

Evaluation Results

Evaluated by: Sandy Brownscombe (evaluator's name is not visible to author)
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DRF template: Student Teaching Portfolio 2011-12
Program: Student Teaching Portfolio 2011-12
Evaluation Method: Using Rubric

Evaluation Summary for EMU Outcomes 1-3: Document of Student Learning (Documentation of Student Learning)

Final Score:	Meets Requirement
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Detailed Results (Rubric used: Capstone Documentation of Student Learning F10)

Description of the students and school [Professional Knowledge]		
(3) Exemplary Explicit description of the number of students, age, cultural profile, academic profile, and thorough description of the school	(2) Competent Complete description of the number of students, age, cultural profile, academic profile, and brief description of the school	(1) Does Not Meet Expectations Incomplete or missing description of the number of students, age, cultural profile, academic profile, and brief description of the school
Criterion Score: 2.00		
Learning environment [Professional Knowledge]		
(3) Exemplary Explicit description of the room set up, length of class, and available resources	(2) Competent Complete description of the room set up, length of class, and available resources	(1) Does Not Meet Expectations Incomplete or missing description of the room set up, length of class, and available resources
Criterion Score: 2.00		
Prior knowledge/ task analysis [Professional Knowledge]		
(3) Exemplary Precise and complete description of how you determined the prior knowledge of your students	(2) Competent Complete description of how you determined the prior knowledge of your students	(1) Does Not Meet Expectations Incomplete or missing description of how you determined the prior knowledge of your students
Criterion Score: 2.00		
Unit outcomes [Professional Knowledge]		
(3) Exemplary Rationale and unit outcomes relate directly and specifically to the assessment of student learning throughout all of the lessons	(2) Competent Rationale and unit outcomes relate to the assessment of student learning throughout all of the lessons	(1) Does Not Meet Expectations Rationale and unit outcomes relate somewhat to the assessment of student learning throughout some of the lessons
Criterion Score: 2.00		
Differentiation of Instruction [Professional Knowledge]		

(3) Exemplary Explicit description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	(2) Competent Complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	(1) Does Not Meet Expectations Incomplete or missing description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students
Criterion Score: 2.00		
Five consecutive lesson plans from one block or content area [Professional Knowledge]		
(3) Exemplary Five or more consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	(2) Competent Five consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	(1) Does Not Meet Expectations Less than five consecutive lesson plans from one block or content area (the same group of students) or from a single unit of instruction lack coherence and connection within the unit
Criterion Score: 3.00		
Align outcomes for each lesson to an SOL/IEPs [Professional Knowledge]		
(3) Exemplary Outcomes for each lesson are aligned to Virginia SOL/IEPs	(2) Competent --	(1) Does Not Meet Expectations Outcomes for some of the lessons are aligned to Virginia SOL/IEPs
Criterion Score: 3.00		
Each lesson clearly identifies your plan to support/differentiate instruction [Professional Knowledge]		
(3) Exemplary Each lesson includes a clear & complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	(2) Competent Each lesson includes a description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	(1) Does Not Meet Expectations One or more lessons does not include a description of the plan for support/differentiation of instruction to meet the diverse learning needs of your students
Criterion Score: 3.00		
Assessment Strategies [Professional Knowledge]		
(3) Exemplary Each lesson clearly identifies the assessment strategies that are aligned with the outcomes and instruction of the lesson; includes a culminating assessment	(2) Competent Each lesson identifies the assessment strategies that are aligned with the outcomes and instruction of the lesson; includes a culminating assessment	(1) Does Not Meet Expectations One or more of the lessons does not include assessment strategies or a culminating assessment, may not be aligned with the outcomes and/or instruction
Criterion Score: 3.00		
Student Achievement of the Learning Outcomes [Professional Knowledge]		
(3) Exemplary Complete and accurate description of documenting how students achieved the learning outcomes of the lessons	(2) Competent A description documenting how students achieved the learning outcomes of the lessons	(1) Does Not Meet Expectations A description documenting how students achieved the learning outcomes of the lessons is missing or incomplete
Criterion Score: 2.00		
Examples of Student Work [Professional Knowledge]		
(3) Exemplary Several examples of high, middle, and low achieving student work are provided to support your claim of student learning; the	(2) Competent One example of high, middle, and low achieving student work is provided to support your claim of student learning; the	(1) Does Not Meet Expectations Examples of high, middle, and low achieving student work do not support your claim of student learning, or are missing, and/or the

achievement level for each example is clearly identified	achievement level for each example is clearly identified	achievement level for each example is not indicated
Criterion Score: 3.00		
Number and explanation of students achieving the outcomes [Professional Knowledge]		
(3) Exemplary Clearly indicates number of students achieving/not achieving the outcome; detailed explanation of why students did or did not achieve outcomes	(2) Competent Indicates number of students achieving/not achieving the outcome; explanation of why students did or did not achieve outcomes	(1) Does Not Meet Expectations Number of students achieving/not achieving the outcome is incomplete or missing; incomplete explanation of why students did or did not achieve outcomes
Criterion Score: 2.00		
Enhancement of Student Learning [Professional Knowledge]		
(3) Exemplary Answer indicates an understanding of differentiated instruction and the diverse needs of learners; clearly articulates how you as the teacher enhanced the learning of each student	(2) Competent Answer indicates an understanding of differentiated instruction and the diverse needs of learners; provides evidence of how you as the teacher enhanced the learning of each student	(1) Does Not Meet Expectations Answer lacks or does not indicate an understanding of differentiated instruction, the diverse needs of learners, and/or does not provide evidence of how you as the teacher enhanced the learning of each student
Criterion Score: 2.00		
Changes Made Throughout [Professional Knowledge]		
(3) Exemplary Several examples of significant changes made throughout to adapt instruction to meet different learning styles and levels of ability	(2) Competent One example of a significant change made throughout to adapt instruction to meet different learning styles and levels of ability	(1) Does Not Meet Expectations Examples of a significant change made throughout to adapt instruction to meet different learning styles and/or levels of ability are missing
Criterion Score: 3.00		
Changes I Would Make the Next Time [Professional Knowledge]		
(3) Exemplary Examples of what you would do differently the next time the unit or content is taught clearly demonstrates how to improve student learning	(2) Competent Examples of what you would do differently the next time the unit or content is taught demonstrates how to improve student learning	(1) Does Not Meet Expectations Examples of what you would do differently the next time the unit or content is taught does not demonstrate how to improve student learning, or is missing
Criterion Score: 2.00		

October 28, 2011

Documentation of Student Learning

Description of students and school

There are 25 students in Spanish 1, 7th block. In the class there are seven boys and the rest of the class are girls. There is only one girl from Mexico (student is fluent in English and Spanish) and one boy whose mother is from Mexico and his father from the United States (but student does not speak Spanish); the rest of the students are Caucasians. In the class there are any African-American, Asian, or American Indian students. All students are between the ages of thirteen or fourteen years old. Class is usually very engaged in class activities. At the beginning of the semester there were a few girls that would be very quiet but as the time has passed they are more and more engaged in oral activities.

The school building served for 34 years as a high school. Once a new high school was built, the County School Board decided that the old high school would become a middle school. Since then, new rooms and programs have been added to the school.

The school suggests teachers to use instruction that is student-centered, to expect students to learn and afford them the opportunity to learn, to create a variety of activities that keep the students engaged, to be well prepared for every class, and to greet students at classroom door as they enter and leave the classroom. The school's philosophy is that "the middle school's special purpose is to help young people gain an understanding of opportunities as they begin to make more and more decisions; and to increase mental, social, and emotional adjustment during the transition from childhood and early adolescence to later adolescence in high school."

The annual yearly progress report (AYP) for 2009-2010 for all students was in reading 84.44%, for math 86.82%, and for science 91.79%. In the school, there are 89.5% Caucasian, 1% of African-Americans, 6.5% Asians, 1% American Indians and 1% Hispanics. From all those students, 16.7% are gifted students, 6.7% are especial education, and 76.6% are regular education. To motivate all students achieve better grades at school, students that have received a "D or F" in any of their classes on an interim or report card will not be allowed to attend any after-school activities until the next cycle of grades have been issued.

Learning Environment

The room is set up in the traditional way. Seats are arranged in rows forwarding the white board. There are twenty-seven seats in the classroom from which only two are not occupied by students. In the last class of the day, students are asked to put their book bags on the back of the room to leave space between the desks for the students and teacher to be able to move around the classromm. Seats are very close from each other and sometimes it makes it difficult to walk between seat rows. On the walls, there are a few posters in Spanish.

