



# SAMR Lessons

Susan Rodriguez

# Triangle 1: Context

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Spanish 1 Class

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Mostly 10<sup>th</sup> grade students

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Unit 7: Los Castells de  
Tarragona

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Day 4

# Unit 7: Los Castells de Tarragona - Day 4

## Background:

On the previous day, students acted out a story, *El Amigo Simpático*, in Spanish, practicing the target structures for the unit.

## Today's Lesson:

1. Bell Ringer: Story Recall
2. CLOZE script
3. Teacher retell/students illustrate mural
4. Simultaneous presentations
5. Shrinking summary

# Triangle 1: Learning Objective

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Communication 1.1, 1.3

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I can write clearly and cohesively.

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I can demonstrate a command of grammar and usage.

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# Triangle 1: Learning Activity

Students rewrite the story they acted out in class in narrative form from memory using pencil and paper.

Can use their **notes**\* taken during the story only.

# Triangle 1: Substitution

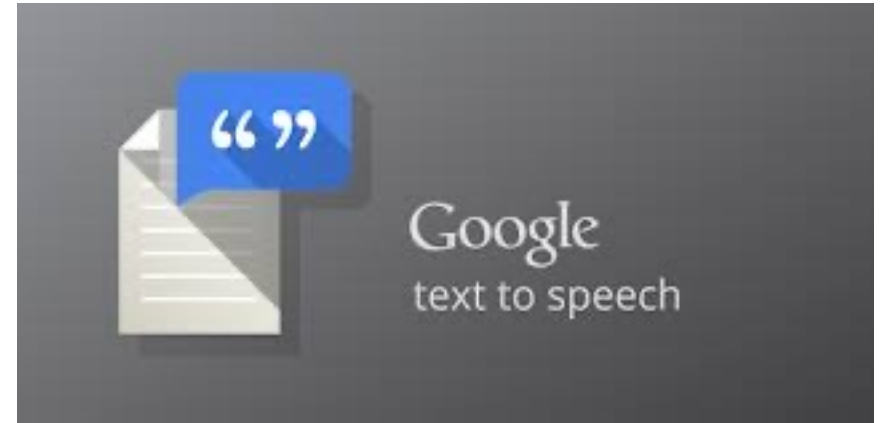
Students rewrite the story in narrative form using Microsoft Word or Google Docs instead of using pencil and paper.



Google Docs

# Triangle 1: Augmentation

- Students rewrite the story using Microsoft Word or Google Docs. The students use text to speech to hear the flow of the story and check for grammar to improve the writing process.



# Triangle 1: Modification

Students collaborate with a partner/group to rewrite their story using Google Docs and text to speech, which is then shared online in Google Classroom or Edmodo to receive feedback and improve upon the quality of the paper overall.





# Triangle 1: Redefinition

Students use animation creation software like Adobe Animate to recreate the climax of the story in an animated version with the student as the narrator.

OR...

Powtoon to summarize the entire story.



# Triangle 2: Context

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Spanish 5 Class

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12<sup>th</sup> grade students

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Unit 2.3: Renaissance & Baroque –  
***Don Quijote de la Mancha***

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Day 5

# Triangle 2: Learning Objective

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Communication 1.1, 1.3, 1.4 (Writing), 1.5 (Speaking), 3.2

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I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

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I can interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

# Unit 2.3: Don Quijote de la Mancha - Day 5

## Background:

On the previous day, students read multiple sections from the book, ***Don Quijote de la Mancha***.

## Today's Lesson:

1. Bell Ringer
2. Palabras Desconocidas
3. Class Discussion: "Practicality vs. Idealism"
4. Identify how Sancho Panza illustrates quote
5. Make a list of in-text citations

# Triangle 2: Learning Activity

After reading the assigned sections, explain how Sancho Panza personifies the idea of “practicality over idealism.” Be sure to use text citations.

# Triangle 2: Substitution

Students access and read the assigned sections from Don Quijote online. Students use Google Docs for explanation and citations.



# Triangle 2: Augmentation

- Students use online study guides, dictionaries, and supplemental reading to gain a greater understanding of the text and to translate the particularly difficult words or sections.

Linguee



Novel

👁 Satire



**Don Quixote**

Author	Years Published	Original Language
Miguel de Cervantes	1605 & 1615	Spanish

**THEMES**

**A Mad Quest for Chivalric Honor**

An obsession with chivalric romances of the 1500s prompts Alonso Quixano to reinvent himself as knight errant Don Quixote. Accompanied by his squire, Sancho, the imaginative knight traverses the Spanish countryside in search of honor, glory, and adventure—only to return home cursing the very books that sparked his imagination.

# Triangle 2: Modification

Students use Tellagami (in addition to online study guides, dictionaries, and supplemental reading) to record a video discussing the idea over practicality over idealism that Sancho Panza represents and cite in-text examples.





# Triangle 2: Redefinition

Students use iMovie to make a trailer from the perspective of Sancho Panza commenting and summarizing what took place during a passage that best illustrates the idea of “practicality over idealism.”

