PORTFOLIO/TEACHER WORK SAMPLE

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INTRODUCTION

To whom it may concern:

This portfolio contains samples of the work I have done as part of Professor María Escalante-Spicer’s Teaching Modern Languages course at Utah State University and student teaching at InTech Collegiate High School. The first item it contains is a brief statement explaining my teaching philosophy which is based upon personal research, experience, and observations with the Communicative Language Teaching (CLT) methodology. This is followed by a background of InTech High School and three consecutive lesson plans from a unit I taught while student teaching. Each lesson is followed by a detailed rationale for the methods used, the target vocabulary, the required materials and their justification, accommodations made, and finally the assessment used. Next, I have included additional sample lesson plans as examples of some of my other work.

The last part of my teaching portfolio includes teaching observations I did during clinicals and a picture file to represent the types of images I use within my classroom to enhance language comprehension. In the classroom observations, I discuss the elements I liked about the class and some of the things I would change to promote higher student engagement.

Thank you for time and interest,

Emily González
TEACHING PHILOSOPHY

People often believe that if you speak a second language then that automatically means you are able to teach it to another person, but nothing could be further from the truth. Language teaching is a detailed process that requires careful preparation and scaffolding to promote genuine communication in the classroom. Without genuine communication, students leave class knowing and remembering nothing more than the material from their most recent exam. From my experience both as a learner and a teacher, I have come to support the Communicative Language Teaching (CLT) methodology.

In the CLT classroom, teacher and student participate in genuine language scenarios. In contrast to the traditional language classroom, the focus of the class is on meaning and not grammar. Grammar is taught only as a means to being able to complete the daily predetermined objective. The teacher speaks and encourages the students to speak Spanish 100% of the time. This allows students to be exposed to a genuine language model. In order for this to be feasible, the teacher provides language input in a comprehensible manner by using images to support what is being said and using effective pausing, gestures, and repetition to emphasize and clarify meaning. This method helps students be prepared to speak Spanish outside of the classroom. With the CLT method, teachers become architects and students become the builders of their language acquisition. Teachers come prepared with a lesson, serve as a resource, and guide student learning. Students, in contrast, take initiative and responsibility in their own learning by coming prepared to participate in the class, ask questions, negotiate the meaning of new words and concepts, and utilize their resources.

The options in the CLT classroom are endless. As long as the activities planned are student centered, have a meaningful exchange of information, and are guided by a predetermined set of steps, students are able to see success in their language journey. The most important objective for me as a teacher is to provide my students with real word language application so they can foster an appreciation and love for other cultures and languages. The days of dry grammar lectures are phasing out, and I believe there is a pressing need for class time to be spent towards building language competency.
LEARNING CONTEXT

School district: Intech Collegiate High School
Name of school: Intech Collegiate High School

Demographics of school:

- Enrollment 179
- Males Enrollment 63.7%
- Female Enrollment 36.3%
- Race/Ethnicity Minority 25.7%
- English Language Learners 2.3%
- Low Socio-Economic 23.5%
- Students with Disabilities 14%
- Gifted Students 6.7%
- Caucasian 74.3%, Hispanic 14 %, 6.7 % Asian, 2.2 % Black, 1.7 % Multiple Races, 1.1 % Native American or Alaskan Native
- Intech Collegiate High School is (based on SAGE scores):
  - 74 % proficient in language arts
  - 85 % proficient in mathematics
  - 63 % proficient in science

Description of school climate:

The majority of students who attend InTech Collegiate High School are Cache Valley teens (grades 9-12) who seek to study in the STEM field or to gain access to early college opportunities. InTech is ranked the best school in Utah and is one of the 150 top ranked high schools in the United States. The school itself is located in a building rented from Utah State University which promotes a high quality of academic performance. Their success is made possible through the combination of small class sizes and passionate qualified instructors and administration. Parents, teachers, and students work hand in hand to meet the needs of the students. Parents are encouraged to maintain communication with the teachers, and teachers in return work collaboratively with the director and counselors. If any
academic or behavioral issues arise, teachers first work with the student and when needed seek help from the counselors, director, and parents.

Learning environment of focus class:

Students are expected to come to each class prepared to participate and learn. Their attendance is marked by the teacher, but the school’s office takes care of any frequent absenteeism and tardiness. If the teacher notices any behavioral, emotional, or attendance issues she makes contact with either the secretary, the counselor, or the director. Students do not have a seating chart and are often moved around to complete communication based language activities. Students are constantly involved in note taking and practicing the target language. The learning environment is physically and emotionally safe as the teacher encourages and guides her students.

Grade level of focus class: 10

Subject matter of lessons: Spanish

Total number of students: 14

Students with special needs and short explanation of the needs:

- With IEPs: NA
- Students who receive speech/language services:
  - Student 1 has no record of speech and language services on her file, but has a mild lisp and stutter when she speaks. After mentioning my concerns to InTech’s Special Education representative, student 1 now receives speech therapy through a specialist.
- English language learners: NA
- Gifted and talented: NA
- Other (e.g., 504 plans—please specify):
  - Student 2 experiences high levels of stress and anxiety on a regular basis, and as such has a 504 plan. He is emotionally behind the rest of his peers and is currently being tested by the Special Education Specialist for a disability. His accommodations include providing extra time on assignments as needed and a quiet location with extra physical space in the classroom.
Students’ prior knowledge for these lessons:

The majority of students in Spanish One have no previous Spanish background except for one student whose parents are native Spanish speakers. This student cannot read or write in Spanish and his speaking is comparable to his peers who had no previous exposure to Spanish before taking this course.

Students’ background and interest for these lessons:

Spanish One is the precursor course to the concurrent enrollment Spanish course taught through one of Utah State University’s own instructors within the walls of Intech. This class is designed to motivate students to take the CE Spanish class, interest them in the Spanish language, and expose them to basic Spanish. Some of these students are motivated by the opportunity for college credit, while others are motivated by the subject itself. Most students didn’t begin the course with high motivation or interest in Spanish, but with time have developed these desires. Knowing my students’ background reestablishes the need for high energy lessons with purpose. They didn’t take the class because they had a strong desire to learn all the grammar rules, rather they took the class to build skills. As I plan my lessons I am sure to design them with a purpose outside of the language. For example, instead of teaching a grammar rule and having them write random sentences using this rule, they participate in a real life scenario that supports communication and builds skills. Students also highly benefit from modeling the activities (as pictured below).
FOCUS STUDENTS

Description of focus student 1:

Focus student 1 has no background in the Spanish language and is a true first time language learner. Academically, she maintains B grades. After a few weeks of observation, I have found that she is easily frustrated and quickly gives up or is distracted by her drawing notebook when she doesn’t understand the material. She puts in the least amount of work needed to achieve the daily goal and does not like to communicate at the presentation or interpersonal level in the target language. When individually prompted, she will eventually do as instructed, but it is done at a significantly slower rate than her peers. Also, there have been a few occasions in which she has raised her voice with my mentor teacher when put on the spot. I believe this comes from an insecurity with the material.

Focus student 1 is a white non-Hispanic female who comes from a traditional nuclear family. Other than with one particular friend in the class, she is social reserved with her peers. No other relevant characteristics or information has been gathered.

Keeping my personal observations in mind, I strategically group and interact with focus student 1 so she is able participate to the fullest degree. When students are involved in communicative activities with their peers, I frequently pair and group them with students outside of their friend groups. When focus student 1 is given the opportunity to work with peers outside of her comfort zone and at a table away from her drawing materials, she is able to stay on task. On the instructional side of learning, I always model activities, give oral and written directions, and when needed, individual explanations and conversation setups. When giving directions, I am careful to watch focus student 1 and gauge her comprehension by her facial and body language. During activities, I always take the time to check student 1’s work, on task behavior, and answer individual questions.

Description of focus student 2:

In contrast to focus student 1, focus student 2 had previous exposure to Spanish before attending Spanish One at InTech. As a child, she attended school in a Spanish-English dual language setting. Also, her father served an LDS mission in Colombia and serves as an extra
language resource outside of school. Academically, focus student 2 is a straight A student who constantly elicits additional target language vocabulary, fully participates, and performs at a high level. For example, during our restaurant lesson she requested words like “sautéed” and “steamed” when writing her menu while other students wrote the minimal vocabulary needed. She is genuinely interested in learning Spanish and is always looking for ways to expound upon her learning. Recently, she even invited her dad to be a guest speaker during our Latin-American countries and culture unit.

Focus student 2 is also a white non-Hispanic female who comes from a traditional nuclear family. From what I have gathered from parent teacher conferences and one-on-one conversations with her, she has a healthy and supportive home life. It is not rare to hear a story about things happening in her life at home. Focus student 2 also works quickly and effectively with others when needed and is willing to help her classmates who struggle with the material. No other pertinent background information has been gathered.

Focus student 2 reminds me of the need to help students at all levels of learning and not just the ones who are behind or even those who learn at the average pace. She occasionally becomes bored because she finishes her activities quicker than her peers. When this happens I will speak to her in the target language about the activity to give her extra practice with a fluent speaker. Also, I strategically use her in class by pairing her with students who don’t work well with groups. This allows her the opportunity to process the language from a different angle as she leads and teaches her peers. This also increases the productivity of her classmates.
STUDENT TEACHING PORTFOLIO LESSON PLAN 1

EL MEJOR PLATO DE COMIDA

Objective:
Students can draw a picture of the best plate of food and identify what food section each of the food items belong to.

Purpose:
Students will be familiarized with categorizing foods and contextually derive meaning through the target language.

Utah Core Standard:
NM.P.S.5 I can present simple information about something I learned using words, phrases, and memorized expressions.

Subject and Grade Level:
High School 10th Grade Spanish One

Approximate Time:
50 minutes

Activity 1 (Warm-Up): Vocabulary Input
Time Allotment: 10 min
Materials: PowerPoint
Procedure:
1. Teacher will introduce students to the remaining food vocabulary for the unit by showing them pictures of desserts and condiments and having them repeat the vocabulary terms out loud. Students will write the correlating vocabulary words in Spanish on their vocabulary picture sheet.

