

LESSON PLAN

ANÉCDOTAS INICIAL 1

WEEK 1



Lesson plan 1 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

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 conduct research on different types of family in our society.

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 prompts that analyze the shift in family structures over the years.
- 3. Speaking:** Students will discuss their responses with a partner and compare and share their points of view of what they would add or change in each other's information.
- 4. Listening:** Students will listen to different opinions regarding family structures from their classmates and their teacher.

Can-Do Statements

I can present information that describes or explains the family nucleus.

I can present information to narrate stories about my family and our experiences.

I can identify different types of family structures.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identify the main idea and its supporting details.

MC: making a personal connection with the reading and research different types of family in society.

IC: interacting and sharing their paragraph with a partner.

PW: utilizing key vocabulary and write how the vocabulary words relate to the basis of creating a family.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

LI 3: analyzing in detail how an idea is introduced and elaborated. (6–8th grade only)

L 4a: utilizing the context of a sentence to define the word. (6–12th grade)

AE 1b: discussing activities with their partners and exchanging information. (6–12th grade)

LESSON PLAN 1

Materials

1. Anécdotas Inicial 1 Textbook pages 1-3

Sequence **Day One**



Essential Questions:

■ ■ ■ ■ ■ ► ¿Qué tanto tiene que ver la palabra "unidos" con esta unidad?

■ ■ ■ ■ ► ¿Cuánto han cambiado las familias en los últimos 20 años?

■ ■ ■ ■ ► ¿Qué cambios en la sociedad han afectado a la familia y su mejoría con el tiempo?

1. Teacher will...

Warm up:

show the image on page 1 and ask students to share with a partner how that 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 ideas with a partner and discuss the connection between the image and families.

2. Teacher will...

have students popcorn read page 2. You may pause the reading to check for understanding by asking comprehension questions.

2. Students will...

popcorn read page 2 and answer comprehension questions.

Lesson plan 1 | Anécdotas Inicial 1

3. *Teacher will...*

explain *Busca* and *Analiza*. You may students to research with a partner.

3. *Students will...*

complete *Busca* by researching different types of families in society and *Analiza* by writing a paragraph using key vocabulary words.

4. *Teacher will...*

have students complete *Comparte* section with a partner.

4. *Students will...*

will share their paragraph with a partner.

5. *Teacher will...*

have students popcorn read page 3. You may pause the reading to check for understanding by asking comprehension questions.

5. *Students will...*

popcorn read page 3 and answer comprehension 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.

- ¿Qué tanto tiene que ver la palabra "unidos" con esta unidad?

FINAL DE LA LECCIÓN 1



YOU GOT THIS!

Lesson plan 2 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will review the roles families have in society.
2. Students will read, interpret and/ or analyze a poem.

Language Objectives

- 1. Reading:** Students will research the different types of family structures. Students will read a poem related to their youth.
- 2. Writing:** Students will write sentences describing an image that represents the different types of families. Students will also write about how the information that they learned can be applied in their real life.
- 3. Speaking:** Students will share and discuss the sentences they wrote for each of the images.
- 4. Listening:** Students will listen to each other's points of views and perspectives.

Can-Do Statements

I can present information that describes or explains the family nucleus.

I can complete a Venn Diagram and write what I learned, how I can apply what I learned to my life, and what I want to learn about this topic.

I can understand, interpret and/or analyze a poem I read.

ACFTL STANDARDS Language Connects

The following standards are met by:

IC: sharing their sentences with a partner.

PS: presenting their sentences.

MC: making personal connections with the reading and creating a Venn Diagram.

PW: defining types of families and a Venn Diagram.

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

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

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

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

AE 1b: discussing activities with their partners and exchanging information. (6-12th grade)

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

LL 5: analyzing how a stanza fits into the overall structure of the text and contributes to the development of the plot, theme or setting. (6-8th grade only)

LL 9: Compare and contrast texts in different forms or genres in terms of themes. (6th grade only)

LESSON PLAN 2

Materials

1. Anécdotas Inicial 1 Textbook page 4-5

Sequence Day Two

Essential Questions:

🔴➡ ¿Cuáles son los tipos de familia que podemos ver en la sociedad?

🔵➡ ¿Cómo puedo aplicar la información que aprendí en mi vida?

🟢➡ ¿Cómo es que mi juventud es el reflejo de mi vida en el futuro?

1. Teacher will...

Warm up:
explain *Actividad 1*. You may allow students to work with a partner to complete the activity.

1. Students will...

Warm up:
collaborate with a partner and complete *Actividad 1*.

*Use online resources.

2. Teacher will...

explain *Actividad 2*. You may have students work with a partner to complete the activity.

2. Students will...

collaborate with a partner and complete *Actividad 2*.

Lesson plan 2 | Anécdotas Inicial 1

3. Teacher will...

explain *Actividad 3*. You may have students complete the activity with a partner. (You may hand out the Venn Diagram found under *1WayResources* for students to complete on paper instead of online.)

3. Students will...

collaborate with a partner to complete *Actividad 3*.
For the Venn Diagram refer back to the textbook.

4. Teacher will...

have students answer essential questions on page 5 with a partner.

4. Students will...

collaborate with a partner to answer the essential questions. Students will have a class discussion.

5. Teacher will...

allow the students to read the poem once on their own, then have one student read it out loud to the class.

5. Students will...

read the poem and answer the multiple choice 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.

- *¿Cómo es que mi juventud es el reflejo de mi vida en el futuro?*

FINAL DE LA LECCIÓN 2



YOU GOT THIS!

