

## EdTPA

### Task 1:

#### Part A: World Language Context for Learning Information

##### About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if

“other” applies, provide a brief description.) Elementary: \_\_\_\_\_ Middle school:

\_\_\_\_\_ High school: \_\_\_\_\_ Other (please describe): X (XU)

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate

description.) City: X Suburb: \_\_\_\_\_ Town: \_\_\_\_\_ Rural: \_\_\_\_\_

3. List any special features of your school or classroom setting (e.g., supporting English language learners in English-only classrooms, focused on the socialization of recent immigrants as well as on language skills) that will affect your teaching in this learning segment.

This class was composed of adult students from all different ages and backgrounds. Many had very little previous exposure to the Spanish Language.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

This plan was created to be co-taught with a math teacher. We used both the foreign language standards and the mathematics standards to create the lesson.

**About the Class Featured in this Learning Segment**

1. What is the name of the course? Spanish 1

2. What is the length of the course? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.) One semester: \_\_\_\_\_ One year: \_\_\_\_\_ Other (please describe):  One 30 Minute Lesson \_\_\_\_\_

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

30 Minute Class session

4. Is there any ability grouping or tracking in world language? If so, please describe how it affects your class.

There is no previous foreign language ability.

5. Identify any textbook or instructional program you primarily use for language instruction. If a textbook, please provide the title, publisher, and date of publication.

I did not use a textbook and created my own material for the lesson.

6. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language instruction in this class.

PowerPoint and photographs.

**About the Students in the Class Featured in this Learning Segment**

1. Grade level(s): *\_Varying – all Spanish 1\_\_\_\_\_*

2. Number of  students in the class: *\_25\_*  males: *\_6\_* females: *\_19\_*

3. Complete the charts below to summarize required or needed supports, accommodations, or

modifications for your students that will affect your instruction in this learning segment.

As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students

With Individualized Education Programs (IEPs) or 504 plans - *N/A*

With specific language needs – *N/A*

Needing greater challenge or support - *N/A*

Who struggle with reading - *N/A*

Who are underperforming students or have gaps in academic knowledge – *N/A*

Who are heritage-language speakers of the target language (e.g., Spanish-speaking students in Spanish classes) For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner. – *N/A*

**Part B: Lesson Plan****XAVIER UNIVERSITY****Format for Lesson Planning**Page: 1 / 1Your Name: John Russell and Maria FrauliniCourse: EDMS 411Date of Presentation: 9/27/18**Purpose:**

(include Standards)

The purpose of this lesson is to integrate Mathematics and Spanish, while focusing on Mayan numerical systems and culture. This lesson is different than any other, in that it is a cross over to help the students find similarities between disciplines in their learning. After the lesson, the students should be able to "Enhance their understanding by making cultural comparisons and developing cultural insights", "Look for and express regularity in repeated reasoning", and find that, "The examination of products and practices, in relation to shared cultural perspectives enables learners to understand authentic cultural context and use acceptable language and behavior in those contexts." (Ohio's Learning Standards for Math and Spanish).

**Objectives/Learning Outcomes:**

The student will be able to:

- Verbally count from 0-20 in the target language.
- Write and recognize 0-20 in Mayan numbers.
- Convert 0-20 from Spanish to Mayan numbers.
- Present information, concepts, and viewpoints on familiar and some unfamiliar topics from across disciplines.
- Recognize the repeated pattern, in both Spanish and the Mayan numbers.
- Apply general mathematic skills, as well as prior Spanish knowledge, to add and subtract Mayan mathematics.