Most of what is hanging to the walls is paintings. On the back of the room there are three flags, one from Mexico, Spain, and Peru. In the bulletin boards there are pictures form Spain, a newspaper article about food from Spanish-speaking countries. There is also a project from one student about a research about Chile. Also, in the bulletin boards there are messages in Spanish that say ‘sornríe’ (*smile*), ‘tu participación vale mucho’ (*your participation is valued*), and ‘se bueno’ (*be nice*). Many of the things in the room are label in Spanish such as the clock, desk, posters, and bookshelf.

The class is ninety minutes long on regular days. The resources that we have available in the classroom are Spanish/English dictionaries, a projector, a document camera, a CD player, DVD player, and a whiteboard. We also have mini whiteboards and erasers for classroom activities. Students also have a textbook for Spanish level 1 and a workbook to practice the material covered in the textbook. The computers are available to students upon teacher request.

Prior knowledge/task analysis

Most students in Spanish level 1 had never been exposed to Spanish other than hearing native Spanish-speakers speak Spanish on the streets, in their classes or in the school’s halls. In Spanish level 1, students are mainly introduced to vocabulary and simple grammar concepts. To encourage students learn the vocabulary and grammar, from the beginning of the school year, most of the times that a new concept such as greetings, animal names, colors, subjects pronouns, or verb agreement was introduced and after they had the opportunity to have written and oral practice they were given a written or oral quiz: this way I was able to know if they were able to understand of not the material given.

Other times, I would assess their prior knowledge and motivated their learning of the Spanish vocabulary or grammar concepts by playing games such as jeopardy, bingo and/or using small white boards where I would call a word or small phrase in English and students would write it in Spanish. Also, by assigning homework I was able to know how much students knew and where we needed more practice. If the majority of the class scored low on a quiz or homework assignment, the material was reviewed in later lessons to help students practice and not forget the contents taught in previous lessons. For the same reason, I made sure to include vocabulary and grammar of Unit 1 to future lessons in Unit 2.

Before I started teaching unit 2, students were given a Unit 1 test; from there, I was able to know how much students knew and if they needed more help with a concept. To keep reviewing previous concepts introduced in Unit 1 such as greetings, animal names, colors, names of places, subjects pronouns, sentence composition and the verb 'to be' as well as new concepts students were given at the beginning of each class a warm up called 'Primer Quehacer' (*first chore*).

After a new concepts was instructed, to help me know if students understood, students were given at the end of class an exit ticket called 'Boleto de Salida' to help students summarize and grasp the key point or points of what it was introduced in class. Sometimes, I would collect the exit tickets and other times we would go over the answers as a class. When we would go as a whole class, I would ask students how many of them score 100% by counting down and having them raise their hand if they got less than 3, 2, 1, or no mistakes.

Unit Outcomes

The desired instructional outcomes, in Unit 2, are that the student will be able to identify and recall the alphabet in Spanish, to greet people and introduce him/herself, to count the numbers up to 100, to tell dates and time, to use appropriately the 'be' verb /ser/, to compose simple sentences using the correct pronoun and verb agreement, to be able to describe people, ask and say how old someone is, to use /ser/ with adjectives, and to be able to distinguish adjectives that agree in number and gender.

I believe that is very important that students are able to identify and recall the letter of the alphabet because Spanish is a phonological language. What they will be hearing and seen is what they will be writing and recalling. If they are able to recognize the letters of the alphabet by their

sound it will help them read and visualize what people say when they are speaking. Also, by learning the phonological sound of the letters of the alphabet, it can help students' pronunciation of words in Spanish.

In unit 1, students were introduced to the basic greetings such as hello, how are you? What's your name? My name is... , other vocabulary and subject pronouns. In Unit 2, they will continue to use that vocabulary to start a conversation and introduce themselves and love ones. Plus, they will be able to provide more information about themselves and others by using the instructional concepts mentioned above of Unit 2. The purpose of Unit 2 is that once they are able to start a conversation they would also be able to continue to include more information about themselves and others to keep the conversation going. If they happen to meet a penpal they would be able to start an informal conversation and describe their appearance and personalities by using a variety of adjectives and say how old they and their family members are. Also, if students plan to introduce a person that the other person has not met they would be able to partially introduce this person by describing how this person looks and his/her personality.

Differentiation of Instruction

In seventh period, sense is a big class, instruction tend to fall more into teacher-student centered. Students need to be always on task and transitions need to be well plan to have students focus on content and engaged in activities.

Moreover, I try whenever is possible to help students with different levels of speaking proficiency by having them talk to their peers at their own pace on oral activities. For students that struggle with reading proficiency, I lead reading and let students read along. I also read part of the sentence or phrase and have the students fill out the gaps. For students that have difficulty with either writing single words or composing a hold sentence, I try to work one-on-one when the whole class is working on an activity.

In the other hand, if on a quiz or test only few on the students had a low score, students are encouraged to come before or after class. Students are also encourage to use their CORE remediation passes to come to the Spanish classroom to help students review material that has them struggle or to work on assignment that they need help to write in Spanish.

Lesson Plans

1.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: Date: 9/29/11

Course/Subject: Spanish Level 1

Grade: 8th

Title of Unit: A conocernos

Title of Lesson: Adjetivos

VA SOL(s):

SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

1. Identify main ideas and some details when listening and reading.

SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

SPA Standard(s): (write out) _ 1.2: Students understand and interpret written and spoken language on a variety of topics.

Materials:

For Teacher: notes, Projector, PowerPoint on adjectives

For Students: pencil, paper, primer quehacer worksheet, homework worksheet, bingo worksheet, lesson 10

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
Knowledge of : • Greetings • animal names • colors • some names of places	Identify and write the adjectives in Spanish (vocabulary) Read and recall simple	Student will be able to describe to others him/herself to others as well as describe other people in Spanish.

and how to tell their location	phrases	
• alphabet • subject pronouns • verb SER • numbers 1-39 • telling time • telling date • sentence composition and verb SER conjugation	Describe self and others using adjectives in Spanish.	

Instructional Objectives:

1. Given a warm up, TSWBAT write 3 out of 4 questions correct in Spanish.
2. Given an illustrated presentation on PowerPoint, TSWBAT identify and write 3 sentences in Spanish using previous vocabulary and adjectives and adverbs.
3. Given various practice, TSWBAT write and describe him/herself in Spanish with 80% accuracy.

Assessment:

Content and process skills to be assessed as identified in the instructional objectives.

- Assess student's knowledge of days of the weeks and telling dates.
- Assess student's knowledge of sentence composition using adjectives and previous vocabulary.
- Assess student's knowledge of adjectives and adverbs.

Specific strategies or methods of assessment: (Describe & attach specific assessments)

- Assess students with warm up.
- Assess students with lesson practice.
- Assess students with Bingo card.
- Assess students with exit ticket.

Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

- Accommodate for different levels of speaking proficiency by having students talk to their partners at their own pace.
- Accommodate for different levels of reading proficiency by teacher leading reading and letting students read along.
- Accommodate for different levels of writing proficiency by working with struggling students one-on-one.

Lesson Body:

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiations and Adaptations: What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Anticipatory Set: Write out verbatim. (1 min.) I start lesson by saying, Buenos días estudiantes! Students should respond by saying, Buenas días Señorita Robles! I say to students, take out your primer quehacer and start working on it. (primer quehacer should be shown on the projector for students to see it, when they come into the classroom) (5 min.) Primer Quehacer: Write an answer to the following questions/statements in Spanish. 1. What is the day of independence of the United States? 2. What is today's date? 3. What time is it? 4. Write two days of the week. AVISO! While students do warm up, check students' completions of homework. (4 min.) Once students have finished their primer	For the students on the back of the classroom: Write warm up on computer and show it on the projector with big letters. For all students: Read the warm up aloud first in Spanish then in English.

quehacer.

- Have 4 students call the answers aloud.

(10 min) Have students spell and recall 8-10 adjectives.

- Teacher says the adjective in Spanish the students write the word.
- Teacher calls on different students to recall one of the dictated words. (Students must say word by saying letter by letter.)
 - o Teacher writes word on the board.
 - o Once all words have been written on the white board, have students figure out meaning with teacher's help.
 - o Teacher explains accents.

