

# LESSON PLAN

ANÉCDOTAS 1

WEEK 1



# Lesson plan 1 | Anécdotas 1

## LAS FAMILIAS Y SU ENLACE EN LA SOCIEDAD

*Unit 1 – Week 1 (3 or 5 days)*

### Content Objectives

1. Students will be introduced to the role families have in society.
2. Students will analyze and discuss the changes family structures have had over the past 40 years.

### Language Objectives

- 1. Reading:** Students will read about family structures and analyze the change in family structures.
- 2. Writing:** Students will write responses to discussion questions that analyze the shift in family structures over the years.
- 3. Speaking:** Students will discuss their responses with a partner and as a class, and compare and contrast their points of view.
- 4. Listening:** Students will listen to different opinions regarding family structures from their classmates and their teacher.

### *Can-Do Statements*

I can understand the main idea and supporting details of an article related to family and its importance to society.

I can share my opinion on questions related to family structures and how these have changed over time.

I can identify traditions and habits that have stayed the same or have changed over time.

## ACFTL STANDARDS Language Connects

The following standards are met by:

**IL:** interpreting the meaning of the idea and identify key points.

**IR:** identifying the main idea and its supporting details as well as contextualizing new vocabulary word.

**AIDP:** evaluating perspectives from different cultures.

**MC:** utilizing critical thinking skills to solve problems creatively.

**IC:** interacting and exchanging information with a partner.

**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:

**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 1

## LESSON PLAN 1

### *Materials*

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

### **Sequence** **Day One**

#### *Essential Questions:*

■ ■ ■ ■ ► ¿Qué rol tiene la familia en la sociedad?

■ ■ ■ ■ ► ¿Qué cambios han tenido las familias en los últimos 40 años?

■ ■ ■ ■ ► ¿Cómo daña la tecnología a la sociedad?

#### *1. Teacher will...*

Warm up:

show the image on page 1. Ask students to share with a partner how the image relates to a family.

Teacher may ask: ¿Qué vez en la imagen?  
¿Qué conexión tiene la imagen con el título?

#### *1. Students will...*

Warm up:

brainstorm and discuss the connection between the image and families.

#### *2. Teacher will...*

ask for volunteers to share their response while guiding their conversation.

#### *2. Students will...*

share their response and listen to their classmates' connections to the topic.

## Lesson plan 1 | Anécdotas 1

### *3. Teacher will...*

facilitate popcorn reading for pages 3-5 in the textbook. Ask questions in between paragraphs to check for understanding.

### *3. Students will...*

take turns reading paragraphs out loud and answer comprehension questions.

### *4. Teacher will...*

explain questions on Page 6. Walk around groups asking questions and provide support for students.

### *4. Students will...*

answer the questions in a written form. Once completed they will discuss their answers with a partner.

### *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.

*¿Qué es una tradición que ha cambiado con el transcurso del tiempo y las familias?*



# FINAL DE LA LECCIÓN 1



**YOU GOT THIS!**

## Lesson plan 2 | Anécdotas 1

### LAS FAMILIAS Y SU ENLACE EN LA SOCIEDAD

*Unit 1 – Week 1 (3 or 5 days)*

#### Content Objectives

1. Students will be introduced to current news topics and analyze the relationship that topic has to their community.
2. Students will review family structures by comparing and contrasting families now to those of 40 year ago.

#### Language Objectives

1. **Reading:** Students will read a current news article and analyze how the information relates to their community.
2. **Writing:** Students will write a summary to review the introduction to the unit and its purpose for the rest of the chapter. Students will write responses to discussion questions related to the current news information.
3. **Speaking:** Students will discuss the author's purpose, connection to their community and main idea of an informative article with a partner.
4. **Listening:** Students will listen to different opinions regarding information related to their community.

#### *Can-Do Statements*

I can compare and contrast family structures from now to those of 40 years ago.

I can understand the main idea, author's purpose and relationship to my community of a current informative article.

I can discuss different points of view with my classmates regarding current news.