Lesson plan 3 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will connect the main idea of a video to the unit.
2. Students will compare and contrast families from now to families from the past.

Language Objectives

1. **Reading:** Students will reread the textbook in order to answer comprehension questions.
2. **Writing:** Students will write a comparison between how families were before and how they are now.
3. **Speaking:** Students will discuss how the Matías video connects to the unit.
4. **Listening:** Students will listen to the information presented in the video and ideas shares by their classmates.

Can-Do Statements

I can connect the main idea of the video to the unit from the textbook.

I can compare and contrast families from today to families from the past.

I can identify important family values that families ingrained on me throughout the years.

ACFTL STANDARDS Language Connects

The following standards are met by:

Matías: Standards will vary.

Workbook:

PW: writing responses to questions related to the text.

MC: comparing the families of the past with those of today.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E2b: writing informational texts conveying the main idea and supporting answers with details from the text. (6-12th grade)

E3a: having students talk about their experiences and orienting the reader by establishing a context as well as writing in an organized sequence as the event occurs logically. (6-12th grade)

LESSON PLAN 3

Materials

1. Matías – La historia de Noah Woods
2. Anécdotas Inicial 1 Workbook pages 3–4

Sequence **Day Three**

Essential Questions:

▶ ¿Qué tiene que ver la palabra placentero con la palabra familia?

▶ ¿Por qué es beneficioso respetar el estilo de vida de los demás?

▶ ¿Cómo se comparan las familias de antes con las de hoy?

1. Teacher will...

Warm up:
play the Matías video for the students to watch. Ask *¿De qué manera se conecta el video con la unidad?*

1. Students will...

Warm up:
take notes as the video plays writing down information that answers the question.

2. Teacher will...

review questions from the activity related to the video. You may allow students to work with a partner to answer the questions.

2. Students will...

answer the questions from the activity with a partner. Students may rewatch the video on their own if needed.

Lesson plan 3 | Anécdotas Inicial 1

3. Teacher will...

explain ¡Comencemos! in the workbook. You may allow students to work with a partner to complete the activity.

3. Students will...

complete the activity with a partner. Use the textbook as reference if needed.

4. Teacher will...

explain ¡Vamos a comparar! in the workbook. You may allow students to work with a partner to complete the activity.

4. Students will...

complete the activity with a partner. Use the textbook as reference if needed.

5. Teacher will...

explain ¡Analizamos el contenido! in the workbook. You may allow students to work with a partner to complete the activity.

5. Students will...

complete the activity with a partner. Use the textbook as reference if needed.

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.

- *¿De qué manera se conecta la unidad con el video de Matías? Escribe dos oraciones contestando la pregunta.*

FINAL DE LA LECCIÓN 3



YOU GOT THIS!

Lesson plan 4 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will analyze a quote and its meaning.
2. Students will be introduced to current news topics and analyze the relationship that topic has to their community.

Language Objectives

- 1. Reading:** Students will read a quote and analyze its meaning. Students will read a current news article and analyze how the information relates to their community.
- 2. Writing:** Students will rewrite a quote by replacing two words that do not change the meaning of the quote. 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 analyze the meaning of a quote.

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:

Textbook-

PW: writing three sentences what they think is the main message of the quote.

MC: making a connection and interpreting a quote.

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:

Textbook-

L4a: utilizing the context of a sentence to define the word. (6-12th grade)

L6: using grade appropriate words to demonstrate comprehension of the text. (6-12th grade)

E2b: writing informational texts conveying the main idea and supporting answers with details from the text. (6-12th grade)

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

LESSON PLAN 4

Materials

1. Anécdotas Inicial 1 Textbook pages 6-7
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:

Textbook: ¿Cuál crees que es el mensaje principal de esta frase del gran escritor Gabriel García Márquez?

Textbook: ¿Cuáles son las dos palabras más importantes de esta frase?

Infórmate: Refer to article for essential question

1. Teacher will...

Warm up:
have students read the quote to themselves, then read it as a class.
Explain *Primero*, *después* y *finalmente*.

1. Students will...

Warm up:
discuss *Primero* with a partner, then as a class. Complete *después* y *finalmente* on their own. They may share *finalmente* with a partner and why they chose to replace those two words.

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 Inicial 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 others 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 Infórmate.

FINAL DE LA LECCIÓN 4



YOU GOT THIS!

Lesson plan 5 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 1 (3 or 5 days)

Content Objectives

1. Students will read a tweet and discuss its importance and relationship to family.
2. Students will identify key information from the tweet and write a prediction of what the next family tweet will be about.

Language Objectives

- 1. Reading:** Students will read a tweet related to the importance of family.
- 2. Writing:** Students will define key vocabulary words and answer questions related to the topic.
- 3. Speaking:** Students will discuss the tweet and its key information. Students will also share with the class the response to the image they found related to the tweet.
- 4. Listening:** Students will listen to each other's ideas and information related to the tweet.

Can-Do Statements

I can understand the main idea and key points of the tweet.

I can share my ideas with my peers regarding what i understood in the information presented in the tweet.

I can make a prediction regarding what the next tweet will be.

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.

PW: writing a five sentence explanation to a tweet and writing a prediction about the tweet.

