Empty the contents of your envelope. Each group should have the following items:

1. 2 Spanish/English dictionaries
2. A paint palette
3. A bag of 10 crayons
4. A bag of candy
5. A vocabulary sheet

As a group, have a discussion about the contents of your envelope. What do items #2, 3, 4 have in common? They are all colorful.

(Don’t let the other groups hear your discussion.)
Nombre ______________________________________

Directions: You have a 3 people in your group. 2 people will find the information in the dictionary and one person will record the information to make a vocabulary list for all three group members.

¿Cómo se dice en español?

1. Red  rojo __________________________
2. White  blanco ______________________
3. Green  verde _________________________
4. Pink  rosa __________________________
5. Brown  marrón o pardo castaño ______
6. Black  negro _________________________
7. Blue  azul __________________________
8. Purple  morado o violeta ____________
9. Yellow  amarillo ____________________
10. Orange  anaranjado o naranja ________
Lesson Plan: colors vocabulary lesson

A. Lesson Topic: Vocabulary: the colors

B. Objectives/Outcomes:

The students will be able to name the colors in Spanish.

The students will be able to describe the colors of their clothing and other objects in Spanish.

C. Standards Addressed:

Communication 1.1: Students engage in conversations, provide and obtain information, express feeling and emotions, and exchange opinions.

Communication 1.2: Students understand and interpret written and spoken language on a variety of topics.

D. Materials: color worksheets, crayons, candy, dictionaries.

E. Lesson Activities

1. Introduction/Warm-up: The students will complete an activity that requires them to use the clothing vocabulary taught the previous day to review these words. (10 min)

2. Presentation/Engaging the Learner: Students will be in groups and each group will receive a packet containing three worksheets that have to do with colors in Spanish and materials necessary to complete the activity. The students will look at the contents of their packet, discuss with their group members and determine what the different things in the packet have in common. The students will deduce that we will be learning color vocabulary words in Spanish during this lesson. They will then go on and finish the remaining sheets within their packets. We will review the answers to the worksheets as a class and go over the vocabulary words as well with visuals. (20 min) Next, I will name an object and the students will have to tell me the colors in Spanish that are associated with that object. (5-7 min)

3. Closure: To end the lesson we will have a brief class discussion that requires the students to think about the lesson's objectives and whether or not we accomplished them throughout the
class. I will ask them what concepts they needed to know in order to participate and complete today's activities. We can also discuss the activities that they felt were most and least effective at accomplishing our objectives. (last 5 min)

F. Assessment: The assessment for this lesson is informal. I will be listening to the students as they discuss among themselves during the group activities. All of the questions that I ask the students throughout the lesson will help me to determine whether or not the students have understood and learned the vocabulary. The closing exercise will give me insight into the students' minds. This will show me whether or not they believe that the lesson was effective and what I may need to review more during the next class period. In the future the students will be assessed formally through a quiz on the vocabulary in this unit.
These two worksheets were part of a group activity that the students completed during a vocabulary lesson on the colors in Spanish. The students were to work on the first worksheet without looking at the yellow one in order to figure out what the topic of the lesson was going to be. In the packet they were also supplied two dictionaries, a bag of candy, a bag of crayons and a paint palette. In their groups of three the students had to look at the contents of their packet and decide what the items had in common. Once they determined that the topic of the lesson was colors, they were able to eat the candy and start working on the yellow worksheet. That one required the students to look up the Spanish words for the different colors.

The domain of learning theorist states that leading teachers understand how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social and personal development. The classroom is filled with students of varying levels and abilities. To put the students in groups, I chose three names at a time randomly from a bowl to create heterogeneous groups, ensuring that students of varying abilities were placed in the same group. I wanted to do this in order for the students to be able to help each other succeed within the classroom. They were able to collaborate and work as a team to work toward a goal. I also told the students to talk quietly so that the other groups did not hear their discussion. This made it a bit of game for the students and they were all working hard to be the first group to finish. All groups came up with the right answers fairly quickly and they all did very well throughout the class.

A curriculum designer is a leading teacher that 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. This piece of evidence shows my becoming a curriculum designer because this lesson was
scaffold to ensure that all students would be successful. First, all the students had to do was figure out the topic of the lesson. Then they looked up the words in the dictionary. I then reviewed the words with the students to ensure retention and clarity. Then the students had to manipulate the words and apply them to objects. For example, I asked a student what color something was in Spanish and they listed the colors in Spanish. The lesson was structured to get more difficult as it went on and I was there to guide the students and help them when necessary.

