**Day of the Dead- Review Game and Preparation for Altar**

1. **Content: Describe *what* it is you will teach. What is the content?**

I will be teaching one of the final lessons on the Day of the Dead. The lesson will mainly a review (through a game and bell ringer) on the vocabulary, history and symbolism that we have learned about this cultural celebration. The final portion of the class will require students to write and concretely plan for their altars so that they can be informed participants in our culminating *ofrenda*.

1. **Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.**

The students will review much of the vocabulary and symbolism behind the celebration that we have learned this week. Students will be able to participate in the group activity / competition effectively and collaboratively, using the new knowledge they have learned this lesson. Students will also use pertinent vocabulary words that will allow them to discuss the "altars" they will be creating and to be able to use the vocabulary appropriately in their concept circle sentences.

**Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.**

This lesson is a part of a Curriculum Unit Plan on Mexico. We have used this cultural celebration to discuss the topic of the hybridization of culture, or cultural mestizaje that is central to Latin American identity. Through the learning of culture we are also reinforcing vocabulary and grammar and making students more are of their own cultures and traditions.

1. **Assessment: Describe *how* you and your students will know they have reached your learning goals.**

Students will know that have reached my learning goals through competently participating in the "amazing race" game and being able to both write and correct their concept circle sentences. They will also discuss their plans for their altar confidently, knowing the purpose of the celebration and symbolism.

1. **Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?**

As a foreign language class all of the students are language learners, so I always try to make accommodations for the varying levels of fluency. The bell ringer will provide choice, choosing any four vocabulary words that you are comfortable with from a list of 12. The activity will be collaborative, allowing students to both be experts and resources for each other. The lesson will also involve visuals and be a review of information that has been consistently discussed throughout this unit.

1. **Activity description and agenda**
	1. **Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.**

10 minutes: Bell ringer / Concept Circles and write sentences on board and corrections

5 minutes: Explanation of activity / modeling of game and rules

10 minutes: Amazing Race competition / Game

7 minutes: Debrief and model next activity on the elmo

10 minutes: Planning for altars and discussion

1. **What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?**

Certain students (Scott, Andrea, Giovanni) will be given preferential seating and have their groups chosen carefully to try and ensure a compatible and motivating grouping. I will also give them extra time before calling on them in the group share.

Students will also have choices built into the lesson and not be required to answer any questions that have a single correct answer.

1. **List the Massachusetts Learning Standards this lesson addresses.**

1.1 Engage in conversation, Communication Strand

1.2 Understand Information, Connections Strand

1.3 Present Information, Communications Strand

2.2 Products and perspectives, Comparisons Strand

4.2 Compare cultures, Culture Strand

1. **Reflection**

1. **In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?**
2. **What did you learn from the experience of this lesson that will inform your next LAP?**