

Lesson Study Planning Template

Lesson Study Group Members: Andy Holmes, Breanna, Darcy Davidson

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

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

Time lesson will begin: _____

Grade Level: 3rd year

Subject Area: Spanish 5-6

School name: _____

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".

What are the demographics/learning needs of the students who will be taught this lesson ? _____

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:

HOOK	Learning Activities and key questions and time	Student activities/ expected student	Teacher's response to student reactions / Things	
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Where have you been lately?	allocation (8 minutes) -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.	reactions or responses - Students spend 5 minutes silent writing making a list of places in the city they have visited in the last month.	to remember -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.	
INSTRUCTION: List all steps Hook: Silent writing/share. Introduce new vocabulary. Create a map activity. Vocabulary Flashcards. ¿Adonde fuiste?	Learning Activities and key questions and time allocation (20 minutes) -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 draw an icon for the place. (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 for them either in pronunciation or meaning or both. (20 minutes) - Note taking on IR in preterit tense. - Conversation activity.	Student activities/ expected student reactions or responses -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 design a simple icon to visually represent the written label. -Students create 16 vocabulary flashcards on notebook paper; students will use their flash cards to study the vocabulary – individually or in pairs. -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)	Teacher's response to student reactions / Things to remember - Teacher hands out chapter vocabulary list while students are drawing map in their Spanish notebooks. -Teacher encourages students to work with a partner to find and label each section of the map once they have finished drawing. -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 roams around observing conversations and answering questions.	Method(s) of evaluation: formative and/or summative - Report out – students share responses and check to make sure they have everything labeled correctly on their map.
CLOSURE "Exit Slip"	Learning Activities and key questions and time allocation Notebook check for today's activity.	Student activities/ expected student reactions or responses Students provide notebook to be checked by the teacher as they leave the room.	Teacher's response to student reactions / Things to remember -Teacher will check students' notebooks with "Fui a " responses as students leave.	Method(s) of evaluation: formative and/or summative -Checking their notebooks as an exit slip will provide instant feedback on student participation and understanding of the activity.

Adapted From:

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For other lesson study tools, please go to: www.tc.columbia.edu/lessonstudy/tools.html.

*excellent!
very complete*

Perhaps give students an outline on the board so they understand time limits & stay focused.