A master practitioner uses instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills. During this lesson, the students constructed their learning and had to think critically in order to complete the activities. Instead of me just telling them we are going to be learning the colors and this is how you say red in Spanish, they had the opportunity to think about what they might be learning that day. This is quite different from the norm because often teachers simply give the information to the students and they sit in their seats passively. During this lesson the students were actively engaged and excited about the lesson. At the end of the lesson, a student told me that the group activity was effective because it was not boring and he actually wanted to do it. That was one of the biggest compliments I could have been given!
Natalie Parkes
Lesson Plan: Mexico webquests

A. Lesson Topic: Mexico webquest

B. Objectives/Outcomes:

The students will be able to summarize facts about Mexico.

C. Standards Addressed:

Cultures 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Cultures 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

D. Materials: various webquest sheets, computer lab

E. Lesson Activities

1. Introduction/Warm-up: The students will be paired and brought to the computer lab.

2. Presentation/Engaging the Learner: Each pair of students will be given a different worksheet with a webquest of Mexico on it. They will have to use the internet to research the country and answer the questions on the sheet.

3. Closure: When the students finish their worksheet, they will be instructed to complete activities on their online textbook website.

F. Assessment: I will assess the students by reading their various webquest answers and awarding them points for correct answers. Also, on their upcoming evaluation, I will include a few questions about Mexican culture for them to answer to assess what they actually learned about Mexico.
México-Juego 11

Answer the following questions using Internet search engines.

1. Write the names of four large Mexican cities. Give their population.

   - Ciudad de México: 8,616,000
   - Guadalajara: 5,090,000
   - Monterrey: 4,248,000
   - Puebla: 4,085,000

   Website address: www.wikipedia.org/wiki/Mexico

2. Give the names of four teams in the Mexican soccer league.

   - Cruz Azul
   - Monterrey
   - Toluca
   - Veracruz

   Website address: www.worldsoccer.com/mexican-soccer-league.html

3. Write two movie titles from a Mexico City newspaper.

   - Zona de mised, selteny otros dimensiones
   - Todo lo que me duele, me amanece

   Website address: www.gem.com.mx//laprensa/ zweagpx

4. List three Mexican holidays. Describe them.

   - Feb 24: Holy Day of the Virgin of Guadalupe
   - May 3: Day of Holy Cross
   - Sept 16: Independence Day

   Website address: www.mexicanholidays.com

5. Who was Benito Juárez? When did he live?

   - Served 5 terms as President of Mexico, did not have a military background (1858-1873)

   Website address: www.wikipedia.org/wiki/Benito_Juarez

6. Give the weather forecast for a Mexican city.

   - Nightly cloudy, high 77°F, in Mexico City

   Website address: www.weather.com/region/748166672466668666

7. What is el jarabe tapatio? Describe it.

   - A traditional dance that tells the tale of love and betrayal

   Website address: www.wikipedia.org/wiki/Jarabe_Tapatío

8. Write the titles of two of Luis Miguel's songs.

   - Señor Que Dame Amor, Vivir

   Website address: music.net.com/song/artist/luis-miguel/10237001

El marcador de puntos

Cada uno vale tres puntos.

Mi total de puntos ____________________________ (24 puntos posibles)

El internauta y la internauta del día ____________________________
Reflection: Mexico webquests

This piece of evidence is a series of webquests about Mexico that the level II students completed during a class lab day. There are ten different worksheets that the students were to complete in pairs. Each one focused on Mexico but the questions were different on each individual page. Once the students answered all of the questions they were allowed to do activities on their online textbook website and then they could play games on the Quia website that are centered around the Spanish content that they are learning in class.

The theme of leadership describes a leading teacher as a lifelong learner inspiring a community of learners to pursue continuous improvement and growth. I have never been to Mexico and did not know too much information about the country before assigning this lesson to the students. I knew that I had to be prepared to help the students find the information and answer their questions as they came up. I had to teach myself a great deal about the country and the Mexican culture before this lesson so that I would be prepared for this lesson. The students did have many questions as they completed the lesson and my being prepared showed the students that I was knowledgeable about the information they were working with and that I am still learning everyday as well. I want the students to see that even though I have been through school and am now the teacher that I am still learning everyday and maybe I will be a good model for my students. They in turn may be inspired to become lifelong learners throughout their entire lives.

The theme of diversity describes a leading teacher as an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences. This webquest lesson was based on diversity because we had ten different webquests that the students could have been given to complete. They were all different and had varying levels of difficulty. Also, the students were paired strategically. We tried to pair students who had lower abilities with students who had a higher ability level. This way the students were able to help one another succeed and each
brought something new and different to the pair. We know that students learn at different rates, have various ways in which they learn best and prefer different classroom activities over others. This lesson incorporated all of those elements. Each pair had the entire period to complete the lesson. Some students needed the entire period and others finished very quickly. For those who finished, we had other internet activities for them to work on. Also, instead of sitting in the classroom doing book activities like usual, the students got out of the classroom and had the opportunity to work on the computers to complete a lesson.

