**ELL LAP (Prepositions)**

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

In this class we will be first finishing a “who is who” group activity we were doing yesterday as a review on descriptive language. This activity was very controversial and we will try and come to some resolution before reviewing our next topic. We will then be refreshing our knowledge about prepositions, which was something we covered a few months ago, and students seem to be a little rusty on. We will be refreshing, and then expanding on prepositions with some more elaborate activities such as a group naming activity, individual sentences, and an aural cloze activity.

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

Students will be able to use their previous knowledge and hand out to solve the preposition activity. Students will also practice aural comprehension and work in groups to match prepositions and individually to write sentences with prepositions. Finally students will think metacognitively about what areas of their language have grown, and which areas are in need of further improvement.

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

I have been noticing that my ELL’s are still struggling with the usage of certain prepositions. This is not surprising, even my wife still struggles with certain prepositions even after so many years. This area is not only valuable for reinforcing students comprehension, but for them being able to express and label things clearly in the future.

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

I will assess each step. The group labeling of the image, the individual sentences, and finally the aural cloze when students will fill in the blanks on the whiteboard. I will informally assess students as I walk around, and decide if there are any extensions or modifications necessary or other areas that will need future reinforcing.

**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?**

Several of my language learners are new arrivals, so I always try to make accommodations for the varying levels of fluency. The students will have access to their notes and be paired in groups that are thoughtfully selected. We will be reviewing new, possibly problematic, vocabulary on the whiteboard. The activity will be interactive, and I will be circling for individualized help. The lesson will also involve visuals and be a review of information that will be consistently discussed throughout this unit.

**Activity description and agenda**

**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.**

7 minutes: Finish the “Who is it activity”

7 minutes: Refresh prepositions - On board

15 minutes: Give new task - fleshed out prepositions and do groupings

5 minutes: Write answers on board

7 minutes: In notebook write sentences with image individually

10 minutes: Aural Cloze

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

Certain students (Rabbi, Brenda and Rafael) are new to the class and will be given preferential seating and have been placed in carefully chosen groups to try and ensure a compatible and motivating dynamic. I will also give them extra time before calling on them in the group share on the board.

Students will also have choices built into the lesson and not be required to answer share out.

**List the Massachusetts Learning Standards this lesson addresses.**

ELD Standard 1- Communicate for social and instructional purposes

ELD Standard 2- COmmunicate ideas and concepts necessary for academic success in ELA

ELD Standard 4 - Present Information clearly

**Reflection**

**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.**

**What did you learn from the experience of this lesson that will inform your next LAP?**