

## La Comida- Final LAP

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

This lesson will be a review of some of the vocabulary and topics we have covered towards the end of this food unit. This unit has also served as a natural point for reviewing conjugation which was an issue with most students. This lesson will be a brief review of the topic of food deserts, which we were not able to finish yesterday, and a review activity and game to synthesize the vocabulary we have learned up until this point.

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

The students will review much of the vocabulary and content they have learned up until this point. Students will be able to participate in the group activity / competition effectively and collaboratively, using their new food related vocabulary. Students will be able to use their notes, new knowledge, and to not only respond to prompts but complete the activity and compete in the heads up vocabulary game.

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

Every time I end a unit I like to play a review game before the final assessment. In this case the final assessment was a project which has already been completed, but I wanted to give the vocabulary final chance for synthesis before moving on. This unit has been a good way to review action verbs, conjugation, and food vocabulary, now is the time to informally assess whether this information has been retained. Our final activity will serve as a way to assess the students as they return from April vacation, lower their affective filters, and play a game that surreptitiously gets them to learn as well.

### **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 bell-ringer game with their knowledge of yesterday's class, students will also collaboratively participate in the grocery activity, and finally play the heads up game competently. I have also been designing activities with the hope of reinforcing the importance of note taking, as they can use their notebooks in all games and tests.

### **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 notes and be paired in groups that are thoughtfully selected, especially for such as small class. We have had a list of relevant words in their notes, and a word wall. The activity will be collaborative, allowing students to both be experts and resources for each other. The lesson will also involve visuals and be a review of information that has been 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.**

10 minutes: Bell game / Food Desert Maps

15 minutes: Food Desert reading and CSI

2 minutes: Model and explain game

10 minutes: Grocery Activity Competition

10 minutes: Heads Up Teams

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

Certain students (Assata, Brandy, Chris, Abreanna) will be given preferential seating and have been placed in separate 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 and will give them a word bank with translations.

Students will also have choices built into the lesson and not be required to answer any questions that have a single correct answer.

**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?**