

**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 briefly describe what the course covers. Students will be able to collaboratively define the expectations set for themselves for the duration of the course.

**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 are brand new to the course and having me as their teacher. They will most likely come to the class with open minds about class material and environment.

Anticipated Challenges: Students may have preconceived ideas about the course, the subject, and me as their teacher. Students may lack enthusiasm for the school year.

Special Considerations for IEP and/or ILP: Student files will be reviewed before the first day of classes.

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

- Paired communication
- Language frames
- Probing questions exercise
- Other

**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

Rationale: Students will participate in a chalk talk to define their expectations/rules in order to have everyone moving around and participating, but while keeping noise levels to a minimum since expectations are not yet set/ defined thoroughly.

**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

## **Agenda**

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

Students will come to the class already having received an introductory letter from me towards the end of summer vacation. Students should also have completed a questionnaire that me better know them as their teacher. This is the very first time the class will meet. The focus of today's lesson is to build upon personal and real world connections as students introduce themselves and we discuss course expectations. The teacher should be standing out in the doorway for the beginning of each period to get a positive start on the day/ year.

### **DURING:**

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

The goal of today is introductions and getting to know our roles in the classroom. Students will first go around and share about themselves, and then work on defining the five main expectations of students.

Introductions will take place in the form of an inside-outside circle. Students will partner up, with one person standing at an inside-circle facing outward, and the other partner standing at an outside-circle facing inward. (Teacher will join activity if odd number of students). Teacher will ask a question and both partners must answer to each other. Then, only the outside circle will rotate one person to the right. Another question will be asked and the two new partners will answer to each other. The questioning/rotating will repeat until the first pair of partners reunites. Students will then all stand as one large circle facing inward. Students will go around and say their name, a fun fact about themselves, and something new they learned about somebody else in the classroom.

Students will be asked to return to their desks. The teacher will pass out the syllabus. Everyone will read the "course description" out loud in a whispered voice. Students will then be asked to skip to page 2 titled "Ms. Northrup's Classroom Expectations." Students will be given a few minutes to quietly read the five expectations quietly to themselves. As they are reading, the teacher will post the large Post-Its (each with one of the underlined terms at the top) and pass out markers to students.

Students will have the activity "chalk talk" explained to them. Emphasize that there should be no talking, but that students should be writing down any ideas/comments they have on the Post-Its. Continue until student activity dies down. Explain to students that they may respond to what others have written.

Have students sit back at their desks, returning their markers in a bin as they go. Tell the students that once every class period has done the Chalk Talk defining the five underlined words, the terms will be put together and posted in the room.

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

Before leaving the classroom, students will be asked to complete an exit slip. This exit slip is the last page of their syllabus, and can be torn off and turned in at the end of the period. The questions on the exit slip include "What I hope to gain from this year...", "What I expect from Ms. Northrup this year...", "What strengths will I possess to help me succeed in this class?", and "Anything else I would like to ask or share with Ms. Northrup."

<input type="checkbox"/> Two column notes <input type="checkbox"/> Guided note taking <input type="checkbox"/> Anticipation guides <input checked="" type="checkbox"/> Opinionnaire <input type="checkbox"/> Text Prediction/Impressions <input type="checkbox"/> Venn diagram <input type="checkbox"/> Cause and effect frames <input type="checkbox"/> MVP <input type="checkbox"/> 20 Questions <input type="checkbox"/> What's is say/mean/matter <input type="checkbox"/> One-sentence summary <input type="checkbox"/> Creating metaphors <input type="checkbox"/> Graphic organizers <input type="checkbox"/> KWL or EQW (Experience, ?'s, Wonder)	<input type="checkbox"/> 4 As <input type="checkbox"/> Text rendering <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> Save the last word for me <input type="checkbox"/> Coding the text <input type="checkbox"/> Open mind portrait <input type="checkbox"/> Read-talk-write <input type="checkbox"/> Directed reading thinking activity <input type="checkbox"/> Zooming in/ zooming out <input type="checkbox"/> Anomalies <input type="checkbox"/> Imitation writing <input type="checkbox"/> RAFT <input type="checkbox"/> SPAWN <input type="checkbox"/> Sentence combining <input type="checkbox"/> Social-academic language translations	<input type="checkbox"/> Frayer model <input type="checkbox"/> List-group-label <input type="checkbox"/> Semantic feature analysis <input type="checkbox"/> Word sorts <input type="checkbox"/> Word Walls <input type="checkbox"/> Tree map for wordsmithing <input type="checkbox"/> Shades of Meaning <input type="checkbox"/> Vocabulary self-awareness activity <input type="checkbox"/> Creating metaphors <input type="checkbox"/> Tossed Terms <input type="checkbox"/> Sketch to Stretch <input type="checkbox"/> Mnemonics  <input type="checkbox"/> Other
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<p><b>Daily Assessment</b> <i>How do you know your students met your lesson objective(s) and to what extent? It will be evident that students have met the objectives because they will be actively and willingly participating in the Chalk Talk.</i></p> <p><input checked="" type="checkbox"/> knowledge  <input checked="" type="checkbox"/> comprehension  <input type="checkbox"/> application  <input type="checkbox"/> analysis  <input type="checkbox"/> synthesis  <input type="checkbox"/> evaluation</p>	<p><b>Formative:</b></p> <p><input checked="" type="checkbox"/> Class discussion  <input type="checkbox"/> Student self-assessment  <input type="checkbox"/> Error correction  <input type="checkbox"/> CPS clickers  <input type="checkbox"/> Email teacher  <input checked="" type="checkbox"/> Entrance/Exit slip  <input checked="" type="checkbox"/> Teacher Observe  <input checked="" type="checkbox"/> Listened to conversations  <input type="checkbox"/> Quiz  <input type="checkbox"/> Thumbs up, neutral, or down  <input type="checkbox"/> Homework check  <input type="checkbox"/> Voting  <input type="checkbox"/> Whiteboard Check  <input type="checkbox"/> Other</p>	<p><b>Summative:</b></p> <p><input type="checkbox"/> Test  <input type="checkbox"/> Project  <input type="checkbox"/> Report  <input type="checkbox"/> Presentation  <input type="checkbox"/> Final Exam  <input type="checkbox"/> Other</p>
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<p><b>Additional Teacher Preparation:</b></p> <p>Copy: Copy enough syllabi for each student</p> <p>Locate: Large Post-It paper for Chalk Talk</p>	<p><b>Additional Reference/Sources of Information:</b></p>
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**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?*