

School of Education

Service *Leadership*Competence*Character

WRITTEN LESSON PLAN 4

Teacher Candidate – Amy Rankin School – Seattle Pacific University

Mentor Teacher – N/A University Coordinator – Tracy Williams

Grade/Subject – 2nd Year Spanish Lesson Title – Los mandatos negativos Date – 11/29/2010

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 : Communicate in Languages Other Than English Standard 1.1; Standard 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	Students will be able to conjugate both negative and positive informal “tu” commands. Students will be able to construct negative and positive commands and correctly place direct and indirect object pronouns.
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: Students' understanding and recall of positive and irregular 'tu' commands will be assessed with the bell work. Students will be asked to conjugate several verbs into their command form:</p> <ul style="list-style-type: none"> - (Tu) Hablar con claridad. - (Usted) Describir la ropa. - (Tu) Dar me tu tarea. - (Ustedes) Correr dos vueltas. <p>The teacher should assess through observation, by asking the students to come up to the board to try to answer the question, and by survey how many the students got correct whether or not the students are understanding this grammar point. If not, the teacher can take a little more time reviewing how to conjugate positive commands.</p> <p>Summative assessment: Observations during the Check for Understanding and Group Practice sections. Students will practice creating commands in during Check for Understanding by arranging the note-cards taped to the whiteboard. The cards allow students to practice conjugating commands, and practice placing indirect and direct object pronouns in their correct spot. The teacher will stand arrange the note-cards and ask for student input for the first two commands and then ask for student volunteers to try. Students will also be assessed through observations in Group Practice, where students will come up to the whiteboard in pairs and write commands for each other.</p> <p>Summative assessment: At the end of class, students will be asked to self-assess using the Clear/Unclear assessment; students are asked to write down something that they understand and something that they don't understand after the Instruction, Check for Understanding and Group Practice sections.</p>	<p>ITIP: Hook with bell work => Review positive commands=> Instruction of new material => Check for Understanding => Group Practice => Reflection with Clear/Unclear Assessment</p> <p>Hook with bell work: PowerPoint slide 2. Students will conjugate four commands and then write their thoughts about what negative and positive mean. After 5 minutes, the teacher will take volunteers for the answers and go through the review of positive commands. Finally the discussion of the negative/positive answers will lead into</p> <p>1) Conjugate the verbs of these commands:</p> <ul style="list-style-type: none"> - (Tu) Hablar con claridad. - (Usted) Describir la ropa. - (Tu) Dar me tu tarea. - (Ustedes) Correr dos vueltas. <p>2) I'd like you to make a list or draw a picture for each of the words I'm going to give you. Write down the first things that come to mind when you see these words:</p> <p style="padding-left: 40px;">-NEGATIVE & POSITIVE</p> <p>Review positive commands: PowerPoint slide 3. After going through the answers to the first question of the bell work, the teacher will review with the PowerPoint slide how to conjugate positive commands. The number of answers students get correct will allow the teacher to assess if the review should take more than a minute or two.</p> <p>Instruction of new material: PowerPoint slides 4-7. The second question of the bell work will lead into the new material.</p> <ul style="list-style-type: none"> -Slide 4: Negative does not always mean bad or wrong (malo). When used to describe a type of commands, it indicates negation, or a command to not do something. We will making negative commands using "No". -Slide 5: When making negative commands, most of the persons conjugate the same way that they do with negative commands, like Usted and Ustedes. However! Tu commands are conjugated differently. -Slide 6: the completed command conjugation chart -Slide 7: The order of pronouns in commands is also different between negative and positive commands. While a command can be simple and does not have to have any pronouns, they can hold direct and indirect object pronouns and they are ordered: <p style="padding-left: 40px;">:Positive Commands Verb - Indirect object - Direct object</p> <p style="padding-left: 40px;">:Negative Commands</p>	<p>The bell work acts as a hook to catch the students' attention and interest with a funny picture with a meaning of "negative" we will be using in the day's lesson.</p> <p>Students will come up to the front of class for the Check for Understanding activity to arrange coloured note cards taped to the whiteboard to create commands.</p> <p>Students will work in pairs for the Group Practice activity to play a game that assesses their understanding of conjugating commands. Mistakes mean that the students will perform a harmless task while correctly completing the task means that they don't have to do it.</p>
---	--	---