IC: expressing ideas with their peers.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

LI 2: demonstrating understanding of punctuation rules. (6-12th grade)

AE 1a,b: participating in a class discussion as well as peer discussions after reading informational text and using the evidence to support their ideas. (6-12th grade)

L 4a: clarifying the meaning of a phrase based on content. (6-12th grade)

E 3a: having students talk about their experiences and orienting the reader by establishing a context as well as writing in an organized sequence as the event occurs logically. (6-12th grade)

Planificando juntos | Anécdotas Inicial 1

LESSON PLAN 5

Materials

1. Anécdotas Inicial 1 Textbook pages 8-10

Sequence **Day Five**

Essential Questions:

■ ■ ■ ■ ▶ ¿Cuáles son las metas familiares?

■ ■ ■ ■ ▶ ¿Por qué es importante la unión dentro de la familia?

■ ■ ■ ■ ▶ ¿Cómo puedo conectar el tweet de Juliana con mi familia?

1. Teacher will...

Warm up:

show the image on page 8 and ask students to share with a partner how that image relates to the title.

Teacher may ask: ¿Qué vez 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 page 9 to learn about Juliana and her tweet.

2. Students will...

after the reading, find a partner and complete *Actividad 1-3* with your partner.

Lesson plan 5 | Anécdotas Inicial 1

3. Teacher will...

facilitate presenting *Actividad 4*. (You may have students upload their image into a class shared google slides in order to show the images to the class as students present.)

3. Students will...

present *Actividad 4* with a partner.

4. Teacher will...

explain *Primero* on page 10. You may allow students to continue working with the same partner. (You may create a Twitter wall in your classroom and have students post Juliana's next tweet into the wall.)

4. Students will...

work with a partner to predict Juliana's next tweet. Use the previous page from the textbook if needed.

5. Teacher will...

explain *Después* on page 10. You may allow students to continue working with the same partner.

5. Students will...

work with a partner to complete the activity. Share sentences with another set of partners (creating a group of 4). Use online resources as needed to define and/or translate words.

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.

- ¿Por qué es importante la unión dentro de la familia?

FINAL DE LA LECCIÓN 5



YOU GOT THIS!

LESSON PLAN

ANÉCDOTAS INICIAL 1

WEEK 2



Lesson plan 6 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 2 (3 or 5 days)

Content Objectives

1. Students will read and discuss the importance of interpersonal relationships and the role they play in our life.
2. Students will answer comprehension questions related to the importance of interpersonal relationships and discuss ideas related to the text with their peers.

Language Objectives

- 1. Reading:** Students will read about the importance of interpersonal relationships in our lives.
- 2. Writing:** Students will define key vocabulary words and write down important facts presented in a video.
- 3. Speaking:** Students will share facts about the video that they found interesting with their peers and as a class. Students will discuss questions related to the text.
- 4. Listening:** Students will listen to a video and identify key points and main ideas from it. Students will listen to each other's ideas and perspectives based on the reading.

Can-Do Statements

I can express and support preferences and opinions in a conversation.

I can listen to the importance of interpersonal relationships through an audio.

I can share my point of view regarding the importance of interpersonal communication.

ACFTL STANDARDS Language Connects

The following standards are met by:

IC: sharing and expressing opinions with classmates.

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

IL: listening an audio related to communication and identifying main ideas.

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

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

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

AE 1b,c: discussing activities with their partners and exchanging information as well as prompting and answering specific questions contributing to the discussion. (6-12th grade)

AE 2: interpret information presented in various forms and explaining how it contributes to the topic. (6-12th grade)

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

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

LESSON PLAN 6

Materials

1. Anécdotas Inicial 1 Textbook pages 11-13

Sequence **Day Six**



Essential Questions:

■■■■► ¿Por qué es tan importante saber comunicarte con otros?

■■■■► ¿Cuál es la meta de una buena comunicación entre dos personas?

■■■■► ¿Cómo se ve una relación interpersonal exitosa?

1. Teacher will...

Warm up:

show the image on page 11. You may ask students *¿De qué manera se relaciona la imagen con el título?*

1. Students will...

Warm up:

discuss with their peers how the image relates to the title. Discuss with a partner, then share with the class.

2. Teacher will...

have students partner read page 12. Monitor to ensure students are taking turns reading and discussing the questions.

2. Students will...

take turns reading each paragraph pause to discuss the questions in between. Discuss the last 4 questions prior to submitting the written answers.

Lesson plan 6 | Anécdotas Inicial 1

3. Teacher will...

prompt students to define *Palabras claves*. You may review the definitions as a class.

3. Students will...

use Real Academia Española to define the key vocabulary words.

4. Teacher will...

review *Antes de la acción*. Then explain *Actividad 1*.

4. Students will...

complete *Actividad 1* with a partner. Use the reading as reference as needed.

5. Teacher will...

play the audio for *Actividad 3*.

5. Students will...

take notes while the audio plays (*Actividad 3*). Then, complete *Actividad 4* with a partner.

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 5*.

FINAL DE LA LECCIÓN 6



YOU GOT THIS!

Lesson plan 7 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 2 (3 or 5 days)

Content Objectives

1. Students will watch and analyze a video in order to make a connection to the reading.
2. Students will review the main ideas of the textbook via comprehension questions and identify benefits of having healthy interpersonal relationships.

Language Objectives

- 1. Reading:** Students will reread the textbook in order to review the main ideas and topics.
- 2. Writing:** Students will write key points and aspects of a video, including how it relates to the unit. Students will write about the benefits of having positive interrelationships with friends.
- 3. Speaking:** Students will discuss comprehension questions with a peer as well as the main ideas of the reading.
- 4. Listening:** Students will listen to a video and identify key information. Students will listen to each other's perspectives and ideas of the topic.

Can-Do Statements

I can identify the main ideas of a video and how it relates to the unit.