AVISO! Hand to students Ch.2 vocabulary worksheet.

(20 min) Show PowerPoint on Adjectives and Adverbs.

- Have students repeat after teacher the Spanish words.
- Have students do 'practica' at the end of the slide show.
- Have students share to the class their comparisons of the pictures.

AVISO! Give lesson 10

(15 min) Go over lesson 10

- First, have the students repeat after teacher.
- Second, have students figure out what each word means.

For all students: Repeat words more than once

For struggling writers: Go around the classroom to check for misspellings or if students need help with sentence composition.

- Have students write 3 sentences dictated by teacher.
 - o *Mi papá es trabajador y guapo.*
 - o *Mi mejor amigo es atlético.*
 - o *La muchacha es morena.*
- Have students write 3 more sentences and share with partner.

AVISO! Hand Bingo papers to students.

(10) Have students fill out the Bingo paper using only adjectives and adverbs. (Students may use vocab. sheet to help them spell out the words)

- Teacher calls vocabulary aloud.
- Students write an 'x' on top of the word mention.
- Once one of the students gets a Bingo he/she yell, Ole!
 - o Have student read the words to the rest of the class.

(20) Teacher introduces a list of questions to students.

- Teacher allows time for students to practice the questions and answer them in Spanish.
- Teacher gives another set of questions and repeats the same procedure above.

AVISO! Hand students homework: p.13 & 14, activities 1, 2, 3, & 5.

Closure: (5 min) Boleto de Salida: Write TWO or THREE sentences that describes you. (En español, por favor!)

Struggling readers: Read along with student or have him/her read where he/she feels comfortable and teacher fills the gaps.

Nombre: _____

Fecha: _____

Lección 10

Primer Quehacer

PowerPoint

Adjectivos y adverbios:

aburrido (a)

bonito (a)

guapo (a)

pelirrojo (a)

simpático (a)

alto (a)

extrovertido (a)

inteligente

rubio (a)

tonto (a)

bajo (a)

gracioso (a)

moreno (a)

serio (a)

¿Cómo eres?

¿Cómo es...?

¿Eres...?

Es...

Soy...

muy

también

un poco

bastante

Practica:

Tarea:

- Study for adjectives and adverbs quiz
- Finish worksheet: p.13 & 14, activities 1, 2, 3, & 5.

Self-Reflection:

I was able to finish everything that I planned for the lesson. I believe that the last activity of the PowerPoint could it have been a good activity to assess students at the end of class. Overall, students were able to describe themselves using only the adjectives that they believed described them in simple Spanish sentences.

For next time, I want to make sure that I ask students at the beginning of introducing grammar vocabulary what the concept means first in English and then have them relate that prior knowledge to Spanish.

2.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: Date: 10/03/11

Course/Subject: Spanish Level 1

Grade: 8th

Title of Unit: A conocernos

Title of Lesson: Gramática (adjective gender
and number agreement)

VA SOL(s):

SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

1. Identify main ideas and some details when listening and reading.

SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.

SPA Standard(s): (write out) _ 1.2: Students understand and interpret written and spoken language on a variety of topics.

Materials:

For Teacher: notes, Exprésate Spanish book, PowerPoint,

For Students: pencil, paper, primer quehacer worksheet, quiz 7 (adjectives P1), lesson 11, homework worksheet

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
Knowledge of: • Greetings • animal names	Identify, write, and recall adjectives that agree with their gender and number	Student will be able to describe him/herself and other using the appropriate form of gender and

• colors • some names of places and how to tell their location • alphabet • subject pronouns • verb SER • numbers 1-39 • telling time • telling date • adjectives and gender agreement • sentence composition and verb conjugation	Read, take notes, and present to the rest of the class 'ser with adjectives' or 'gender and adjective agreement'	number.
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Instructional Objectives:

1. Given a warm up, STWAT write and recall in Spanish 4 out of 5 adjectives correct.
2. Given specific instructions on how to do jigsaw activity, STWAT read, take notes, and present to the rest of the class 'ser with adjectives' or 'gender and adjective agreement' with 80% accuracy.
3. Given a quick review on adjective grammar rules, TSWBAT identify, write and recall adjectives that agree with their gender and number in Spanish correctly.

Assessment:

Content and process skills to be assessed as identified in the instructional objectives.

- Assess student's knowledge of adjectives.
- Assess student's knowledge of the verb ser and adjective agreement (gender and number).
- Assess student's knowledge of identification, writing, and recall of gender and adjective agreement.

Specific strategies or methods of assessment: (Describe & attach specific assessments)

- Assess students with warm up.

- Assess students with quiz.
- Assess students with jigsaw activity.
- Assess students with lesson 11 activities.
- Assess students with book activities.
- Assess students with exit ticket.

Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

- Accommodate for different levels of speaking proficiency by having students talk to their partners at their own pace.
- Accommodate for different levels of reading proficiency by teacher leading reading and letting students read along.
- Accommodate for different levels of writing proficiency by working with struggling students one-on-one.

Lesson Body:

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiations and Adaptations: What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Anticipatory Set: Write out verbatim. (1 min.) I start lesson by saying, Buenos días estudiantes! Students should respond by saying, Buenas días Señorita Robles! I say to students, take out your primer quehacer and start working on it. (primer quehacer should be shown on the projector for students to see it, when they come into the classroom) (5 min.) Primer Quehacer: Write the correct word to describe the people below.	For the students on the back of the classroom: Write warm up on computer and show it on the projector with big letters. For all students: Read the warm up

extrovertido inteligente bajo gracioso morena	aloud first in Spanish then in English.
1. José Luis no es alto. Es _____. 2. Teodoro no es serio. Es _____. 3. Brenda es rubia. No es _____. 4. Ángela es intelectual. Es _____. 5. Roberto es activo. Es muy _____. AVISO! While students do warm up, check students' completions of homework. (4 min.) Once students have finished their primer quehacer. • Have 5 students come to the whiteboard and write their answers. • First let the students look for mistakes. Then as a whole class, we correct the words that are incorrect or misspelled. • Have students finish with the last questions of their Primer Quehacer and turn it in. (5 min) Have students share their homework with a classmate. Then have students raise their hand if they have any questions. (5 min) Show PowerPoint on adjectives. • Have students read and say the adjective aloud. (10 min) Have students take quiz AVISO! Hand lesson 11.	P7: Teachers show homework answers and have the students correct and raise their hand if they have any questions. For all students: Provide pictures/objects and repeat words more than once For all students: Model how students should do the activity.

(25 min) Jigsaw Activity

- Divide the class in groups of two.
- Each group has to read, take notes, and present to the rest of the class (providing examples).
- Group 1 'ser with adjectives' p. 48
- Group 2 'gender and adjective agreement' p. 50
- When presenting tell students that they need to pay attention to their classmates presentation because they will be having a quiz on the information presented.

(15 min) Quick review on lesson 11 grammar rules.

- Teacher read rules and gives further explanations if necessary.
- Have students write the adjective that agrees with the verb SER in gender and number.

Practica:

Soy <i>funny</i>	Soy cómico/a.
Somos <i>friendly</i>	Somos simpáticos/as.
Son <i>smart</i>	Son inteligentes
Ella/ser/ <i>cute</i>	Ella es bonita.
Nosotras/ser/ <i>active</i>	Nosotras somos activas.
Usted/ser/ <i>hardworking</i>	Usted es trabajador/a.
Ellas/ser/ <i>intellectual</i>	Ellas son intelectuales.

- Have students come to the board and write their answers.

(10 min) Book activities:

- P. 48, activity 7
- P. 51, activity 12

AVISO! Tarea:

- Study for adjective quiz (2nd list) and grammar (gender and number adjective agreement)

P7: Divide the class in groups of 4 (6 or 7 students).

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- G1: Review pronouns and SER agreement p. 14
- G2: 'ser with adjectives' p. 48
- G3: 'gender and adjective agreement' (#'s 1 and 2) p. 50
- G4: 'gender and adjective agreement' (# 3) p. 50

For struggling writers: Go around the classroom to check for misspellings or if students need help with sentence composition.

Struggling readers: Read along with student or have him/her read where he/she feels comfortable and teacher fills the gaps.

P7: Teacher shows answer on the board and have students look if they wrote the same answer.

- Do activities 10-13, p. 16 &17.

Closure: (5 min) Boleto de salida: The following sentences refer to a girl. Change them so that they refer to a boy.

