**Theme:** Numbers  
**Date:** 15 January, 2010

| **Objective:**  
| SWBAT: count from 1-100 playing a "counting with Mario ball" game  

| **Standards:**  
| Communication 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  

| **Opening:**  
| What is your bus number?  

| **Materials:**  
| Mario ball, number visuals  

| **Procedure:**  
| 1. Review numbers by 10 in random order  
| 2. Students will stand in a circle. One person holds a ball and starts counting with *uno*, and then tosses the ball to someone else.  
| 3. The person that catches the ball must say the next consecutive number in Spanish.  
| 4. That person then tosses the ball to another person until they reach *cien*.  

| **Closing:**  
| By asking students what their bus number is they are making the connection of the numbers to their daily lives.  

| **Assessment:**  
| Teacher will assess student comprehension through the activities of the game.  

| **Reflection:**  
| This game needed many modifications. Students at this age need to sit. Also, too much focus was made on the ball and not counting. It is better to pass the ball to each other as they sit. |
Counting to 100 with Mario

At first:

At the end:

48

244
Reflection of Lesson 15 January, 2010

On January 15, I planned a counting game lesson using a Mario ball. I had used this game before while teaching middle school German so I never imagined how different this game would be with 1st graders.

My learning goal for this lesson was for students to count from 1-100 in Spanish consecutively. Instead of just going around the room counting, I had them stand in a circle and toss a Mario ball to each other. Each person that caught the ball was to give the next number. The first problem was 6-7 year olds spend too much time thinking of who they are going to throw the ball to next. They also kept throwing it to their friend so some were being excluded. Standing in a circle also proved to be a challenge. They kept moving around and could not stand still. Instead of getting to 100, the first class got to 48. For the next couple of classes I tried different modifications to the game. I had them all sit and then toss the ball, this still took too long. I tried putting time limits on them; I tried having them call the name of the person so there was no reaching and grabbing for the ball. Each class got over 50 but nowhere close to my goal of 100.

Finally, I had them sit and just pass the ball to the person sitting next to them. That class got 166. So I felt that we were making progress. When class 10 got to 244, I knew I had finally found the right way to play this game!!

One of Duquesne’s domains is that of the Master Practitioner: “A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.” I believe that this lesson shows that I have become a Master Practitioner because after each lesson I used the practice of reflection to make adjustments to improve my lesson until I felt the students met the learning goal.
**Theme:** Classroom items/Special classes                  **Date:** 19 February, 2010

**Objective:**
SWBAT: demonstrate their knowledge of the 6 classroom items, 6 special classes, days of the week and numbers vocabulary by putting together a cooperative game puzzle

**Standards:**
**Communication 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

**Opening:**
What are the days of the week?

**Materials:**
- Baggies with the puzzle pieces
- Sample of puzzle

**Procedure:**
1. Review the days of the week
2. Explain the puzzle game and demonstrate using a sample on the board
3. Divide up the students into partner groups
4. Give each group a baggie with the puzzle
5. Assist each group as needed

**Closing:**
What did we have to know today in order to complete the puzzle?

**Assessment:**
Teacher will assess student comprehension through the activities of the game.

**Reflection:**
I realized that showing the vocabulary visuals was not needed.
<table>
<thead>
<tr>
<th>19</th>
<th>67</th>
<th>book</th>
<th>el libro</th>
<th>sábado</th>
<th>Saturday</th>
<th>39</th>
<th>43</th>
<th>gym</th>
<th>gimnasia</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>80</td>
<td>veinte</td>
<td>la tiza</td>
<td>Monday</td>
<td>lunes</td>
<td>0</td>
<td>9</td>
<td>Friday</td>
<td>72</td>
<td></td>
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<tr>
<td>17</td>
<td>10</td>
<td>diez</td>
<td>el borrador</td>
<td>español</td>
<td>cien</td>
<td>Thursday</td>
<td>arte</td>
<td>el pupitre</td>
<td>38</td>
<td></td>
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<tr>
<td>48</td>
<td>86</td>
<td>library</td>
<td>el reloj</td>
<td>Wednesday</td>
<td>miércoles</td>
<td>0</td>
<td>24</td>
<td>desk</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>
Reflection of Lesson 19 February, 2010

On February 19 I planned a cooperative lesson using a block puzzle game I made up. The objective was students would be able to demonstrate their knowledge of the 6 classroom items, 6 special classes, days of the week and numbers by putting this block puzzle together with the help of a partner.

For this lesson, I started by reviewing the days of the week. I then explained the puzzle game by placing 4 large samples on the board as an example. Students were divided into pairs, by ability. Each group was given a Zip Lock bag with the puzzle pieces all cut up. They then had to put the puzzle together.

