**LAP Mole/Food**

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

We will be changing gears today, from our unit on food to now immigration. As I have mentioned before, I want the students to get accustomed to me going back and forth between languages and them understanding me. We will be combining English and Spanish throughout this class. I will be starting off with a bell-ringer that is a game where students have to quickly say the name of the food that appears on the screen. Next, we will have a mole taste test. Students will guess the ingredients and country of influence of the mole and do a reading on the food. I will then transition to a short discussion and a final vocabulary game to assess student background knowledge and vocabulary.

**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 background knowledge and new vocabulary to think about and answers to the bell-ringer game and the end of the class game. Students will also use a list of vocabulary to participate in the taste test, and ingredient naming activity. Students will also be able to read a passage in English, and answer questions and discuss in Spanish, going back and forth between languages. Finally, after answering the reading students will discuss the topics from previous units as well as the content of the passage.

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

My goal with this class is to not only transition into an immigration unit from a food unit, but to make explicit links to the previous topics covered, I also want them start speaking a little more, and to more fluidly go between speaking and understanding Spanish and English. This is also will be beginning our unit on immigration, and will serve as a good way to not only assess vocabulary but give them an opportunity to authentically engage the culture, they will have some reading, oral, and writing practice.

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

Students will know that they have reached my learning goals through competently participating in the vocabulary games and naming the ingredients in the taste test. Students will also show they have reached the learning goals by reading and answering the reading comprehension questions, they will also show their understanding of vocabulary and reading and make links to the previous content.

**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?**

As a foreign language class all of the students are language learners, so I always try to make accommodations for the varying levels of fluency. The students will have access to their a sheet with various ingredients in vocabulary to aid them in the taste test, and will be given not only individual attention as I walk by. I will also be projecting vocabulary on the board, and be giving individualized help and translation as needed. I have also made groups strategically.

**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: Bell game

15 minutes: Mole taste test and ingredients guessing and influence guess

20 minutes: Reading / Answering / Brief Discussion

5 minutes: Heads up- vocab

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

Certain students (Erick, Ataveyra) are often absent and will be given preferential seating and will be carefully chosen who to compete against in the bellringer. I will also give them extra time before calling on them in the group share.

Students will also have choices built into the lesson and varied contexts to assess and engage the students.

I will also try and distribute higher performing, and native speakers among the groups.

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

1.1 Engage in conversation, Communication Strand

1.2 Understand Information, Connections Strand

1.3 Present Information, Communications Strand

2.2 Products and perspectives, Comparisons Strand

4.2 Compare cultures, Culture Strand

**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?**