

School of Education

Service *Leadership*Competence*Character

WRITTEN LESSON PLAN 3

Teacher Candidate – Amy Rankin School – Seattle Pacific University

Mentor Teacher – N/A University Coordinator – Tracy Williams

Grade/Subject – Early Second Year Spanish Lesson Title – Mandatos en literatura costarriguense Date – 11/8/2010

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		
EALRs	GLEs	Objectives
Communication 1.2, Connections 3.2	<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>Students can conjugate verbs into the command form from the story <i>Un Heroe</i>.</p> <p>Students can use conjugate verbs into the different persons, and are familiar with the common irregular informal commands.</p> <p>Students recognize the importance of cultural figures from Costa Rica's history and recognize national pride.</p>
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 assessment: The bell work is a formative assessment that will determine how much of the previous lesson and conjugating regular verbs into commands they recall. They are allowed to talk to their peers for assistance so that when we review the bell work, the teacher will get a fair assessment of whether or not students remember the rules.</p> <p>Summative assessment: After a review and introduction of a new lesson, students will work in pairs to answer questions about the reading, including questions about conjugating verbs from the story and comparing heroic figures from Costa Rica's history with their own personal heroes. These answers will be discussed with the whole class to make sure the students have understood the lesson.</p>	<p>Direction Instruction Method: Introduction and hook with bell work -> review previous work -> introduce lesson -> develop lesson with large group activity -> check on understanding with small group practice -> provide feedback and correction -> provide independent practice with homework</p> <p>Introduction/hook= bell work will connect students interests with previous lesson material. It requires students to conjugate commands from humorous protest signs from a well-known protest by Colbert, turning infinitive verbs into commands. Pictures of the signs are on PowerPoint slides 3-10. The bell work is:</p> <ol style="list-style-type: none"> 1) ¡<u>Salvar</u> el torre del reloj! 2) ¡<u>Usar</u> la voz baja! 3) ¡<u>Terminar</u> las noches de Glee! <p>Bonus) ¡<u>Relajarse</u>! El signo dice "McDonalds".</p> <p>Review= depending on how well students recall the lesson from the last lesson, this review of how to conjugate commands can be extended or shortened. Review is on PowerPoint slide 11.</p> <ul style="list-style-type: none"> >Go through the process of conjugating a verb into a command in the three persons 'tu' 'usted' and 'ellos'. >Bring students up to the board and have them do the same for other regular verbs: hablar, bailar, cantar, correr, depender, romper, describir, escribir, invadir. Be sure to give a translation and a command that each verb is appropriate for. <p>: "Hablar/Bailar/Cantar conmigo!" : "Escribir el ensayo!" : "Romper el vidrio!" : "Invadir el Castillo!"</p> <p>Introduce lesson= widening students' knowledge of commands by introducing new material- irregular verbs in the 'tu' person. 'Tu' commands are on PowerPoint slides 12 and 13.</p> <ul style="list-style-type: none"> >Because they are irregular, students cannot conjugate them according to any rule so they must be memorized. >There are several, more common irregular 'tu' commands that students will be responsible for knowing. >Note: If the question comes up about why such irregulars exist, it is because of the origins of the language from places like Latin and Arabic. But this is a lesson for another time. <p>Develop lesson= returning to the <i>Un Heroe</i> text, reading</p>	<p>The class will begin with bell work in order to start the students working as soon as class begins.</p> <p>The bell work is made up of humorous signs from a popular comedian's protest rally.</p> <p>Students will take turns reading aloud (if this was a real Spanish class the reading would be in Spanish and they would also be translating the reading), with assistance from the teacher or peers if they have troubles with pronunciations or translations.</p> <p>Students will work in pairs for the after-story questions.</p> <p>Students will volunteer or be assigned to write their conjugated commands on the board and asked to explain how they conjugated them.</p>
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the entire thing if there is time, or just portions about Joaquin if time is short.

>Preface the start of the reading by encouraging the students to note Joaquin's heroic or lack of heroic actions in order to prepare them to answer questions as a follow-up exercise.

Check understanding= have students pair up and answer questions about the reading. Pull up PowerPoint slide 11 of the review of commands if they are having trouble or do not have those notes already. Questions are on PowerPoint slide 14.

>Name a hero of yours. How does his or her heroics compare to those of Cususa/Joaquin?

>Do you think Joaquin/Cususa is a hero?

>Imagine you are Joaquin in the midst of the battle with the Central American Federation army, here to pull your beloved Costa Rica under the rule of a central government. Your captain orders you to put out the fires, pump water from the leaking ship, beware flying bullets and help him up when he falls down. Conjugate the commands the captain gives you:

- ¡Apagar el fuego!
- ¡Bombear el agua del barco!
- ¡Cuidar de que no estuvo herido!
- ¡Ayudar me!

(Bonus): Tener cuidado!


Provide feedback= discuss the questions with the whole class. Have volunteers/assigned students put their answers to the conjugations on the board; if there are errors, review how to conjugate the verb.

Independent practice= homework. PowerPoint slide 15. Students are to ask for their family members to give them 5 commands, perhaps one of your daily chores. Translate the verb to Spanish and conjugate it to command form in the 'Tu' and 'Él/Ella/Ud' person.

- Write down and bring to next class.

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?	Print out a copy of the story for each student, create the PowerPoint, create and print off the worksheet with questions for			

	after the reading,			
What are the specific tasks that I do DURING the lesson?	Review the command form (spend a few minutes extra if students had trouble with the bell work), read the story aloud with the students and encourage them to make note of words they don't know, move around the room during pair work to make sure that all students are understanding, discuss the after-story questions and have students write their conjugations on the board			
What are the specific tasks that I do AFTER the lesson?	Pass out the homework			
When, where and how will we debrief the co-teaching lesson?	N/A			
Grouping of Students for Instruction		Instructional Materials, Resources and Technology		
Students will work with the whole class through the lesson development activity, and then split into pairs or small groups during the check for understanding stage.		Bell work will be on the whiteboard or in a PowerPoint, students will make lists of unknown words from the reading on the whiteboard, handouts of vocabulary and grammar points, handout of follow-up story questions		
Accommodations and Modifications		Family Involvement Plan		
For students who are beyond the level of their peers, several bonus questions have been added to the bell work and the after-story questions to further engage and push their boundaries.		<p>I have posted my plan for this lesson that includes commands and vocabulary and am encouraging parents and guardians to give their students a command (something that is a part of their normal daily routine) and for the students to translate and conjugate the command into Spanish so that the parent may now give the command in Spanish.</p>  <p>Engaging the culture, changing the world. Seattle Pacific UNIVERSITY</p>		