### Teacher(s): Walker, Joyce  
### Subject: Spanish Level 1  
### Theme: La Familia  
### Week of: ALICE WORKSHOP  
### June 20, 2016 - June 30, 2016

### Standard(s):  
**NL.CLL.2** – Understand words and concepts of family as presented in the target language via ALICE programming.

### Essential Question(s): (no more than one per standard)  
In given language:  
1. Who are the people in your immediate family? [Memorization of vocabulary]

In target language:  
1. How does the ALICE program help in the review of vocabulary? [Incorporate technology into the lesson]  
2. Are you able to label and verbalize each member in your immediate family? (mirrored using the Simpson family character's) [Pronunciation/Controlled practice In target language]  
3. Can you tell the differences between male and female gender ascriptions in target language? [-Understanding culture/Language]  
4. Can you explain the types of things your family member likes to do? [Understanding culture/Language-Conjugation]

### Vocabulary for the Week:  
(no more than 5-7 per lesson)

1.) Possessive nouns  
2.) ser- to be  
3.) –ito,ita endings  
4.) various family members  
   a. mi tia (sing./f)  
   b. mi abuela (plural/f)  
   c. los tios (plural/m)  
   d. la hermana (sing./f)  
   e. los hermanos (plural/m)  
   f. el sobrino (sing./m)  
   f. los primos (plural/m)  
   g. los sobrinos (plural/m)

**Recycle:**  
1.) nouns and gender agreements  
   (acuedos de los sustantivos y generos)  
2.) singular versus plural.  
3.) Definite articles- un, unos, una, unas (a/an)

### Vocabulary strategy/strategies:  
(include enough strategies to cover all vocabulary)

1.) Use ALICE program to review vocabulary. (see ALICE_LessonPlan3_LaFamilia_Español)  
2.) Use ALICE program to match the subject pronouns (see ALICE_LaFamilia3_Español)  
3.) Graphic organizer for verb – ser, conjugations  
4.) Continue use of computer- pair up and create a typed casual dialogue within ALICE program.  
5.) Graphic organizer for gender agreements  
6.) Show picture of similar family member figure then describe persons, in target language  
7.) Fill in the blank for each statement. i.e. This is my____. Prediction Skills!  
8.) Fill in the blank – My ___ like to (describe member)  
9.) Unscramble Unit 3.2 clothing vocabulary words  
10.) Mon, Wed., Fri - Vocabulary games (Recite, spell, unscramble family member names)  
11.) Grammar/structure videos – Unit 3.2

### Writing Assignment(s):  
(1-2 per week)

- Sentence structure- Nouns before adjectives worksheet reinforcements  
- Dictation – peer to peer- students will clarify thoughts by each writing down descriptions of themselves, share and compare offering correction and support.

### Summarizing Strategies: (at least 2 per day)

1.) Exit ticket: Quizlet- Unit 4.1_La familia/Family  
2.) Spelling of a vocabulary word (solely related to a clothing article.)  
3.) One word/summary of newly learned concept  
4.) Students finish my sentence as I point beginning with..”Estamos primos( We are cousins..)
• Dictation- teacher to student- Students will practice creating outfits describing one thing about themselves.

**Collaboration Strategies:** (at least 1 per day)

1. Turn & Talk (daily)
2. “Grouping” – stand over here/ raise your hand, if you have...
3. Characterization mini-dialogue peer review in ALICE programming
4. Crossword puzzles of names of members