

Learning Target

- a. How do the learning targets relate to EALRs, GLEs, state learning goals, district goals, school goals, or classroom goals? The learning targets and objectives of the students being able to conjugate negative commands and grammatically use pronouns in commands are related to the state learning goal of the students' ability to communicate in that by being able to use commands, the students will be able to better express themselves.
- b. How do the learning targets relate to previous and future lessons? The lesson targets of using negative commands follows lessons of learning to use positive commands and precedes lessons where the students will write a paper and use the command form.
- c. How do the learning targets incorporate a multicultural perspective? The learning targets incorporate a multicultural perspective because as we address informal "tu" commands, we will address Costa Rica's culture of using the formal tense and when using the informal "you" would be appropriate for the students in their own lives.
- d. Why are the learning targets appropriate for all students in the class? The learning targets are appropriate for all students in the class because they include some review from the previous lessons- using positive commands- and will give students the extra practice time that they need.

Assessment Strategy

- a. How does the assessment strategy accommodate students at different developmental or achievement levels? The reflective summative assessment strategy accommodates students at different achievement levels because it gives the students the chance to privately communicate with the instructor about their level of understanding- about which things make sense and which are still unclear- and rather than outing students in front of their peers that are struggling with the lesson material. In the summative assessment during the Group Practice section, students who are having trouble can be provided with a sentence translated to Spanish that only requires the conjugation of the verbs; alternately, students who are excelling in the class can use sentences in English and be required to first translate the sentence and then conjugate the verbs into commands.
- b. Not covered in this lesson.

Learning Experiences

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender? During the lecture of the appropriate times to use the "tu" informal persona, my understanding of the students' backgrounds is evidenced in the examples I give; "You can use this persona with your little brother" or "You can use 'tu' in speaking with your fellow classmates".
- b. Not covered in this lesson.
- c. How do the experiences incorporate multicultural perspectives? Students will use a game during the Group Practice section of the lesson, which will provide a competitive atmosphere that may appeal to students from different cultural backgrounds.

- d. Not addressed in this lesson.
- e. How do the experiences create an inclusive and supportive learning community? During the Check for Understanding section, students are to come up to the board and manipulate the verbs and verb endings to correctly conjugate commands; they are welcome to take advice and suggestions from their peers as they do so.

Family Interactions

- a. Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction: I have posted my plan for this lesson that includes negative commands and encourage parents and guardians to give their students a negative 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.

Positively Impacting Student Learning

- 1. What evidence can you provide that you have positively impacted student learning through this lesson? The student reflective activity (A. Ellis' Clear/Unclear Reflection) gives the students an opportunity to respond candidly to the day and previous days' lessons, where they might respond that they are happy with their progress in understanding Spanish commands.