

Co-Teaching Planning Guide

Date: 21 April 2015

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Grade Level / Content: 9th grade/ Spanish

Lesson Objectives:

Students will have a better knowledge of using their Spanish vocabulary and phrases.

Content Standards Addressed:

2.1 N.F.c

Co-Teaching Model(s) used: (check all that apply)

- Parallel
- Station
- Alternative
- Team

Materials needed for the lesson:

FRAME, instruction cards for stations, PowerPoint slide of instructions, paper plates, clothespins, stones, flash cards, paper, pencils, markers, tape, online stopwatch, projector, and computer.

Scaffolds needed for the lesson:

The student will have knowledge of food and drink vocabulary as well as questioning phrases and how to answer these questions. During the lesson, we will both work to make sure that all of the students have a full, complete understanding of the vocabulary that they are using. Our classroom has 25 students, and 15 are English Language Learners.

Differentiation Strategies needed for the lesson:

- 5.1&2: The students will have the option to either orally answer the questions in Spanish, or write their answers down using the blank FRAME.
- 1.1, 2, & 3: The instructions for all of the stations will be explained at the beginning of class, projected on the whiteboard throughout the class period, and will be displayed on labeled cards at each station.

- 8.3: Students will work in collaborative groups in all of the stations.
- 9.3: Students will reflect on the activity in the “so what?” portion of the FRAME in order to self-assess their learning through out the lesson.

How is the student learning assessed?

Formative assessment will be used by determining how well they can either orally answer the questions based upon the vocabulary that they have already learned or on how well they complete the four activities planned for the class period based on the FRAME.

Guide for expectations for each teacher during the lesson

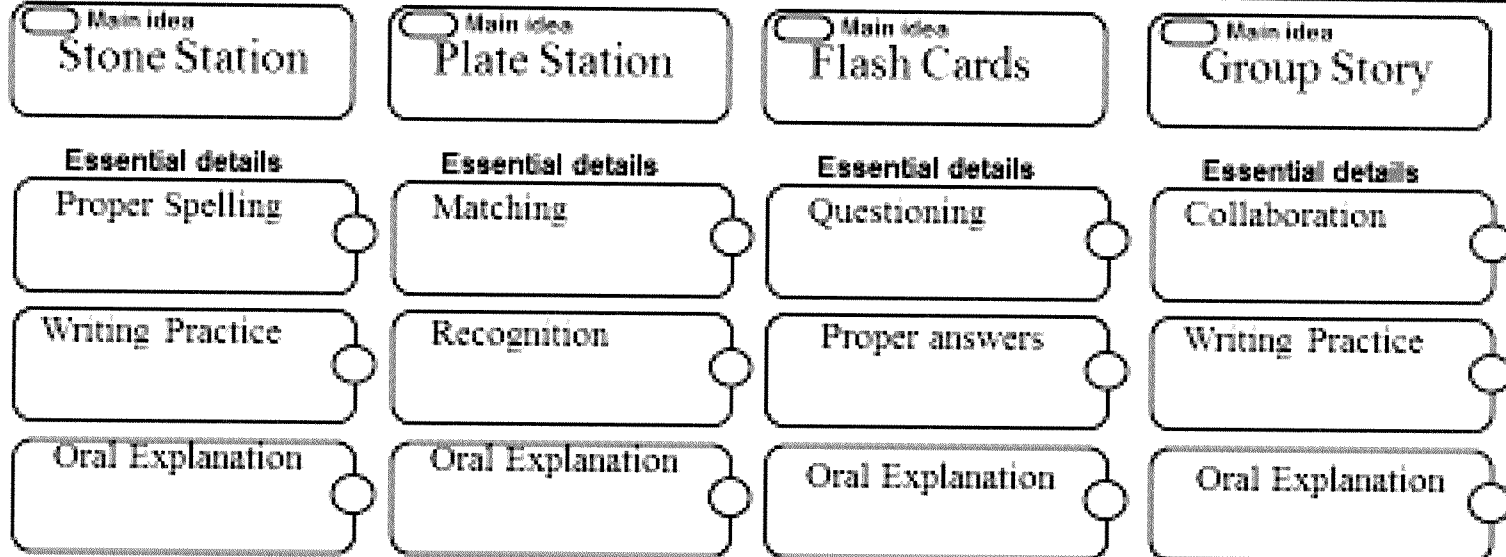
	Teacher: Ms. Gullien Nunez	Teacher: Ms. McLaughlin
What are the specific tasks that I do BEFORE the lesson?	<ul style="list-style-type: none"> • Prepare the vocabulary activities for the stations (plates, stones, flash cards, ect.) • Set up directions on projector. • Set up stations before class. 	<ul style="list-style-type: none"> • Upload blank FRAME for student use. • Pre-plan groups for each station. • Set up stations before class.
What are the specific tasks that I do DURING the lesson?	<p>CUE:</p> <ul style="list-style-type: none"> • Explained the activities for the class period. • Took attendance during the model. • Showed students where to find the FRAME <p>DO: (Stations)</p> <ul style="list-style-type: none"> • Show students how to use the FRAME: <ul style="list-style-type: none"> ○ Model for the “stone station” <ul style="list-style-type: none"> ▪ Place Stone Station in the main idea box. ▪ Write one essential detail from the “stone 	<p>CUE:</p> <ul style="list-style-type: none"> • Model what will happen at each station. • Announce groups for stations. • Remind students of the expectations for the class period. <p>DO: (Stations)</p> <ul style="list-style-type: none"> • Follow group 3 (least knowledge of conversational Spanish) throughout the entire station time. • Work with specific students in the group to maintain positive attitudes of the lesson when frustrated.

	<p>station”</p> <ul style="list-style-type: none"> ▪ Explain that students will use the FRAME for the other stations in the same way. <ul style="list-style-type: none"> • Monitor groups 1, 2, and 4 during station time. • Facilitate students in having conversations using the vocabulary from the lesson. • Encourage students to speak in only Spanish when needed and write in Spanish when needed. • Spend extra time with students who did not understand the activity. <p>REVIEW: (Team)</p> <ul style="list-style-type: none"> • Ask students what one thing they learned was, what their favorite part was, and what they thought could have gone better. • Re-explain the objective and asked if the students thought they met the objective. 	<ul style="list-style-type: none"> • Correlate Spanish and English vocabulary to help the students understand the activities. <p>REVIEW: (Team)</p> <ul style="list-style-type: none"> • During question time, note what students were frustrated with. • Talk one-on-one with students who did not want to answer to the whole class. • Explain to students how to fill out the “so what?” part of the FRAME.
<p>What are the specific tasks that I do AFTER the lesson?</p>	<ul style="list-style-type: none"> • Collect FRAMEs for groups 1, 2, and 4 and read through to give specific feedback to students. 	<ul style="list-style-type: none"> • Collect FRAMEs for group 3 and read through to give specific feedback to students.

The FRAME Routine

Key Topic
Vocab Communication

is about...
Knowing and understanding basic food and question words
and being able to effectively communicate with peers.



So What? (What's important to understand about this?)

It is important to understand the meaning of Spanish vocabulary and how to properly communicate with peers in order to collaborate on projects and other class assignments. It is also helpful to review vocabulary for the tests.

What is one thing that you wish you understood better?

We anticipate that first-time Spanish learners will wish they had a better understanding of the vocabulary and that the ELL students will wish that they had a better understanding of proper written Spanish.