

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 easily remember and comfortably perform the daily classroom routine. Students will be able to know where to refer to in their syllabus in regards to classroom procedures.

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 will already have gotten to introduce themselves, and may already know one another from previous classes. From the previous class's expectation activity, student should begin to have the impression that they have a say in the class activities and sequence.

Anticipated Challenges: Students are still not familiar with me as their teacher (if they've never had me before). Students may also be ready for course material and not want to spend more time on the course syllabus or long-range plans of the class.

Special Considerations for IEP and/or ILP: Student files will be reviewed before class. No activities from today's class will need to be largely differentiated.

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

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

Rationale: Today will be the first day that the daily class routine will be walked through with students. It will be the first thing done this class, and then explained along the way to have students used it.

Agenda

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

Students will have already glanced through the syllabus during the previous class period or during their free time during the two different class meetings. By already being slightly familiar with the content of the syllabus, students are more ready to anticipate the day's discussion and may come to class prepared with some questions regarding course outlook. When discussing classroom procedures today in class, students will be asked to think back to their five definitions of course expectations and how they apply to the procedures listed.

DURING:

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

The idea of today's class is to go through weekly routine and discuss what certain procedures are as well as why we would have them. After some time to skim through the syllabus some more, students will be asked to complete another exit slip before being dismissed.

As students enter the room, ask that they have their three-subject notebooks (or scrap paper for those who have yet to purchase their notebooks) out and open to the very first page. Once the bell has rung, go through the class routine (as written in the syllabus). Explain the importance of the three items written on the board that students are to have copied daily (date, the day's objectives, and the class agenda). Tell students this will be something written on the board for every single class and should help them come to class feeling prepared and knowing what to do in the case that a substitute teacher were to be present.

Ask students to quietly skim over the procedures in the syllabus on the top of page 3. After students have been given a few minutes to look over them, count students off by 6. Students should group together with other people who have their number (six groups total), and each group will be assigned one of the six procedures. This is the think-pair-share activity. Ask students to brainstorm with their group how and why the procedure they are looking at ties to the course expectations and five definitions from the previous class. After walking the room and hearing students' conversations lead to productive answers, quiet the class and have a representative from each group share their findings with the rest of the class.

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

The last five to ten minutes of class, have students go to page 4 in their syllabus (looking at the long-range goals, big ideas, enduring understanding, essential questions, and course activities). As an exit slip, ask that students jot down any questions, concerns, or ideas they have about the course and their feelings about learning a second language.

- 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

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Daily Assessment *How do you know your students met your lesson objective(s) and to what extent? I will know students have met the objective of understanding classroom procedures and tying them to expectations by their think-pair-share responses and the productive conversations they have. I will know students are thinking about the future of the course from the types of questions and comments they have on their exit slips.*

- 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

Additional Teacher Preparation:

Copy:

Locate:

Additional Reference/Sources of Information:

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?*