Activity 2: Information Gap (Comprehension Check)
Time Allotment: 10 min
Materials: PowerPoint, markers, whiteboards, tissues
Procedure:
1. Teacher will gauge student comprehension by showing them pictures of the newly presented vocabulary and requesting them to write the terms in Spanish on their whiteboards. Teacher will check the students’ answers and state the correct answer.
Activity 3: **Presentation of a Plate of Food**  
**Time Allotment:** 10 min  
**Materials:** PowerPoint, markers, whiteboards, and tissues  
**Procedure:**  
1. Teacher will present an image of a full meal that includes a dessert, a drink, a main dish, a side dish, and the needed utensils while describing each item and its category.  
2. Teacher will present six more similar images and ask students questions like ¿Cuál es la comida principal? ¿Cuáles son las comidas adicionales? ¿Cuáles son las verduras? ¿Cuál es la bebida? ¿Cuáles utensilios necesitas para comer esta comida? for each image. Students will write their answers on their whiteboards and show them to the teacher. Teacher will announce the possible answers and how to spell them as needed.

Activity 4: **Drawing the Best Plate of Food**  
**Time Allotment:** 10 min  
**Materials:** PowerPoint, papers, and pencils  
**Procedure:**  
1. Teacher will instruct students that they will be drawing their favorite meal on a provided blank piece of paper. Each drawing will include at least a main dish, a side dish, a drink, a dessert, and the needed utensils. Students will have 5 to 7 minutes to draw and label their plate of food.

Activity 5: **Presentations (Bike Chain Style)**  
**Time Allotment:** 10 min  
**Materials:** Plate of Food Drawings, PowerPoint, and a visual timer  
**Procedure:**  
1. Teacher will model how to present the plate of food and provide a written example on PowerPoint.  
2. Teacher will divide the class into two even lines. Teacher will give the first line 1 minute to share their drawings as modeled. Once the timer has rung, then the second line will have 1 minute to share their drawing. At this point ONLY one line will shift one person to the right so new partnerships are created. This will continue until the end of the class.
Rationale for methods:

This lesson is based upon a Communicative Language Teaching (CLT) methodology. With this method the class is taught in the target language (Spanish) as the teacher provides ample support of the language input (gestures, pauses, imagery, etc). Grammar is taught in the context of its natural use and only provided if it is needed to complete the objective and standard. The majority of the class is to be spent communicating with genuine and purposeful language use. This methodology is supported by linguist Lee Van Patten and USU professor of linguistics Maria Spicer-Escalante. Even though it may be difficult at first, students are able to process and produce the language a lot quicker through exposure and application rather than constant grammar instruction based lessons (direct instruction). Direct instruction does not support long term language use and rarely engages students at a deeper level. Discovery based learning through the CLT methodology allows students to value their achievements and continue learning outside of the classroom.

Academic language/vocabulary objectives:

1. The language skill needed to engage with content in your discipline.
   - In order to successfully participate in this lesson students will need to be able to communicate at interpretive, interpersonal, and presentational level as they process the language and negotiate its meaning in small groups.

2. The discipline-specific vocabulary students must know or learn in order to demonstrate content literacy.
   - The provided vocabulary list represents the expected vocabulary needed to accomplish this lesson, though students are encouraged to draw upon all the language instruction and experience they have had up to this point. Students will also need to use the verb tener in the first, second, and third singular present tense indicative forms.
## VOCABULARY

<table>
<thead>
<tr>
<th>Los postres</th>
<th>Los condimentos</th>
<th>Los utensilios</th>
<th>Las categorías de comida</th>
</tr>
</thead>
<tbody>
<tr>
<td>La tartaleta</td>
<td>La sal</td>
<td>El vaso</td>
<td>Las verduras</td>
</tr>
<tr>
<td>El pastel / La torta</td>
<td>La pimientó</td>
<td>La cuchara</td>
<td>Las frutas</td>
</tr>
<tr>
<td>El helado</td>
<td>La crema de maní</td>
<td>El tenedor</td>
<td>Los condimentos</td>
</tr>
<tr>
<td>Las galletas</td>
<td>La miel</td>
<td>El cuchillo</td>
<td>La carne</td>
</tr>
<tr>
<td>Los churros</td>
<td>El aderezo</td>
<td>El plato hondo</td>
<td>La comida principal</td>
</tr>
<tr>
<td>El rol de canela</td>
<td>La mostaza</td>
<td>El plato</td>
<td>La comida adicional</td>
</tr>
<tr>
<td>La paleta de leche</td>
<td>La mayonesa</td>
<td>La taza</td>
<td>Los postres</td>
</tr>
<tr>
<td>La paleta de hielo</td>
<td>El queso</td>
<td>La servilleta</td>
<td></td>
</tr>
</tbody>
</table>

### Required materials, resources, and technology:

- PowerPoint
  - PowerPoint is used to provide **visual representations** of the target vocabulary, provide a **backbone to the lesson**, and to provide a secondary medium for **instructions**. The whole lesson is guided by the PowerPoint.
Los condimentos

La sal

La pimienta

La crema de maní o la crema de cacahuate

La miel

El aderezo

El cátup

La mostaza
- Mini whiteboards, markers, and tissues
  - Students are provided whiteboards, dry erase markers, and a tissue for erasing so they can all **actively be involved in the lesson** while the teacher does comprehension checks.
• Vocab picture sheets
  o Students are provided a printed page with the target food vocabulary so they can take notes alongside the images without having to translate. This supports direct language processing and the use of the target language.
Adaptations/accommodations:

Most of the accommodations made in my lesson plan are both implicit and explicit and benefit everyone in the class. As this is a language class, everyone in the room is a second language learner, if not a third language learner so the structure in and of itself is based to meet contextual and group needs. These accommodations serve ELLs, students with disabilities, and students with behavioral challenges. Below are some of the implicit and explicit accommodations my lessons will cultivate.

- Students are organized into small groups to encourage peer interaction and group work. This benefits Spanish language learners, ELLs who are learning Spanish, and ELLs who already speak Spanish because it gives them the chance to be the expert and help their group.
- The use of repetition, images, and modeling. The combination of these practices provides a visual, audial, and practice element to new vocabulary that helps everyone process the language through multiple modems and levels. In particular, student 1 benefits from having the vocabulary repeated multiple times and having the opportunity to vocalize it as a class because identifying sound nuances are difficult for her.
- A consistent lesson structure is used each class to set expectations and give the class direction and organization. Routine is essential for students with behavioral challenges.
- The mode of assessment and language correction is done in a low risk fashion allowing students to have low affective filters. Instead of correcting student language errors by saying “nope, try it again” the teacher simply uses methods such as recast. If the error consistently persists then a more explicit manner will be used to explain to the whole class. Summative assessments will be done at the end of the unit at both a verbal and nonverbal level across multiple modalities. (Group presentation, written test, reflection papers, community involvement, etc)
- As mentioned earlier, student 2 experiences high levels of anxiety when working in groups. To best meet his needs, he is carefully placed with students willing to work with him and the teacher strategically spends more time with student 2 during work time so he feels supported.
Assessment:

- Observational Checklist (informal formative)
  - Each day of this unit the teacher will utilize an observational checklist to
gauge student understanding. This will demonstrate where the students’
beginning level of understanding is and in what stage of the language they are
communicating in. For this lesson she will be checking to see (1) if students
are relying on a vocab sheet to complete the activity and (2) if students
are negotiating meaning through the target language.

- Daily “tareas” (formal formative)
  - Each day students will have a written “tarea” incorporated through the lesson.
  These written assignments range from filling out a graphic organizer through
information gap activities and interviews, as well as original short and
extended drawings and writing pieces. This lesson involves the turning in of
their labeled drawing of “el mejor plato de comida” and a written version
of their presentation.

- Written Test (formal summative)
  - At the end of this unit students will take an online test through the course
canvas page. This test will include a mixture of true or false, multiple
choice, fill in the blank, and short essay questions. The questions are
designed to gauge student recognition, memorization, and application of the
target vocabulary used to meet the daily unit objectives.
EL SÁNDWICH

Objective:
Students can write a grocery list for a sandwich and request the ingredients at the “supermercado”.

Purpose:
Students will practice basic shopping skills through the exchange of meaning with their classmates.

Utah Core Standard:
NM.PW.3 I can list my daily activities and write lists that help me in my day to day life.

Approximate Time:
90 minutes

Subject and Grade Level:
High School 10th Grade Spanish One

Activity 1 (Warm-Up): Vocabulary Input
Time Allotment: 5 min
Materials: PowerPoint
Procedure:
1. Teacher will introduce students to the supermarket vocabulary by showing them pictures of each area and having them repeat the vocabulary terms out loud.

Activity 2: Information Gap (Comprehension Check)
Time Allotment: 10 min
Materials: PowerPoint, markers, whiteboards, tissues
Procedure:
1. Teacher will gauge student comprehension by showing them pictures of food items and requesting them to write the area of the supermarket that they could find them in. For example, the teacher would show a picture of a loaf of bread and the students would write “la panadería”.


Activity 3: **Brain Storming**  
**Time Allotment:** 20 min  
**Materials:** PowerPoint, markers, whiteboards, and tissues  
**Procedure:**  
1. In groups of two or three, students will be assigned an area of the supermarket (i.e. área de verduras, la carnicería, etc) and will write a list of the food that could be purchased there based on the unit vocabulary from previous lessons on a single mini whiteboard.  
2. Each group will share their list with the rest of the class. (DO NOT ERASE whiteboards)  
3. In the same groups, students will write the grocery list for a sandwich of their choice on a different whiteboard.  

Activity 4: **Instructions and Vocabulary Input**  
**Time Allotment:** 10 min  
**Materials:** PowerPoint  
**Procedure:**  
1. Teacher will instruct students that they will be grocery shopping for their sandwich ingredients. They will choose one representative to go shopping for the ingredients while the other two are the vendors for their area of the supermarket.  
2. Teacher will model how students can request food by first teaching the vocabulary for “piece” and “slice” and then providing question starters. (Ex: ¿Tienes…? ¿Me puedes dar dos rebanadas de…?)  