I can discuss comprehension questions related to the main idea of the reading with my peers.

I can write about the benefits of maintaining positive interpersonal relationships with friends.

ACFTL STANDARDS Language Connects

The following standards are met by:

Matías: Standards will vary.

Workbook:

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

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

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)

L 6: using grade appropriate words to demonstrate comprehension of the text. (6-12th grade)

Matías: Standards will vary.

LESSON PLAN 7

Materials

1. Matías – Un pueblo donde todos viven juntos
2. Anécdotas Inicial 1 Workbook pages 5-7

Sequence **Day Seven**

Essential Questions:

▶ Workbook: *¿Por qué son importantes las relaciones interpersonales?*

▶ Workbook: *¿De qué manera te ha beneficiado mantener una buena relación interpersonal con tus amigos?*

▶ Matías: *¿Cómo se relaciona el video con la unidad?*

1. Teacher will...

Warm up:
play the Matías videos for the class.

1. Students will...

Warm up:
watch Matías and write three facts.

2. Teacher will...

allow students to work with a partner to complete the comprehension questions to the video.

2. Students will...

answer Matías comprehension question and the following essential question, *¿Cómo se relaciona el video con la unidad?* (can be answered either written or spoken)

Lesson plan 7 | Anécdotas Inicial 1

3. Teacher will...

explain *Antónimos/Sinónimos* section in the workbook. You may allow students to work with a partner to complete the activity.

3. Students will...

collaborate with a partner and complete the activity.

*Use online resources

4. Teacher will...

explain *¡Analícemos!* section in the workbook. You may allow students to work with a partner to discuss and answer the comprehension questions.

4. Students will...

collaborate with a partner and complete *¡Analícemos!*

5. Teacher will...

explain *¡La escritura!* section in the workbook. Allow students to brainstorm ideas with a partner prior to writing their individual response.

5. Students will...

collaborate with a partner to discuss *¡La escritura!* but will complete the activity individually.

*Reference the textbook.

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.

- *¿Por qué son importantes las relaciones interpersonales?*

FINAL DE LA LECCIÓN 7



YOU GOT THIS!

Lesson plan 8 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 2 (3 or 5 days)

Content Objectives

1. Students will be introduced to the author José Martí.
2. Students will answer to a writing prompt regarding the evolution of letters over time.

Language Objectives

- 1. Reading:** Students will read a short introduction to José Martí as well as definitions to key vocabulary words.
- 2. Writing:** Students will write definitions and sentences to demonstrate their understanding of the vocabulary words.
- 3. Speaking:** Students will share responses to open ended questions with their partners and as a class.
- 4. Listening:** Students will listen to each other's opinions and their opinion on why letters have disappeared.

Can-Do Statements

I can present information to narrate about my life, my experiences and certain events.

I can identify the most popular method of communication.

I can take a stand on why letters have disappeared.

ACFTL STANDARDS Language Connects

The following standards are met by:

PW: responding to the essential questions and defining new vocabulary.

IR: identifying the main idea and its supporting details.

MC: making a personal connection to the reading and essential questions.

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)

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

LESSON PLAN 8

Materials

1. Anécdotas Inicial 1 Textbook pages 14-15

Sequence **Day Eight**

Essential Questions:

■■■■► ¿Crees que demostramos suficiente amor a nuestros familiares o nos falta ser más cariñosos diariamente?

■■■■► ¿Es la carta la mejor forma de comunicarnos hoy en día? ¿Por qué?

■■■■► ¿Opinas que los jóvenes de hoy en día saben demostrar cariño y respeto a los adultos o eso ha ido empeorando con el tiempo? Explica tu respuesta.

1. Teacher will...

Warm up:
ask ¿Qué escribirías en una carta a un ser querido?

1. Students will...

Warm up:
brainstorm with a small group and share your response with the class.

2. Teacher will...

have students partner read *El perfil del autor*. Monitor to ensure students are taking turns reading and asking each other comprehension questions.

2. Students will...

partner read *El perfil del autor*, discuss *Las preguntas esenciales* and write in the answers to the questions.

Lesson plan 8 | Anécdotas Inicial 1

3. Teacher will...

explain section A of *El vocabulario que nos enriquece*. You may allow students to work with a partner to complete the activity.

3. Students will...

work with a partner and use *Real Academia Española* to define the key vocabulary words.

4. Teacher will...

explain section B of *El vocabulario que nos enriquece*. You may allow students to work with a partner to complete the activity.

4. Students will...

work with a partner to translate the key vocabulary words.

5. Teacher will...

explain section C of *El vocabulario que nos enriquece*. You may allow students to work with a partner to complete the activity.

5. Students will...

work with a partner to write a sentence for each vocabulary word.

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 section D of *El vocabulario que nos enriquece*.

FINAL DE LA LECCIÓN 8



YOU GOT THIS!

Lesson plan 9 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 2 (3 or 5 days)

Content Objectives

1. Students will read and discuss *Última carta de José Martí a su madre*.
2. Students will create a *Tres columnas* about the information they learned.

Language Objectives

1. **Reading:** Students will read a letter from José Martí to his mom.
2. **Writing:** Students will write a letter to a special someone in their family explaining why love is important in a family.
3. **Speaking:** Students will share their letters with a peer and share information to complete *Tres columnas*.
4. **Listening:** Students will listen to each other's letters as well as exchange information.

Can-Do Statements

I can present information to narrate about my life, my experiences and certain events.

I can understand the main idea and details presented in a letter.