Since I taught 12 1st grade classes for 20 minutes everyday I was able to see this lesson done 12 times. I immediately noticed that in almost every class it was the students who struggle everyday that did well with this puzzle. I was most excited when in one class, Adam, who typically does not do well in class and has trouble focusing, was in the first pair to finish their puzzle. He beamed when I made a fuss over how well they did. You could see the self-confidence coming through.

I selected this lesson to show that I am a Learning Theorist. According to the Leading Teacher Program at Duquesne, one of the Learning Theorist competencies is “a leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.” After taking Intro to Teaching at Duquesne, I learned about the importance of varying your lessons in order to capture all types of learners. By using a variety of teaching methods, I am able to target different student's learning abilities. It is one thing to read about it in a textbook, but to actually see it work, and not just once but many times. Every time I think of this lesson, I see Adam smiling.
Theme: In the kitchen

Objective:
SWBAT: use the impersonal "se" and form +/- tú commands

Standards:
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Opening:
What is your favorite food?

Materials:
Worksheet 7A-6, 7A-7, "How to" directions, "How to" rubric

Procedure:
1. Go over 7A-6 (5pts)
2. Complete 7A-7 (impersonal se, "-" commands
3. Discuss directions for "how to" project
4. Choose partners for "how to" project, begin brainstorming/writing

Closing:
Any ideas for dinner tonight?

Homework:
Begin gathering materials and ideas

Assessment:
Completion of homework and informal observation of student responses

Reflection:
The students seemed to be very interested to discuss food likes and dislikes
¿Cómo Se Hacen Bizcochos de Chocolate?

Los Materiales
- dos huevos
- agua- 1/4 taza
- aceite- 1/2 taza
- mantequilla
- mezcla de bizcocho de chocolate
- taza de medir
- cacerola
- cuchara
- bol

Pasos
- Calienta el horno a trescientos cincuenta grados.
- En grasa la cacerola con la mantequilla.
- Vacía los ingredientes en el bol.
- No añadas el pescado en el bol de ingredientes.
- Mezcla todos los ingredientes.
- Pon la mezcla en la cacerola.
- Cocina al horno para veinticinco minutos.
- Déja los bizcochos de chocolate a refrescar por cinco minutos.
- Pon los bizcochos de chocolate en un plato.
- Prueba los bizcochos de chocolate.

Palabras Nuevas
- mezcla de bizcocho de chocolate- brownie mix
- la cacerola- pan
- el bol- bowl
- en grasar- to grease
- vaciar- to empty
- cocinar al horno- to bake
- dejar- to let
¿CÓMO SE Hacen LAS PIÑA COLADAS?

MATERIALES

la leche de coco
la crema de coco
una piña
el hielo
una licuadora

PASOS

1. Primero, saca la leche de coco, la crema de coco, la piña, y el hielo.
2. Luego, pica la piña en trozas y rebanadas.
3. Pon los trozos de piña en la licuadora.
4. Añade medio taza de la crema de coco en la licuadora.
5. Vacía cuarto taza de la leche de coco en la licuadora.
6. Mezcla la leche de coco, la crema de coco, y la piña en la licuadora.
7. Añade el hielo a la licuadora.
8. No lo llenes demasiado.
9. Sirve las piña coladas con rebanadas de piña y cerezas.

PALABRAS NUEVAS

las rebanadas: slices
demasiado: too much
vaciado: pour
el hielo: ice
llenar: fill
Los miembros del grupo: ____________________________________________

COMO HACERLO

Work in a group to teach your classmates how to do something. It must be something that you can *demonstrate* in front of the class *using props*.

- List the materials (materiales) needed.

- Tell the steps (pasos) in order. Use 9 or more commands, including 1 negative command and 1 irregular command.

- List any new vocabulary (palabras nuevas).

- Create a poster with the steps listed. Your poster should be visually appealing!

- Submit a written copy to Señora Allcorn.
Nombre ____________________ el tema ____________________

**COMO HACERLO**

<table>
<thead>
<tr>
<th>los materiales</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>la voz y la pronunciación</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

**LA PRESENTACIÓN ____/10**

<table>
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<tr>
<th>los materiales</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>las palabras nuevas</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>los pasos</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(9 mandatos correctos, incluso un mandato irregular y un mandato negativo)</td>
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<td></td>
</tr>
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</table>

**LA PARTE ESCRITA ____/15**

**BONUS ____/0**
<p>| |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>(más de 9 mandatos correctos, un gran esfuerzo)</td>
</tr>
</tbody>
</table>

**NOTA EN TOTAL ____/25**

**LOS COMENTARIOS:**
Reflection of Lesson 23 March, 2010

On March 23 I planned a lesson on the use of the impersonal "se" and +/- tú commands. After completing and going over 2 worksheets, I introduced a "how to" project. This project was to be done with a partner and due the following week. They were to teach their classmates how to do something. It had to be something they could demonstrate in front of the class using props. A rubric and instructions was provided.