Activity 5: **Shopping and Presentations**  
**Time Allotment:** 30 min  
**Materials:** Whiteboards, markers, and tissues  
**Procedure:**  
1. One student will go to each area of the supermarket with their grocery list and check it off as they ask for the needed ingredients. (10 min)  
2. Once the students have all their ingredients, they will exchange their grocery list with another group. This group will now draw and label the sandwich with the given grocery list. (10 min)  
3. Students will share their drawings with the rest of the class. (10 min)
Rationale for methods:

This lesson plan is taught with the **Communicative Language Teaching** methodology because of its task based focus, group work, and presentation modes. According to linguists J. Lee and B. VanPatten students must be able to communicate in the **introspective, interpersonal, and presentational modes of the target language** (Spanish). This lesson allows students to access all three types of communication as they internalize the vocabulary, work in small groups, and finally present their sandwiches. In their groups, **students work creatively together and negotiate the meaning** of the vocabulary as they categorize and identify their meaning in context.

Academic language/vocabulary objectives:

1. **The language skill** needed to engage with content in your discipline.
   - In order to successfully participate in this lesson students will need to be able to list vocabulary terms in the target language and **negotiate their meaning** through interpersonal and presentational communication.

2. **The discipline-specific vocabulary** students must know or learn in order to demonstrate content literacy.
   - The provided vocabulary list represents the expected vocabulary needed to accomplish this lesson, though students are encouraged to draw upon all the language instruction and experience they have had up to this point.

**VOCABULARY**

<table>
<thead>
<tr>
<th>Área de verduras</th>
<th>Area de quesos</th>
<th>Área de condimentos</th>
<th>Área de panadería</th>
<th>Área de carnicería</th>
</tr>
</thead>
<tbody>
<tr>
<td>El pepino</td>
<td>El queso amarillo</td>
<td>La crema de maní</td>
<td>El pastel</td>
<td>El jamón</td>
</tr>
<tr>
<td>Las espinacas</td>
<td>El queso</td>
<td>La sal/la pimienta</td>
<td>El pan</td>
<td>El bistec</td>
</tr>
<tr>
<td>La lechuga</td>
<td>El queso suiza</td>
<td>La miel</td>
<td>El pan de ajo</td>
<td>El pollo</td>
</tr>
<tr>
<td>El pimiento</td>
<td>El queso azul</td>
<td>El aderezo</td>
<td>Las galletas</td>
<td>El pescado</td>
</tr>
<tr>
<td>La cebolla</td>
<td>El yogur</td>
<td>La mayonesa</td>
<td>La tartaleta</td>
<td>El tocino</td>
</tr>
<tr>
<td>El aguacate</td>
<td>La mantequilla</td>
<td>El cátup</td>
<td>El rol de canela</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>La mostaza</td>
<td>El pan tostado</td>
<td></td>
</tr>
</tbody>
</table>
Required materials, resources, and technology:

- PowerPoint
  - PowerPoint is used to provide visual representations of the target vocabulary, provide a backbone to the lesson, and to provide a secondary medium for instructions. The whole lesson is guided by the PowerPoint.
• Mini whiteboards, markers, and tissues  
  o Students are provided whiteboards, dry erase markers, and a tissue for erasing so they can all actively be involved in the lesson while the teacher does comprehension checks.

• Paper and pencil  
  o Students will use a paper and a pencil to write the ingredients to their favorite food. Applying the vocabulary terms through writing provides students with another medium to memorize and access the target language.
Adaptations/accommodations:

- As with all comprehensible language input in this classroom, the teacher will utilize purposeful pausing, gestures, intonation, images, and repetition to help all language learners process the new information. This is helpful for everyone, but in particular this helps students with processing disabilities and behavioral disorders because it provides order and breaks down the material to a comprehensible level. **Student 1** will benefit from this adaption.

- English language learners in a Spanish class would most likely be native Spanish speakers. To enrich their classroom experience, I would use them to model the communicative activity and as a language resource for their classmates. There are no students enrolled in this class to use as a native speaking language model.

- For students who may use a wheelchair or have difficulty moving around to do the interviews, the teacher will guide other students to them so they can actively participate without feeling left out or restricted.

- For students who may have difficulty writing and drawing due to a physical motor skill disability, the teacher will allow this student to use their laptop to create their lists or put them in a group where they won’t have to scribe their own answers.

- For students who may have ADHD or another behavioral disability that inhibits them from staying on task, the teacher will give clear verbal instructions, written instructions, and take special care to monitor and guide student’s behavior during the activity.

Assessment:

- Observational Checklist (informal formative)
  - Each day of this unit the teacher will utilize an observational checklist to gauge student understanding. This will demonstrate where the students’ beginning level of understanding is and in what stage of the language they are communicating in. For this lesson she will be checking for (1) for common errors and mistakes and (2) if students are negotiating meaning through the target language.

- Comprehension Checks (informal formative)
o After each presentation of new concepts and vocabulary the teacher will use mini whiteboards to gauge student comprehension by asking questions in the target language and eliciting a written response. This information will inform the teacher what concepts need to be covered in more detail, and which ones students have mastered.

- Daily “tareas” (formal formative)
  o Each day students will have a written “tarea” incorporated through the lesson. These written assignments range from filling out a graphic organizer through information gap activities and interviews, as well as original short and extended drawings and writing pieces. This lesson involves turning in and presenting a labeled sandwich as a group.

- Written Test (formal summative)
  o At the end of this unit students will take an online test through the course canvas page. This test will include a mixture of true or false, multiple choice, fill in the blank, and short essay questions. The questions are designed to gauge student recognition, memorization, and application of the target vocabulary used to meet the daily unit objectives.
EL RESTAURANTE

Objective: Students can create a menu and place an order at a restaurant as a client and take an order as a server.

Purpose: Students will be exposed to and practice Spanish in a real world restaurant setting.

Utah Core Standard:
- NM.IL2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.
- NM.PS.3 I can present information about familiar items in my immediate environment.

Approximate Time: 90 minutes

Subject and Grade Level: High School 10th Grade Spanish One

Activity One: Vocabulary Input and Comprehension Check

Time Allotment: 20 minutes

Materials: PowerPoint, whiteboards, markers, tissues

Procedure:
1. Teacher will introduce the restaurant vocabulary by showing a picture representation of each word and describing what it is. Students will repeat these words with the teacher. (10 minutes)
2. Teacher will gauge student comprehension by 1) showing pictures of the new vocabulary and having students write the correlating term on a mini white board and 2) asking questions about each new vocabulary term and having students write the correlating answer. (10 minutes)

Activity Two: Create a Menu

Time Allotment: 25 minutes

Materials: PowerPoint, paper, colored pencils

Procedure:
1. Teacher will review an example of a pre-made menu and explain each section of the menu. (i.e. los desayunos, las cenas, las bebidas, etc.) (5 minutes)
2. Teacher will give the instructions and menu requirements. (5 minutes)
   a. At least six sections with four options underneath
   b. Students will work in groups of two
3. Students will have time to work on their menu. (15 minutes)
Activity Three: **Directions and Restaurant Scene Examples**

**Time Allotment:** 15 minutes  
**Materials:** PowerPoint, YouTube  
**Procedure:**

1. Teacher will play an example of a scene at a restaurant. Teacher will instruct students that they will be playing the part of the waiter and guest in a similar manner to the scene. [https://www.youtube.com/watch?v=jV89v5k1wQ](https://www.youtube.com/watch?v=jV89v5k1wQ) (5 minutes)

2. Teacher will provide sentence starters and an outline dialog to follow. Teacher will explain the graphic organizer and model the dialog. Teacher will ask comprehension questions to gauge student comprehension. (Ex: ¿Qué es la primera cosa que hacemos? ¿La segunda? ¿La tercera?) (10 minutes)

---

**Activity 4: Restaurant Scene**

**Time Allotment:** 25 minutes  
**Materials:** PowerPoint, graphic organizer, pen or pencils, whiteboards, and markers  
**Procedure:**

1. In their groups of two, students will choose one student to be the “mesero” and one to be the “cliente”. The “mesero” will stand up and carry their menu and graphic organizer to each table and will take the client's order. Once they have asked everyone, the two group members will switch positions and do the same thing over.

2. Teacher will review student responses by asking questions like ¿Cuál es la bebida más popular en tu restaurante? and ¿Cuál es la entrada más popular de tu restaurante? Students will write their answers on their mini whiteboards.

---

**Follow Up: Writing Assignment**

**Time Allotment:** 5 minutes  
**Materials:** Paper and a writing utensil  
**Procedure:**

1. Students will write the ingredients (recipe) to their favorite food.
Rationale for methods:

This lesson is based upon a Communicative Language Teaching (CLT) methodology. With this method the class is taught in the target language (Spanish) as the teacher provides ample support of the language input (gestures, pauses, imagery, etc). Grammar is taught in the context of its natural use and only provided if it is needed to complete the objective and standard. The majority of the class is to be spent communicating with genuine and purposeful language use. This methodology is supported by linguist Lee Van Patten and USU professor of linguistics Maria Spicer-Escalante. Even though it may be difficult at first, students are able to process and produce the language a lot quicker through exposure and application rather than constant grammar instruction based lessons (direct instruction). Direct instruction does not support long term language use and rarely engages students at a deeper level. Discovery based learning through the CLT methodology allows students to value their achievements and continue learning outside of the classroom.

Academic language/vocabulary objectives:

1. The language skill needed to engage with content in your discipline.
   a. In order to successfully participate in this lesson students will need to be able to communicate at interpretive, interpersonal, and presentational level as they process the language and negotiate its meaning in small groups.

2. The discipline-specific vocabulary students must know or learn in order to demonstrate content literacy.
   a. The provided vocabulary list represents the expected vocabulary needed to accomplish this lesson, though students are encouraged to draw upon all the language instruction and experience they have had up to this point. (In particular all their food vocabulary). Students will also need to utilize the verb querr in the first person and third personal formal present indicative forms.

