and learn about the daily lives and characteristics of the local environment of students who live in another region of the world. This unit may be taught to both lower</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How is my life similar to and different from my ePal's life? 2. How does the natural environment where my ePal lives affect his or her life? 3. What effect does the culture in my ePal's region have on his or her life? <p>Objectives</p> <ol style="list-style-type: none"> 1. Students will be able to compose well-written emails to their ePals. 2. Students will be able to concretely describe specific details of their lives and make predictions about their ePals' lives. 3. Students will be able to use maps to explore and analyze places. 4. Students will be able to identify similarities and differences between themselves and their ePals. 5. Students will be able to give specific examples of what it means to be from a different culture. 6. Students will build a relationship with a student in another region of the world. <p>Culminating Activity Students will create final digital presentations about themselves and their ePals reflecting an increased understanding of the differences and commonalities between their cultures, their environments and their lives.</p> <p>Project Elements This project has four parts:</p> <ol style="list-style-type: none"> 1. Engage, Activate Prior Knowledge and Build Context; 2. Exchange of four emails with ePals; 3. Create presentations about ePals' countries as a culminating activity; and, 4. Reflect/Assess. </div> <p>http://www.epals.com/</p> <p>Student(s) will complete a Venn Diagram to contrast and compare a day in the life of a student from another country with theirs. With that information they will write a three paragraph essay in Spanish using the structures, verb, and vocabulary learned and reviewed in this lesson.</p>
<p>Online Class Management</p>	<ul style="list-style-type: none"> • Teacher will establish rules and expectations. • Another resource for classroom management is the checklist. • I created a website where students will write their questions, concerns, and comments: http://edtc650nazarvirtuallearning.yolasite.com/q-and-a.php

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