

LESSON PLAN

ANÉCDOTAS 2

WEEK 1



Lesson plan 1 | Anécdotas 2

LAS SOCIEDADES EN CONTACTO

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will be introduced to the role they have in society and the importance of contributing to it.
2. Students will analyze and discuss the importance of interpersonal relationships and how people adapt.

Language Objectives

- 1. Reading:** Students will read about their role in society of it and the importance of contributing to the society.
- 2. Writing:** Students will write responses to discussion questions that analyze different roles in society and how other factors can impact a person's role in society.
- 3. Speaking:** Students will share and discuss their responses with a partner and as a class.
- 4. Listening:** Students will listen to different opinions regarding roles in society from their classmates and their teacher.

Can-Do Statements

I can understand and compare my community with other community structures in other cultures.

In my own and other cultures, I can make comparisons related to personal interests, goals, and the workplace.

I can recognize differences in formal and informal settings relating to cultural products and interactions.

ACFTL STANDARDS Language Connects

The following standards are met by:

- IR:** identify the main idea and its supporting details
AIDP: accessing and evaluating information and diverse perspectives.
MC: making a personal connection to the reading and reflection questions.
IC: sharing and expressing opinions with classmates.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

- AE 1b:** discussing activities with their partners and exchanging information. (6–12th grade)
E 1b: demonstrating understanding of the text when answering questions related to the topic and supporting it with evidence. (6–12th grade)

Planificando juntos | Anécdotas 2

LESSON PLAN 1

Materials

1. Anécdotas 2 Textbook pages 3-6
2. Assessment 2 page 10

Sequence **Day One**

Essential Questions:

- ¿Opinas que la sociedad donde vives sabe del valor de adaptarse a otras culturas?
- ¿Crees que las tradiciones de una sociedad deberían siempre quedarse igual o deberían existir cambios según los tiempos evolucionen?
- ¿Cómo se parece la sociedad española a la sociedad donde vives tú?

1. Teacher will...

Warm up:
ask ¿Cómo se ve la solidaridad en tu comunidad?
Teacher can create a bubble map on the board.

1. Students will...

Warm up:
brainstorm ideas with a partner and one person from each group writes their answer on the bubble map.

2. Teacher will...

facilitate popcorn reading on pages 3-4.
Pause to check for understanding by asking comprehension questions.

2. Students will...

popcorn read pages 3-4 and answer comprehension questions.

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3. Teacher will...

have students do partner reading on page 5. At the end, ask students *¿Cómo es la sociedad en España?*

3. Students will...

partner read with assigned partner and answer the comprehension question.

4. Teacher will...

explain *Preguntas esenciales* at the end of the reading. You may allow students to work with a partner to complete the activity.

4. Students will...

work with their partner and answer *Preguntas esenciales* at the end of the reading.

5. Teacher will...

assign page 10 on assessment for students to complete on their own. A timer can be added.

5. Students will...

complete assessment on page 10 individually.

Exit Ticket

To check for understanding of the lesson, have students complete this exit slip in one of various forms: write their answer on a sheet of paper and turn it in to you, share their response to a classmate or share their response to the class.

¿Opinas que la sociedad donde vives sabe del valor de adaptarse a otras culturas?

FINAL DE LA LECCIÓN 1



YOU GOT THIS!

Lesson plan 2 | Anécdotas 2

LAS SOCIEDADES EN CONTACTO

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will analyze a quote and summarize the main idea.
2. Students will research non-governmental organizations and how they help the community.

Language Objectives

1. **Reading:** Students will read a quote and analyze its meaning.
2. **Writing:** Students will write responses to discussion questions related the reading from the previous lesson.
3. **Speaking:** Students will discuss responses to open ended questions as well as research questions related to organizations focused on the well being of others and supporting communities.
4. **Listening:** Students will listen to different opinions regarding information related to their research.

Can-Do Statements

I can make a connection between the quote and the reading.

I can identify non-governmental organizations and how they help the community.

I can identify different diverse groups in Spain.

ACFTL STANDARDS Language Connects

The following standards are met by:

PW: responding by writing responses related to the topic.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E 2b: writing informational texts conveying the main idea and supporting answers with details from the text. (6-12th grade)

E8: gathering information from digital resources. (6-12th grade)

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LESSON PLAN 2

Materials

1. Anécdotas 2 Textbook page 7
2. Workbook 2 pages 2-3

Sequence **Day Two**

Essential Questions:

Textbook: ¿Cómo se relaciona la cita a la lectura?

Workbook: ¿Cómo se ve la diversidad en España?

Workbook: ¿Cómo apoyan las organizaciones no gubernamentales a la comunidad?

1. Teacher will...

Warm up:
read the quote once out loud for students and ask students to read the quote on their own a second time. Teacher will facilitate partner discussions to further analyze the quote.

1. Students will...

Warm up:
listen to the quote for the first time and as they read it on their own they will analyze the quote. Then they will discuss with a partner the meaning of the quote before writing their personal response.

2. Teacher will...

explain questions 1-6. You may allow students to work with a partner to complete the questions.