<table>
<thead>
<tr>
<th>El mesero / la mesera</th>
<th>El menú</th>
<th>La comida principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>El cliente / la clienta</td>
<td>Las bebidas</td>
<td>La comida adicional</td>
</tr>
<tr>
<td>Los almuerzos</td>
<td>Las entradas</td>
<td>Los postres</td>
</tr>
<tr>
<td>Las cenas</td>
<td>Los aperitivos</td>
<td>Los desayunos</td>
</tr>
</tbody>
</table>
Required materials, resources, and technology:

- YouTube
  - In this lesson students will watch and example scene from a restaurant. Models and examples help set student expectations and provide directions. Here is the link to the video:
    https://www.youtube.com/watch?v=jV89vs9k1wQ

- PowerPoint
  - PowerPoint is used to provide visual representations of the target vocabulary, provide a backbone to the lesson, and to provide a secondary medium for instructions. The whole lesson is guided by the PowerPoint.
¿Cómo se llama esta comida?

¿Cuáles comidas hay en esta foto?

¿Cuáles comidas hay en esta foto?

¿Cuáles comidas hay en esta foto?

¿A dónde vas cuando no quieres cocinar?

¿Cómo se llama la persona que toma tu orden?

¿En cuál sección del menú encuentras…?

El menú
- En grupos de dos van a dibujar un menú
- Necesitas por lo menos seis secciones
  - Ej. Los desayunos, las entradas, las bebidas, los almuerzos, las cenas, y los postres
- En cada sección tienes que incluir cuatro opciones
  - Ej. Los desayunos: Waffles, huevos con tocino, etc.
- Si tienes tiempo, puedes dibujar la comida
• Mini whiteboards, markers, and tissues
  o Students are provided whiteboards, dry erase markers, and a tissue for erasing so they can all **actively be involved in the lesson** while the teacher does comprehension checks.

• Paper and colored pencils
  o Students will use a paper and a pencil to create to their menu. This motivates student engagement and promotes creativity. Also, applying the vocabulary terms through **writing provides students with another medium to memorize and access the target language.**

• Graphic Organizer
  o Graphic organizers not only **give students direction and purpose** for communication activities, but **holds them responsible** for those activities. In this lesson students are able to write the menu items their customers order.
Las Ordenes

<table>
<thead>
<tr>
<th>Persona</th>
<th>La bebida</th>
<th>La entrada</th>
<th>La comida principal</th>
<th>La comida adicional</th>
<th>El postre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maestra G.</td>
<td>Agua</td>
<td>Papas fritas</td>
<td>Hamburguesa</td>
<td>Ensalada</td>
<td>Helado</td>
</tr>
</tbody>
</table>

Adaptations/accommodations:

- As with all comprehensible language input in this classroom, the teacher will utilize **purposeful pausing, gestures, intonation, images, and repetition** to help all language learners process the new information. This is helpful for everyone, but in particular this helps students with processing disabilities and behavioral disorders because it provides order and breaks down the material to a comprehensible level. This accommodation supports **student 1**.

- Teacher will provide **verbal instructions, written instructions on the board, and present an example of a finished menu**. This will help students with processing disorders organize their thoughts, people who have low eyesight be able to read the material, as well as help everyone in the class stay on track.

- Students with presentation anxiety are able to use **group work** to distribute the responsibility. This allows everyone to participate, yet find comfort and support in a difficult task for many teens.

- Take home time. Students who **need extra time** to work on their menus can do so after school with the help of the teacher, or can take them home if they feel that they need to.
Assessment:

- Comprehension Checks (informal formative)
  - After each presentation of new concepts and vocabulary the teacher will use mini whiteboards to gauge student comprehension by asking questions in the target language and eliciting a written response. This information will inform the teacher what concepts need to be covered in more detail, and which ones students have mastered.

- Daily “tareas” (formal formative)
  - Each day students will have a written “tarea” incorporated through the lesson. These written assignments range from filling out a graphic organizer through information gap activities and interviews, as well as original short and extended drawings and writing pieces. This lesson involves turning in menu and a graphic organizer containing the orders from their restaurant.

- Written Test (formal summative)
  - At the end of this unit students will take an online test through the course canvas page. This test will include a mixture of true or false, multiple choice, fill in the blank, and short essay questions. The questions are designed to gauge student recognition, memorization, and application of the target vocabulary used to meet the daily unit objectives.
<table>
<thead>
<tr>
<th>Question 1</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>La lechuga es una fruta.</td>
<td></td>
</tr>
<tr>
<td>☐ True</td>
<td></td>
</tr>
<tr>
<td>☐ False</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>El pollo es un pescado.</td>
<td></td>
</tr>
<tr>
<td>☐ True</td>
<td></td>
</tr>
<tr>
<td>☐ False</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>El helado es un postre.</td>
<td></td>
</tr>
<tr>
<td>☐ True</td>
<td></td>
</tr>
<tr>
<td>☐ False</td>
<td></td>
</tr>
<tr>
<td>Question 4</td>
<td>1 pts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>La mantequilla es una verdura.</td>
<td></td>
</tr>
<tr>
<td>True</td>
<td></td>
</tr>
<tr>
<td>False</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>La hamburguesa es una comida principal.</td>
<td></td>
</tr>
<tr>
<td>True</td>
<td></td>
</tr>
<tr>
<td>False</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 6</th>
<th>2 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál de las siguientes palabras es una verdura?</td>
<td></td>
</tr>
<tr>
<td>El pastel</td>
<td></td>
</tr>
<tr>
<td>La fresa</td>
<td></td>
</tr>
<tr>
<td>El aguacate</td>
<td></td>
</tr>
<tr>
<td>El huevo</td>
<td></td>
</tr>
<tr>
<td>Question 7</td>
<td>2 pts</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>¿Cuál de las siguientes palabras es una fruta?</td>
<td></td>
</tr>
<tr>
<td>☐ La zanahoria</td>
<td></td>
</tr>
<tr>
<td>☐ La pera</td>
<td></td>
</tr>
<tr>
<td>☐ El pepino</td>
<td></td>
</tr>
<tr>
<td>☐ El jamón</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 8</th>
<th>2 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál de las siguientes palabras <strong>no</strong> es un postre?</td>
<td></td>
</tr>
<tr>
<td>☐ La tartaleta</td>
<td></td>
</tr>
<tr>
<td>☐ La paleta de hielo</td>
<td></td>
</tr>
<tr>
<td>☐ El rol de canela</td>
<td></td>
</tr>
<tr>
<td>☐ La mostaza</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 9</th>
<th>2 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál de las siguientes palabras <strong>no</strong> es una bebida?</td>
<td></td>
</tr>
<tr>
<td>☐ El chocolate caliente</td>
<td></td>
</tr>
<tr>
<td>☐ El helado</td>
<td></td>
</tr>
<tr>
<td>☐ La leche</td>
<td></td>
</tr>
<tr>
<td>☐ El café</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 10</th>
<th>2 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál de las siguientes palabras es una comida adicional?</td>
<td></td>
</tr>
<tr>
<td>☐ La leche</td>
<td></td>
</tr>
<tr>
<td>☐ La pizza</td>
<td></td>
</tr>
<tr>
<td>☐ La hamburguesa</td>
<td></td>
</tr>
<tr>
<td>☐ Las papas fritas</td>
<td></td>
</tr>
</tbody>
</table>
**Question 11**

Match the following words with their English translation.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>La cuchara</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>El tenedor</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>El vaso</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>La servilleta</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>La estufa</td>
<td>[ Choose ]</td>
</tr>
</tbody>
</table>

**Question 12**

Match the following words with their Spanish translation.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>The toast</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>The orange juice</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>The bacon</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>The jam</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>The sausage</td>
<td>[ Choose ]</td>
</tr>
</tbody>
</table>
Question 13

Match the following words to the correct category.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>La fresa</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>El pepino</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>El refresco</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>El pastel</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>El catsup</td>
<td>[ Choose ]</td>
</tr>
</tbody>
</table>

Question 14

Match the following words with their English translation.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>La pizza</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>La ensalada</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>Los frijoles</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>Los camarones</td>
<td>[ Choose ]</td>
</tr>
<tr>
<td>Los mariscos</td>
<td>[ Choose ]</td>
</tr>
</tbody>
</table>
Question 15

¿Cómo se llama la persona que toma tu orden de comida en un restaurante?

[Select]

Question 16

¿Cómo se llama el lugar en el supermercado donde compras el pan?

- Área de panadería
- Área de verduras
- Área de condimentos
- Área de carnicería

Question 17

Finish the following sentence with ending that makes the most sense.

Cuando tengo hambre....

- ...tomo agua.
- ...bebo un refresco.
- ...como una hamburguesa.

Question 18

Finish the following sentence with ending that makes the most sense.

Cuando tengo sed...

- ...como una rebanada de pan con mantequilla.
- ...como una rebanada de piza.
- ...bebo agua.
¿Cuál utensilio necesitas cuando comes sopa?

- Un plato
- Un cuchillo
- Un tenedor
- Una cuchara

Escribe 5 ingredientes para un sándwich.

Ej: Dos rebanadas de pan....
REFLECTION AND EVALUATION OF THE LESSONS

Analyze student learning:

Focus student 1 scored 49 out of 50 on the final summative written exam. Her engagement during this unit was surprisingly better than her normal work effort. During each lesson I involved elements of drawing. This helped to engage the student and keep her on task. Even though I saw higher levels of processing than usual, focus student 1 still had difficulty producing the target language. When given instructions in the target language, she asks her peers in English what to do because of a lack of understanding. In the future, I plan to involve more drawing and to promote student production of the target language with an award system or competition. This will motivate not only this student, but her peers to move from the word level during communicative tasks to the sentence level.

Focus student 2 also scored a 49 out of 50 on the final summative written exam even though she was absent twice during this unit. As mentioned in the focus student analysis section, focus student 2 is a highly engaged learner who requests additional vocabulary in the target language. For example, during the “el sándwich” lesson she asked for the word “grains” in Spanish even though it wasn’t on the target vocabulary list. Throughout this unit she gave great attention to detail to the spelling and use of accents during the written portion of the assignments, as well as tried to speak the target language with her currently limited vocabulary. As with all students, she has her moments of confusion with directions, when this happened I just reworded my explanation and modeled it with more clarity. By modeling with clarity I will be able to help all of my students succeed.