### ACFTL STANDARDS Language Connects

The following standards are met by:

Workbook-

**PW:** writing responses to questions related to the topic.

**Infórmate:** Standards will vary per worksheet. Click on link to see standards.

### COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

Workbook-

**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)

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

**Infórmate:** Standards will vary per worksheet. Click on the link to see standards per worksheet.

## LESSON PLAN 2

### *Materials*

1. Workbook 1 page 2
2. Infórmate (Lesson: the reflection questions and worksheet can be assigned through the learning site. Blog: Reflection questions and worksheet have to be printed out and completed on paper)

### **Sequence** **Day Two**

#### *Essential Questions:*

■■■■► Workbook: ¿Qué importancia tiene la familia en la sociedad?

■■■■► Workbook: ¿Cómo eran las familias de antes comparadas con las familias de hoy?

■■■■► Infórmate: Refer to article for essential question

#### *1. Teacher will...*

Warm up:  
review topics from previous lesson by  
prompting discussion questions related to  
main the ideas.

#### *1. Students will...*

Warm up:  
complete the workbook page after  
reviewing the topic and main ideas.

#### *2. Teacher will...*

introduce Infórmate article by having  
students popcorn read through the  
article. Teacher will ask questions to  
check for understanding throughout the  
article.

#### *2. Students will...*

take turns popcorn reading through the  
article and answering comprehension  
questions about the article.



## Lesson plan 2 | Anécdotas 1

### *3. Teacher will...*

review reflection questions with the students after reading the article.

### *3. Students will...*

write their responses to the reflection questions, share their answers with a partner and share their response with the class.

### *4. Teacher will...*

review main ideas from the article to facilitate writing the summary in the worksheet.

### *4. Students will...*

complete the summary based on the information that they have read and reviewed.

### *5. Teacher will...*

facilitate discussion between students and assist them in completing the worksheet.

### *5. Students will...*

complete partner activity by asking for each other's opinion and writing their partners response. Students will then find three vocabulary words that they did not know or that are important to the article and define them.

### *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 write a sentence for each of the words they defined in the Infórmate article.

# FINAL DE LA LECCIÓN 2



**YOU GOT THIS!**

## Lesson plan 3 | Anécdotas 1

### LAS FAMILIAS Y SU ENLACE EN LA SOCIEDAD

*Unit 1 – Week 1 (3 or 5 days)*

#### Content Objectives

1. Students will analyze a quote and summarize its main idea.
2. Students will discuss the importance of education in their lives and the impact it will have in their future.

#### Language Objectives

- 1. Reading:** Students will read a quote and analyze its meaning. Students will read an informative article related to benefits of having an education.
- 2. Writing:** Students will write responses to reflection questions related to education and its importance from a child's early life into their adulthood.
- 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 read and understand the main idea and supporting details of an article related to the power of education and its importance in Latin American cultures.

I can share my ideas with my peers regarding the importance of education.

I can identify why it is important for me to pursue a higher education and the benefits it will have in my life.

### ACFTL STANDARDS Language Connects

The following standards are met by:

**PW:** having students write a reflection to a quote and answer reflection questions related to the topic.

**MC:** making a personal connection to the quote, reading and reflection questions.

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

**IC:** sharing and expressing opinions with classmates.

**IR:** identifying the main idea and its supporting details .

### COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

**E 1b:** demonstrating understanding of the text by answering and utilizing supporting details. (6-12th grade)

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

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



# Planificando juntos | Anécdotas 1

## LESSON PLAN 3

### *Materials*

1. Anécdotas Textbook 1 pages 7-10

### **Sequence** **Day Three**

#### *Essential Questions:*

■ ■ ■ ■ ▶ ¿Cuál es la importancia de esta cita en tu vida?

■ ■ ■ ■ ▶ ¿Por qué es importante recibir una educación?

■ ■ ■ ■ ▶ ¿Qué tan importante es la educación para cumplir tus metas?

