

## Lesson Plan Template

Teacher Candidate Name: N. Parrish  
 Lesson Title/#: El biblioburro and The Right to Education  
 Grade Level: Eighth Grade Spanish

### Lesson Foundations

|                       |   |   |   |
|-----------------------|---|---|---|
| Content Standards     | INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology.<br>PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology.<br>CULTURES: Gain and use knowledge and understanding of other cultures. |   |   |
| Learning Objective(s) | Students will develop an understanding of Luis Soriano and his quest to bring books and education throughout Colombia.<br><br>Students will compare and contrast their own rights to education as they look through the lens of their disabilities.   | Assessment(s)<br><br>Include LO being addressed | Students will be assessed by answering questions on the reading and formatively through class discussion. |
| Materials & Resources | Luis Soriano tiered reading and questions<br>El biblioburro documentary <a href="http://www.pbs.org/pov/biblioburro">www.pbs.org/pov/biblioburro</a>  |   |   |

### Instructional Procedures/Steps

*Note when you are addressing a learning objective and when enacting an assessment.*

|                            | Teacher will...  | Student will...   |
|----------------------------|--|---|
| Opening<br>____5__ Minutes | Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.<br><br>The teacher will begin the lesson by asking students about some of the basic rights they have in the target language. What rights do we have? Do people with disabilities have the same rights as others? What rights do you have at school? Why are these rights important? Some of these questions will be asked verbally, others will be asked via Kahoot! survey. | What will students be doing?<br>What evidence of learning will students demonstrate?<br>Student-centered learning/opportunities for practice and application.<br><br>Students will be taking part in a class dialogue. They will be answering the questions, providing feedback for each other, and using a personal electronic device to lock in their answers for surveyed questions. |

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|---|--|---|
| <p>Instruction<br/>___30___ Minutes</p> | <p>The lesson will begin by having the class complete a choral reading of Luis Soriano and his mission to bring education to the children of Colombia. This is a tiered reading geared at the level of Spanish they understand.</p> <p>After the reading, students will watch some brief snippets of the documentary as the teacher audio describes for students who need it.</p> <p>The class will then discuss the importance of the role of education and why Luis Soriano does what he does. Have students ever had to fight for their educational rights in the United States? Why was that worth doing?</p> <p>Students will answer the questions at the end of the article (potentially as homework).</p> | <p>Students will read in the “choral” style, as they take turns and read certain sections together to make sure everyone is involved and keeping up with the reading to know when to read.</p> <p>Students will periodically answer comprehension questions throughout the reading. Students will also have the chance to ask clarification questions.</p> <p>Students will be watching the documentary.</p> <p>Students will contribute answers to the class discussion on the importance of education and how they have been personally affected.</p> <p>Students will begin to answer the questions as the end of the article.</p> |
| <p>Closure<br/>___5___ Minutes</p>      | <p>The teacher will ask students ways they can help Luis Soriano in his quest to make education accessible. The class will adopt a project to help him (as in a school book drive with books they can braille).</p>  | <p>Students will be challenged to come up with ways to help Luis Soriano and will be inspired to ignite change within their own classroom.</p>  |
| <p>Planned Supports</p>                 | <p>None.</p>   |   |