I can write an informal letter promoting the preservation of the family union.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identifying the main idea and its supporting details.

MC: making a personal connection to the text.

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

CPP2: identifying the importance of communication and its different forms.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

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

E 3b,d: having students talk about their experiences and they use descriptions and specific words and phrases to narrate those experiences. (6–12th grade)

L 4a: utilizing the context of a sentence to define the word. (6–12th grade)

LESSON PLAN 9

Materials

1. Anécdotas Inicial 1 Textbook pages 16-17

Sequence **Day Nine**

Essential Questions:

❖▶ ¿Cuál sería una buena estrategia para reforzar el amor entre padres e hijos?

❖▶ ¿Opinas que hoy en día los familiares pueden comunicarse más frecuentemente en comparación con las generaciones pasadas?

❖▶ ¿Cómo puedo aplicar lo que aprendí en esta lectura a mi vida?

1. Teacher will...

Warm up:
ask ¿Cuál sería una buena estrategia para reforzar el amor entre padres e hijos?

1. Students will...

Warm up:
will brainstorm with a partner and answer the question.

2. Teacher will...

have students partner read the letter on page 16.

2. Students will...

partner read the letter on page 16 and complete the comprehension questions.

Lesson plan 9 | Anécdotas Inicial 1

3. Teacher will...

explain *Actividad 1*. You may allow students to work with a partner to discuss the questions prior to answering them.

3. Students will...

discuss the questions for *Actividad 1* with a partner and complete the activity.

4. Teacher will...

explain *Actividad 2*. Have students write their letter individually, then share it with a partner.

4. Students will...

complete *Actividad 2* individually and share their letter with a partner.

5. Teacher will...

explain *Actividad 3*. Have students complete *Tres columnas* with a partner.

5. Students will...

collaborate with a partner and complete *Actividad 3*.

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.

- *¿Cómo puedo aplicar lo que aprendí en esta lectura a mi vida?*

FINAL DE LA LECCIÓN 9



YOU GOT THIS!

Lesson plan 10 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 2 (3 or 5 days)

Content Objectives

1. Students will be responding comprehension questions about Última carta de José Martí a su madre
2. Students will connect the main idea of a video to the unit.

Language Objectives

- 1. Reading:** Students will reread José Martí's letter to his mom as well as research information about an event that occurred in the Dominican Republic.
- 2. Writing:** Students will write answers to comprehension questions related to the reading as well as a summary of an important event in the Dominican Republic.
- 3. Speaking:** Students will share responses to open ended questions with their peers and as a class.
- 4. Listening:** Students will listen to each other's ideas and perspectives regarding the comprehension questions.

Can-Do Statements

I can discuss comprehension questions related to the main idea of the reading with my peers.

I can investigate the event that happened in Montecristi and what resulted from it.

I can identify the main ideas of a video and how it relates to the unit.

ACFTL STANDARDS Language Connects

The following standards are met by:

Matías: Standards will vary.

Workbook:

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

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

L 4a: utilizing the context of a sentence to define the word. (6-12th grade)

Planificando juntos | Anécdotas Inicial 1

LESSON PLAN 10

Materials

1. Anécdotas Inicial 1 Workbook pages 8-10
2. Predicciones - (Can be found under Iwayteacher)

Sequence **Day Ten**



Essential Questions:

- ▶ ¿Por qué se le conoce al autor como el "Apostol de la Independencia"?
- ▶ ¿Cómo se define y se compara, el autor, la palabra sacrificio en su mamá y él?
- ▶ ¿Qué evento ocurrió en la República Dominicana?

1. Teacher will...

Warm up:
ask ¿Por qué se le conoce al autor como el "Apostol de la Independencia"?

1. Students will...

have a group discussion and then share with the class.

2. Teacher will...

explain ¡Comencemos! You may allow students to work with a partner to complete the activity.

2. Students will...

collaborate with a partner to complete ¡Comencemos!

*Reference the textbook and vocabulary words.

Lesson plan 10 | Anécdotas Inicial 1

3. Teacher will...

explain *¡Las palabras!* Have students complete the section with a partner.

3. Students will...

collaborate with a partner to complete *¡Las palabras!* Use textbook or Real Academia Española as reference for the definitions.

4. Teacher will...

explain *¡La escritura!* Have students complete the section with a partner. (Have students look for the event related to José Martí and Cuba's independence.)

4. Students will...

collaborate with a partner to complete *¡La escritura!* Use online resources for your research.

5. Teacher will...

hand out and explain *Predicciones*. You may allow students to complete it individually or with a partner.

5. Students will...

complete *Predicciones*. use the letter as reference if needed.

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 share their *Predicciones* with the class or in a group.

