

**World Language Academic Standard:**

<http://www.doe.in.gov/sites/default/files/educator-effectiveness/world-languages.pdf>

By the end of the class, student will be able to (State Content, Language, and/or Cultural objectives here and expand below: Students will be able to differentiate between the different verb conjugations for commands when given tú, Usted, or Ustedes as the subject. Students will be able to recognize when and where to insert proper marks such as accents and punctuation given the type of command. Students will be able to identify and appropriately conjugate irregular verbs for both affirmative and negative commands. Standards: 9.1.2 Exchange more detailed information and opinions in guided conversations. 9.2.1 Respond to everyday requests, commands, and directions. 9.7.2 Recognize and use a variety of language structures.

**Content/Topic Objective:** grammar and vocabulary are not the focus of the unit or lesson.

- Teach grammar as the vehicle for using the target language to communicate
- Introduce and practice vocabulary in context.
- Student-Centered Context
- Real World Connection

**Language Objective:** provide opportunities for students to interact with target-language communities.

- Interpretative:** Uses authentic oral and printed texts.
- Interpersonal:** Practice oral communication in pairs and in small groups.
- Presentational:** Engage students in written interpersonal and presentational communication.

**Cultural objective:** explore the relationship between and among cultural products, practices, and perspectives.

- Engage in cultural observation and analysis.
- Use literary and/or artistic works to provide insights into cultural practices, products and perspectives.

**Supporting Diverse Learners**

**Student Assets:** Students in these class sections have two main strengths: low affective filters and strong senses of community. The students have low affective filters, which means they are generally not hesitant to speak aloud and experiment with the language. Sometimes, students worry about making mistakes in their speech production, but these students do not typically become concerned about being completely correct or not; because of this, there is a lot of participation in the class and a lot of students are responding to different questions and prompts. Their other asset is their community in the classroom. The students in both classes are very close to each other and know each other well. their relationships with each other as well as the strong rapport with both the teacher and myself results in a lot of conversation and connections that help keep course material relevant to students.

**Anticipated Challenges:** Something that may hinder the engagement and effectiveness of teaching in these two class sections is the time of day in which they are offered. These classes are the last two of the day, and students are often tired from a long day of school and ready to go home. Some students tend to "check-out" regardless of the efforts made by the teacher or me.

**Special Considerations for IEP and/or ILP:** No knowledge about students with any IEPs or ILPs have been shared with me. I do recognize that there are native speakers in the class, and at times, I ask for their participation to ensure that they are gaining the grammatical knowledge needed to pass exams in the course.

**Teaching students how to engage in academic discussions**

- Paired communication
- Language frames
- Probing questions exercise
- Other Asking what makes something incorrect and having students to question each other in their reasoning.

**Communicating to a partner**

- Say something
- Block party
- Inside-outside circles
- Value lines
- Other

**Communicating in small groups**

- Think-pair-share
- Chalk talk
- Microlabs
- Reading detective
- Other

### Strategies for Instruction

- Class/Group Discussion
- Cooperative Learning
- Small Group
- Guided Practice
- Lab
- Lecture or Direct Instruction
- Question/Answer
- Learning Stations
- Readers/Writers Workshop

- Teacher Modeling/Demo.
- Journal writing
- Role Play
- Hands-on
- Inquiry Learning
- Game
- Simulation/Role Playing
- Independent Learning
- Other

### Use of Materials

- Teacher's Manual pg #
- Student Text pg #
- Picture Books
- Culturally Relevant materials
- Realia (Authentic artifacts)
- Handouts:
- Manipulative:
- Related Equipment:
  
- Other:

### Use of Technology

- Cell Phone
- PollEverywhere.com
- CPS Clickers
- Elmo Document Camera
- Software
- Student Computers
- Teacher Computer w/LCD
- Video Clips/DVD
- Website
- Web 2.0 tool
- Other PowerPoitn Presentation

Rationale: The students of this room have a great community and love getting up and acting things out. The students tend to be a bit chatty at times, but by already anticipating classroom discussion about correct and incorrect conjugations of commands, students turn their conversations into productive talk about the subject at hand.

### Agenda

#### **BEFORE: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections?**

The class will begin with an "antemano" (bellringer) that asks students to label a skeleton with the different body part vocabulary from the current chapter. After approximately ten minutes, the teacher will review the answers with the students. The teacher will also quickly review the answers to the previous day's homework, which was applying knowledge to commands for the three different subjects learned: tú, Usted, and Ustedes.

Students will enter the room and grab an antemano to do at their desk for the first ten minutes of class. This is a daily routine, so students are expected to come in and get started once the bell has rung. Later, reviewing the answers to the antemano allows them to have quick feedback about whether or not they understand the topic being reviewed. The antemano is collected immediately after reviewing it so look over and see that students were participating in class; this is a great way to have quick formative assesment, but also hold students accountable.

The same will occur with the previous night's homework. Students will take out their homework and go over it as a class. Students will be called on randomly to share the answers they have come up with. Again, this is a way to allow instantaneous feedback for students, but also holds them accountable for their homework because it is collected at the end of review.

#### **DURING:**

#### **What support strategies will you use to scaffold students learning so they meet or exceed targeted objective?**

This lesson is a review session of commands for the students' upcoming exam. Scaffolding students' prior knowledge and helping them achieve new skills during the classtime is not likely, but students will be drilled about the different rules for correctly conjugating both affirmative and negative commands in the tú, Usted, and Ustedes forms. Review includes the proper ending for each conjugation, the inclusion of appropriate marks such as accents and exclamation points when necessary, and the memorization of irregular command conjugations.