2. Students will...

collaborate with a partner and complete questions 1-6.

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3. Teacher will...

explain question 7. You may allow students to work with a partner.

3. Students will...

collaborate with a partner and use online resources to complete question 7.

4. Teacher will...

explain question 8. You may allow students to work with a partner.

4. Students will...

collaborate with a partner and review page 5 of the textbook to answer question 8.

5. Teacher will...

hand out Venn Diagram and have students label one side *España* and the other *Mi comunidad*.

5. Students will...

compare and contrast Spain from page 5 in the textbook to their community.

Exit Ticket

To check for understanding of the lesson, have students complete this exit slip in one of various forms: write their answer on a sheet of paper and turn it in to you, share their response to a classmate or share their response to the class.

Have students share a similarity and difference from their Venn Diagram.

FINAL DE LA LECCIÓN 2



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Lesson plan 3 | Anécdotas 2

LAS SOCIEDADES EN CONTACTO

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will analyze the importance of being able to adapt.
2. Students will discuss methods in which we can help advance the process of adaptation.

Language Objectives

- 1. Reading:** Students will read information about being able to adapt to the different changes that go on in the world.
- 2. Writing:** Students will write responses to open ended questions as well as answer a blog writing prompt.
- 3. Speaking:** Students will share responses with their classmates to discuss different points of view and opinions.
- 4. Listening:** Students will listen to different points of view from their classmates as well as the audio from the reading.

Can-Do Statements

I can understand the main idea and supporting details of an article related to being able to adapt and its importance in one's life.

I can share my ideas with my peers regarding the importance of being able to adapt to changes.

I can identify key points that can help me adapt to situations.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identify the main idea and its supporting details

AIDP: accessing and evaluating information and diverse perspectives.

MC: making a personal connection to the reading and comprehension questions.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E 2b: writing informational texts conveying the main idea and supporting answers with details from the text. (6-12th grade)

E 3b: having students talk about their experiences and they use descriptions to narrate those experiences. (6-12th grade)

AE 1b: students discussing main ideas of a text with a partner. (6-12th grade)

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LESSON PLAN 3

Materials

1. Anécdotas 2 Textbook pages 8-10
2. Workbook 2 page 4

Sequence **Day Three**

Essential Questions:

🔴▶ ¿Cómo nos podemos adaptar a los cambios?

🔵▶ ¿Qué pasa si no nos adaptamos a los cambios?

🟢▶ ¿Cómo podemos avanzar en el proceso de la adaptación?

1. Teacher will...

Warm up:
ask ¿Cómo nos podemos adaptar a los cambios?

1. Students will...

Warm up:
brainstorm ideas with a partner and share their answer with the class.

2. Teacher will...

facilitate reading pages 9-10. Pause the reading to check for understanding by asking comprehension questions.

2. Students will...

read pages 9-10 and answer comprehension questions.

Lesson plan 3 | Anécdotas 2

3. Teacher will...

explain section A in the workbook. You may allow students to work with a partner.

3. Students will...

collaborate with a partner to complete section A.

4. Teacher will...

explain section B in the workbook. You may allow students to work with a partner.

4. Students will...

collaborate with a partner to organize the initial response to a blog.

5. Teacher will...

decorate a part of a classroom wall as a blog. Each student will go and pin their blog post in the wall. Give each student 3 sticky note.

5. Students will...

write a response to three different blogs in each of the sticky notes. When they are done, students will go up and stick their note next to the corresponding blog.

Exit Ticket

To check for understanding of the lesson, have students complete this exit slip in one of various forms: write their answer on a sheet of paper and turn it in to you, share their response to a classmate or share their response to the class.

¿Qué pasa si no nos adaptamos a los cambios?

FINAL DE LA LECCIÓN 3



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Lesson plan 4 | Anécdotas 2

LAS SOCIEDADES EN CONTACTO

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will be introduced to Spain and multiculturalism.
2. Students will be introduced to cultural diversity.

Language Objectives

- 1. Reading:** Students will read information regarding the cultural diversity in Spain and the different languages spoken in Spain.
- 2. Writing:** Students will write responses to open ended discussion questions related to the topic as well as definitions to key vocabulary words.
- 3. Speaking:** Students will discuss ideas and information with their peers.
- 4. Listening:** Students will listen to the audio of the story, as well as to each other's opinions and perspectives.

Can-Do Statements

I can read and understand the main idea and supporting details in an article related to Spain and its multiculturalism.

I can share my ideas with my peers regarding the impact of acceptance and diversity in society.

I can share my responses to my peers regarding the positive impact of accepting other cultures and being open to learning from each other.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identify the main idea and its supporting details as well as contextualizing new vocabulary words.

AIDP: evaluating information and diverse perspectives that are available.

IL: listening to the audio of the reading and identifying main ideas.

IC: sharing and expressing opinions with classmates.

PW: responding by writing responses related to the topic.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

L 4a,c: using context to define words and then defining key vocabulary words using online resources. (6-12th grade)

AE 1b: discussing activities with their partners and exchanging information. (6-12th grade)

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LESSON PLAN 4

Materials

1. Anécdotas 2 Textbook pages 11-14

Sequence **Day Four**

Essential Questions:

■ ■ ■ ■ ▶ ¿Cuántas culturas diferentes conviven en tu comunidad?