FINAL DE LA LECCIÓN 10

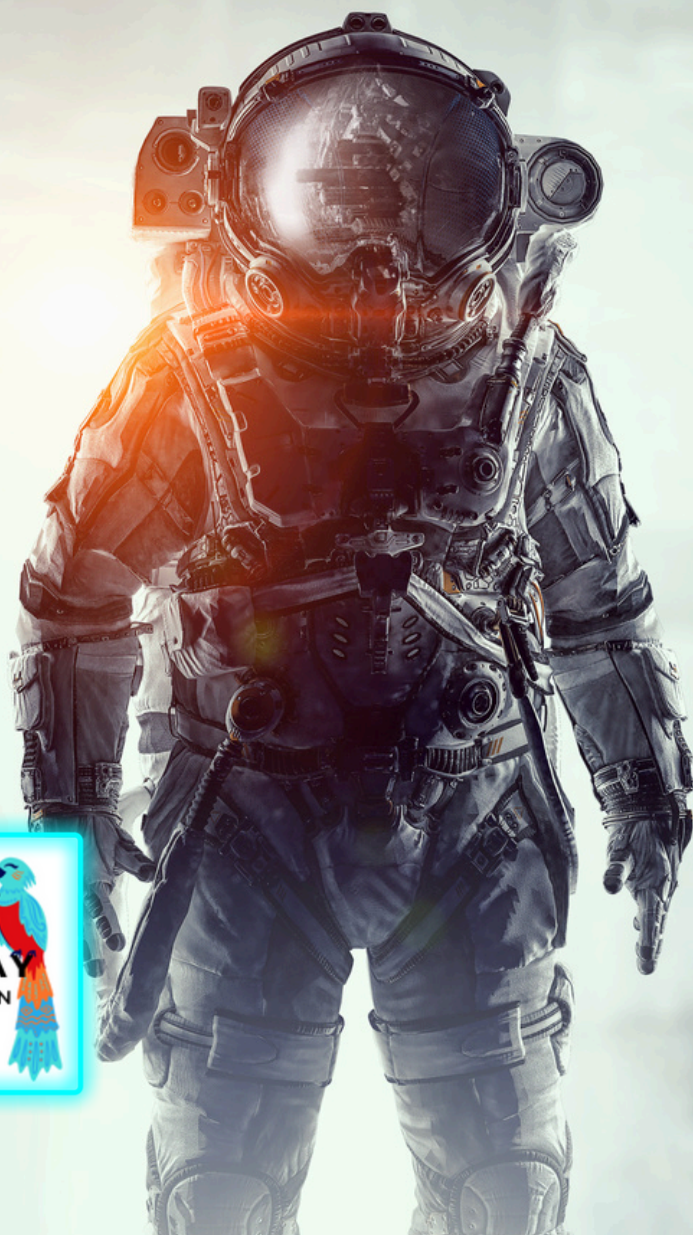


YOU GOT THIS!

LESSON PLAN

ANÉCDOTAS INICIAL 1

WEEK 3



Lesson plan 1 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 3 (3 or 5 days)

Content Objectives

1. Students will be introduced to the importance of respect in a community.
2. Students will discuss the importance of respect in their school and community.

Language Objectives

1. **Reading:** Students will read about the importance of respect in a community as well as in the work force.
2. **Writing:** Students will write responses to reflection questions.
3. **Speaking:** Students will share responses to reflection questions.
4. **Listening:** Students will listen to each other's opinions and perspectives regarding respect.

Can-Do Statements

I can express my opinion on the importance of respect.

I can share ideas with my classmates regarding the main idea of the article.

I can identify how respect is shown in school.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identifying the main idea and its supporting details.

MC: making a personal connection to the text.

IC: sharing and expressing opinions with classmates.

PW: writing an article.

LL: using it in everyday life.

SGC: using it beyond the classroom.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E 1b: demonstrating understanding of the text when answering questions related to the topic and supporting it with evidence. (6-12th grade)

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

AEI a,b: participating in a class discussion as well as peer discussions after reading informational text and using the evidence to support their ideas. (6-12th grade)

LI 1: using information from the text to support their answer. (6-12th grade)

Planificando juntos | Anécdotas Inicial 1

LESSON PLAN 11

Materials

- 1.Comunidad – El respeto como pieza clave – Día 1
- 2.Interconectados (can be found under 1WayTeacher)

Sequence **Day Eleven**

Essential Questions:

- ¿Desde qué edad empezaste a darte cuenta de que el respeto es necesario en cada aspecto de tu vida?
- ¿Cuál crees que es el mayor aprendizaje que te has llevado como lección en tu vida en relación con el respeto?
- ¿Opinas que el respeto se aprende en la escuela, la casa o en todos lados? ¿Por qué?

1. Teacher will...

Warm up:
hand out *Interconectado* and have students write the word *Respeto* in the center. You may allow students to work with a partner to complete the activity.

1. Students will...

Warm up:
fill out *efecto personal*, *efecto social*, and *efecto global* in order to answer: *¿Qué pasa cuando las familias no se respetan?*

2. Teacher will...

have students select a partner or small group to discuss the questions on page 2.

2. Students will...

work with a partner to answer the questions. Share with the class at the end of the partner discussion.

Lesson plan 11 | Anécdotas Inicial 1

3. Teacher will...

popcorn read pages 3-4. Pause after every paragraph to ask comprehension questions to check for understanding.

3. Students will...

participate in popcorn reading and answer comprehension questions.

4. Teacher will...

prompt students to find a partner and discuss the *¡Preguntas para reflexionar!* prior to submitting the written response.

4. Students will...

discuss the questions with a partner and answer the questions in a written format.

5. Teacher will...

ask students *¿Cómo podemos mostrar el respeto en la escuela?*

5. Students will...

work with a partner or a small group to create a list that answers the questions. Present the list to the class.

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.

- *Después de leer el artículo, ¿opinas que el respeto se aprende en la escuela, la casa o en todos lados? ¿Por qué?*

FINAL DE LA LECCIÓN 11



respect

admiration for someone
there qualities or achiev
rights of other people

YOU GOT THIS!

Lesson plan 12 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 3 (3 or 5 days)

Content Objectives

1. Students will continue reading about the importance of respect in a community.
2. Students will write a summary about the article.

