Name: Jennifer Figueroa

LESSON PLAN GUIDE

TEKS: (C2)
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

Grade: Subject:

Objective:
After participating in an open class discussion on culture/LA dishes, students will create a slide or graphic organizer using a technology resource, to describe 2 dishes covered during the class discussion. Students will research the Latin American country where the dish originates from and will present their project to the class. .

Task Analysis: (C4) **What lang. must be taught:**	**Strategy to teach language (C4):**
Class Discussion vocabulary **What skills must be taught:** Summarizing and converting oral language to written language	Personal dictionaries or word journals

Assessments: (C5)
Multiple-choice, short answer, essay, constructed response, written reports Assess students' acquisition of knowledge and concepts

Strategies for Success: (C6)	**Element of Technology:** (C6)
Venn Diagram Graphic Organizer **Learning Styles Addressed:** (C6) **Visual** – Students can see a Venn Diagram modeled on the promethean board. **Auditory** – Students can participate in a class discussion **Kinesthetic** – Students can cut out magazine images of the subject matter.	Popplet app (analyze) **Resources / Materials needed:** (C6) Card stock images of different dishes. World Map of Latin America Writing paper for notes Tables for each group to use Popplet or Google Slides or PowerPoint. Example of Venn Diagram on Promethean board. Markers and dry erase boards for each group.

Higher Order Questions to ask: (C6)
1. What other creative resources can you use to present and compare and contrast the 2 dishes selected?
2. How has this project influenced your idea of diversity and culture?
3. How will you ensure your sources are legitimate and/or reliable?

Hook: (C7)	**Closure:** (C7)
Ask students to draw pictures of what ingredients were needed to create one of their dishes of choice.	**Pair Share!** I can have two students in each group, move to another group and share what they learned about the country, the dish, something they didn't know before the lesson, and something they learned.

- **Teacher Input / Direct Instruction / Modeling:** (C6)
- Begin by informing students of the importance of culture and how they impact our lives in a positive way. Present some photos of popular Latin American Countries, and ask the students to guess what country they are from and to share from their own personal knowledge, any familiar dishes as well. Advise students to take notes, raise their hands to speak, and respect other students when they are sharing. Time length: 15 minutes

- **Student Activities / Guided Practice:** (C6)
- After the class discussion, Students can break off into groups of 4 (6 groups total) and pick 2 dishes from the class discussion. Students are to compare, contrast and write about the country and the history of each dish. Students are encouraged to create a powerpoint slide or use Popplet to create slides or graphic organizers to present in class. (During this activity, I will go around the room and ask students which dish they are presenting, hand out the images of the dishes, ensure that students are collaborating provide modeling examples if needed)

- **Independent Practice:** (C6)
- Students are encouraged to work in a group, however each student will share the responsibility of creating this project and must share what they have learned from the research as well as what role they played in order to ensure their project was a success.

Modifications / Accommodations: (E6)	**Comprehensible Input Techniques:** (R6) Appropriate Speech- Using speech that is appropriate for student's learning level, slow down and enunciate as best as possible. Using Scaffolding techniques routinely, paraphrasing, and Think-alouds.

Notes:

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DELIVERY PLAN (C8)

OBJECTIVE (Rigor):

After participating in an open class discussion on culture/LA dishes, students will create a slide or graphic organizer using a technology resource, to describe 2 dishes covered during the class discussion. Students will research the Latin American country where the dish originates from and will present their project to the class.

OPENING(Retrieval):

Show a 2 minute video on different dishes from Latin American countries and how they are made. Pass out note sheet paper so that students can take notes. Ask students if they recognized some of the dishes, or if they are similar to dishes from their own country. Begin classroom discussion on this subject matter.

TEACHER INPUT(Relevance):

Provide students with a poster board that has available resources they can use to ensure they are reliable, which sites are ok to use in order to find information for their research.

MODEL (Routing):

Use a Promethean board to model a sample Venn Diagram comparing and contrasting the 2 dishes selected as well as their corresponding countries.

GUIDED PRACTICE (Retaining/Rehearsing):

Praise, prompt, leave… I I will go around the room and ask students which dish they are presenting, hand out the images of the dishes, ensure that students are collaborating provide modeling examples if needed)

INDEPENDENT PRACTICE:

Students work in groups and also prepare a statement in which they describe their involvement in the project, as well as what they learned.

CHECK FOR UNDERSTANDING (Recognizing):

Go back and reteach expectations for compare and contrast using the Venn diagram displayed on the promethean board, also go over reliable sources as well as technology they can use.

ASSESSMENT:

Interview: Assess individual and group performance before, during, and after the project.

RESOURCES / MATERIALS:

Card stock images of different dishes.
World Map of Latin America
Writing paper for notes
Tables for each group to use Popplet or Google Slides or PowerPoint.
Example of Venn Diagram on Promethean board.
Markers and dry erase boards for each group.

CLOSURE(re-exposure):

Pair Share! I can have two students in each group, move to another group and share what they learned about the country, the dish, something they didn't know before the lesson, and something they learned.

NOTES:

3 smart objectives in my area.

1. After participating in an open class discussion on culture, students will compose 3 complete sentences summarizing the key points discussed in their class participation journal.
2. After participating in an open class discussion on Latin American Cuisine, students will work in small groups to identify what country corresponds with which Latin American dish.
3. After participating in an open class discussion on an ideal weekend, students will work independently to compose 5 sentences in future tense on what their ideal weekend will be like.