

James Olson
Spanish 3
April 26, 2016

La Comida Round

Round Background: My period 7, Spanish 3 group is my smallest group, and the class that I took over the latest in the year. Since taking over I have noticed that the majority of the students are significantly lacking in their vocabulary and basic foundational knowledge of Spanish. This unit, food, was chosen because it was broad enough to allow us to review several grammatical concepts as well as, more recently, some vocabulary. This will be one of our final lesson on food before my practicum ends. Today's class will be a great way to informally gauge whether the yesterdays topic of "food deserts" and how much of the vocabulary we have been reinforcing recently has been internalized or is in need of further review.

Round Focus: This class is one of my most challenging groups for several reasons: First most of the students are very reluctant to participate in classroom discussion. Second the level of Spanish proficiency in the class varies wildly, from some heritage speakers (Diego, Manny, Josian) to students who have a very porous foundation in Spanish (Assata, Abreanna, Chris). My focus in this unit has been to build some foundational elements of the language such as: Initial verb conjugations, basic tenses, and the building of vocabulary. My focus in this round is really how much of this has "stuck". I want the students to use their vocabulary in the grocery activity, I also want the students to remember the subject of "food deserts" in our bellringer and to connect that to our grocery activity, I want them to use their notes during the activity, and to have fun and be engaged during the activities and final game.

Learning-centered Inquiry:

Are the students able to draw upon their notes / word wall / vocabulary during the bell-ringer, activity, and the game?

Are the student-groupings and activities working for the different levels of fluency?

Practice Centered Inquiry:

Am I transitioning well between activities? Does the sequencing make sense?

Did this grocery activity and the “Heads Up” game work as a final informal assessment? Do they show an understanding of the new vocabulary?