	<p style="text-align: center;">No - Indirect object - Direct object - Verb</p> <p>Additional instruction: PowerPoint slides 9-11. If there is time, or a student asks, explain the difference between irregular negative tu commands and irregular positive commands. There is no list for students to memorize for negative commands.</p> <p>Check for Understanding: Activity with note cards taped to the whiteboard. Using the PowerPoint slide 7 or notes for reference, students will arrange the cards into commands. The first two times the teacher will shift the cards and ask for students to call out the answers. The cards include: -verbs written in red: cantar, hablar, correr, invadir, romper, and escribir -indirect object pronouns written in blue: me, te, nos, le, se -No written in black for negative commands -direct object pronouns written in green: lo</p> <p>Group Practice: PowerPoint slide 8. Tell the students to find a partner and take turns coming up to the board. They are to pick a command to conjugate from the list (Attached to lesson plan) and write them on the board. If both students correctly conjugate them, neither has to do what the command says. If both incorrectly conjugate them, both students will have to perform the command you wrote. If one conjugates correctly and one conjugates incorrectly, the one who was incorrect must perform their partner's command. -Remind the students that they are writing commands for their peers, and thus should use the informal 'tu' tense.</p> <p>Reflection with Clear/Unclear Assessment: PowerPoint slide 12. Have students pull out a separate piece of paper, draw a vertical line down the center and title one half 'Clear' and the other 'Unclear'. On the half titled 'Clear', tell them to list things that they understand from today's and the rest of this unit's lessons. On the half titled 'Unclear', they should list the things that they don't or only partially understand. Students should turn the paper in as they leave class.</p>	
--	---	--

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?	Check for understanding of how to make positive and negative commands	Print out a copy of the lesson plan for each of your students. Print out a list of commands that students can choose from		

		for the Group Practice activity.		
What are the specific tasks that I do DURING the lesson?	At the start of class during bell work (while the students are working and while it is being discussed) write the goals of the day's lesson on the board. At the beginning of the Group Practice section, help model the activity with the mentor teacher. During the Group Practice section of the class, assist one of the two students at the board in crafting a command for their partner.	During bell work, write up the four commands that students are conjugating on the board so that students can still see the commands even after we move to the next slide with the positive command review chart. Discuss the bell work, taking volunteers from the class. Teach the new material on negative commands and pronoun placement. Walk the class through the note card activity. Model with the teacher candidate the Group Practice activity.		
What are the specific tasks that I do AFTER the lesson?	Clear the board and pick up the Check For Understanding activity pieces	Go over the Clear/Unclear self-assessments with the teacher candidate.		
When, where and how will we debrief the co-teaching lesson?	In the classroom after the lesson, we will debrief and discuss our mutual observations of the class during the Check for Understanding and Group Practice sections to assess if students met the day's objectives. We will talk about what we observed, read through the Clear/Unclear statements and decide if the students' behavior matches their self-assessments and if more time should be spent reviewing this topic.			
Grouping of Students for Instruction		Instructional Materials, Resources and Technology		
Students are allowed to look through their notes and ask peers for help to complete the bell work. During the Group Practice section, students will come up to the board in pairs and write a command for the other to perform.		The Bell Work and Review sections are in PowerPoint, the complete command chart that accompanies the Instruction section is also on a PowerPoint slide. Students will Check for Understanding by changing the order of cards taped to the whiteboard. Students will do Group Practice by writing commands for their partners on the whiteboard.		
Accommodations and Modifications		Family Involvement Plan		
Colour coding is used throughout the bell work and instruction of new material (Red for verbs, green for direct object pronouns, blue for indirect object pronouns, and black for negative commands). Using colour in the bell work will help reinforce to students with reading difficulties of the order to craft commands in.		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.		

