

Clark University Master of Arts in Teaching Program
Learning Activity Plan

I. Content: Describe *what* it is you will teach. What is the content?

We are in the middle of a Spanish 3 unit on Sports. We have been reviewing vocabulary and basic conjugation consistently, and today I plan on assessing the students both formally and informally. I plan on informally assessing the students through another Bingo vocabulary review (This time for action verbs), a bell-ringer guessing game (What sport is it?), and a final reflection in their notebooks on their personal relationship with sports. As far as more formal assessments, I will be springing a pop-quiz on them, in part to assess and in part to reinforce the importance of taking notes (Tests and quizzes are open notebook) and coming to class.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

Students will be able to play the games competently (Bingo, and “What sport is it?”), accurately identifying the action verbs we have been reviewing and translating them from Spanish to English.

Students will be able to reflect freely in their notebooks, about their personal relationships to sport.

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

The majority of the students in the class are in need of additional scaffolding, with regards to vocabulary and grammatical foundations. This class allows me to a) reinforce the knowledge we have been building and b) assess of areas of weakness and strength. Both formally and informally The class is also undergoing a cultural shift, from being my mentor teacher class to becoming mine, and these activities, pop-quizzes and vocabulary games stress the importance of taking notes and coming to class.

Assessment: Describe *how* you and your students will know they have reached your learning goals.

Students will know they have reached my learning goals through effectively participating in the games, and successfully composing a reflection about their personal experiences, and competently taking the pop-quiz.

IV. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

Designing developmentally appropriate tasks for such a heterogeneous group is challenging. Many students struggle with some very foundational vocabulary and grammar. I have built in certain scaffolds to the class to try and ensure the students success. First I have provided a word key in the pop quiz. Second I will allow for students to use their notes in quizzes and tests. Third I have attempted to group students together so that there is always a native speaker in the different groups to assist students who may struggle with vocabulary and conjugation.

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V. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.**

2 minutes: Take attendance as students take their notebooks and sit in groups

5 minutes “What sport is it?”

7 minutes BINGO- Vocabulary review

10 minutes Pop-Quiz

5 minutes- Go over answers

7 minutes In Notebook Reflection

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?**

I have several activities planned so timing is tricky. There is also the possibility of student fatigue when there are numerous activities so early in the morning. I will try to hold my ideas lightly, and make changes to the schedule depending on how long activities are taking. I will also try to explain the activities as clearly as possible to avoid confusion. Additionally I will be circulating the room to try and clear up confusions, and individual struggles students may be having quickly.

VI. List the Massachusetts Learning Standards this lesson addresses.

1.2 Engage in written composition, Communication Strand

3.4 Understand Information, Connections Strand

1.3 Present Information, Communication Strand

2.2 Products and perspectives, Comparisons Strand

VII. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?**
- b. What did you learn from the experience of this lesson that will inform your next LAP?**