1. La alumna es inteligente.
2. Ella es baja.
3. Sofía es popular.
4. Andrea es alemana.

Nombre: _____

Fecha: _____

Lección 11

Primer Quehacer

Go over homework

PowerPoint on adjectives

Quiz on adjectives

Gramática:

Adjectives: can be used with SER to describe nouns (people, places, or things).

*Carlos **es** alto*

*Lupe **es** alta*

*Carlos y lupe **son** altos.*

They show gender and number.

	Number	
	Singular	Plural (if adjective ends with vowel add –s, if it ends with consonant add –es)
Gender (male –o, female –a)	alto alta	altos altas
No gender (–e)	inteligente	inteligentes
No gender (ending on consonants, UNLESS they end in –or or are adjectives of nationality)	intelectual	intelectuales
	trabajador trabajadora	trabajadores trabajadoras
	español española	españoles españolas

Practica:

Soy <i>funny</i>	
Somos <i>friendly</i>	

Son <i>smart</i>	
Ella/ser/ <i>cute</i>	
Nosotras/ser/ <i>active</i>	
Usted/ser/ <i>hardworking</i>	
Ellas/ser/ <i>intellectual</i>	

Tarea:

- Study for adjective quiz (2nd list) and grammar (gender and number adjective agreement)
- Do activities 10-13, p. 16 & 17.

Self-Reflection:

I feel that I rushed things to cover everything in the lesson. Part of having to rush everything at the end of the lesson was because I took too much time going over the homework. I had students share their answer and then I show them the answers. With one of the activities mention before students should have review and corrected their homework: for next time, I am going to definitely do only one of them, either has them share and ask me questions or I show them the answers. In my lesson plan I only had one of them but at that moment if felt right to do both, now I know for next time.

3.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: Date: 10/05/11

Course/Subject: Spanish Level 1

Grade: 8th

Title of Unit: A conocernos

Title of Lesson: To ask someone's age and birthday

VA SOL(s):

SL.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

2. Identify main ideas and some details when listening and reading.

- SI.1 The student will exchange simple spoken and written information in Spanish.
3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

SPA Standard(s): (write out) _ 1.2: Students understand and interpret written and spoken language on a variety of topics.

Materials:

For Teacher: notes, Exprésate Spanish book, PowerPoint,

For Students: pencil, paper, primer quehacer worksheet, quiz 8 (adjectives P2 and grammar), lesson 12, homework worksheet, Bingo worksheet

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
Knowledge of: - Greetings - animal names - colors - some names of places and how to tell their location - alphabet - subject pronouns - verb SER - numbers - telling time - telling date - adjectives and gender agreement - sentence	Identify, write, and recall adjectives that agree with their gender and number Ask and recall classmates age and birthday Identify, ask, and recall questions from unit 1 and 2	Student will be able to describe him/herself and other using the appropriate form of gender and number. As well as ask someone's age and birthday.

composition and
verb conjugation

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Instructional Objectives:

1. Given a warm up, STWAT write and recall in Spanish 4 out of 5 adjectives that agree in gender and number correct.
2. Given a review on adjectives with Bingo sheet, STWAT identify and write in Spanish 6 out of 7 adjectives correct.
3. Given a review on adjectives agreement on gender and number, TSWBAT identify and write the correct response to 80% of the quiz.
4. Given four questions from previous unit, TSWBAT identify, ask, and answer the questions in Spanish with 80% accuracy.
5. Given plenty of practice in class, TSWBAT match and recall the correct response in the exit slip.

Assessment:

Content and process skills to be assessed as identified in the instructional objectives.

- Assess student's knowledge of adjectives and gender and number agreement.
- Assess student's knowledge of Unit 1 and 2 questions.

Specific strategies or methods of assessment: (Describe & attach specific assessments)

- Assess students with warm up.
- Assess students with quiz on adjectives.
- Assess students with quiz on grammar (adjectives and gender and number agreement)
- Assess students with lesson 12.
- Assess students with question activity.
- Assess students with exit ticket.

Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

- Accommodate for different levels of speaking proficiency by having students talk to their partners at their own pace.
- Accommodate for different levels of reading proficiency by teacher leading reading and letting students read along.

- Accommodate for different levels of writing proficiency by working with struggling students one-on-one.

Lesson Body:

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiations and Adaptations: What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Anticipatory Set: Write out verbatim. (1 min.) I start lesson by saying, Buenos días estudiantes! Students should respond by saying, Buenas días Señorita Robles! I say to students, take out your primer quehacer and start working on it. (primer quehacer should be shown on the projector for students to see it, when they come into the classroom) (5 min.) Primer Quehacer: Unscramble the words to make sentences. Make all adjectives agree with the subject. 1. es / Elena / tímido 2. Juana / extrovertido / Carmen / son / y 3. Paco / gracioso / es 4. no / intelectual / somos / nosotros 5. Gillermo / simpatico / y / son / Alma AVISO! While students do warm up, check students' completions of homework. (4 min.) Once students have finished their primer quehacer.	For the students on the back of the classroom: Write warm up on computer and show it on the projector with big letters. For all students: Read the warm up aloud first in Spanish then in English For all students: repeat words more

• Have 5 students come to the whiteboard and write their answers. • First let the students look for mistakes. Then as a whole class, we correct the words that are incorrect or misspelled. (5 min) Bingo worksheet • Teacher call an adjective in English and students put an 'x' where they wrote the adjective in the sheet. • When students gets a straight line yell, Óle! (10 min) Have students take quiz (adjectives P2) (10 min) Review and give second quiz on grammar. AVISO! Hand lesson 12. (15 min) Go over lesson 12 vocabulary. • First, have the students repeat after teacher. • Second, have students figure out what each phrase means. • Teacher dictates an example and has students write it. ○ <i>¿Cuántos años tiene Pablo?</i> ○ <i>Pablo tiene 13 años.</i> • Have students write three questions and answer them in Spanish. ○ Once students have finished have 4 or 5 students go to the whiteboard and write their questions/statements. ○ Have students share.	than once. P7: Teachers show homework answers and have the students correct and raise their hand if they have any questions. For struggling writers: Go around the classroom to check for misspellings or if students need help with sentence composition. For all students: Model how students should do the activity. P7: Teacher shows answer on the board and has students look if they wrote the same answer. Have students do only two questions with their responses.
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AVISO! Tarea:

- Do all activities on p. 15.

(15 min) Introduce 4 questions.

1. *¿Qué hora es?*
2. *¿Cuál es tu teléfono?*
3. *¿Cuántos años tienes?*
4. *¿Cuándo es tu cumpleaños?*

- Have students repeat question in Spanish and say what it means in English. Also, have students say how they should respond to each question in Spanish.
- Have students in row UNO move to the front and DOS to the back and next UNO to the back as well. (like a snake)
- Students move seat at the light signal.

Closure: (5 min) Boleto de salida: Choose the best response to each question.

- | | |
|------------------------------|-------------------------------------|
| 1. ¿Cuántos años tienes? | A. Es bajo y un poco perezoso. |
| 2. ¿Cómo es? | B. Mi cumpleaños es el dos de mayo. |
| 3. ¿Cuándo es tu cumpleaños? | C. Tengo dieciséis años. |
| 4. ¿Cuántos años tiene? | D. Tiene quince años. |

Have four students call their answers and check if the rest of the students share the same response.

Struggling readers: Read along with student or have him/her read where he/she feels comfortable and teacher fills the gaps.

Nombre: _____

Fecha: _____

Go over homework
Review
Quiz on adjectives and grammar
Ask and saying how old someone is:

¿Cuándo es el cumpleaños de...?

¿Cuándo es tu cumpleaños?

¿Cuánto años tiene...?

¿Cuántos años tienes tú?

Él (Ella) tiene... años.

Es el.... de....

Tengo... años

Números:

32 _____

33 _____

40 _____

50 _____

60 _____

70 _____

80 _____

90 _____

100 _____

Practica:

Tarea:

- Complete ALL activities in p. 15

Self-Reflection:

When I asked student if they had any questions before handing the second quiz on grammar, I should have asked more direct questions such as ‘A’, how do we differentiate gender in Spanish? ‘M’, how do we make an adjective plural or singular? Etc.