This project turned out to be much better than I expected. First of all, I noticed that they all decided to make a food. When it came to food, they all had something to say. Right from the start they were interested in this activity. In Theory of Teaching class at Duquesne, I learned about Vygotsky and one of his theories that "children should have opportunities to engage in activities that closely resemble those they will encounter in the adult world". In this activity they prepared recipes just like ones in a cookbook.

The results demonstrate that I have become a curriculum designer. One of the competencies of this domain is: "A leading teacher plans instruction based upon knowledge of curriculum theory teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation."

Some brought in props and actually made something like piña coladas and French toast. Others brought in all the items necessary to make brownies or cookies and then handed out pre-made brownies or cookies. After spending time doing the grammar portion, commands, preparing something was a nice way to use it. Not to mention we all ate well for a few days!
<table>
<thead>
<tr>
<th><strong>Objective:</strong></th>
<th>SWBAT: demonstrate their knowledge of the legend of Ixta and Popo by drawing pictures to illustrate the elements of a short story</th>
</tr>
</thead>
</table>
| **Standards:** | Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  
Cultures: 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied |
| **Opening:** | Who can give us a brief summary of the story? |
| **Materials:** | Instructions with rubric for drawing project, blank paper, crayons, pencils, markers |
| **Procedure:** | 1. Review the elements of a short story  
2. Hand out a blank sheet of paper and instruct students to fold it in quarters  
3. Students are to select 4 categories of short story elements and draw one on each section of the blank sheet  
4. Students are to label the story and label which element they chose  
5. Write a sentence for each drawing |
| **Closing:** | Was this a sad story? Did you sympathize with the emperor? |
| **Homework:** | None |
| **Assessment:** | Formal assessment based on rubric provided |
| **Reflection:** | Mixed response from students, some did not know how to draw. I explained that this was not a drawing contest, but rather were they able to demonstrate the information in picture form. |
El tema es el amor prohibido.

El conflicto es el amor. 🔍

Los personajes

Hay dos volcanes.

La princesa
Y dos volcanes.

Popocatépetl no estaba muerto en la batalla.

Popocatépetl colocó túnicas con un lecho de flores.
El ambiente:

Los personajes:

Los tres personajes: Papá, mamá, y el emperador.

El conflicto:

La conclusión:

El emperador no quiere que a oscuras su hija.

Ixta muere de una enfermedad misteriosa.
el conflicto

El humo

El tema

la conclusión

Popo y Ixta están enamorados.
Ixtaccíhuatl y Popocatépetl


1. El ambiente
2. Los personajes
3. El conflicto
4. Los eventos
5. El desenlace
6. La conclusión
7. El tema

Rubric

<table>
<thead>
<tr>
<th>Esfuerzo</th>
<th>/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Títulos</td>
<td>/2</td>
</tr>
<tr>
<td>La gramática</td>
<td>/4</td>
</tr>
</tbody>
</table>

Total _____/10

Nombre: ____________________ Clase _______ Fecha ______

Reflection of Lesson 21 April, 2010

On April 21, I planned a lesson where the students had to draw pictures to illustrate the elements of a short story we read. The story was a Mexican legend about how two volcanoes were formed. Up to this point we had reviewed all the parts of a short story like characters, plot, and conclusion, and we had read the story.

For this assignment, I gave them blank paper and had them fold it into fourths. They were able to choose 4 elements of a short story from a list of 8. Each quarter page represented a scene, in which they had to draw a picture and label it. They also had to write a sentence about each picture. At first, I got mixed responses from the students. Some were apprehensive because they felt they were not artists. After explaining that this was not an art contest, but rather their interpretation of the story, they were fine. Once they started drawing and seeing what others were doing, they were all interested in it. I was able to see the attitude change in the room.

I believe that this lesson shows that I am a curriculum designer. One of the competencies of this domain is: "A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self motivation, and 3) positive social interaction." I was able to get the students to be motivated about this project and after making sure that no one felt that they were poor artists, the project turned out to be very successful. One student Adam did not want to do it. After encouraging him a bit, I was pleasantly surprised by his picture. I could tell that he was pleased with the results. For sure, they were all better artists than myself.
El emperador es furioso por encontró Popocatépetl.

Y dos volcanes,

los eventos

Popocatépetl no estaba muerto en la batalla.

la conclusión

Popocatépetl colocó la taracea en un lecho de flores.
Los eventos.

Popocatépetl no estaba muerto en la batalla.

la conclusión

Popocatépetl salió lasticién en un lecho de flares.

El emperador, esfrioso, encontró a Popocatépetl.

Ay dos volcanes.