

**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 personally define what benefits learning a second language can bring to them. Students will be able to locate and share reliable resources that aid in learning a new language.

**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 have now had class with me twice. They are coming to understand the student-teacher relationship and see the direction in which the class will head.

**Anticipated Challenges:** Students may be eager to start learning content which is something that will begin the following class day.

**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 students will help write their own definitions and reasonings for learning a second language, so it's only fair that they find their own resources to help them along the way.

## Agenda

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

Students will again be walked through the daily routine (date, objectives, and agenda on board). While assigning textbooks, students will be invited to explore resources and make connections with what they've find and what they need.

### **DURING:**

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

This third day of class will focus on defining the benefits and opportunities of knowing another language as well as how students can locate resources.

After going through the daily routine and having students copy the three main things on the board, I will begin to assign class textbooks. As students are being assigned textbooks, I will ask that they look through the pages and get a sense of what topics we could be covering for the semester/year.

Once everyone has their textbook, I will ask students to generate a list of reasons, benefits, opportunities, etc. one would gain from learning Spanish. I would also ask why the students are in the Spanish class. Their responses would either be written on the board or typed in a MS Word document and projected on the screen for everyone to see.

Once a sizeable list has been created, students will be asked to have open their notebooks to write down some good resources for vocabulary, verb conjugation, and other language practice. Such websites as wordreference.com, and rae.es will be given to the students. As a whole class discussion, students will be asked for certain terms to search and as a class, decide if some websites that pop up seem like good resources or not. If the class agrees that they've found a good resource, it will be added to the list in their notebooks.

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

Students will have two assignments for the next class: one will be to find a reliable Spanish lanugage resource online or elsewhere to share with the class; the other assignment will be to look over the first chapter in the textbook and become familiar with the type of vocabulary words that we will be working with for the next class periods.

- 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?*

- knowledge
- comprehension

#### **Formative:**

- Class discussion
- Student self-assessment
- Error correction
- CPS clickers

#### **Summative:**

- Test
- Project
- Report
- Presentation

- application
- analysis
- synthesis
- evaluation

- Email teacher
- Entrance/Exit slip
- Teacher Observe
- Listened to conversations
- Quiz
- Thumbs up, neutral, or down
- Homework check
- Voting
- Whiteboard Check
- Other

- Final Exam
- Other

**Additional Teacher Preparation:**

Copy:

Locate:

**Additional Reference/Sources of Information:**

www.rae.es, www.wordreference.com, Google search engine

**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?*