When doing the ‘practica’, followed by the lesson, I noticed that students were writing the wrong question because I had wrote it wrong in the lesson that I handed to them: I had ¿Cuánto? (*how much*) Instead of ¿Cuántos? (*how many*). Once I noticed this, I made sure that all students corrected their lessons by calling the attention of the students and having them write an extra /s/ at the end of the word.

4.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: Date: 10/7/11

Course/Subject: Spanish Level 1

Grade: 8th

Title of Unit: A conocernos

Title of Lesson: Questions review and
dialogue

VA SOL(s):

SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

3. Identify main ideas and some details when listening and reading.

SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.

SPA Standard(s): (write out) _ 1.2: Students understand and interpret written and spoken language on a variety of topics.

Materials:

For Teacher: notes, Exprésate Spanish book, PowerPoint,

For Students: pencil, paper, primer quehacer worksheet, interview worksheet, worksheet with questions

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
Knowledge of • Greetings • animal names	Identify, write, and recall adjectives that agree with their gender and number	Student will be able to ask and answer question with the appropriate response in Spanish.

• colors • some names of places and how to tell their location • alphabet • subject pronouns • verb SER • numbers 1-100 • telling time • telling date • adjectives and gender agreement • sentence composition and verb conjugation	Identify and recall questions from unit 1 and 2. Create a dialogue using vocabulary covered in unit 1 and unit 2
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Instructional Objectives:

1. Given a warm up, TSWBAT write and recall in Spanish 4 out of 5 adjectives that agree in gender and number correct.
2. Given four question form the previous unit, TSWBAT identify, ask and answer in Spanish with 80% accuracy.
3. Given specific instructions, TSWBAT create with a partner a dialogue half of a page.
4. Given plenty of practice in class (about how to ask and answer questions), TSWBAT write the correct response in Spanish in the exit slip.

Assessment:

Content and process skills to be assessed as identified in the instructional objectives.

- Assess student's knowledge of adjectives and gender and number agreement.
- Assess student's knowledge of creating a dialogue using previous knowledge.
- Assess student's knowledge about asking and responding to questions.
- Assess student's knowledge Unit 1 and 2 questions.

Specific strategies or methods of assessment: (Describe & attach specific assessments)

- Assess students with warm up.

- Assess students with questions activity.
- Assess students with dialogue and presentation of the same dialogue.
- Assess students with exit ticket.

Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

- Accommodate for different levels of speaking proficiency by having students talk to their partners at their own pace.
- Accommodate for different levels of reading proficiency by teacher leading reading and letting students read along.
- Accommodate for different levels of writing proficiency by working with struggling students one-on-one.

Lesson Body:

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiations and Adaptations: What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Anticipatory Set: Write out verbatim. (1 min.) I start lesson by saying, Buenos días estudiantes! Students should respond by saying, Buenas días Señorita Robles! I say to students, take out your primer quehacer and start working on it. (primer quehacer should be shown on the projector for students to see it, when they come into the classroom) (5 min.) Primer Quehacer: Write an answer to the following questions: 1. ¿Quién es tu maestro de ciencias? 2. ¿Cómo se llama tu padre y tu madre? 3. ¿De dónde es tu padre?	For the students on the back of the classroom: Write warm up on computer and show it on the projector with big letters. For all students: Read the warm up aloud first in Spanish then in English

4. ¿Cuántos años tienes tú?

AVISO! While students do warm up, check students' completions of homework.

(4 min.) Once students have finished their primer quehacer.

- Have 5 students come to the whiteboard and write their answers.
- First let the students look for mistakes. Then as a whole class, we correct the words that are incorrect or misspelled.

(5 min) Teacher shows homework answers and has the students correct and raise their hand if they have any questions.

(23 min) Introduce 4 more questions.

1. ¿Quién es tu mejor amigo/a?
2. ¿De dónde es tu padre?
3. ¿Cuántos años tiene tu madre?
4. ¿Cuándo es el cumpleaños de tu padre?

- Have students repeat question in Spanish and say what it means in English. Also, have students say how they should response to each question in Spanish.
- Have students in row one, move one to front, the other to the back, and third to the back. (like a snake)
- Students move seat at the light signal.
- After 5 minutes have passed, show the questions

For all students: repeat words more than once

For struggling writers: Go around the classroom to check for misspellings or if students need help with sentence composition.

For all students: Model how students should do the activity.

introduced in previous lessons. AVISO: hand to student worksheet with questions and possible answers (5 min) explain to students how they should use worksheet with questions to study for the oral test on Wednesday. (2 min) tell students about the food on Wednesday • Those students that bring food will have an 'A' • Students that bring drinks 'B' • Students that bring plates and cups 'C' • Have students sign the paper while the work on dialogue (25 min) Have students create a dialogue with a partner using all vocabulary that they have seen in class. (encourage students to use previous lessons or vocabulary worksheets) • Tell students that they have 15 minutes to finish their dialogue. Dialogue should not be less than have of a page. • Once students have finished writing their dialogues have students practice with their partner. (15 min) Have students present to the class • While they present co-teacher records. Extra: Review questions • Play PowerPoint and have students practice with the person next to them.	Struggling readers: Read along with student or have him/her read where he/she feels comfortable and teacher fills the gaps. P7: Those students that have finished their dialogues may practice their dialogues outside the classroom.
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- Teacher shows questions in English and students say them in Spanish to the person next to them.
- Then, teacher shows questions in Spanish and has the students see if they said the same question.
- Finally teacher has the students say the respond to the question to his/her classmate.
- Teacher and students repeat the same procedure with all the questions.

Closure: (5 min) Boleto de salida: Write as much as you can about the following:

- La clase de español... (At what time is the class? / How is the Spanish class like? etc.)
- Mi mejor amigo/a...

Have 4 students call their answers and check if the rest of the students share the same response.

Self-Reflection:

We did not have enough time to present all the dialogues. I keep wondering why is it that everything in big classes takes almost twice the time that takes in a small class: when there is a difference of only eight or ten students. For me, it is amazing to watch how much the atmosphere of the whole classroom can change only with a few more students in the classroom. I cannot turn my back to the students because they start doing something else. I have to be always alert and walking constantly around the classroom.

I believe students enjoyed presenting their dialogues and being recorded. I also feel that students are getting more and more comfortable asking and answering questions in Spanish. They know now how the activity works and I feel that they are taking advantage of the time to accurately practice asking and answering the questions in Spanish.

5.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: Date: 10/11/11

Course/Subject: Spanish Level 1

Grade: 8th

Title of Unit: A conocernos

Title of Lesson: Interrogatives and
videos

VA SOL(s):

SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

4. Identify main ideas and some details when listening and reading.

SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.

SPA Standard(s): (write out) _ 1.2: Students understand and interpret written and spoken language on a variety of topics.

Materials:

For Teacher: notes, Exprésate Spanish book, PowerPoint,

For Students: pencil, paper, Primer Quehacer worksheet, worksheet with questions, Exprésate Spanish book, lesson 13

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
Knowledge of: • Greetings • animal names • colors	Identify and recall questions in Spanish. Identify and write questions	Students will be able to identify and apply question formation when trying to formulate a question to a Spanish-speaker.

• some names of places and how to tell their location • alphabet • subject pronouns • verb SER • numbers 1-100 • telling time • telling date • adjectives and gender agreement • sentence composition and verb conjugation	in Spanish Identify main points from	
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Instructional Objectives:

1. Given a warm up, TSWBAT identify and write the correct to 3 out of the 5 questions.
2. Given a PowerPoint presentation on questions and answers, TSWBAT identify and recall the questions and answers in Spanish with 80% accuracy.
3. Given an introduction to interrogatives using lesson 13, TSWBAT identify, write, and recall the answers, to book activity 18, with 90% accuracy.
4. Given warm up, TSWBAT write and recall more than 5 question words correct.

Assessment:

Content and process skills to be assessed as identified in the instructional objectives.

- Assess student's knowledge of adjectives and gender and number agreement.
- Assess student's knowledge about asking and responding to questions.
- Assess student's knowledge of question formation.
- Assess student's knowledge of question words.

Specific strategies or methods of assessment: (Describe & attach specific assessments)

- Assess students with warm up.
- Assess students with book activity.
- Assess students with lesson 13.

- Assess students with review questions from each video clip.
- Assess students with comprehension questions.
- Assess students with exit ticket.

Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

- Accommodate for different levels of speaking proficiency by having students talk to their partners at their own pace.
- Accommodate for different levels of reading proficiency by teacher leading reading and letting students read along.
- Accommodate for different levels of writing proficiency by working with struggling students one-on-one.

