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Educ. 356 – Teaching & Learning III

December 3, 2015

**Round Sheet**

**Background**

We are in the middle of a unit on Mexico, entitled *Mexico: Past, Present and Future*. In order to get to the final lessons of the unit (EZLN, Privatization, Corruption, Wealth Distribution, and Ayotzinapa) we have to get through NAFTA. While free trade agreements are not an exciting topics for students, NAFTA does represent a seminal moment in North American history, and is constantly referenced within discussions we will be having in the future.

Every student in the class has a classroom notebook I have given them. In this notebook I have noticed that many are struggling with some pretty basic grammatical concepts, and making repeated mistakes. With this in mind I have been adding more grammatical reviews to lessons, before entering uncharted grammatical territory. Last week it was "ser vs estar", this week it is comparatives and superlatives.

**Today’s Learning Focus**

In today’s class we will be using our newly acquired knowledge of the North American Free Trade Agreement to play a multi-stage review game. Students will be reviewing **1)** The Vocabulary we have learned (and was prominently displayed on the "word wall"), **2)** The individual interests of each nation in the NAFTA agreement, and **3)** The grammatical forms we have reviewed (Comparative and Superlative). The ultimate goals of this lesson is for students to synthesize the information they have learned, and to be able to recall it in future evaluations. This lesson will also give a glimpse into tomorrows lesson, which will be a reading of the "Ya Basta!" war declaration of the EZLN to the Mexican government.

**Learning-Centered Round Inquiry**

Do the students seem to understand the difference between comparative and superlative forms? Record evidence.

Have the modifications to the game made participation more equitable? Do the grouping seem to work?

Were there any stages of the activity that students/groups seemed to struggle with? Is there anything that could have been done to avoid this?

**Practice-Centered Round Inquiry**

Did the bell-ringer serve as a good reminder of the grammatical concepts being reviewed?

Were the activity instructions clearly expressed? Is there something that could have made the activity transition smoother?