

School of Education

Service *Leadership*Competence*Character

WRITTEN LESSON PLAN 1

Teacher Candidate – Amy Rankin School – Seattle Pacific University

Mentor Teacher – N/A University Coordinator – Tracy Williams

Grade/Subject – Early 2nd year/Spanish Lesson Title – ¿Qué debo hacer? Commands Date – 10/11/2010

Co Teaching Lesson – Yes **No** If yes, check the appropriate method: If no, check if this is during your time to solo in the classroom -

- One Teach, One Observe (lead) One Teach, One Drift (lead) Station Teaching Parallel Teaching Supplemental Teaching
 One Teach, One Observe (observe) One Teach, One Drift (drift) Alternative Teaching Team Teaching

Learning Targets		
Standards	GLEs	Objectives
Communication 1.2; Culture 2.1	1.2- Students understand and interpret written and spoken language on a variety of topics. 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Students will be able to conjugate regular verbs into positive imperativo commands in the formal and informal 'you' and formal plural 'you' forms. Students will be able to use travel-related vocabulary in spoken and written communication.
Assessment – What will students do to demonstrate competence specific to learning?	Learning Experiences – What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?	Strategies for Creating an Inclusive, Supportive Learning Community – What strategies will be used to facilitate effective classroom management at key points during the lesson?
Be sure to align all assessments with their corresponding learning experiences.		
<p>Formative: Students will demonstrate their familiarity with present tense first person conjugations- necessary information for command conjugations.</p> <p>Formative: Students will demonstrate their familiarity with the rules of verb conjugations by using constructivist strategies to guess at the correct endings for a command form chart.</p> <p>Summative: Students will demonstrate their understanding of positive command forms by correcting their formative assessment verb charts with the correct conjugations.</p> <p>Summative: Students will demonstrate their understanding of regular positive command forms through turning the teacher-presented infinitive verbs into commands.</p>	<p>Intro>Formative moment>Constructivist moment>Lecture>Practice with verbs/vocabulary</p> <p>Introduction: present short anecdotes along with PowerPoint presentation of photos from Costa Rica, short stories ending with presenting the commands that fit the situations</p> <p>Formative activity: (note! Should possibly be excluded from my lesson as my students may not be familiar with Spanish!) Pass out worksheets and give students time to construct their own verb endings based on their prior knowledge. Students are presented with present tense verbs and a sample of command verbs of each of the 3 verb endings, -ar –er –ir, and are asked to make connections between the two (including that the “tu” command is the same as the present tense “usted” verb)</p> <p>Lecture: compile the correct answers on the board using the answers the students have come up with and my</p>	<p>The lesson will open with a brief introduction to the beginning of this unit- Costa Rica- with photos and adventures from that country. The photos will include shocking photos of scary, beautiful and colorful animals. The opening will be told as the students are instructed to make a nonlinguistic representation of a mental picture.</p> <p>Students will spend a few minutes working in partners before the lecture filling in the verb conjugation chart themselves.</p> <p>Students will work in partner at the culmination of the lesson turning the presented verbs- accompanied by the same colorful pictures used at the beginning of the lesson.</p>

	<p>corrections if they're incorrect.</p> <p>Practice: introduce travel-specific vocabulary for students to copy down and practice speaking aloud :represent the pictures from the introduction and have the students in pairs conjugate and then give the commands to each other.</p>	
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What does each co-teacher do before, during and after the lesson?

	Teacher Candidate	Mentor Teacher	Paraprofessional(s)	Other
What are the specific tasks that I do BEFORE the lesson?	Create the verb worksheets, gather pictures from Costa Rica into a presentation, make sure the students are seated so that they can easily pair up for group work	N/A	N/A	N/A
What are the specific tasks that I do DURING the lesson?	Guide the students in creating mental pictures, observe their work during the constructivist activity and offer hints after giving them time to work it out for themselves, pass out worksheets, observe their work during the practice writing commands and offer suggestions if they are having trouble, present traveling words for the students to use during the practice and have students practice speaking them	N/A	N/A	N/A
What are the specific tasks that I do AFTER the lesson?	Conclude with a reiteration of the command form verb endings	N/A	N/A	N/A
When, where and how will we debrief the co-teaching lesson?	N/A			

Grouping of Students for Instruction

<p>Students will work in pairs during the constructivist activity and after the lecture will work in pairs again to create travel-related commands.</p>	<p>Instructional Materials, Resources and Technology</p> <p>A PowerPoint presentation of photos from Costa Rica, verb charts used for the summative and formative assessments</p>
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Accommodations and Modifications

<p>Since I am teaching students who may/may not have any experience in Spanish, I have adjusted the lesson to be demonstrated solely with regular and not irregular verbs. I could do the same- begin with regular verbs and familiarize my students with them before moving onto irregulars as a modification for students who benefit from a more deliberate pace.</p>	<p>Family Involvement Plan</p> <p>Students can ask their family members to think of daily commands they might normally given them, translate the verb to Spanish, and then practice conjugating the verb.</p>
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