Language Objectives

- 1. Reading:** Students will continue reading about the importance of respect in a community as well as in the work force.
- 2. Writing:** Students will write a summary of the reading and responses to their partner's questions.
- 3. Speaking:** Students will share responses to reflection questions.
- 4. Listening:** Students will listen to each other's opinions and perspectives to the comprehension questions.

Can-Do Statements

I can write a summary that describes the main idea of the article.

I can make a connection between the article's topic and their community.

I can identify key vocabulary words related to the main idea of the article.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identifying the main idea and its supporting details.

MC: making a personal connection to the text.

IC: sharing and expressing opinions with classmates.

PW: writing an article.

LL: using it in everyday life.

SGC: using it beyond the classroom.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E 1b: demonstrating understanding of the text when answering questions related to the topic and supporting it with evidence. (6-12th grade)

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

AE 1a,b: participating in a class discussion as well as peer discussions after reading informational text and using the evidence to support their ideas. (6-12th grade)

LI 1: using information from the text to support their answer. (6-12th grade)

LESSON PLAN 12

Materials

1.Comunidad – El respeto como pieza clave – Día 2

Sequence Day Twelve

Essential Questions:

🔴▶ ¿Cuáles son alguno aspectos importantes del artículo?

🔵▶ ¿Cuál es el tema del artículo?

🟢▶ ¿Por qué es importante el respeto?

1. Teacher will...

Warm up:

allow students to work with a group to discuss the following questions: ¿Cuáles son alguno aspectos importantes del artículo?
¿Cuál es el tema del artículo?

1. Students will...

Warm up:

after the discussion students will write a 5 sentence summary of the reading.

2. Teacher will...

have students work with a partner to complete *Compañero 1*.

2. Students will...

write their partners response in the box.

Lesson plan 12 | Anécdotas Inicial 1

3. Teacher will...

have students work with a different partner to complete *Compañero 2*.

3. Students will...

write their partners response in the box.

4. Teacher will...

have students work with a different partner to complete *Compañero 3*.

4. Students will...

write their partners response in the box.

5. Teacher will...

have students define 2 key vocabulary words from the article.

5. Students will...

use *Real Academia Española* to define two key words from the article.

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 as well as why they think those words are important in the article.

FINAL DE LA LECCIÓN 12



YOU GOT THIS!

Lesson plan 13 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 3 (3 or 5 days)

Content Objectives

1. Students will continue learning about the importance of respect in a community.
2. Students will write an article about their school and how students show respect with internet usage.

Language Objectives

1. **Reading:** Students will reread about the importance of respect in a community as well as in the work force.
2. **Writing:** Students will write an article about their school and a tweet related to the article.
3. **Speaking:** Students will share responses to reflection questions, and their tweet with a classmate.
4. **Listening:** Students will listen to each other's opinions and perspectives regarding respect.

Can-Do Statements

I can identify rules that are important to follow while using the internet.

I can write an article about their school and how students show respect with internet usage.

I can write a tweet related to the main idea of the article.

ACFTL STANDARDS Language Connects

The following standards are met by:

IR: identifying the main idea and its supporting details.

MC: making a personal connection to the text.

IC: sharing and expressing opinions with classmates.

PW: writing an article.

LL: using it in everyday life.

SGC: using it beyond the classroom.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

E 1b: demonstrating understanding of the text when answering questions related to the topic and supporting it with evidence. (6-12th grade)

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

AE 1a,b: participating in a class discussion as well as peer discussions after reading informational text and using the evidence to support their ideas. (6-12th grade)

LI 1: using information from the text to support their answer. (6-12th grade)

LESSON PLAN 13

Materials

1.Comunidad – El respeto como pieza clave – Día 3

Sequence Day Thirteen

Essential Questions:

❏▶ ¿Qué reglas debes seguir en el internet para respetar a los demás usuarios?

❏▶ ¿Qué aprendiste acerca del respeto?

❏▶ ¿Cuál es el mensaje principal de esta lección?

1. Teacher will...

Warm up:
ask ¿Qué reglas debes seguir en el internet para respetar a los demás usuarios?

1. Students will...

Warm up:
with a partner create a list of rules that need to be followed in order to demonstrate respect to others.

2. Teacher will...

explain the instructions to the article the students will write. You may allow students to work with a partner. Allow student to brainstorm prior to writing.

2. Students will...

brainstorm for the article. First select 5 words from the article that are important for the article. Then, select three of the rules from the warm up to add to the article. Afterwards, select two things learned from the reading. Finally, come up with a moral.

Lesson plan 13 | Anécdotas Inicial 1

3. Teacher will...

have students continue working with the same partner to write the article.

3. Students will...

write the article with a partner based on the information they brainstorm. Students may share their article with the class.

4. Teacher will...

explain the *tuit* activity to the class.

4. Students will...

identify an antonym of *decaer* and a synonym of *próspero*. Students may use online resources.

5. Teacher will...

have students write the *tuit*. Teacher may create a Twitter wall in the classroom and have students "post" their *tuit* there.

5. Students will...

write a *tuit* related to the topic of the lesson.

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 response to one of the *tuits* a classmate wrote.

FINAL DE LA LECCIÓN 13



YOU GOT THIS!

Lesson plan 14 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 3 (3 or 5 days)

Content Objectives

1. Students will be introduced to the country of Cuba.
2. Students will read about Cuba's history, culture and traditions.

Language Objectives

1. **Reading:** Students will investigate and read about Cuba's history, culture and traditions.
2. **Writing:** Students will write answers to research questions about Cuba.
3. **Speaking:** Students will share ideas and collaborate with a partner to answer research questions.
4. **Listening:** Students will listen to information their peers have researched.