Lesson Body:

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiations and Adaptations: What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Anticipatory Set: Write out verbatim. (1 min.) I start lesson by saying, Buenos días estudiantes! Students should respond by saying, Buenas días Señorita Robles! I say to students, take out your primer quehacer and start working on it. (primer quehacer should be shown on the projector for students to see it, when they come into the classroom) (5 min.) Primer Quehacer: Read the e-mail below and then answer the questions. Hola. Me llamo Rocío Sotomayor. Soy de Puerto Rico. Tengo quince años. Soy alta, morena y muy extrovertida. Mi mejor amiga es Carolina. Ella es de	For the students on the back of the classroom: Write warm up on computer and show it on the

Nicaragua. Tiene dieciséis años. Es seria y bastante tímida. Y tú, ¿Cómo eres? 1. ¿De dónde es Rocío? R: Ella es de Puerto Rico. 2. ¿Cuántos años tiene? R: Tiene dieciséis. 3. ¿Es rubia o morena? R: Es rubia. 4. ¿Cómo es Rocío? R: Es alta, morena, y muy extrovertida. 5. ¿Cómo es Carolina? R: Es seria y bastante tímida. (4 min.) Once students have finished their primer quehacer. • Have 5 students come to the whiteboard and write their answers. • First let the students look for mistakes. Then as a whole class, we correct the words that are incorrect or misspelled. (10 min) have students finish presenting their dialogues to the class (the only ones that were able to present were Jade, and Mariana) (15 min) Review questions • Play PowerPoint and have students practice with the person next to them. • Teacher shows questions in English and students say them in Spanish to the person next to them. • Then, teacher shows questions in Spanish and has the students see if they said the same	projector with big letters. Struggling readers: Read along with student or have him/her read where he/she feels comfortable and teacher fills the gaps. For all students: Read the warm up aloud first in Spanish then in English P7: From this class only two pairs were able to present (N and C) all the rest need to present. For all students: repeat words more than once
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question.

- Finally teacher has the students say the respond to the question to his/her classmate.
- Teacher and students repeat the same procedure with all the questions.

***Students take out questions sheet. Pick partner that you will have in oral test. Practice asking questions and answering to the questions.

AVISO! Hand out lesson 13

(20 min) Introduce interrogatives using lesson 13.

- First, have the students repeat after teacher.
- Second, have students figure out what each phrase means.
- Then, have students open their book to pp. 53 and do activity **18** (teacher reads instructions for students)
- Have students compare with a partner to see if they have the same answer.

Extra activity: pp. 52, activity **15** (CD 2, Tr.2)

(5 min) Play song on interrogatives and have students sing the song along with teacher.

(25 min) Watch videos.

- Play Video Cultura
- Play Expresa Vision
 - How can you tell is someone is describing a boy or a girl?

For struggling writers: Go around the classroom to check for misspellings or if students need help with sentence composition.

• Play Grama Vision - o Have a volunteer tell teacher the correct ending for plural adjectives (female, masculine) • Video Novela - o Have students review what happened in Episodio 1 of the Novela en video. - o Have students read the Novela en video text and study the pictures (pp. 66). Have students raise their hand if they read something that they did not understand. - o Teacher asks: Who is the principal character of the episode? What predictions can you make by looking at the pictures and by having read the Novela? - o Play Video Novela - o Have student call out the answers to the ¿Comprendes? questions on pp. 67. Closure: (5 min) Boleto de salida: Write all the question words you have seen or heard in Spanish class.	P7: Go around the classroom and have different students read a part of the Novela en video. For all students: Teacher reads or repeat words that are hard for students to read in Spanish.
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Nombre:_____

Fecha:_____

Lección 13
Primer Quehacer
Review Questions
Interrogatives:

¿Qué?

¿Cuánto?

¿Quién?

¿Por qué?

¿Cómo?

¿Quiénes?

¿Cuándo?

¿De dónde?

¿Cuál?

Practica:

Tarea:

- Complete ALL activities in p. 18

Self-Reflection:

I believe that students enjoy writing their dialogues. I believe that the activity it gives them the opportunity to be creative and use words that they feel comfortable pronouncing in Spanish. Most of the students were very engaged in the writing of their dialogues.

I feel that some of the videos of grammar could have helped the students at the beginning of the unit. However, I was glad to see that most of the students were able to guess the right response, for the comprehension questions activity, at the end of each clip.

Pre-Service Teacher: Date: 10/13/11

Course/Subject: Spanish Level 1

Grade: 8th

Title of Unit: A conocernos

Title of Lesson: Interview and comida

VA SOL(s):

SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

5. Identify main ideas and some details when listening and reading.

SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.

SPA Standard(s): (write out) _ 1.2: Students understand and interpret written and spoken language on a variety of topics.

Materials:

For Teacher: notes, Exprésate Spanish book, PowerPoint, food, drinks and/or plates and cups

For Students: pencil, paper, primer quehacer worksheet, interview worksheet, worksheet with questions, food

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
Knowledge of: • Greetings • animal names • colors • some names of places and how to tell their location • alphabet • subject pronouns	Identify and recall questions from unit 1 and 2. Present his/her dialogue to class Interview and present to the class his/her classmate	Student will be able to ask and answer question with the appropriate response in Spanish. Also, the student will be able to introduce a friend to a third person. Student will be able to experience different cultures by their foods.

• verb SER • numbers 1-100 • telling time • telling date • adjectives and gender agreement • sentence composition and verb conjugation	Share and eat food as well as appreciate different cultures by their cooking
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Instructional Objectives:

1. Given a warm up, TSWBAT identify and write the appropriate form of the verb ser to 3 out of the 5 statements.
2. Given 8 to 10 minutes, TSWBAT present to the class their dialogues with 80% accuracy.
3. Given an interview worksheet, TSWBAT ask and write the response to the questions with 80% accuracy.
4. Given 37 minutes, TSWBAT take oral test with a partner and share and eat food as well as be able to appreciate different cultures by their cooking.

Assessment:

Content and process skills to be assessed as identified in the instructional objectives.

- Assess student's knowledge of the verb ser.
- Assess student's knowledge of previous vocabulary of units 1 and 2.
- Assess student's knowledge about asking and responding to questions.
- Assess student's knowledge about different Spanish-speaking countries.

Specific strategies or methods of assessment: (Describe & attach specific assessments)

- Assess students with warm up.
- Assess students with questions activity.
- Assess students with presentation of the dialogue.
- Assess students with interview and presentation of classmate.
- Assess students with rubric on oral test.

Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

- Accommodate for different levels of speaking proficiency by having students talk to their partners at their own pace.
- Accommodate for different levels of reading proficiency by teacher leading reading and letting students read along.
- Accommodate for different levels of writing proficiency by working with struggling students one-on-one.

Lesson Body:

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiations and Adaptations: What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Anticipatory Set: Write out verbatim. (1 min.) I start lesson by saying, Buenos días estudiantes! Students should respond by saying, Buenas días Señorita Robles! I say to students, take out your Primer Quehacer and start working on it. (Primer Quehacer should be shown on the projector for students to see it, when they come into the classroom) (5 min.) Primer Quehacer: Fill out the blanks with the appropriate form of ser and the correct form of adjectives. 1. Ustedes _____ (extrovertido) _____. 2. Julia y Juan no _____ (atlético) _____. 3. Ella _____ (inteligente) _____. 4. Nosotras _____ (cómico) _____. 5. Tú _____ (trabajador) _____. AVISO! While students do warm up, check students'	For the students on the back of the classroom: Write warm up on computer and show it on the projector with big letters. For all students: Read the warm up aloud first in Spanish then in English For all students: repeat words more than once For struggling writers: Go around the classroom to check for misspellings or if students need help with sentence composition.

homework.

(4 min.) Once students have finished their primer quehacer.

- Have 5 students come to the whiteboard and write their answers.
- First let the students look for mistakes. Then as a whole class, we correct the words that are incorrect or misspelled.

(10 min) Practice with a partner questions

(5 min) Teachers show homework answers and have the students correct and raise their hand if they have any questions.

AVISO!! While students will be working on interview and eating, Mrs. Spangler will be pulling out two students at the time to do the 'oral test'.

