

School of Education

Service *Leadership*Competence*Character

WRITTEN LESSON PLAN 2

Teacher Candidate – Amy Rankin School – Seattle Pacific University

Mentor Teacher – N/A University Coordinator – Tracy Williams

Grade/Subject – Early 2nd Year High School Spanish Lesson Title – Los anuncios interculturales Date – 10/25/2010

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, Connections 3.2, Comparisons 4.2	<p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Students will be able to list different types of, different traits of and what makes advertisements effective.</p> <p>Students will be able to list people, products or traits of USA or Northwest advertising that makes it unique.</p> <p>Students will be able to list people, products or traits of Costarriquense advertising that makes it unique.</p> <p>Students will be able to compare and contrast between Northwestern and Costarriquense advertising by creating novel advertisements.</p> <p>Students will translate passages from <i>Cuentos Ticos: Un heroe</i> and recognize Costarriquense-specific cultural icons and traits.</p>
<p>Assessment – What will students do to demonstrate competence specific to learning?</p>	<p>Learning Experiences – What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?</p>	<p>Strategies for Creating an Inclusive, Supportive Learning Community – What strategies will be used to facilitate effective classroom management at key points during the lesson?</p>
<p>Be sure to align all assessments with their corresponding learning experiences.</p>		

<p>Formative: Students will complete bell work questions about their familiarity with advertising and share their answers with the class.</p> <p>Formative: Students will read aloud and translate the story <i>Un Heroe</i>.</p> <p>Summative: Students will discuss the valued traits read from <i>Un Heroe</i> and will create Venn diagrams to create visual representations of their similarities and differences.</p> <p>Summative: Students will create two advertisements that demonstrate their understanding of cultural icons, traits and the similarities and differences between United States and Costa Rican culture.</p>	<p>Introduction/Bell work => Group discussion => Group Story Translating and follow-up discussion of valued traits=> (Venn diagram) => Advertisement assignment</p> <p>Bell work includes questions about a Costarricense advertisement, activating the students' prior knowledge on the subject.</p> <p>The group discussion, formed around a set of questions:</p> <ul style="list-style-type: none"> -Name some methods of advertisements. Are some more effective than others? What situations make one more effective than another? -How does the person giving the advertisement affect the effectiveness of the advertisement? -What sort of emotions do advertisements incite? -What things are the easiest to advertise? Why? -In what way does the audience affect the manner of advertising? -In America/the Northwest, what are advertisements or advertising methods that seem unique to this local? <p>Next the class will work, line by line, on reading through the <i>Cuentos Ticos: Un Heroe</i> and translating it. Students will be informed before reading that this is a Costa Rican story and that they should be on the look out for values and cultural icons that could be found in Costa Rican advertisements. Students who have trouble can turn to their peers for help in pronunciations or translations, or ask myself the teacher.</p> <p>Following the read, the students will discuss what values they found. Students will be encouraged and led through the process of a Venn diagram to keep all their discussion information organized.</p> <p>The homework, the advertisement rubric will be handed out and important points emphasized.</p> <p>Extra time will be requisitioned for command tense review, as two commands will be required in the Spanish advertisement.</p>	<p>The class will begin with bell work, which includes a colorful, humorous graphic. The bell work requires that the students think about their own personal experiences with advertising and which</p> <p>Students will participate in a whole class or large group discussion; all students will know from the beginning that they will be required to answer at least one of the discussion questions.</p> <p>The students will translate a story line by line in a large group/whole class setting and can appeal to their peers for assistance with difficult words or phrases.</p>
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What does each co-teacher do before, during and after the lesson?

	Teacher Candidate	Mentor Teacher	Paraprofessional(s)	Other
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<p>What are the specific tasks that I do BEFORE the lesson?</p>	<p>Create a rubric for the summative assessment, assemble a selection of advertisements for the students to consult, write up bell work questions, compose list of topics for the group discussion, print copies of “Un Heroe” and highlight key passages</p>			
<p>What are the specific tasks that I do DURING the lesson?</p>	<p>Review the class’ answers to the bell work, connect the bell work to the topic of multicultural advertising, begin the discussion of advertising and interject new thoughts when conversation dries up, take notes during discussion on who is speaking up and who is keeping silent, pass out <i>Un Heroe</i> and lead class through translation exercise, ask follow-up questions about the story, lead class in creating a Venn diagram to organize their thoughts, pass out rubrics and explain assignment</p>			
<p>What are the specific tasks that I do AFTER the lesson?</p>	<p>Review notes taken during and confirm that the discussion wasn’t held only by one or two students and that the responses demonstrate the students’ understanding of the topic</p>			
<p>When, where and how will we debrief the co-teaching lesson?</p>	<p>N/A</p>			
<p>Grouping of Students for Instruction</p>		<p>Instructional Materials, Resources and Technology</p>		
<p>Students will work individually for the bell work introduction; the whole class will participate in the group discussion unless the class size does not make it feasible for everyone to have the chance to speak- if so, the group may be broken in half.</p>		<p>PowerPoint of advertisements, handout rubric for the advertising assessment, venn diagram handout- or instruct students to make one for themselves, copies of <i>Cuentos Ticos: Un hero</i> story for the students to read</p>		
<p>Accommodations and Modifications</p>		<p>Family Involvement Plan</p>		

The lesson requires a group discussion- an accommodation for students having trouble following the randomness and pace of the different speakers, or students with hearing problems would be to have an object passing around between the students to give further visual indication of who is speaking.

Students can interview their family members the questions from the bell work to get a greater range of information on advertisements for their advertisement project.



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