The theme of technology states that leading teachers are architects building learning environments that acknowledge and incorporate the power of technology. There is a limited amount of technology in our classroom so for this lesson the students were brought into the computer lab where each one had their own computer to work on and learn from. This was a more constructivist approach to learning. Instead of the students sitting passively in the classroom listening passively to me relate facts about Mexico, they were the ones constructing the information and discovering a new country. Technology opens up the classroom to new realms that teachers alone would not be able to provide.
Lesson Plan: preterite vs. imperfect

A. Lesson Topic: Imperfect versus preterite quiz

B. Objectives/Outcomes:

The students will be able to choose between the imperfect and preterite tenses.
The students will be able to conjugate verbs in the preterite and imperfect tenses.

C. Standards Addressed:

Communication 1.1: students engage in conversations, provide and obtain information, express feeling and emotions, and exchange opinions.

Communication 1.2: students understand and interpret written and spoken language on a variety of topics.

D. Materials: preterite vs. imperfect worksheet, quizzes

E. Lesson Activities

1. Introduction/Warm-up: To begin the lesson the students will translate three sentences from English to Spanish. The three sentences are similar but with subtle differences and require the use of the different past tenses. We will review their translations and I will have the students explain why each certain tense is required for the different sentences.

2. Presentation/Engaging the Learner: We will then review their homework and do an extensive review of the two past tenses, writing all the regular verb endings on the board. Finally the students will be given the packet that reviews the differences among the two tenses. Lastly, the students will take their quiz.

3. Closure: If there is any time left after the students take the quiz, they will look up the words for their new vocabulary and we will go over those words together as a class.

F. Assessment: The assessment is the quiz that the students are taking in class on the differences among the preterite and imperfect tenses. Yesterday we gave the first level II class this quiz and they
did poorly on it so we did not give the quiz to the next two classes and used that class time to review.

The first class will retake this quiz and the next two periods will take it for the first time.
Aleja and Mauricio tell their grandparents about a visit to a museum. Using the imperfect and preterite tense, circle the correct form of the verbs in parentheses. (20 points)

Pues, 1. (llegamos/llegábamos) al museo a las nueve y media de la mañana.


F. Luis talks about one of his favorite childhood experiences. Fill in the blank with the correct preterite or imperfect form of the verb in parentheses. (10 points)

Prueba 2
Gramática

Aleja and Mauricio tell their grandparents about a visit to a museum. Using the imperfect and preterite tense, circle the correct form of the verbs in parentheses. (20 points)

Pues, 1. **llegabamos** al museo a las nueve y media de la mañana.

F. Luis talks about one of his favorite childhood experiences. Fill in the blank with the correct preterite or imperfect form of the verb in parentheses. (10 points)

Reflection: preterite vs. imperfect

This piece of evidence was a tool used to help the students to master a particular difficult topic in the Spanish language. The students had been learning the differences between the two past tenses in Spanish and learning when to use each one. I gave the quiz to the first level II class of the day and upon grading them, I saw that the scores were very low and that the students had not fully learned the content. I made the decision not to give the quiz to the next two classes but to use that class period to do an extensive review of the two tenses and their uses. The next day we reviewed again and went over this packet in order to give the students more and different examples of when to use each tense. I allowed the students to refer to this packet while taking their quiz. The quiz scores were better on the second day after the in depth review and extra practice given to the class.

The theme of leadership states that a leading teacher is a lifelong learner inspiring a community of learners to pursue continuous improvement and growth. This topic of preterite versus imperfect past tenses in Spanish is a particularly difficult one. I also struggled to learn in high school and still have to brush up on every now and then. I shared this with the students in class in order to show them that even I believe that what they are learning is quite difficult and that I struggled to learn it as well. I shared this with them so that they could see that although I struggled just like them, I ultimately did learn it and now here I am teaching it to them. I wanted them to see that they are capable of mastering this difficult concept and that they will come through it successfully. Hopefully my little speech inspired them to persevere and continue to try and learn even when it is difficult and does not come as easily as it has in the past.

The theme of diversity states that a leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences. All students learn differently and we need to create learning experiences that help each individual student
to understand the information. After seeing the low scores it was obvious that I did not do everything necessary to help each individual student to understand the information. Therefore, we brainstormed the endings for each tense on the board, we made a chart showing the different times in which you would use each tense and we gave them this packet so that they could read more examples with each tense. Using these different methods helped each student in some way to better understand the material, no matter how they learn best. Seeing the improved quiz scores supports this statement.

The theme of technology states that a leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology. Although this particular lesson did not involve the use of technology, I had brought the students to the computer lab so that they could use the study Spanish website to practice using the different tenses. Giving the students a different way in which they can practice this content helps them to see the material in a different setting and provides them with more opportunities to practice and become familiar with varied examples for using each tense.