The new Learning Focused Lesson plan replaces the Acquisition Lesson and the Extending Thinking Lesson plan formats.

In this latest revision of the Learning Focused lesson template, several components have been clarified.

1. A specific learning target or goal for this lesson is included, from which the Lesson Essential Question is drawn.
2. The specific standards addressed in this lesson are included.
3. Specific knows and dos (what students will know and be able to do at the end of this lesson) are included. The individual learning activities and assessment prompts are based on these knows and dos.
4. Assessment Prompts are included within the Lesson Instruction, at the end of each learning activity, to reinforce that formative assessment is ongoing and imbedded in the instructional plan.
5. Higher Order Thinking Skills should be introduced, taught (if necessary) and used as part of the learning experiences in most lessons.
**Lesson Topic:**
**Unit 1: Getting Acquainted**

<table>
<thead>
<tr>
<th>Learning Goals/Target for this Lesson:</th>
<th>Standards Addressed in this Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know how to communicate orally in Spanish.</td>
<td>Students will be able to do</td>
</tr>
<tr>
<td>begin to use basic vocabulary to greet others, introduce themselves, and say good-bye.</td>
<td>NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.</td>
</tr>
<tr>
<td>express simple feelings and use appropriate titles with adults.</td>
<td>NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.</td>
</tr>
<tr>
<td>learn that people in both English and Spanish-speaking countries can say the same things in both languages.</td>
<td>NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students’ language.</td>
</tr>
<tr>
<td>begin to use ALICE to present in the target language.</td>
<td>NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students’ language.</td>
</tr>
<tr>
<td></td>
<td>NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.</td>
</tr>
<tr>
<td></td>
<td>NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.</td>
</tr>
<tr>
<td></td>
<td>NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.</td>
</tr>
</tbody>
</table>

**Lesson Essential Question:**
1. Can students use culturally appropriate greetings, farewells, apologies, and expressions of courtesy?
2. Can students understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed?
3. Can students understand the meanings of spoken words that are similar to those in the students’ language?

Adapted from Learning-Focused Lesson Plan (Next Generation of Learning-Focused)
4. Can students identify written words and phrases that are similar to words and phrases in the students’ language?
5. Can students use appropriate pronunciation to present memorized phrases?
6. Can students use readily available technology tools and digital literacy skills to present in the target language?
7. Can students recognize examples of cognates and loan words from the target language in other disciplines?

**Activating Strategy**: (How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)

Meet and Greet

**Key vocabulary** to preview and vocabulary strategy:

Greet and say good-bye: *hola, buenos días, buenas tardes, buenas noches, hasta luego, hasta pronto, hasta la vista, nos vemos, adiós, chao, hasta mañana*

¿Cómo te llamas?, ¿Cómo se llama?

Introduce oneself: *Me llamo, ¿Y tú?*

¿Cómo estás? (tú), ¿Cómo está? (usted)

Express feelings: *Estoy bien, así así, regular, no muy bien, mal, excelente, horrible,*

Titles: Use proper titles with names – *Señor-Sr., Señora-Sra., Señorita-Srta.*

Polite expressions: *por favor, gracias, de nada, lo siento, mucho gusto, encantado(a), salud,*

Alice: computer program, class, objects, virtual world, What is ALICE

**Lesson Instruction**: (How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)

<table>
<thead>
<tr>
<th>Learning activity 1</th>
<th>Graphic Organizer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After introducing Unit I vocabulary</td>
<td></td>
</tr>
<tr>
<td>1. Meeting Each Other</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Learning-Focused Lesson Plan (Next Generation of Learning-Focused)
Have students work in pairs to create a brief (3-4 lines) introductory conversation. They should greet each other, tell each other their names, use an expression of courtesy, and tell each other goodbye.

Assessment Prompt for LA 1:

1. Your Spanish teacher sees you coming down the hall. You want to impress him/her with how much Spanish you have already learned. Your teacher greets you to start the conversation. Continue the conversation by responding appropriately to the greeting and to any questions your teacher may ask you. Be sure to greet your teacher, introduce yourself, use an expression of courtesy, and bid farewell.

2. You see your Spanish teacher in the cafeteria at lunch and want to impress him/her with how much Spanish you have already learned. START a conversation with your teacher that has one basic greeting including the teacher’s title and name, a question asking how the teacher is, an appropriate response to a similar question, and one farewell. Remember, YOU start the conversation.

3. It’s the first couple of weeks of the semester and a new student has joined your Spanish class. The teacher has asked you to help the new student understand the teacher’s instructions by SHOWING the student what to do. There will be 5 instructions in Spanish.

4. Your teacher will provide you with a chart to list similarities and differences between the Spanish and English...
languages. Using the chart, list as many cognates*, alphabet, accents, intonation, etc. that you can.

Learning activity 2
Intro to Alice

1. Getting Started with ALICE handout and hands on activity

2. The essentials of ALICE

A short tutorial that introduces the learner to Alice by walking through the creation of a world with a bunny. Good for a first time glimpse at what Alice can do. Concepts introduced include scene set up and built-in methods.

Students we'll be creating a short animated dialogue using the getting acquainted unit already learned vocabulary.

Programming Terms:

Computer Program - a set of instructions that tells a computer what to do. (simplified definition)

Class - defines a particular kind of object. In Alice, classes are pre-defined as 3D Models provided in the gallery, categorized into groups such as, Animals, People, Buildings, and so on.

Objects - In Alice, they are the visual pieces that make up the
animation you see on screen.

**Animation Terms:**

Virtual World - A video game or simulation implemented in 3D.

What is Alice - "An Educational Software that teaches students computer programming in a 3D environment.

3. Create a dialogue in the TL using ALICE

**Assessment Prompt for LA 2:**

1. Quiz for Alice Tutorial(doc)

2. Create a dialogue in the TL using ALICE

**Learning activity 3**

**Assessment Prompt for LA 3:**

**Summarizing Strategy:** (How will students summarize what they have learned as a result of the lesson to provide evidence of their understanding, in relation to the lesson essential question? Examples: Exit Ticket, 3-2-1, Answer the EQ, writing-to-learn exercise, etc.)

Adapted from Learning-Focused Lesson Plan (Next Generation of Learning-Focused)
They begin to use basic vocabulary to greet others, introduce themselves, and say good-bye. They also express simple feelings and use appropriate titles with adults.

They demonstrate understanding of ALICE intro by using ALICE to create a dialogue in the TL using Unit I vocabulary.

Differentiation- Computers, projector, handouts, ALICE tutorial, etc.