Analyze teaching effectiveness:

“La comida” unit has been one of the most successful units I have taught due to its concrete nature and because it is a high interest topic for many students. Before teaching each lesson, I carefully prepared a PowerPoint and written lesson plan to provide structure and flow to the class. At times, I underestimated or overestimated the time students would take on activities as well as misjudged their complexity. When this happened, I had extra material planned to compensate for time or ready to give greater detail to the lesson. The main item I would change for the future would be to include production of the language on the summative exam to reflect a more accurate representation of student performance.
SELF OBSERVATION

Date: January 26, 2018
Language/Level taught: Spanish One
Lesson: El restaurante

1. What I liked:
   - The PowerPoint was well structured and prepared so there was no need to constantly refer back to a lesson plan while teaching.
   - The use of an iclicker for moving slides allowed me to move around and engage with the students.
   - During this lesson I made an effort to speak slower and clearer so students could hear individual sounds. This is something I am still working on, but it was an improvement from the previous classes I have given.

2. General Comments/Recommendations:
   - I need to learn how to recognize the signs of emotional breakdowns before they happen!
   - I need to engage and energize students during the vocabulary comprehension checks because they were very tired and disconnected during the first 20 minutes of the lesson.
   - I need to enforce students to speak in the target language during work time.
   - During the restaurant rotation activity, I should have used a timer on the screen so students would rotate at the same pace instead of having to wait for the person before them to finish.
   - I do a good job of monitoring students’ on task behavior, but I need to be better at listening what they are saying in Spanish and finding common errors to go over with them at the end of class.

3. GOALS:
   - Encourage the use of Spanish during work time.
   - Increase engagement during comprehension checks.
   - Address common errors students make.
ADDITIONAL LESSON PLANS
ADDITIONAL LESSON PLAN 1

LESSON OVERVIEW

This lesson plan is designed to allow beginning language learners to use Spanish in a real world situation in which they are conveying feelings of well wishes in the oral and written form. The lesson is structured in a five step sequence that guides students to meet the daily objective of being able to “write a greeting card with a predetermined audience and holiday.” Each step (activity) is essential to gaining and reflecting over new vocabulary and concepts needed to achieve the objective. In the first activity (warm-up) students are taught the names of common holidays in Spanish through the use of images, purposeful gesturing, pausing, and repetition. The second activity is designed to gauge how well students processed the new information by requiring them to fill in the gap (answering questions). The third activity directs students to use a graphic organizer to identify the audience and holiday of some example greeting cards. This process allows them to think about the distinguishing elements between holidays. In the fourth activity students are able to create a greeting card as a partnership with a determined audience and holiday. In the fifth activity students go a step further and present the card of a neighboring group. Through these carefully aligned steps students are able to complete a genuine real world task in Spanish.

In order for students to be able fully participate in this lesson they would need to have had some exposure or a unit concerning different types of audiences (i.e. family members, community members, etc). Students would also need ample support filling out the graphic organizer as some of the greeting cards may contain words not easily captured by a picture. The teacher will need to be very observant and involved to keep the students in the target language (Spanish) and to serve as a resource during the fourth activity.
Activity 1 (Warm-Up): Vocabulary Input
Time Allotment: 7 min
Materials: PowerPoint
Procedure:
1. Teacher will introduce the required holiday vocabulary with pictures on PowerPoint by saying some of their distinguishing factors.
2. Teacher will review the new vocabulary by having students repeat the words with her.

Activity 2: Information Gap (Comprehension Check)
Time Allotment: 8 min
Materials: PowerPoint, dry erase markers, whiteboards, tissues
Procedure:
1. Teacher will show a picture of a holiday and ask the students what holiday is being portrayed. Example: Teacher shows a picture with a family eating turkey and pie and asks, “¿En cuál día festivo hay pavo, pay, y mucha comida?”. The students would then respond by writing “El día de acción de gracias” on their whiteboards.
2. Teacher will repeat step one with all of the new holidays introduced.
Activity 3: Introduce Greeting Cards
Time Allotment: 10 min
Materials: Greeting card examples (PowerPoint), graphic organizer
Procedure:
1. Teacher will introduce real life greeting card examples by showing pictures of them on PowerPoint.
2. Teacher will model the activity by asking the students what holiday and audience would correspond with the first card on the board.
3. As pairs, students will review each greeting card and determine the holiday and audience by filling out a graphic organizer.
4. Teacher will model the following activity by making a greeting card in front of the class.

Activity 4: Create a Greeting Card
Time Allotment: 10 min
Materials: Paper, markers, slips of determined audience and holiday papers
Procedure:
1. With a partner, students will select an audience and holiday from the cups at the front of the room.
2. Students will create a greeting card targeted towards their given audience and holiday. Students are encouraged to be creative and include both words and images.

Activity 5: Presentation of Greeting Cards
Time Allotment: 10 min
Materials: Original greeting cards
Procedure:
1. Students will exchange their greeting card with another partnership.
2. Students will take turns presenting their new card to the class by reading the card and telling which holiday and who the audience is.

Follow-Up: Create your own greeting card
Time Allotment: 10 minutes
Materials: Paper, markers, slips of audience and holiday papers, Graphic Organizer
Procedure:
1. Choose an audience and a holiday and write a greeting card that you could give to someone you know. (Students will use these in the following lesson).
### Graphic Organizer for Activity 3

<table>
<thead>
<tr>
<th>Número</th>
<th>El día festivo</th>
<th>¿Para quién?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex:</td>
<td>Día de acción de gracias</td>
<td>Una abuela</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gracias a tu amor, sé la gran bendición que es parte de esta familia.

Feliz Cumpleaños
Con Mucho Amor

Hoy es el día, el día que tanto has esperado... el día de celebrar con la gente que te quiere... el día de sentirte orgullosa de lo que has logrado... el día de ser feliz y mirar al futuro con ilusión...

¡Feliz Día Quinceañera!
ADDITIONAL LESSON PLAN 2

LESSON OVERVIEW

This second lesson is a follow up to the first lesson in the portfolio because it builds upon the vocabulary and tone set around sending cards. Now that students know how to write a greeting card they must be able to send it. In the first activity students review the essential vocabulary from the day before, and then are exposed to the new essential vocabulary regarding sending a letter or card through the mail. The second activity again gauges the comprehension of students through questions. The third activity models and requires students to locate the key elements in a “ready to send letter”. In the fourth and fifth activity students work together to ready an envelope and send their cards through the model mail box. Each of the activities support the culminating objective to be able to send a greeting card.

In order for students to smoothly participate in this lesson they would need to have had exposure to the number system, the alphabet, and dictating addresses. With this base they are able to intake the new vocabulary and concepts with the guided support of the teacher. Though carefully constructed, this activity still needs to be carefully guided by a teacher to keep the students in the target language and to ensure they complete each sub step —especially in activity four.
EL CORREO

**Objetive:**
Students can mail a holiday greeting card to their chosen audience.

**Purpose:**
Students will acquire the vocabulary and practice of sending mail in a real world situation in Spanish.

**Utah Core Standard:**
NH.IC.5
I can interact with others in everyday situations

**Approximate Time:**
50 minutes

**Subject and Grade Level:**
High School 10th Grade Spanish One

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**Activity 1 (Warm-Up): Vocabulary Input**

**Time Allotment:** 10 min

**Materials:** PowerPoint

**Procedure:**
1. Teacher will review the holiday vocabulary from the day before by showing an image involving items related to a specific holiday and asking the class what holiday it is.
2. Teacher will introduce the new vocabulary unique to the mail system by using pictures on PowerPoint and having students repeat the words with her. (Buzón, carta, sello, etc).

**Activity 2: Information Gap (Comprehension Check)**

**Time Allotment:** 8 min

**Materials:** PowerPoint, cardboard mailbox, envelope, stamp, and greeting card

**Procedure:**
1. In reference to the physical models in front of the class, the teacher will ask the question, “¿Cuál es el _____?” and have students point to the correlating mailing item.
2. Teacher will refer to one of the physical models and ask students clarifying questions to gage understanding. Example: Teacher will ask, “¿En dónde ponemos nuestras tarjetas para mandarlas al correo?” And the students would answer “En el buzón.”
Activity 3: Introduce “ready to send letters”
Time Allotment: 10 min
Materials: PowerPoint, ready (return address, mailing address, stamp, letter, etc) and non-ready (missing a stamp and address) letter examples, and graphic organizer
Procedure:
1. Teacher will model “ready to mail” vs. “non-ready” to mail letters by comparing the differences between the two.
2. Teacher will use PowerPoint to display 5 different letters/envelopes with some missing information. As pairs, students will use a graphic organizer to tally the present information and decide whether or not each letter is ready to be mailed.

Activity 4: Create a Greeting Card
Time Allotment: 10 min
Materials: Envelopes, return and sending addresses, slips of paper (cards) and stickers
Procedure:
1. Teacher will divide the class into groups of four and hand out a different set of materials to each student. Ex: one student will have four envelopes, one student will have a set of return and sending addresses, one student will have the “cards” (slips of paper), and one person will have the “stamps” (stickers).
2. In their groups and one card at a time, together students will get the cards ready to send by requesting the materials from their group members. Ex: “¿Puedo tener un sello?” o “Puedo tener un sobre?” (Teacher will model this).

Activity 5: Send Your Greeting Cards
Time Allotment: 10 min
Materials: Ready to mail letters, cardboard mailbox
Procedure:
1. Students will “mail” their group letters by dropping them in the cardboard mailbox.
2. Teacher will pass out one of the letters to each student. In the previous groups students will tell their classmates if their new letter contains all the needed elements (sobre, carta, sello, direcciones) and whether or not it was ready to be
Follow-Up: **Send Your Own Personal Greeting Card**

**Time Allotment:** 5 minutes

**Materials:** Individual greeting card from previous class, envelope, pen, and stamp.

**Procedure:**
1. Students will individually go through the process of readying their envelope to send their greeting card (may use a fake sticker if no stamp is really needed).