Can-Do Statements

I can research and identify Cuba's location in the map.

I can identify historical, cultural and tradition aspects of Cuba.

I can compare and contrast the information I learned about Cuba with information I know from the US.

ACFTL STANDARDS Language Connects

The following standards are met by:

- MC:** making connections to the country.
- IC:** interacting and exchanging information with a partner.
- IR:** identifying the main ideas of the text.
- CPP2:** identifying geographical places in Cuba.
- PW:** writing a response to research questions.
- PS:** present their findings with a partner.
- CC:** comparison between cultures.
- IAV:** watching a video about cars in Cuba.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

- AE 1a:** participating in a class discussion after reading informational text and using the evidence to support their ideas. (6-12th grade)
- 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 8:** gathering information from multiple sources (6-12th grade)

LESSON PLAN 14

Materials

1. Anécdotas Inicial I Textbook pages 18–21

Sequence Day Fourteen

Essential Questions:

¿Qué aspectos culturales definen a Cuba?

¿Cuáles son algunas tradiciones importantes de Cuba?

¿Cómo puedo aplicar la información que aprendí a una situación real?

1. Teacher will...

Warm up:

show students the image on page 18 and ask
¿Por qué Cuba tiene tantos carros antiguos?

1. Students will...

Warm up:

research the question with a partner and
share their findings with the class.

2. Teacher will...

play the video and ask the students

1. ¿Cómo reciben los cubanos las partes necesarias para sus autos?
2. ¿Es fácil tener carros nuevos en Cuba?
¿Por qué?
3. ¿Qué evento con EE.UU. ocasionó que hubiera tantos carros antiguos en Cuba?

* <https://www.youtube.com/watch?v=JrSyDflbtmo>

2. Students will...

take notes as they watch the video and
answer the comprehension questions.

Lesson plan 14 | Anécdotas Inicial 1

3. Teacher will...

instruct students to read pages 19–20 with a partner. Monitor to ensure partners are taking turns reading the paragraphs. Ask comprehension questions to check for understanding when students are all done reading.

3. Students will...

take turns reading the paragraphs pointing out main ideas of each paragraph to their partner and answering comprehension questions prompted by the teacher.

4. Teacher will...

explain *Primero* on page 21 and allow students to work with a partner to facilitate researching the answers online.

4. Students will...

work with a partner and conduct online research for questions on page 21.

5. Teacher will...

explain *Después* on page 21 and allow students to work with a partner to answer the three columns.

5. Students will...

work with a partner and answer the three columns.

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.

- *Escribe 3 datos interesantes que aprendiste de Cuba.*

FINAL DE LA LECCIÓN 14



YOU GOT THIS!

Lesson plan 15 | Anécdotas Inicial 1

LA UNIÓN COMO BASE

Unit 1 – Week 3 (3 or 5 days)

Content Objectives

1. Students will be label a map and research La Habana.
2. Students will create a comercial about Cuba.

Language Objectives

1. **Reading:** Students will read information regarding La Habana, Cuba and interesting tourist attractions that can be completed there.
2. **Writing:** Students will write about cultural aspects presented in Cuba.
3. **Speaking:** Students will discuss information for a video promoting tourism in Cuba.
4. **Listening:** Students will listen to each other's videos regarding the information they researched.

Can-Do Statements

I can identify important locations in Cuba.

I can create a commercial inviting people to visit Cuba.

I can identify important cultural aspects in Cuba.

ACFTL STANDARDS Language Connects

The following standards are met by:

PW: answering research questions and write a paragraph about cultural practices presented in the text.

CC: researching La Habana.

PS: create a comercial inviting people to visit Cuba.

COMMON CORE STATE STANDARDS Preparing America's students for success

The following standards are met by:

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

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

AE 1b: discussing activities with their partners and exchanging information. (6-12th grade)

LESSON PLAN 15

Materials

1. Anécdotas Inicial 1 Workbook pages 11-13

Sequence **Day Fifteen**

Essential Questions:

■ ■ ■ ■ ► ¿Cuáles son unas locaciones geográficas importantes de Cuba?

■ ■ ■ ■ ► ¿Qué información es importante para hacer un video promoviendo el turismo en Cuba?

■ ■ ■ ■ ► ¿Qué prácticas culturales presenta tu texto sobre Cuba?

1. Teacher will...

Warm up:
ask ¿Cuáles son algunos lugares turísticos que te gustaría visitar en Cuba?

1. Students will...

Warm up:
research tourist places that they would like to visit in Cuba.

2. Teacher will...

explain ¡Comencemos! You may allow students to work with a partner to complete the activity.

2. Students will...

work with a partner and complete ¡Comencemos!

Lesson plan 15 | Anécdotas Inicial 1

3. Teacher will...

have students research 5 tourist attractions in La Habana, Cuba.

3. Students will...

research 5 tourist attractions in La Habana, Cuba and make connections with the video.

*Use online resources.

4. Teacher will...

explain *¡Un video!* and have students use the information from La Habana that they researched. May have students present the videos at the end of class.

4. Students will...

use their research as well as the textbook to complete *¡Un video!*

5. Teacher will...

have students reread their textbook and complete *¡La escritura!* Students may work with a partner to complete the activity.

5. Students will...

complete *¡La escritura!* and will use the textbook to write their paragraph.

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 share their video or paragraph to the class. Students can then write one fact they found interesting from their classmates video or paragraph.

FINAL DE LA LECCIÓN 15



YOU GOT THIS!