#### *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 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...*

ask the students as a class to discuss what  
the image on page 8 represents and how it  
relates to the title of the lesson.  
Teacher may ask: ¿Qué ves en la imagen?  
¿Qué conexión tiene la imagen con el título?

#### *2. Students will...*

discuss the meaning of the image as a  
class and answer prompted questions.

## Lesson plan 3 | Anécdotas 1

### *3. Teacher will...*

ask the students *¿Por qué unos países avanzan más que otros?* and facilitate a class discussion. Teacher can lead popcorn read or play audio to reading and check for understanding by asking questions between paragraphs.

### *3. Students will...*

take turns reading the paragraphs out loud and respond to comprehension questions with a partner or as a class.

### *4. Teacher will...*

introduce reflection questions by discussing them as a class and facilitating a discussion in preparation for the student's written response.

### *4. Students will...*

ask for clarification questions and share ideas and supporting details out loud to the class in preparation for their written response.

### *5. Teacher will...*

walk around assisting students as they answer the questions in written form.

### *5. Students will...*

answer the questions in written form. They may collaborate with a partner to answer their questions.

### *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.

*Piensa en tu futura carrera técnica o universitaria, ¿qué poder tiene la educación para que cumplas tus metas?*

# FINAL DE LA LECCIÓN 3



**YOU GOT THIS!**



# Lesson plan 4 | Anécdotas 1

## LAS FAMILIAS Y SU ENLACE EN LA SOCIEDAD

*Unit 1 – Week 1 (3 or 5 days)*

### Content Objectives

1. Students will answer comprehension questions to review the reading regarding the importance of education in their lives.
2. Students will research upcoming growing careers and select a career they are interested in to conduct further research regarding that specific career.

### Language Objectives

- 1. Reading:** Students will read information regarding various careers. Students will read a current news article and analyze how the information relates to their community.
- 2. Writing:** Students will write a paragraph summarizing the information from their career research. Students will write responses to discussion questions related to the current news information.
- 3. Speaking:** Students will discuss the author's purpose, connection to their community and main idea of an informative article with a partner.
- 4. Listening:** Students will listen to different opinions regarding information related to their community.

### *Can-Do Statements*

I can conduct research on a variety of careers and summarize the main points in a paragraph.

I can understand the main idea, author's purpose and relationship to my community of a current informative article.

I can discuss different points of view with my classmates regarding current news.

## ACFTL STANDARDS Language Connects

The following standards are met by:

Workbook-

**PW:** summarizing the information they researched on a career.

**MC:** associating education with the benefits it brings to themselves and society.

**Infórmate:** Standards will vary per worksheet. Click on link to see standards.

## COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

Workbook-

**E 2b,c,e:** writing information supported by elaborating main ideas in a formal style. (6-12th grade)

**E 7:** conducting research utilizing various resources. (6-12th grade)

**E 8:** gathering information from digital resources. (6-12th grade)

**L 4c:** defining key vocabulary words using online resources. (6-12th grade)

**Infórmate:** Standards will vary per worksheet. Click on the link to see standards per worksheet.

## LESSON PLAN 4

### *Materials*

1. Workbook 1 page 3
2. Infórmate (Lesson: the reflection questions and worksheet can be assigned through the learning site. Blog: Reflection questions and worksheet have to be printed out and completed on paper)

### **Sequence** **Day Four**

#### *Essential Questions:*

■■■■▶ Workbook: ¿Qué importancia tiene la educación en tu comunidad?

■■■■▶ Workbook: ¿Qué importancia tiene tu futura carrera o profesión en la comunidad?

■■■■▶ Infórmate: Refer to article for essential question

#### *1. Teacher will...*

Warm up:  
review topics from previous lesson by  
prompting discussion questions related  
to main ideas.

#### *1. Students will...*

Warm up:  
complete the workbook page after  
reviewing the topic and main ideas.

#### *2. Teacher will...*

introduce Infórmate article by having  
students popcorn read through the  
article. Teacher will ask questions to  
check for understanding throughout the  
article.