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**Graphic Organizer for Activity 3**

<table>
<thead>
<tr>
<th>El número</th>
<th>Sobre</th>
<th>Sello</th>
<th>Tarjeta</th>
<th>Dirreciones</th>
<th>¿Listo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ej:</td>
<td>Sí</td>
<td>No</td>
<td>Sí</td>
<td>Sí</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
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<td>5</td>
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<td>6</td>
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</tr>
</tbody>
</table>
ADDITIONAL LESSON PLAN 3

LESSON OVERVIEW

This lesson plan is designed to allow beginning language learners to use Spanish in a real world situation as they become familiarized with traveling situations and use their persuasion skills to convince their classmates to visit the Spanish speaking country they present.

The lesson is structured in a five activity sequence that guides students to meet the daily objective of being able to “create a brochure for a Spanish speaking country and present it through roleplaying a tourist and a travel agent.” Each step (activity) is essential to gaining and reflecting over new vocabulary and concepts needed to achieve the objective. In the first activity (warm-up) students review past vocabulary for clothing items through a total physical response (TPR) based activity. The second activity continues to review vocabulary and adds on new verbs needed for the culminating activity. The third activity is an interview check list designed to apply the recently learned verbs. In the fourth activity, students are finally able to create a brochure in a partnership. Now that students have had the opportunity to hear, read, and write with the new vocabulary and concepts, they can be successful in the fifth activity. In the fifth activity students must persuade their classmates to visit the destination of their brochure while playing the role of a travel agent and tourist.

In order to be successful with this lesson, students must be familiar with basic clothing vocabulary, high interest activity verbs, the seasons, and basic expressions of weather. As a culminating lesson for a traveling unit, this lesson will require students to draw upon previously learned language.
Activity 1 (Warm-Up): TPR Vocabulary Input
Time Allotment: 10 min
Materials: PowerPoint, dry erase markers, mini whiteboards, and tissues for erasing
Procedure:
1. Teacher will show images of people with specific outfits targeting the previously learned vocabulary. Students will respond by writing all of the clothing items shown on their mini whiteboards. Teacher will give points to the first partnership to answer correctly. (5 min)
2. Teacher will review the clothing vocabulary through a TPR activity by asking students to stand up if they are wearing specific clothing items. For example, “levántate si llevas una camisa” or “levántate si llevas lentes”. For the first few minutes, students will have their eyes open. After a few minutes, the teacher will instruct students to close their eyes and will continue as before.

Activity 2: VOCABULARY INPUT AND COMPREHENSION CHECK
Time Allotment: 15 min
Materials: PowerPoint, mini-whiteboards, dry erase markers, and tissues for erasing
Procedure:
1. Teacher will review statements of weather by asking students in which season it is sunny, cloudy, etc. and having students write their answer on their whiteboards.
2. Teacher will introduce new verbs and review old ones by showing images that represent each verb and having the students repeat the verb out loud and follow with the TPR based actions.
3. Teacher will show images representing the vocabulary reviewed and presented. Students will write the correlating verb or vocabulary term on their mini-whiteboards. Teacher will give points to the first partnership to answer correctly.
Activity 3: INTERVIEWS  
**Time Allotment:** 15 min  
**Materials:** PowerPoint, graphic organizer, and writing utensils  
**Procedure:**
1. Teacher will model the next activity by using the needed graphic organizer and asking individual students questions like, “¿Descansas los sábados?” o “¿Te gusta escalar montañas?” If the student says yes, she will put a check mark in the correlating box.  
2. Students will have 5 to 7 minutes to interview at least three classmates.  
3. Teacher will review the activity by asking comprehension questions to the class like, “¿A quién le gusta correr?” o “¿Quién nada los lunes?”. Students who answer will receive a point for their partnership.

Activity 4: MAKE A “FOLLETO”  
**Time Allotment:** 20 min  
**Materials:** PowerPoint, example “folleto”, and colored pencils  
**Procedure:**
1. Teacher will present an example “folleto” and explain each of its sections in Spanish. Teacher will provide sentence starters through PowerPoint for students.  
2. Students will work with a partner to create a brochure to a country of their choice. Each brochure must include:
   a. A cover page that includes the country of their choice’s name and the name/logo of their tourist company  
   b. A list of at least 8 activities that can be done at their chosen location  
   c. A list of at least 10 suggested clothing items  
   d. An explanation of the weather and at what time of year it is best to travel to their chosen location
Activity 5: ROLE PLAY INTERVIEWS
Time Allotment: 20 min
Materials: PowerPoint, graphic organizer, original “folleto”, and visible timer
Procedure:
1. Teacher will model an example exchange between a tourist and a travel agent.
2. One student from each group will stand up and rotate to the different groups as a potential tourist with the graphic organizer. The student sitting down will explain their “folleto” to the tourist. The tourist will record the information and ask any extra needed questions. Teacher will set a timer; students may not advance until the timer goes off.
3. Once students finish one rotation, they will switch spots with their partner and repeat the activity in the new role.

Follow-up Activity: RECAP AND WRITING
Time Allotment: 10 min
Materials: PowerPoint, paper, and writing utensil
Procedure:
1. Teacher will ask general comprehension questions to the class about the “folios”. Each student to answer will earn a point for their partnership.
2. Teacher will review the common errors she heard students make.
3. As a class, students will vote one the best country.
4. Students will write a paragraph in Spanish explaining where they want to go, what the weather is like there, what clothing they will bring, and what they will do.
### Mis actividades (Graphic Organizer for Activity 3)

<table>
<thead>
<tr>
<th>La persona</th>
<th>Tú</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Nadas los lunes?</td>
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<td></td>
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<tr>
<td>¿Cocinas los martes y jueves?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>¿Corres los viernes?</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>¿Estudias los lunes y miércoles?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>¿Descansas los sábados?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>¿Te gusta escalar montañas?</td>
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<tr>
<td>¿Te gusta ir a la playa?</td>
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<tr>
<td>¿Te gusta ir de campamento?</td>
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<tr>
<td>¿Te gusta ir de compras?</td>
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<td></td>
</tr>
<tr>
<td>¿Te gustar dar un paseo?</td>
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</tr>
</tbody>
</table>

### Los Folletos (Graphic Organizer for Activity 5)

<table>
<thead>
<tr>
<th>Nombre de su agencia de viajes</th>
<th>Viajes Fabulosos</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>El destino</td>
<td>México</td>
<td></td>
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<tr>
<td>Tres actividades interesantes</td>
<td></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td>1. Comer comida rica</td>
<td></td>
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</tr>
<tr>
<td>2. Ir a la playa</td>
<td></td>
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</tr>
<tr>
<td>3. Ir de compras</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cinco artículos de ropa necesarios</td>
<td></td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td>1. Un traje de baño</td>
<td></td>
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</tr>
<tr>
<td>2. Camisas</td>
<td></td>
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<tr>
<td>3. Sandalias</td>
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<tr>
<td>4. Pantalones cortos</td>
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<tr>
<td>5. Gafas de sol</td>
<td></td>
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<tr>
<td>¿Durante cuál estación hace el mejor tiempo?</td>
<td>El otoño</td>
<td></td>
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</tr>
<tr>
<td>¿Qué tiempo hace?</td>
<td>Hace fresco.</td>
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</tr>
</tbody>
</table>
ADDITIONAL LESSON PLAN 4
LESSON OVERVIEW

This lesson plan is from the last supervisor observed lesson of my student teaching. As with all my previous observations, I sent a copy to my supervisor so she could review my lesson plan and give me feedback before I gave the lesson. I was happy with the lesson plan I sent her, but after collaborating, I was able to develop a product I was even more please with. With her recommendations I was able to take what I had and convert it into something more communicative for my students. Instead of keeping my students at the word level I was able to challenge them to communicating at the sentence level. By the end of the class they were able to write in the target language at the paragraph length.

The lesson is structured in a five activity sequence that guides students to meet the daily objective “Students can make a written request for a special animal to increase their collection as if they were a zoo director.” Each step (activity) is essential to gaining and reflecting over new vocabulary and concepts needed to achieve the objective. In the first activity students review past vocabulary for animal names and verbs my playing a whiteboard game in teams. The second activity utilizes categorization of animal flashcards to apply and learn different ways to describe animals. The third activity brings students to the word level as they use their flashcards in an information gap activity. In the fourth activity, students write a request for a special animal to increase their collection as if they were a zoo director. Now that students have been carefully guided through the needed vocabulary and phrases, they can be successful in the fifth activity. In the fifth activity students use the target language to exchange zoo animals based on their “zoo”.

In order to be successful with this lesson, students should already be familiar with the names of the animal vocabulary and ready to engage fully in the planned outline.
Activity 1 (Warm-Up): Vocabulary Review

Time Allotment: 10 min

Materials: PowerPoint, whiteboards, dry erase markers, and tissues for erasing

Procedure:
1. Teacher will split the class into three teams. Teacher will review the animal vocabulary on PowerPoint by showing comprehension questions and pictures of animals. Students will write the answer on individual mini whiteboards. If the whole team gets the answer right they get a point. The first team to finish gets an extra point. Students declare when they are ready by saying “terminamos”.