(25 min) Interview

- Have students work on partners.
- Teacher hands an interview worksheet with questions to each group (of two).
- Have them make an interview to his/her classmate.
- Have them switch roles.
- Once students have finished have them introduce his/her interviewee to the class by switching the 1st person possessive pronouns to 3rd person

(37) Have student bring food to the classroom.

- Have students share with their classmates what

For all students: Model how students should do the activity.

Struggling readers: Read along with student or have him/her read where he/she feels comfortable and teacher fills the gaps.

they brought to class. • If student brought food from a Spanish-speaking culture have him/her explain what the food contains and what did he/she learned from doing it. • Have students watch their presentation of their dialogues to class. • Play Spanish-speaking music Closure: (3 min) Boleto de Salida: Write ONE thing that you know well about Unit 2 and TWO questions that you still have about material (content) that we have seen in class.	
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Nombre: _____	Actividad: _____	Fecha: _____	Periodo _____	
	Complete 10 (-0)	Generally complete 8 (-2)	Somewhat complete 6 (-4)	Incomplete 4 (-6)
Content	Speaker consistently uses the appropriate structure and vocabulary to communicate.	Speaker usually uses the appropriate structure and vocabulary to communicate.	Speaker sometimes uses the appropriate structure and vocabulary to communicate.	Speaker uses few of the appropriate structure and vocabulary to communicate.
Comprehensibility During Presentation	Listener understands all of what the speaker is trying to communicate.	Listener understands most of what the speaker is trying to communicate.	Listener understands about half of what the speaker is trying to communicate.	Listener understands little of what the speaker is trying to communicate.
Accuracy	Speaker uses language correctly, including grammar and word order.	Speaker usually uses language correctly, including grammar and word order.	Speaker sometimes uses language correctly.	Speaker seldom uses language correctly.

Self-Reflection:

I was very glad to see how well students presented their dialogues. The most important they enjoyed presenting their conversations; many of the students even added sarcasm and humor. Also, I was glad to see that the rest of the class was able to understand their classmates when presenting because they would laugh when they heard something funny.

I feel very content to see how well students can pronounce words in Spanish and formulate the sentences using Spanish vocabulary. Overall, I feel that most of the students did a good job with the oral test.s

I believe that having the food day for my last day at school was a lot of work but I also believe that it was worth it. Students were able to enjoy the food and to learn about different dishes from Spanish-speaking countries and non-speaking countries.

Examples of the Student Work

1) High Achieving student

Primeros adjetivos 2

1. friendly simpático
2. unfriendly antipático
3. boring aburrido
4. shy tímido
5. outgoing extrovertido
6. witty gracioso
7. smart inteligente
8. funny cómico
9. intellectual intelectual



1) Middle Achieving student

Primeros adjetivos 2

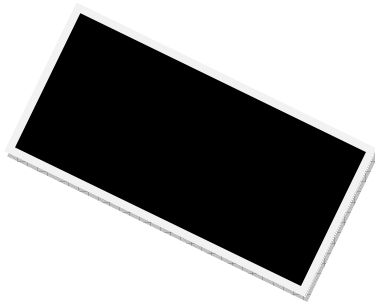
- 8/9
1. intellectual intelectual
 2. outgoing extrovertido
 3. boring aburrido
 4. smart inteligente
 5. funny cómico
 6. unfriendly antipático
 7. witty gracioso
 8. shy tímido
 9. friendly simpático

1) Low Achieving student

Primeros adjetivos 2

1. friendly simpático
2. unfriendly antipático
3. boring aburrido

Nicolas



Most students did a great job with vocabulary quizzes. It was only when they had to write the accents on the vocabulary that they would get points deducted. For my co-teacher, it was very important that students, at level 1 in Spanish, were aware of the importance of written accents in the Spanish grammar. For me, I do not think that is as importance knowing where the word has an accent at this level, as it is for all the other levels when they know already more Spanish.

2) High Achieving student

Use ser in the blank - be sure to conjugate

10/10

1. Ellos son
2. Yo soy
3. Nosotros somos
4. Ellas son
5. Tú eres
6. Ustedes son
7. Ella es
8. Usted es

2) Middle Achieving student

Use ser in the blank - be sure to conjugate

8/10

1. Ellas es
2. Usted son
3. Nosotros somos
4. Ellos son
5. Él es
6. Tú eres

Middle achieving student got confused with the third person singular and plural. It was not only difficult for this student the verb 'to be' was hard many of the students in the class. As in English, the verb 'to be' is irregular and there is not a specific rule to apply at all times. I told students that the only option to learn this complex verb is was through lots of practice.

2) Low Achieving student

Use ser in the blank - be sure to conjugate **7/10**

1. Ellos son
2. Yo soy
3. Nosotros somos
4. Ellas son
5. Tú eres
6. Ustedes son
7. Ella es
8. Usted es
9. Vosotros sois
10. Él es

Low achieving student got the form of 'yo' (I) conjugated incorrect even do it was one of the forms that we practice the most in class. This student also put accents on places that it did not belong. I believe because some of the pronouns in Spanish have written accents students feel that the verb has to have a written accent as well.

3) High Achieving student

1. Today is Friday Es el viernes.
2. Today is Tuesday Es el martes.
3. 9/01 Es el primero de septiembre.
4. 5/10 Es el diez de mayo.
5. 11/18 Es el dieciocho de noviembre.
6. 7/4 Es el cuatro de julio.
7. 2/14 Es el catorce de febrero.

12/12

3) Middle Achieving student

- 9.5/12
1. Today is Thursday Hay es jueves.
 2. Today is Monday Hay es lunes.
 3. 6/01 El es primero de junio.
 4. 3/10 El es diez de marzo.
 5. 9/18 El es dieciocho de septiembre.
 6. 5/4 El es cuatro de mayo.
 7. 9/14 El es catorce de septiembre.

Middle and low achieving students were not able to write the appropriate sentence structure for telling dates. Both of these students wrote 'el es' (the...) instead of 'es el' (it's...). My guess is that students intended to start the sentence with 'the' instead of 'it's' because at the beginning of the school year they were encourage to start the sentences with the article 'the'. Although, I do not understand why they would think that way even though we practices writing dates with 'is the'.

3) Low Achieving student

- 6.75/12
1. Today is Thursday Jueves.
 2. Today is Monday lunes
 3. 6/01 el es Primero de Junio.
 4. 3/10 el es diez de marzo.
 5. 9/18 el es diez y ocho de Septiembre.
 6. 5/4 el es cuatro de mayo.
 7. 9/14 el es catorce de Septiembre.

4) High Achieving student

7. 9/14 el es catorce de Septiembre.

Unidad I Examen 2011a

A. Escuchar

El alfabeto:

1. i

2. j

3. m

La conversación

4. C

5. b

6. C

B. Vocabulario:

Give the subject pronoun in Spanish:

7. we Nosotros

12. she ella

8. you (sir)(formal) usted

13. you (friend)(familiar) tú

9. he él

14. they (fem) Ellas

10. you (friends)(familiar) Vosotros

15. you (sirs)(formal) ustedes

11. they (masc) Ellos

16. I Yo

C. Gramática – Grammar

Write the appropriate form of the verb ser in each blank.

24. Ellos son amigos.
25. Yo soy inteligente.
26. Nosotros somos de Virginia.
27. Ellas son Ana y Isabel.
28. Antonio, tú eres un compañero de clase.
29. Ustedes son los maestros.
30. Ella es mi mamá.
31. Usted es el Sr. Hutton.
32. Vosotros sois amigas.
33. Él es Pepe.

D. Lectura – Reading.

Read Verónica's letter to an e-pal in another Spanish class. Then, read the statements that follow and indicate if each statement is **cierto** (true) or **falso** (false). Write **cierto** or **falso**.

Hola. ¿Qué tal? Me llamo Verónica. Soy de El Salvador. ¿Y tú? ¿De dónde eres?
¿Quién es tu profesora de español? Mi profesora es la señora Manrique. Ella es



4) Middle Achieving student

Unidad I Examen 2011

A. Escuchar

El alfabeto:

1. i

2. gotu j

3. eme m

La conversación

4. ce

5. be

6. ce

B. Vocabulario:

Give the subject pronoun in Spanish:

7. I yo

12. he él

8. you (sirs)(formal) ustedes

13. you (friends)(familiar) vosotros

9. she ella

14. they (fem) ellas

10. you (sir)(formal) usted

15. you (friend)(familiar) tú

11. they (masc) ellos

16. we nosotros

Pilar is talking to some new students at school. Choose the most appropriate response to each thing she says. Put answer in the blank provided for full credit.