#### *2. Students will...*

take turns popcorn reading through the  
article and answering comprehension  
questions about the article.

## Lesson plan 4 | Anécdotas 1

### *3. Teacher will...*

review reflection questions with the students after reading the article.

### *3. Students will...*

write their responses to the reflection questions, share their answers with a partner and share their response with the class.

### *4. Teacher will...*

review main ideas from the article to facilitate writing the summary in the worksheet.

### *4. Students will...*

complete the summary based on the information that they read and reviewed.

### *5. Teacher will...*

facilitate discussion between students and assist them in completing the worksheet.

### *5. Students will...*

complete partner activity by asking for each other's opinion and writing their partners response. Students will then find three vocabulary words that they did not know or that are important to the article and define them.

### *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 write a sentence for each of the words they defined.



# FINAL DE LA LECCIÓN 4



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## Lesson plan 5 | Anécdotas 1

### LAS FAMILIAS Y SU ENLACE EN LA SOCIEDAD

*Unit 1 – Week 1 (3 or 5 days)*

#### Content Objectives

1. Students will be introduced to the fourth industrial transformation in preparation for future technological jobs.
2. Students will analyze how education can prepare them for the upcoming and most demanding jobs.

#### Language Objectives

1. **Reading:** Students will read about technological advances in current and future jobs.
2. **Writing:** Students will define key vocabulary words and answer questions related to the topic.
3. **Speaking:** Students will take turns reading out loud and sharing opinions and responses to questions.
4. **Listening:** Students will listen to the audio of the reading as well as to different opinions presented by their teacher and classmates.

#### *Can-Do Statements*

I can understand the main idea and supporting details on an article related to the Fourth Industrial Revolution.

I can share my ideas with my peers regarding the impact of technology in the current job market.

I can share my responses to my peers regarding the needed preparation for tomorrow's jobs.

### ACFTL STANDARDS Language Connects

The following standards are met by:

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

**AIDP:** sharing and gathering information with their peers.

**IL:** identifying key points and main ideas from an audio.

**PW:** writing a response to questions related to the text.

**IC:** expressing ideas with their peers.

### 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:** students discussing main ideas of a text with a partner. (6-12th grade)

# Planificando juntos | Anécdotas 1

## LESSON PLAN 5

### *Materials*

1. Anécdotas 1 Textbook pages 11-14

### **Sequence** **Day Five**

#### *Essential Questions:*

■ ■ ■ ■ ► ¿Cuáles son las destrezas para los trabajos del futuro?

■ ■ ■ ■ ► ¿Qué es la cuarta transformación industrial?

■ ■ ■ ■ ► ¿Cómo hay que prepararse para los trabajos del mañana?

#### *1. Teacher will...*

Warm up:

show the image on page 11 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 el título?

#### *1. Students will...*

Warm up:

discuss the meaning of the image as a class and answer prompted questions.

#### *2. Teacher will...*

guide choral or group reading on pages 12-13 pausing the reading or audio to ask question to check for understanding.

#### *2. Students will...*

participate in reading as well as in answering questions to demonstrate their understanding.

## Lesson plan 5 | Anécdotas 1

### *3. Teacher will...*

introduce students to key vocabulary words on page 13 related to the reading and its main idea.

### *3. Students will...*

use *Real Academia Española* to define the key vocabulary words.

### *4. Teacher will...*

explain *Actividad 1* comprehension questions on page 14 and review answers when every students has completed the activity.

### *4. Students will...*

individually answer the comprehension questions on activity 1 and check their answers at the end.

### *5. Teacher will...*

explain *Actividad 2* fill in the blank with vocabulary words on page 14. Remind students that the definition to the words are on the previous page.

### *5. Students will...*

individually fill in the blank to each of the questions. They may use the definitions on the previous page.

### *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 complete *Actividad 3* on page 14.



# FINAL DE LA LECCIÓN 5



**YOU GOT THIS!**