Activity 2: Categorizing

Time Allotment: 20 min

Materials: PowerPoint, whiteboards, dry erase markers, tissues for erasing, and flashcards

Procedure:
1. Teacher will provide comprehensible input by describing the different “types” of animals (i.e. mammals, birds, etc.). (4 min)
2. Teacher will test student comprehension by showing a picture of an animal on the PP. Students will answer on their whiteboards as in Activity 1. (4 min)
3. Teacher will hand out animal flashcards. In pairs, students will organize their flashcards into groups based on their own criteria (i.e. by color, size, where they live, what they eat, etc.). Teacher will ask students how they decided to group them and what animals they put in each group. Teacher will provide the words needed. (7 min)
4. Teacher will present an additional 5 categories (i.e. where they live, their skin, physical characteristics, etc.) she thought of by showing images and providing comprehensible input. (5 min)
Activity 3: Animal Observations (Information Gap Activity)
Time Allotment: 25 min
Materials: PowerPoint and animal flashcards
Procedure:
1. Teacher will model the animal observation activity by posting guiding questions on the screen and holding a flashcard up to her head and asking the class the questions and eliciting an answer. For example, she would ask “¿En dónde vive mi animal?” and students would say, “en el mar” or “en el campo”. Little by little she would narrow down the choices until she could make a guess. (5 min)
2. Teacher will split the students into partnerships. Students will flip their deck of flashcards upside down and do the modeled activity with their partner one card at a time. (20 min)

Activity 4: Writing Animal Requests
Time Allotment: 15 min
Materials: PowerPoint, paper, and pencils
Procedure:
1. Teacher will divide one set of animal flash cards among the students. The animals the students receive will represent the animals they have in their zoo.
2. Teacher will give instructions for the second part of this activity. Students will write a letter as if they were a zoo director requesting a new animal for their zoo. Students will individually choose an animal they would like to have in their zoo and write to another zoo director requesting an animal according to their specifications. For example, they could use phrases like “quiero un mono para mi zoológico” “quiero un lobo macho” etc.

Activity 5: Animal Exchange
Time Allotment: 15 min
Materials: Animal request letters
Procedure:
1. Students will stand up with their animal flashcards and their request letter. Students will go around asking the other “zoo directors” if they have the animal they are looking for. If they do have the animal, they can give the card to the other student. This will represent an animal sale.
Objetivo: Puedo escribir una solicitud para un animal especial para incrementar el valor de mi colección en el rol de un(a) director(a) de un zoológico.
Categorización de los animales
- En parajes, organizan las tarjetas de los animales en grupos. Por ejemplo, pueden organizar los animales según su color de piel, dónde vives, etc.

Donde viven
- Granja
- Bajo tierra
- Árboles
- Campo
- Mar
- Bosque

Alimentación
- Carnívoro
- Omnívoro
- Herbívoro

Características
- Alas
- Cuellos
- Patas
- Oídos
- Pico
- Coda

Actividad con las tarjetas
- ¿En dónde vive mi animal?
- ¿Qué tipo de animal es?
- ¿Cómo es la piel de mi animal?
- ¿Cómo es la alimentación de mi animal? ¿En dónde vive mi animal?
- ¿Cómo son las características de mi animal?
- ¿Qué hace mi animal?
STUDENT WORK EXAMPLES

Señor Ian,
Quiero un tiburón para mi zoológico. Tiene cola y fauces. Yo sé tú zoológico tener macho tiburón. Tu tiburón es bueno, fuerte, juguetón y grande. Mi zoológico tener un vacío acuario.

- Señora Emily

Señor Ian,
Quiero un zorro para mi zoológico. Tiene anaranjado, pequeña, peludo y un oído grande. Es un mamífero, y vive en un bosque. Es un carnívoro; comer ratones y conejos. Yo pagaré $200.

Señor Parker

Señor Ben Swolo
Quiero un tiburón para mi zoológico. Tiene que ser hembra. Tiene que tener una cola y fauces. Para mi zoológico quieró un Pulpo macho, que es muy carnívoro y que es un mamífero.
CLASSROOM OBSERVATIONS
SUPERVISOR OBSERVATIONS

Below I have included the summary from each of my official supervisor observations.

SUPERVISOR OBSERVATION 1

Strengths:

- Her energy, enthusiasm, and personality are a plus in this classroom. She looks very comfortable in front of the classroom and she is in control the entire class period.
- She took into consideration my suggestions to make her lesson plan more effective before and while teaching.
- Ss are familiar with the class dynamics, and they followed her directions very well. I highlighted this when talking with the other STs who were observing her; “It takes a minute to notice if the teacher has implemented some strategies because Ss’ reactions to the activities tell us if they are or they are not familiar with the activity”.
- Her Power Point was very well organized, and she presented the different steps very well. In addition, she created a very nice video to model one of the activities in a restaurant. Ss seemed to enjoy it very much.
- She had an excellent control of content and time (90 minutes).

Areas for improvement (which were discussed with her):

- You can include a Think, Pair, and Share activity to get Ss food preferences & “¿Cuáles son las comidas principales?”
- Show the Menú you created in the PPT in addition to physically have it. This way, Ss can have a clearer idea of what you want them to do. It was a little bit difficult to see the content from the distance.
- I am looking forward to reading her self-reflection.

Summary of performance:

Emily González (Woodbrey) displays an excellent level of confidence in the classroom. I am sure that she will be a great Spanish teacher. She perfectly follows the advice and recommendation provided by her peers, her CT, and by me. She has developed wonderful materials on the “Food Unit”, in which has included a series of communicative activities.
Emily’s teaching practices, shows that she perfectly understands the complexities associated with the acquisition of the Second Languages (L2). She carefully designed her lesson plan to allow Ss to carry out the main communicative goal: Ss can create a menu and play the roles of waiters and clients in a Hispanic restaurant.

The Cooperating Teachers, with whom Emily has worked very closely, informed that Emily has been in charge of the class since last week and she has created a very positive atmosphere, in which Ss feel comfortable Spanish language.

It is important to mention that I have observed several times Emily and Marina Bernal working together in the lesson plans when Emily is in our Department.

SUPERVISOR OBSERVATION 2

Strengths:

• She changed the activity when she realized that Ss were not engaged!
• TPF with eyes closed was very well done. This is something that she learned in my course and I was very happy to see this in action 😊.
• Great ideas:
  ○ To do an informal assessment using the WBs: ¿Qué te gusta hacer?
  ○ To include the hand-outs in the PPT, so Ss can see what they have to do
  ○ To review Vocabulario in context!
• In spite of the fact that there were only 8 Ss present, she was able to maintain all of them engaged
• She incorporated the suggestions made when she sent the lesson plan!
• As previously mentioned, her energy, enthusiasm, and personality are a plus in this classroom. In fact, while walking to her classroom, I was addressed by one of the teachers at Intech and she told me how happy they are with Emily. She said that the previous night, Emily had been very helpful translating for Hispanic parents during the meeting held at the school. She literally said: “we love her and Ss love her too!”
Areas for improvement:

- It would be a good idea if you try to present the *Objective* for the day in Spanish. Your CT told me that she does it in Spanish. I am sure that your Ss will be very responsive to that. Otherwise, they may have the idea that Spanish is not important because the objectives are still in English 😞

Summary of performance:

Emily González (Woodbrey) delivered a perfect class! She was always in control, with a big smile and she seemed very comfortable in front of the classroom. It is clear that she belongs to the classroom! Her continual effort in creating activities to engage Ss makes her teaching very rewarding and pleasant. All activities are not only connected but they also have a clear objective. Nothing in this class is a waste of time or busy-work. She designs activities that allow Ss reach communicative tasks.

SUPERVISOR OBSERVATION 3

Strengths:

- The same aspects that I have mentioned in previous observations.
  - The way in which she informally assesses Ss, using White Boards. She has done this in all classes I have observed.

Areas for improvement:

- She has taken into consideration ALL recommendations made before.

Summary of performance:

Emily displays great confidence in front of the classroom. She is a very effective teacher who knows how to interact with Ss and how to make them feel comfortable using the L2. She perfectly manages content and time. In addition, she knows how to deliver comprehensible input and how to scaffold Ss to fulfill the different communicative tasks. I am sure that she will be a great Spanish teacher at Alta High School, where she has been recently hired.

It was great to see how much Ss can do with the Spanish language in only one semester! Some of the examples for today’s communicative goal had more than 50 words! I hope Emily
includes some of these examples in her *Portfolio/Teaching Work Sample*. These will be excellent examples of what Ss are able to do when taught appropriately.

During her S-Teaching, I have been very positively impressed with Emily’s teaching in general. However, I would like to highlight two aspects of her teaching:

- The positive atmosphere that she has created in the classroom. Ss were very participative and it was clear that they have enjoyed the class. Even when the bell rang, they continued working in Spanish; they did not want to leave the classroom 😊
- The ability to improve the suggestions made. Today, for example, she connected different activities toward the communicative goal make them more meaningful for Ss (i.e., “*Actividad con Tarjetas*”)
CLASSROOM OBSERVATION 1

Language / Level taught: Spanish 1A
Institution: Mountain Crest High School
Date: September 21, 2017

1. Components of the lesson, in order, with detail, in about 7-10 minute intervals:
   - Students started with a quiz on Canvas (Unidad 2 Exámen).
   - Continued quiz time. Those who finished early read comic books in Spanish.
   - In English, teacher transitioned into a verbal repetition of “a mí, a tí, etc”.
   - TPR based vocabulary introduction of human characteristics.
   - “La bienvenida” done by one student.
   - In English, teacher reviewed a previous poster assignment.
   - Teacher model of “¿Qué te gusta hacer... y por qué?”. Students repeated the question in pairs.
   - Teacher introduced the game “Tira-Tarjetas-Tigres”.
   - Round 1 of the game.
   - Round 2 of the game.
   - Round 3 of the game.