The activity chosen to formatively assess the students' knowledge of commands is an activity similar to "Simon Says." Commands will be projected on the board from a computer. If the command is written correctly and contains no errors, the students are to act out the command being requested of them. If there is any error evident in the example command, students are to sit still and explain what aspect of the example command sentence is making it incorrect. Students are to look for whether the subject matched the verb conjugation, whether reflexive

pronouns matched the subject and verb conjugation, and whether the appropriate ending was used for each verb.

When students act out the correct commands, it not only shows that they understand why the command is correct in terms of grammar, but they also understand the meaning of the verb and what is being asked of them. When students don't act out the verb, but instead offer reasons for the command's incorrectness, they may be able to work collectively to give the correct reasoning.

**Closing: How will you engage students in self-assessment and/or reflection on key concepts?**

The previously mentioned activity is not only a way to review materials for an upcoming test, but also to formatively assess the students and their current knowledge of commands. The date of the exam has been moved back one day for extra review time which was deemed needed by the Ms. Luna from previous formative assessment in the class when reviewing antemanos and submitted homework.

Before students will be dismissed from the class, they will be provided with a concrete study guide showing the skills they will need to succeed on the exam. The study guide includes: Chapter 7 vocabulary, appropriately attaching reflexive pronouns to infinitive and conjugated verbs, and knowing how to conjugate verb commands for tú, Usted, and Ustedes forms in both affirmative and negative.

- Two column notes
- Guided note taking
- Anticipation guides
- Opinionnaire
- Text Prediction/Impressions
- Venn diagram
- Cause and effect frames
- MVP
- 20 Questions
- What's is say/mean/matter
- One-sentence summary
- Creating metaphors
- Graphic organizers
- KWL or EQW (Experience, ?'s, Wonder)

- 4 As
- Text rendering
- Reciprocal teaching
- Save the last word for me
- Coding the text
- Open mind portrait
- Read-talk-write
- Directed reading thinking activity
- Zooming in/ zooming out
- Anomalies
- Imitation writing
- RAFT
- SPAWN
- Sentence combining
- Social-academic language translations

- Frayer model
- List-group-label
- Semantic feature analysis
- Word sorts
- Word Walls
- Tree map for wordsmithing
- Shades of Meaning
- Vocabulary self-awareness activity
- Creating metaphors
- Tossed Terms
- Sketch to Stretch
- Mnemonics
- Other

**Daily Assessment** *How do you know your students met your lesson objective(s) and to what extent? I know my students have met their objectives because they are speaking up and openly discussing with one another and with me the reasons that certain commands are correct and other aren't. Students are able to tell me something is right or wrong, and also tell me what makes something correct/incorrect, and what needs to be done to correct a command.*

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

**Formative:**

- Class discussion
- Student self-assessment
- Error correction
- CPS clickers
- Email teacher
- Entrance/Exit slip
- Teacher Observe
- Listened to conversations
- Quiz
- Thumbs up, neutral, or down
- Homework check
- Voting
- Whiteboard Check
- Other

**Summative:**

- Test
- Project
- Report
- Presentation
- Final Exam
- Other The students were to be tested on the material reviewed two days after this lesson.

**Additional Teacher Preparation:**

Copy: Antemanos

**Additional Reference/Sources of Information:**

PowerPoint with the 17 example commands to be reviewed. Ms. Luna also helped with the instruction for both classes.

Locate:

**Daily Reflection** This would be a section at the end for the teacher to note any strengths or weaknesses of the plan. What worked well? What needs to be changed for next year? What are next steps for students and how will you get them there?

The portion of this lesson plan that I personally organized for the class was the review activity with the PowerPoint slides and having the students decide if different examples were correct or incorrect.

Overall, the entire class period of instruction went well. Students are accustomed to completing bellringers and reviewing homework for quick feedback and opportunities to practice with previously learned material. The bellringer was not very challenging, but more of a time-filler for the students as they came in the room and unwinded from passing period. If I had been orchestrating the whole period's instruction, I would have had a bellringer that had students thinking at higher levels such as analyzing and creating their own material with the vocabulary and grammatical knowledge they have. The bell ringer was good, however, for the students to review key vocabulary for the upcoming test. The homework was great for the students to practice at home and review in class, but I don't know that the students are always held to a high standard in terms of homework completion and performance.

The activity I had planned went well in many ways. Students were acting out verbs when it was appropriate and caught the mistakes in the incorrect commands. Students also held an open dialogue about the common mistakes when conjugating for commands, since they are different than regular verb conjugation. At times it seemed the students may have been a little too chatty, but upon further inspection, more times than not the students were repeating what another student had said and clarifying for their nearby peers.

For the first period, I had students stand to act out the different verbs, but by the second period, I had realized that the class would seem a lot less chaotic if students remained seated. The students tended to act for every single command regardless of its correctness, which demonstrated that they knew meaning, but still needed time to grasp grammatical concepts.

The next steps for these students would be for them to feel comfortable with the teacher speaking in more Spanish during the course of the period. Because I am only a visitor in this classroom for a few days a week one semester, I don't feel that I have much influence on the students' comfort level in regards to hearing more Spanish and processing these commands with ease. I think this could be achieved with these classes if common vocabulary such as question words and common commands were solidified among the students' Spanish knowledge. More comprehensible input such as photos and gestures could be used as well to help students understand the message if the words aren't yet known.