David Villarreal (Spanish) 4/30/2018

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| **UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE-Short Form** |
| **Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)****CCSS.ELA-Literacy.SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and textswith peers and adults in small and larger groups.1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns

speaking about the topics and texts under discussion).**CCSS.ELA-Literacy.SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| **Lesson Objective: What do you want students to know and be able to do? (TPE 3)*** Students will be able to discuss in partners and in whole group discussion about what they observe.
* Students will be able to use details and evidence from the picture to support their observations
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| **Assessment: Formal and Informal Assessment. (TPE 5)*** **What evidence will the students produce to show they have met the learning objective?**
* Students will refer back to the details of the picture when speaking about their observations and opinions.
* I will walk around during turn and talks and listen in on their conversations.
* **What modifications of the above assessment would you use for language learners and/or students with special needs?**
* Clarifying vocabulary correlating to the picture, checking for understanding using hand signal (thumbs up, thumbs down)
* Sentence starters are on display in the class with ways to talk about their observations and their opinions (Ex. ¿Que ves? Yo veo… ¿Cómo lo sabes? Lo se porque… )
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| **Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)*** **Prerequisite skills from prior school experiences**
* Students are familiar with working on their “Habilidades de conversación” cards and poster.
	+ Students are familiar discussing with partners (turn and talk).
	+ Students have been working on pulling out details from visual text during their extended read alouds in English.
* **Strategy to connect school learning with prior experiential knowledge and/or cultural background**
* Pictures are from Carmen Lomas Garza’s book which the students have had experience looking at and reading from in the past.
* **Pre-assessment strategy**
* In the first phase of the lesson I will observe for understanding by checking to see if the students are able to describe anything they see in the picture.
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| **Academic Language. (TPE 3)*** **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**
* Students will gain further experience in discussing and supporting their thoughts using vocabulary such as: texto visual, obersvación, evidencia, detalles, fortificar
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| **Equity. (TPE 1, 2, 3, 4)*** **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels) Describe your differentiated instructional strategy.**
* Through the first phase of the lesson, I will be clarifying vocabulary surrounding the lesson. By having students share out verbally, others have the opportunity to make new observations from the pictures.
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**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

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| **Time**7min3 min8 min2 min  | **Teacher**1. Opening Move: I will project a picture up on the projector. I will ask students, “¿Qué observan en el texto visual?’ * Clarify observan. Students will only state what they can see in the picture.
* I will go over the skill we will be working on today (fortificar) and re-introducing our turn and talk model (persona A/persona B).
* I will ask students to turn and talk before sharing out.
* “Dónde ves eso?” “Ustedes lo miran tambien?”

2. Fortifying Observations: I will model for the students one of the observations I made and ask them to ask me: “¿Cómo lo sabes?” I will model a non-example. I will ask them to ask again and I will show them how to use the details in the picture to support my claim.3. Students try: * I will remind students which person will be asking and which will be answering.
* Thumbs up when you are done then we will switch and partner B will ask the question and partner B will answer.
* Share out

4. Closing: Students will have an opportunity to discuss what they did today. * Have someone share what we did today
* What is one thing you learned today?
* What is one way we can fortify our ideas?
 | **Students**Students will turn and talk about their observations.Students will get the opportunity to share out. Students will observe me as I model what they will be doing on their own and with partners.Students will turn and talk following the person A/person B strategy.Students will show a thumbs up when they are finished.Students will switch. Students will reflect on how the lesson went for them and what they took away from the lesson.  | **Resources/****Materials**Picture from book, projector, Habilidades de conversación cards |