

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Hora \_\_\_\_\_

## Show What You Know!

**Directions:** Respond to the following prompts using Spanish. Respond to the prompts as best you can. You will not be graded according to how well you do, this activity is meant to allow me to see what you remember from last year before we start to review what you learned last year. So do not be afraid to make mistakes!

1. ¿Cómo estás?
2. ¿Cuál es la fecha de hoy?
3. ¿Qué día es hoy?
4. ¿Cómo es tu mejor (best) amigo/amiga?
5. ¿Qué te gusta hacer?
6. ¿Te gusta jugar al béisbol?
7. ¿Qué hora es?

**8. ¿Cuántos días hay en octubre?**

**9. ¿Cómo se dice "pen" en español?**

**10. ¿Qué quiere decir "mapa" en inglés?**

**11. ¿Cuándo es el día de las brujas (Halloween)?**

**12. Introduce yourself to your new classmates and teacher. Include a greeting, your name, where you are from, describe your personality (adjectives), and some things you like to do and do not like to do.**

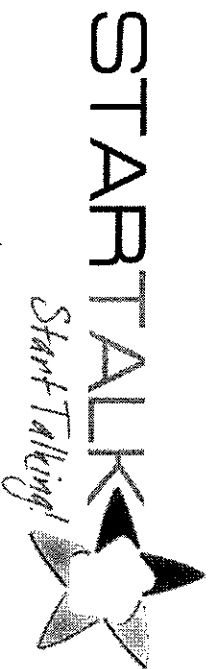
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1. Introduce yourself to your new classmates and teacher. Include a greeting, your name, where you are from, describe your personality (adjectives), and some things you like to do and do not like to do.
2. Describe your school schedule including times and teachers. Describe your favorite class and your favorite teacher.
3. Describe the classroom and talk about where objects are located.
4. You will be spending time studying abroad and you will be staying with a family. Your host mother wants to know what are some foods that you eat and drink. Write her a brief note letting her know what you typically eat and drink.
5. You are grocery shopping with a friend. Your friend is not sure what to buy to maintain a healthy lifestyle. Help your friend out by letting him/her know what is good for your health and what is not.
6. Your parents want to know what you are doing this week. Mention 3 activities/places and where and when you are going to do these activities.

## STARTALK Lesson Planning Checklist

✓	Item
<b>Stage 1</b>	
	I have identified what I want students to be able to do (the learning targets) by the end of the lesson.
	I have determined what students need to know (vocabulary and structures) in order to reach the learning targets.
<b>Stage 2</b>	
	I know how students will show me that they have achieved the learning targets by the end of the lesson.
<b>Stage 3</b>	
	I have thought about various activities that could be used to achieve the learning targets.
	From the activities I have thought about, I have carefully chosen these activities because they hold the greatest promise for reaching the learning targets.
	<b>The activities I have selected do the following:</b>
	Give students a reason for needing and wanting to pay attention and being on-task
	Provide students with an authentic (real-world) purpose for using the language
	Make the learner—not the teacher—the active participant
	Engage <i>all</i> students as opposed to just one or two at a time
	Provide sufficient opportunities for input before expecting output
	Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent
	Represent the best use of instructional time
	Take an appropriate amount of time considering the age of the learner
	Include enough variety to enable a lively pace for the lesson
	Vary in level of intensity and physical movement from one to the next



INSERT YOUR  
PROGRAM LOGO  
HERE]

## LESSON TEMPLATE

<b>LESSON FOCUS</b>	
<b>TIME SUGGESTED</b>	
<b>MATERIALS NEEDED</b>	
<b>OBJECTIVES</b>	<p>LEARNING OBJECTIVES CAN BE COORDINATED WITH LINGUAFOLIO CANDO STATEMENTS. YOU CAN ACCESS THE CANDO STATEMENTS HERE: <a href="#">LINGUAFOLIO FOR STARTALK</a></p>
<b>OPENING ROUTINE/ACTIVITIES</b>	
<b>MAIN LEARNING ACTIVITIES</b>	
<b>CLOSURE</b>	
<b>ASSESSMENT &amp; RECORD KEEPING</b>	<ul style="list-style-type: none"> <li>• USING LEARNING AND LINGUISTIC OBJECTIVES AND THE STUDENT CAN DO STATEMENTS AS A GUIDE, HOW WILL YOU KEEP RECORD OF HOW STUDENTS PERFORM?</li> <li>• HOW WILL YOU KEEP TRACK OF WHICH STUDENTS NEED SPECIAL ATTENTION IN WHAT AREAS?</li> </ul>
<b>ADDITIONAL PLANNING DECISIONS</b>	<ul style="list-style-type: none"> <li>• WHAT ACTIVITIES MIGHT THE STUDENTS TAKE HOME OR DO OUTSIDE OF CLASS TO STRENGTHEN OR EXTEND THEIR SKILLS?</li> </ul>
<b>POST-LESSON FOLLOW-UPS</b>	<ul style="list-style-type: none"> <li>• WHAT WENT WELL?</li> <li>• WHAT NEEDS MORE WORK IN THE NEXT CLASS/ LESSON?</li> <li>• WHAT ACTIVITIES SHOULD I DO DIFFERENTLY NEXT TIME?</li> </ul>

## Appendix B: Stage 3 Lesson Plan Organizer

### Stage 1 Learning Targets (as many or as few as needed)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Addresses Which Objective?	Activity Name	Presentation or Practice of New Material or Previously Introduced Material	Why placed here?	Teacher-Centered or Student-Centered?	How Many Minutes?	Mode (Interpretive, Interpersonal, or Presentational)	Skills (Listening, Speaking, Reading, or Writing)	Level of Discourse Required (Words, Phrases, Sentences, or Paragraphs)

### Stage 2 (activity that students will do to provide evidence that they have accomplished the Stage 1 learning targets)

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# Lesson Plan

Unit \_\_\_\_\_

Lesson Number \_\_\_\_\_ of \_\_\_\_\_

**Stage 1: What will students know and be able to do at the end of this lesson?**

**KNOW:**

**DO:**

**Stage 2: How will you know that students can do that?**

**Stage 3: What instructional activities will be used? (Use as many as necessary to achieve your learning targets.)**

**Opening/Activity 1:**

**Activity 2:**

**Activity 3:**

**Activity 4:**

**Closing/Activity 5:**

**Materials needed for this lesson:**