

Excellent example of revised lesson

Lesson Study Planning Template

Lesson Study Group Members: Andy Holmes, Briana Thatcher, Darcy Davidson

4/4

Teacher Candidate(s) who will teach the lesson: Darcy Davidson

Approximate date lesson will be taught: 1/30-2/3

Time lesson will begin: PM class

Grade Level: 3rd year

Subject Area: Spanish 5-6

School name: Gresham

I. Background information

A. Goal of the Lesson Study Group, (i.e. What do you hope to find out?): We hope to develop a lesson plan that successfully engages students in active speaking and conversation on an introductory day when lessons tend to be very content heavy and teacher oriented.

B. Background Information and Context

This lesson is part of the Realidades textbook chapter 3A and includes common places and activities in the city.

Students will familiarize themselves with vocabulary for expressing common activities, places, and things in the community. The students will also be introduced to the first and second person singular preterit forms of the verb "ir".

C. Demographics/Learning needs

There are at least 35 learners in the classroom in which this lesson plan will be taught. Of these ~35 students, eleven are English Language Learners. Class takes place towards the end of the day, so students are often highly energized and (may be) difficult to keep engaged or on-task. It is not a group that tends to be well ahead of the subject matter presented in line with overall course goals and trajectory, more often trying to keep pace with new information presented. Other classes may be quicker to pick up or receive any given (and newly presented) material.

II. Lesson Information

A. Lesson Title: Qué hiciste ayer?

B. Lesson Objectives:

-Students will be familiar with the vocabulary dealing with places in the community, and will be able to use that vocabulary with moderate fluency to describe places in the city that they have been.

-Students will be able to ask and answer simple questions about where they went using "¿Adónde fuiste...?" and "Fui a..."

C. Relation of the lesson to the lesson study group's goal:

This lesson relates to our study group's goal because it incorporates new vocabulary and verb conjugations while simultaneously soliciting information and interaction between the class and the teacher as well as between the students themselves.

D. Process of the study lesson:

<p>HOOK</p> <p>Where have you been lately?</p>	<p>Learning Activities and key questions and time allocation (8 minutes)</p> <ul style="list-style-type: none"> -Teacher shows presentation slide with prompt "Escribe una lista de lugares en la ciudad que visitaste durante el mes pasado." -Students silent write. -Share lists. 	<p>Student activities/ expected student reactions or responses</p> <ul style="list-style-type: none"> - Students spend 5 minutes silent writing making a list of places in the city they have visited in the last month, focusing on generating diverse vocabulary ideas, and/or describing locations for which the vocabulary word remains unknown (ej: "un lugar donde hace ejercicio" (writing) = el gimnasio (class share)). 	<p>Teacher's response to student reactions / Things to remember</p> <ul style="list-style-type: none"> -Teacher takes/provides a location or two before writing activity (as example), and asks students to list at least 5 new ideas during write (no repeats). -Teacher circulates during writing exercise and encourages students to think of various location vocab (not always 'el banco', 'el mercado', etc.) -Teacher facilitates sharing of the lists that students spent 5 minutes writing. Teacher makes additions chapter vocabulary based on common places that students wrote down. -Teacher may offer extra participation points for the most creative contributions (entices native speakers + general creativity) 	
<p>INSTRUCTION: List all steps</p> <p>Hook: Silent writing/share.</p> <p>Introduce new vocabulary.</p> <p>Create a map activity.</p> <p>Vocabulary Flashcards.</p> <p>¿Adonde fuiste?</p>	<p>Learning Activities and key questions and time allocation (20 minutes)</p> <ul style="list-style-type: none"> -Teacher shows presentation slide with map of city. Students draw their own copy of the map and work to label each section. Students fill in blanks with vocab from writing activity– label the spaces and select an icon from a provided set of options (on slide) to draw on corresponding map location. (20 minutes) - Teacher will instruct students to use a sheet of notebook paper to create 16 flashcards for words on the vocabulary list that are difficult 	<p>Student activities/ expected student reactions or responses</p> <ul style="list-style-type: none"> -Students create their own copy of the city map by drawing. -As the class recreates the map displayed they will work with a partner to attempt to label each section with the correct Spanish term. -Students then fill in the blank sections of the map with new vocabulary that is listed on the board from our silent writing activity. Students must also select a simple icon from a provided list (on board) to visually represent the written label (+ draw on map). -Students create 16 	<p>Teacher's response to student reactions / Things to remember</p> <ul style="list-style-type: none"> -Teacher is sure to state time constraints for map drawing portion of activity. Set buzzer for ~4 minutes or state clock end time (to encourage students to keep classroom pacing estimates). -Teacher hands out chapter vocabulary list while students are drawing map in their Spanish notebooks, and reminds students about progress in regards to total time available (ie: "2 minutos más para dibujar.") -Teacher reminds students of drawing portion cut off, and encourages students to 	<p>Method(s) of evaluation: formative and/or summative</p> <ul style="list-style-type: none"> - Report out – students share responses and check to make sure they have everything labeled correctly on their map. - Teacher requests several student examples to verify comprehension + write as examples before beginning "¿A dónde fuiste?" activity. - Teacher circulates during produce/ communication activity... observing conversations, answering questions.

	<p>for them either in pronunciation or meaning or both. (20 minutes)</p> <ul style="list-style-type: none"> - Note taking on IR in preterit tense. - Conversation activity. 	<p>vocabulary flashcards on notebook paper; students will use their flash cards to study the vocabulary – individually or in pairs.</p> <ul style="list-style-type: none"> -Students take notes and participate orally in the questions modeled. - Students will get up and ask and answer questions with other students. - Students will write down responses in their notebook in complete sentences (exit slip) 	<p>work with a partner to find and label each section of the map once they have finished drawing. Teacher may partner native Spanish speakers with native English speakers in class. This will encourage peer teaching, and will utilize Native speakers as a resource in class. Teacher circulates and takes note of student involvement, challenging vocabulary, and classroom management</p> <ul style="list-style-type: none"> -Teacher instructs class to choose their own vocabulary from the list written on the board from our silent writing activity. -“¿Adónde fuiste ayer?” and “Fui a la farmacia.” Teacher models the question and answer and points to the place on the map. Teacher requests several student examples (definitely incorporate some of the native speakers at this point) to verify comprehension + write as examples before beginning act. -Teacher roams around observing conversations and answering questions. 	<p>and taking note of common errors (or note of English speaking).</p>
<p>CLOSURE</p> <p>“Exit Slip”</p>	<p>Learning Activities and key questions and time allocation</p> <p>Notebook check for today’s activity.</p>	<p>Student activities/ expected student reactions or responses</p> <p>Students provide notebook to be checked by the teacher as they leave the room.</p>	<p>Teacher’s response to student reactions / Things to remember\</p> <ul style="list-style-type: none"> -Teacher will check students’ notebooks with “Fui a” responses as students leave. 	<p>Method(s) of evaluation: formative and/or summative</p> <p>-Checking their notebooks as an exit slip will provide instant feedback on student participation and understanding of the activity.</p>

Adapted From: