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

I am still in an exploratory phase with my Spanish 3 classes, while I assess students’ proficiency levels and areas of interests. Most of the students are significantly below the grade level content knowledge and require significant foundational scaffolding. This lesson will reinforce subject pronouns, action verbs, and paragraph composition. We will be playing a game for the bell ringer that reinforces: subject pronouns and action verbs. We will then be reading a graphic novel, in groups, and use an essay skeleton to compose a short reflection on the story individually.

1. **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 game competently, accurately identifying and illustrating both action verbs and personal pronouns.

Students will use the essay skeleton text to compose their own paragraphs in Spanish.

1. **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 previous knowledge and b) assess of areas of weakness and strength. The class is also undergoing a cultural shift, from being my mentor teacher class to becoming mine, and these activities keep students affective filters low, while allowing for review and informal assessment.

1. **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 solving the initial barrier game, and successfully composing a summary of the graphic novel.

1. **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 translation for the verbs in the individual sheet students have received. Second I will allow for student choice when it comes to who is drawing in the group. Third I have provided a skeleton for the composition of the paragraphs, with many possible topics to be raised and individually tailored. I have also provided a word bank for the essay and will be individually helping the students who frequently struggle.

1. **Activity description and agenda**
	1. **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: Bell-Ringer (Take attendance and guess as to the topic of the book)

3 minutes Explain activity and hand out slips of paper

5 minutes Personal Pronoun and Verb Activity

2 Minutes Transition to Pair Reading

20 minutes Pair Read

10 minutes Begin to compose Essay

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

I have never done any of these activities previously, so timing is tricky. 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.

1. **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

1. **Reflection**
2. **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?**
3. **What did you learn from the experience of this lesson that will inform your next LAP?**