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| **Language Panda Lesson Plan Worksheet** | | | | | |
| **Title of your project** | **Family infographics** | | | | |
| **Keywords for your project:** | **Writing; Speaking; Culture**  **Spanish**  **Canva.com** | | | | |
| **Duration of project:** | **2 class periods** | | | | |
| **Activity URL (if applicable)** | **Canva.com**  <http://www.un.org/en/development/desa/population/publications/pdf/ageing/household_size_and_composition_around_the_world_2017_data_booklet.pdf>  <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2127rank.html> | | | | |
| **Brief description of activity:** | This assignment combines culture, vocabulary, and the presentational mode of speech. In this lesson, students use www.canva.com to create an infographic about the families of a Spanish-speaking country. My goal with this project is to expose students to data about other countries, have students practice writing short descriptions, invite students to make comparisons with the United States, and have students use their infographic posters to practice speaking. | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | **Learners will be able to:**  **Use family vocabulary; make comparisons; speak about family statistics about other countries** | | |
| 🞏 Interpersonal |
| X Interpretive |
| X Presentational |
| If applicable, indicate how this lesson connects to other standards and skills. | **Connections** | Relate to current events and international government courses | | | |
| **Comparisons** | Compare statistics from different countries | | | |
| **Communities** |  | | | |
| **Other Standards and Skills** | **Create legible infographics** | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | **Time\***  How many minutes will this segment take? | **Materials/Resources/ Technology**  What materials will you need? |
| **Step 1:** | Activate knowledge- teacher will introduce family vocabulary using a story that includes key terms. Instructor will draw attention to most important terminology. | | | 10 | **Textbook, projector, Powerpoint** |
| **Step 2:** | Students and teacher will practice identifying family member vocabulary using guided practice questions (images on a family tree) | | | 5 | **Textbook, projector, Powerpoint** |
| **Step 3:** | As an extension activity, students will research the family statistics for a Spanish-speaking country.  For homework, students will create an infographic about their country | | | 30 | UN/CIA websites  Internet |
| **Step 4:** | Students will present their infographics in a one-minute mini presentation the following class session. Students will respond to questions comparing the information from different infographics. | | | 15 | **Internet, infographics** |
| **Reflections** | * What worked well? Why? * Was there anything that you discovered that you needed to tell your students? | | | | |

***Modified from: ACTFL Lesson Plan Template***