■ ■ ■ ■ ▶ ¿Cuánto sabes sobre cómo España se relaciona con la cultura hispanoamericana?

■ ■ ■ ■ ▶ ¿Qué tan importante es la diversidad para Estados Unidos?

1. Teacher will...

Warm up:
show the picture in textbook page 11 and ask students *¿Qué ves en la imagen?*
¿Cómo se ve la multiculturalidad de España en la imagen?

1. Students will...

Warm up:
brainstorm ideas with a partner and analyze the image and answer the questions.

2. Teacher will...

play the audio or facilitate popcorn reading on pages 12-13. Ask students to define the words on page 13.

2. Students will...

listen to the audio or participate in the popcorn reading. Students will go to Real Academia Española and define the words on page 13.

Lesson plan 4 | Anécdotas 2

3. Teacher will...

review *Actividad 1* with the students. You may allow them to work with a partner to complete the activity.

3. Students will...

collaborate with a partner and complete *Actividad 1*.

4. Teacher will...

review *Actividad 2* with the students. You may allow them to work with a partner to complete the activity.

4. Students will...

collaborate with a partner and complete *Actividad 2*.

5. Teacher will...

review *Actividad 3* with the students. You may allow them to work with a partner to complete the activity.

5. Students will...

collaborate with a partner and complete *Actividad 3*.

Exit Ticket

To check for understanding of the lesson, have students complete this exit slip in one of various forms: write their answer on a sheet of paper and turn it in to you, share their response to a classmate or share their response to the class.

¿Qué tan importante es la diversidad para Estados Unidos?

FINAL DE LA LECCIÓN 4



YOU GOT THIS!

Lesson plan 5 | Anécdotas 2

LAS SOCIEDADES EN CONTACTO

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will analyze an image and make a comparison between the image and the reading.
2. Students will define vocabulary words, research two celebrations in Spain and utilize the vocabulary to write a paragraph.

Language Objectives

- 1. Reading:** Students will reread the information from the previous lesson in order to complete the comparison.
- 2. Writing:** Students will write a comparison between an image and the reading. Students will write sentences with key vocabulary words from the text.
- 3. Speaking:** Students will share ideas and information with each other to complete the activities.
- 4. Listening:** Students will listen to each other's ideas and perspectives.

Can-Do Statements

I can make a connection between the image and the reading.

I can compare and contrast the image with the reading.

I can use key vocabulary words to describe celebrations in Spain.

ACFTL STANDARDS Language Connects

The following standards are met by:

MC: comparing and contrasting the image to the text.

CC: comparison between cultures.

PW: writing a response comparing and contrasting an image to the reading. Writing a paragraph about two celebrations in Spain.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E 2a: writing informative texts about utilizing different concepts to demonstrate understanding. (6-7th grade only)

E 2b: writing informational texts conveying the main idea and supporting answers with details from the text. (6-12th grade)

LI 1: using information from the text to support their answer. (6-12th grade)

L 4a: utilizing the context of a sentence to define the word. (6-12th grade)

L 5b: using the relationship of each word such as synonym and antonym to understand the meaning of the words. (6-8th grade only)

LESSON PLAN 5

Materials

1. Anécdotas 2 Textbook page 15
2. Workbook 2 pages 5-6

Sequence **Day Five**



Essential Questions:

Textbook: ¿Cómo se relaciona la imagen con la lectura?

Workbook: ¿Cómo es la multiculturalidad en España?

Workbook: ¿Cuáles son dos celebraciones de España?

1. Teacher will...

Warm up:

show the image on page 15 and ask students to share with a partner how that image relates to the title.

Teacher may ask: ¿Qué ves en la imagen ¿Qué conexión tiene la imagen con la lectura?

1. Students will...

Warm up:

discuss the meaning of the image as a class and write the comparison.

2. Teacher will...

explain the cross-word puzzle. You may allow students to work with a partner to complete the activity.

2. Students will...

collaborate with a partner and solve the cross-word puzzle using the clues.

Lesson plan 5 | Anécdotas 2

3. Teacher will...

explain how to create the sentences after the cross-word puzzle. You may provide a sentence as one of the examples.

3. Students will...

create sentences using the vocabulary words from the cross-word.

4. Teacher will...

explain the table on activity B. You may provide one of the rows as an example for students. You may allow students to work with a partner to complete the activity.

4. Students will...

collaborate with a partner and complete the table on activity B.

5. Teacher will...

explain the research part of activity B and you may allow students to work with a partner to facilitate research and gathering information.

5. Students will...

collaborate with a partner to research part of activity B and use online resources.

Exit Ticket

To check for understanding of the lesson, have students complete this exit slip in one of various forms: write their answer on a sheet of paper and turn it in to you, share their response to a classmate or share their response to the class.

Have students present one of the celebrations they researched.

FINAL DE LA LECCIÓN 5



YOU GOT THIS!