

## Review Game / Lucha Libre LAP

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

Due to the nice weather this week we will be transitioning from a unit on food to sports. This lesson will be an assessment of students prior knowledge regarding food vocabulary and body parts. I will be asking students to first play a barrier game to informally assess some of students basic vocabulary. Next we will be doing a small project regarding students favorite sports and be pushing students to share out more. Finally we will be reviewing and delegating roles for our upcoming taste test video.

### **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 solve the barrier game. Students will also research and discuss their favorite sports, athletes, and what constitutes the difference between a game and a sport, as a way of learning new relevant vocabulary. Finally students will delegate roles and begin organizing for the upcoming class project.

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

Every time I start a new unit I like to gauge student interests and preferences, as well as informally assess their background knowledge through some fun activity. This then helps me lesson plan future lessons that will likely be more engaging. This will also lower students affective filter, and be a low stakes way to introduce Chris to the classroom.

### **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 barrier game. Students will also use the dictionaries and their phones to, I hope, build some vocabulary that is relevant and memorable to them for later usage throughout the unit. Students will know they have reached my learning goals through being able to correctly label the activity using words that are reflective of their own habits.

### **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. We will be reviewing new, possibly problematic, vocabulary on the whiteboard. The activity will be interactive, allowing students to express their day to day lives. The lesson will also involve visuals and be a review of information that will be 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.**

7 minutes: Bell ringer / One sees one doesn't

5 minutes: Translation / Free- Write / Discussion on "What is the difference between a game and a sport"

15 minutes: Illustrate your figure

8 minutes: Share out of illustrations

7 minutes: Plan for next activity - food video

2 minutes: Return exams

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

Certain students (Chris and Brandy) are often absent and 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.

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?**