17. Ésta es Amalia, mi mejor amiga.

a. Más o menos. ¿Y tú?

b. Igualmente.

c. Encantada.

C. Gramática – Grammar

Write the appropriate form of the verb ser in each blank.

24. Ellas son Ana y Isabel.
25. Usted es el Sr. Hutton
26. Nosotros somos de Virginia
27. Ellos son amigos
28. Él es Pepe.
29. Antonio, tú es un compañero de clase.
30. Ustedes son los maestros.
31. Yo es inteligente
32. Ella es mi mamá.
33. Vosotras sois amigas

D. Lectura – Reading.

Read Verónica's letter to an e-pal in another Spanish class. Then, read the statements that follow and indicate if each statement is **cierto** (true) or **falso** (false). Write **cierto** or **falso**

Hola. ¿Qué tal? Me llamo Verónica. Soy de El Salvador. ¿Y tú? ¿De dónde eres?
¿Quién es tu profesora de español? Mi profesora es la señora Manrique. Ella es de España. ¡La clase es excelente! Mi mejor amiga en la clase se llama Elena. Ella es la mejor estudiante (*student*). ¡Aye! Tengo que irme.

Cierto 34. La señora Manrique es de España.

Cierto 35. Verónica es de El Salvador

Middle achieving student forgot some of the greeting in Spanish, especially at the beginning of the conversation. I believe that for this student and many others in the class having had more informal conversations would have helped them not forget the greetings in Spanish.

4) Low Achieving student

Unidad I Examen 2011

A. Escuchar
El alfabeto:

1. K 2. J 3. M

La conversación

4. / 5. / 6. /

B. Vocabulario:
Give the subject pronoun in Spanish:

7. I <u>soy</u>	12. he <u>él</u>
8. you (sirs)(formal) <u>/</u>	13. you (friends)(familiar) <u>tu</u>
9. she <u>ella</u>	14. they (fem) <u>usted</u>
10. you (sir)(formal) <u>usted (es)</u>	15. you (friend)(familiar) <u>/</u>
11. they (masc) <u>eres</u>	16. we <u>nosotros</u>

Pilar is talking to some new students at school. Choose the most appropriate response to each thing she says. Put answer in the blank provided for full credit.

C A 17. Ésta es Amalia, mi mejor amiga.
a. Más o menos. ¿Y tú? b. Igualmente. c. Encantada.

A 18. ¿Cómo te llamas?
a. Me llamo Pablo. b. Soy de Nicaragua. c. Se llama Anita.

C 19. ¿Quién es el muchacho?
a. Es el profesor de matemáticas. b. Es de Cuba. c. Es mi mejor amigo.

D 20. ¿De qué color es la vaca?
a. Es amarilla. b. Es negra y blanca. c. Es mi mejor amiga.

B 21. ¿De dónde eres?
a. Soy un muchacho. b. Soy de Argentina. c. Me llamo Carlos.

Low achieving student, in the listening part (escuchar) was not able to distinguish which response was which. As this student there were also two or three students more that were not able to distinguish which response from the three options a, b, and c was the correct response for the questions. My only concern was that they would not even make a guess. One of those students was sitting in the front of the class; therefore, the reason was not that they were not able to hear the questions and possible responses. In the vocabulary part of the test almost half of the students got at least one answer incorrect even though they would get the verb 'to be' conjugated right on the back of the test.

C. Gramática – Grammar

Write the appropriate form of the verb *ser* in each blank.

24. Ellas son Ana y Isabel.
25. Usted es el Sr. Hutton
26. Nosotros somos de Virginia
27. Ellos son amigos
28. Él es Pepe.
29. Antonio, tú eres un compañero de clase.
30. Ustedes son los maestros.
31. Yo soy inteligente
32. Ella es mi mamá.
33. Vosotras sois amigas

D. Lectura – Reading.

Read Verónica's letter to an e-pal in another Spanish class. Then, read the statements that follow and indicate if each statement is *cierto* (true) or *falso* (false). Write *cierto* or *falso*

Hola. ¿Qué tal? Me llamo Verónica. Soy de El Salvador. ¿Y tú? ¿De dónde eres?
 ¿Quién es tu profesora de español? Mi profesora es la señora Manrique. Ella es de España. ¡La clase es excelente! Mi mejor amiga en la clase se llama Elena.
 Ella es la mejor estudiante (*student*). ¡Aye! Tengo que irme.

- cierto 34. La señora Manrique es de España.
- cierto 35. Verónica es de El Salvador.
- falso 36. La señora Manrique es la profesora de ciencias.
- cierto 37. Elena es una compañera de clase de Verónica.
- cierto 38. Verónica es la mejor estudiante.



On the back of the test, most of the students got the reading and writing part right.

Number and explanation of students achieving the outcomes

The above examples of students work only indicate the outcomes of students understanding of the following concepts: alphabet, greetings and introductions, numbers up to 30, dates, subject pronouns and verb *ser*. In the Unit 2 test, about half of the students were able to identify and write all the appropriate letters of the alphabet. For many days we played a song of the alphabet in Spanish and even though most of the class followed along many of the students that would also sing the song were not able to write that sound of that letter when taking the test. Most of the practice that students did was to put the words together or even write dictated sentences but probably we did not do enough practice with single letters. More than 20 students were comfortable recalling and writing numbers it was not when they had to write dates that they would confuse to write the verb *ser* in from of the article *the*. I believe this was because at the beginning when students were composing their first sentences they were encouraged to write their sentences with the article *the* when describing an animal, place or person.

There was also an oral test in which students' knowledge of numbers 1-100, and adjectives and number agreements as well as all the mentioned concepts above were measure. In the oral test, approximately 15 out of the 25 students were able to ask and answer question with the appropriate response in Spanish. Most of those students that had trouble asking and answering questions was because they did not took the answering and asking questions review seriously. There were also students that more review would have helped them do better in the oral test. In lesson 4, students were asked to conduct and interview by first asking his/her

classmates questions about him/herself and then by answering those same questions. I believe it would have helped the students even more if they would have created their own questions to interview his/her peers. It would have made it more interesting and may be it would have motivated those that appeared not interested in the other review activities.

Enhancement of Student Learning

In my daily instructions I tried to include total physical response (TPR) activities that would help the students move around the classroom to be able to compare and share their classroom work.

For all students, I made lessons for them that had the notes, an activity to do followed by the introduction of the new content, and the homework for next class. For many of the material presented, I liked to use illustrated PowerPoint presentations for students to be able to relate a picture with the vocabulary that they were learning.

Games such as bingo, jeopardy, matching are my favorite activities to do in class because I feel that students learn without thinking that they are learning. I believe that students learn easier a language if they do not feel pressure as informal language learning happens in the community.

Changes Made Throughout

The following points were changes that I made throughout my first placement to facilitate students learning.

- Have a close up activity at the end of every lesson to remain students of the objective of the class and to help me see if the objective was met. Before this closure activity, I would keep going with whichever activity I had plan for the class to practice the content introduced. Through the different activities I was able to assess students' learning, however, students would not think what the main point of the whole lesson was. With a closure activity of five minutes or less, I was able to focus the whole class on the objective of the lesson.
- Speak more clearly in both languages English and Spanish. I noticed that I would speak soft in English and the student of the back of the room would not always hear me, therefore, I started to speak a little bit louder and clearer.

- Make sure to provide an example before students started working on an activity. I notice that if I did model for an activity and had students directly work on that activity many of them would have questions or complete the activity wrong.
- Make sure to relate prior knowledge with current knowledge (grammar vocabulary or vocabulary in general). I notice that student would learn better a grammar concept or vocabulary if they were able to relate it to something that they already knew in their native language.
- Try to have a balance between writing, reading, and speaking. I was able to observe that students always enjoyed sharing answers to the person next to them and standing up to talk to their peers in Spanish.

Changes I Would Make the Next Time

For my native Spanish-speaker I would encourage him/her to read a Spanish book while I would be doing repetition drills or when doing an activity that he/she did not feel challenged. I would also force myself to speak more Spanish to students and have more oral activities for students to put into practice Spanish vocabulary. I would like to have more oral activities such as the dialogues that I had students present to the class at the end of my first placement. I would also have the students create skits using the vocabulary introduced or have them write a story. I would also make a few formal presentations for students to be more pressure in how they pronounce and write their sentences.