2. What I liked:
   - The availability of Spanish reading materials (e.g. the comic books).
   - The alphabet letters posted on the wall in the classroom.
   - The use of “warning times” to transition activities.
   - Teacher thanked students for good behavior.
   - Teacher was very animated and engaged the whole lesson.
   - Questioned students to check learning progress.
   - Very well organized game transitions.
3. **What I would have done differently if I were the teacher**

<table>
<thead>
<tr>
<th>Three things the teacher did</th>
<th>How I would have done it differently</th>
<th>Why I think my way will work better</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Spoke in Spanglish</strong> without correct code switching and used one word statements instead of sentences.</td>
<td>I would have spoken in full sentences during the game as well as used tonally and physically emphasized full sentences during instructions.</td>
<td>While breaking down words one by one draws attention to new vocabulary, native speakers in the real world do not speak that way. Students need sheltered, but genuine input.</td>
</tr>
<tr>
<td>2. Hands out “quetzals” <em>(paper money)</em> for good behavior.</td>
<td>I would remove the fake money reward system completely. Instead I would award students through their participation and hard work in the means of a grade.</td>
<td>Passing out fake money takes a lot of class time that can be better utilized by focusing on language instead of handing papers out like candy.</td>
</tr>
<tr>
<td>3. <strong>Didn’t have an example made</strong> for the student posters and explained while she thought up the criteria.</td>
<td>I would have created an example poster and have written out predetermined criteria. I would then show the example, then takes students through step by step to their project.</td>
<td>By having an example students are aware of what the end goal looks like and won’t use up precious class time asking the same question over and over again because it wasn’t made clear from the get go.</td>
</tr>
</tbody>
</table>

4. **What I learned from doing this observation**

   - **Time and organization spent on lessons pays off.**
   - Teaching is an energy demanding career.
   - Having a backup plan is essential.
   - **Students learn best when they take ownership** and have the opportunity to participate.
   - Classroom management IS important.
CLASSROOM OBSERVATION 2

Language / Level taught: Spanish 1

Institution: Mountain Crest High School

Date: October 5, 2017

1. Components of the lesson, in order, with detail, in about 7-10 minute intervals:
   - Bell work: Fill in the blank with vocabulary grammar exercise. (10 min)
   - Corrected bell work and reviewed vocabulary of classroom objects TPR style. (5 min)
   - SAFMEDS (Flash cards system). Students individually practiced, teacher gave memorization tips, and as a class repeated flashcards. (10 min)
   - Continued reviewing SAFMEDS and did a practice run for the graded time. (10 min)
   - Whole class review of memorized story guided by trigger actions. (5 min)
   - Students peer reviewed their written stories. (10 min)
   - Students continued to peer and “peer professor” review their written stories. (10 min)

2. What I liked:
   - Teacher gave his instructions in the target language with purposeful gestures, inflections, and pauses.
   - Teacher provided written and oral instructions for his activities.
   - Teacher gave transition time warnings to help transition times.
   - Teacher actively monitors and guides students during individual and group time during activities.
   - Teacher had students correct bell work questions out loud as a class vocal chorus style.
3. **What I would have done differently if I were the teacher:**

<table>
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<tbody>
<tr>
<td>1. Teacher used a based <strong>grammar bell work</strong> and gave students 10 minutes to answer 5 fill in the blank questions.</td>
<td>• I would have given only 5 minutes to answer the bell work, and would have used a <strong>discussion prompt as a base</strong> for the day’s communicative activity and goal.</td>
<td>• By providing 5 minutes of time students are given the sufficient work time to answer the question and not get distracted or bored. The <strong>question as well serves a higher purpose and is connected to the class.</strong></td>
</tr>
<tr>
<td>2. Teacher uses a <strong>translated statement/vocab flashcard system</strong> in which students go back and forth between English and Spanish.</td>
<td>• I would either replace the English side of the flashcards with images, or completely get rid of the graded flashcard system and replace it with meaningful <strong>communicative</strong> activities that require the use of those terms.</td>
<td>• Language usage is more than rote memorization and requires contextual and authentic exposure. By using CC activities students are able to be creative with the language in a memorable way.</td>
</tr>
<tr>
<td>3. Teacher and students <strong>recite a story composed of sentences that target current grammar and vocab.</strong> As the year goes on the story gets longer. Everyone memorizes this story vocally and physically (the actions) and play it out as a class.</td>
<td>• I would <strong>replace the class time dedicated to memorizing and reviewing the story with an authentic text</strong> that supports a communicative goal. For example, in a food unit students can read a recipe and then have the chance to guide someone else to make it, then later write their own recipe.</td>
<td>• Once students are exposed to the real Spanish speaking world, a memorize story will serve little to none as they try to <strong>communicate.</strong> If class time is utilized with authentic and creative language, students will be better prepared for the real world.</td>
</tr>
</tbody>
</table>
4. **What I learned from doing this observation**
   
   - **Rote memorization is NOT the most effective use of time or of student interest.**
     - Students should be engaged in meaningful conversations that utilize the targeted vocabulary—not memorizing something they can’t use outside of the classroom.
   
   - **Students ARE capable of extended (paragraph) writing.**
     - While it is extremely important to keep students interactive and working together vocally, they are internalizing the language and are capable of connecting written ideas in paragraph form—even with little experience.
   
   - **Students lose interest when they are provided too much time to work.**
     - When students are provided too much time to work on a prompt or communicative activity it leads to boredom and speaking out of the target language. **If they are cut a little short they are still able to complete the goal (speaking communicatively)** without being as tempted to switch languages.
   
   - **Students CAN understand what is NEEDED when only Spanish is spoken.**
     - With effective gesturing, images, pauses, repetition, and direct instruction students are able to gain the knowledge they need to participate in class.
   
   - **Peer work builds great relationships and purpose in a class.**
     - Language is all about communication. By using pair work all students are able practice speaking the target language as well as get to know and work with their peers—something expected of them in the work force.
   
   - **It is essential to be an attentive and engaged teacher**
     - If students are not being held responsible or given a purpose for their speech they will get off topic, get frustrated, and eventually not speak in the target language. As a teacher it is important to be constantly engaged with students.
PEER OBSERVATION

In addition to observing full time licensed teachers in the Spanish classroom, I also had the unique opportunity to observe my fellow student teachers. These observations allowed us to give and receive feedback among ourselves, share ideas, and recognize our own strengths and weaknesses. During each of the observations we were also accompanied by our methods professor who was able to share her years of experience and ideas.
Date: March 5, 2018

Language/Level taught: Spanish 1 (Middle School)

1. **What I liked:**

   - The **PowerPoint** you used was very well structured and helped guide the class. You didn’t have to rely on a copy of your lesson the whole time which allowed you to be more **involved with the students.** (The PowerPoint issues really weren’t that big of a deal and can easily be fixed for the future).

   - You were very **well organized and prepared!**

   - You have a large class, but that didn’t keep you from being able to **engage your students and keep them energized about learning Spanish.** You really are a natural teacher and work well with this age group.

   - I loved the **video you used to practice the alphabet.** I had seen the video before, but I had never thought to cut the sound and have them sing it as a class by following the image.

2. **General Comments/Recommendations:**

   - Overall I loved your lesson and your involvement with the students, but there were a few times the back section of the class wasn’t engaged. I would suggest investing in an iclicker so you can roam the class and interact with the whole class more fluidly.

   - I was very impressed with your students’ eagerness to use the Spanish you taught them the class before!

   - You did a great job working on your feet when unexpected feedback was given at the moment as well as handling the student falling out of his desk quickly and efficiently.

   - I can tell your students already enjoy your class and you have been able to make an impact at this school. 😊
CARACTERÍSTICAS FÍSICAS

Charlotte es rubia.

Tiana es morena.

Tarzan es castaño.

Jane es castaña.
Mr. Increíble es **alto**.

Edna es **baja**.

Popeye es **fuerte**.

Olivia es **débil**.
Pacha es **gordo**.

**Izma** es **delgada**.

**Fiona** es **bonita**.

**Shrek** es **feo**.
Merida es pelirroja.

Gru es calvo.
DÍAS FESTIVOS
FELIZ DÍA MAMÁ
Te quiero

Papá...
que seas feliz!!!
FINAL THOUGHTS

1. What has been the most beneficial aspect of the Portfolio for you as a Student-Teacher and why?
   - The most beneficial aspect of creating my Portfolio has been the new found confidence I have gained in my lesson planning abilities and my teaching. As a new and developing teacher I am in the process of discovering what works and what doesn’t. Creating my portfolio served as a medium to think and reflect, while at the same time it provided a polished example of my achievement. Looking back at my portfolio I am able to see a physical example of the hard work I put into student teaching and recognize I am doing better than I thought.

2. What was the most difficult aspect/section to develop in your Portfolio and why?
   - Honestly, the hardest part of creating the portfolio was the compilation of it and not necessarily the content. It is a LOT of information in single document so finding the right balance of color, charts, organization, details, etc. was time demanding.

3. Did you use either your Teaching Portfolio/Work Sample or your experience writing it when you have applied for a teaching position job? Why? What were the results?
   - Absolutely yes! In addition to my cover letter, resume, and references I carried my portfolio to every teacher job fair, interview, and event. I spent a lot of time preparing my portfolio and I wanted to get back what I put into it—and I did. Every time I pulled out my portfolio interviewers saw it as a representation of my dedication to my teaching. Once they opened it, they could see tangible evidence of my teaching methodology and student teaching experience. Many interviewers were impressed by the detail and justification my portfolio gave about my teaching style. This served to be extremely helpful because principals and other interviewers don’t necessarily have a background in linguistics and second language teaching. They also valued the sneak peek it gave into the environment and climate of the school I student taught at (InTech) and how I adapted my teaching to it.

4. What changes or modifications would you suggest us to do in the Teaching Portfolio/Work Sample? Why? How would future Student-Teachers benefit from those changes or modifications?
• I would definitely change the expected organization of the the TP/WS because it wasn’t fluid. In my Portfolio I took the liberty of rearranging my content in a different order. I would also have liked to see flushed out examples of what my expectations were instead of just the outline of the portfolio. These changes would relieve student teachers of some stress and help guide them to a more finished product.

5. What recommendations would you have for future student teachers in creating their portfolio/work sample and their student teaching experience in general?

• Take advantage of the support system available to you as a student teacher. Collaborate with fellow student teachers to get new ideas, exchange lessons, and give feedback. Work with your cooperating teacher and supervisor to not only perfect your teaching styles and lessons, but also to improve your skills in your content area. I had the opportunity to collaborate with two native Spanish speakers during my student teaching. Due to the frequent professional interactions I had with them, I have noticed an improvement in my language skills.

• Be humble and ready to learn. When you are collaborating with your supervisor and/or cooperating teacher listen to their advice and be willing to incorporate their suggestions without taking it personal. This provides a healthy environment where you can expound upon what you already have and learn something new.

• Get started on your portfolio/work sample early! The sooner you start on your portfolio/work sample the better you are able to gather student work examples, contemplate the school environment, and create fully flushed out lesson plans you can use in the future as an outline reference in the future.