

Lower Elementary


Performance Range	Novice Low	Grade	4	Date	3/20	Day in Unit	2	Minutes	30
Theme/Topic	Chinese Geography								
Essential Question	What do I know about the geography of China?								
Daily topic:	Describing national parks								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	<i>Which modes of communication will be addressed?</i>	Learners can: Describe the location of the country. Identify national parks. Locate major cities. Write short descriptions in their Spanish notebooks.						
		X Interpersonal							
		X Interpretive							
		Presentational							
If applicable, indicate how this lesson connects to other standards.	Connections								
	Comparisons								
	Communities								
	Other Standards								
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?				Time* How many minutes will this segment take?	Materials/Resources/Technology Be specific. What materials will you develop? What materials will you bring in from other sources?			
Gain Attention / Activate Prior Knowledge	Play "I spy" with the world map using vocabulary learned in lesson 1 (ríos, montañas, islas, etc.)				5 minutes	Powerpoint slide with map of the world, map of Asia, all labeled in Spanish. (Map of rivers, Mapa Físico)			
Provide Input	I will show a slide presentation showing the national park system, highlighting their location. Do any of the images look familiar?				10 minutes	Kyle Oberman's website. Powerpoint slide with map of China labeled in Spanish, student notebooks with work from last week.			
Elicit Performance / Provide Feedback	Students will work in pairs to compare and contrast national parks from China and the US. What similarities do they observe? What differences do they notice?				15 minutes	Powerpoint slide with maps, student copies with colored and labeled maps. Images of national parks from the US and China			
Provide Input	<i>I will walk around the room to check their work and guide students that need additional attention.</i>					Stamps			
Elicit Performance / Provide Feedback									

Closure			
Enhance Retention & Transfer			
Reflection/ Notes to Self			

Nombre _____

Compañeros del
Reloj

12:00 Compañero



3:00 Compañero

9:00 Compañero

6:00 Compañero

Busca a un compañero para cada hora. Escribe los nombres de tus compañeros en los espacios. Tu compañero debe escribir tu nombre en la misma hora.