**Resources/Materials:**

- Whiteboard (markers for the whiteboard)
- Mayan mathematics bingo
- Practice with Mayan numbers worksheet
- Mayan number cards
- PowerPoint over Mayan culture and number history
- Differentiated worksheet for the more advanced students

**Instructional Strategies:**

(include Technology Integration &amp; Exceptionalities)

We will introduce the Mayan history and culture, as well as the history of their number system. To do that, we will use a short PowerPoint as a way to visually activate schema. Next, we will introduce numbers 0-20 in Spanish, and have the class participate. Following that, we will introduce the Mayan number system, while also using our knowledge of the Spanish numbers. Students will participate by verbally affirming Mayan numbers, as a form of formative assessment. Next, students will be given a worksheet that they can work on with partners, which contains addition and subtraction of Mayan numbers. They will need to use prior knowledge of addition and subtraction. We will go over the worksheet, calling on students to recall their answers. Finally, we will play Mayan math bingo, as a way to illicit performance and provide feedback. We will use technology at the beginning to provide visuals of Mayan culture and numbers. For those students who are excelling with Mayan math, we will offer them more advanced resources, including exercises with advanced numbers.

**Assessment:**

We will assess the students by verbally participating in class, completing the numbers worksheet to the best of their ability, and analyzing their performance of Mayan math bingo.

**Self-Evaluation:**

In order to self-evaluate our effectiveness of teaching the lesson we will ask ourselves the following set of questions: What went well in the lesson and what did not? Why? What could we have done differently in order to teach the lesson more effectively? Did we interact with the class enough and make the class interesting? How could we further differentiate the lesson for all types of learners?

### **Part C: Instructional Materials**

Instructional materials included:

- Mayan mathematics bingo
- Practice with Mayan numbers worksheet
- Mayan number cards
- PowerPoint over Mayan culture and number history
- Differentiated worksheet for the more advanced students

### **Part D: Assessment**

Students were -

Assessed by verbally participating in class, completing the numbers worksheet to the best of their ability, and analyzing their performance of Mayan math bingo. They completed an exit ticket at the end of class.

### **Part E: Planning Commentary**

#### **Planning Commentary**

In Planning Task 1, you will write a commentary responding to the prompts below.

#### **Central Focus:**

**Describe the central focus and purpose of the content you will teach in the learning segment.**

The central focus of the content being taught is the vocabulary and understanding of numbers 0-20 in Spanish and Mayan symbols. The purpose is that students will be able to communicate and understand the number system in the target language.

**Given the central focus, describe how the standards and learning objectives within your learning segment address students' development of communicative proficiency in the target language**  in meaningful cultural context(s)  with a focus on all three modes of **communication:**  Interpretive  Interpersonal  Presentational

The standards addressed in this lesson include: The students should be able to enhance their understanding by making cultural connections and developing insights, look for and express regularity in repeated reasoning, and find that, the examination of products and practices, in relation to shared cultural perspectives enables learners to understand authentic cultural context and use acceptable language and behavior in those contexts.

These standards allow to students develop communicative proficiency from the beginner novice level, while using the proficiency to make cultural and personal comparisons.

**Explain how your plans build on each other and make connections between language forms and language functions to help students develop communicative proficiency in the target language within meaningful cultural context(s).**

The lesson can be built on by teaching Mayan cultural concepts to relate language functions with the language forms being taught in the previous lesson. Teaching the Mayan culture will help the students grasp cultural understanding as well as make employing the 5 C's of language acquisition: community, comparisons, culture, connections, and communication.

**Describe what you know about your students with respect to the central focus of the**

**learning segment.**

**Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.**

All students have a basic understanding of common number systems used around the world. They can add and subtract numbers that they are familiar with, but they are still learning to add and subtract numbers based on symbols, such as the Mayan number system.

**Personal, cultural, and community assets related to the central focus—What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

I am not incredibly familiar with the background of each of my students. I do not know if they were born in this country or are fluent in a language other than English. I do not know what culture they grew up in or what language and practices are used in their household. I am generalizing by the assumption that most of the students are not familiar with the Mayan number system and culture, as well as not fluent in the Spanish language.

**Supporting Students' Communicative Proficiency in the Target Language. Respond to prompts below to support your justifications, refer to the instructional materials and lesson plans you have included in Planning Task 1. In addition, use principles from Second Language Acquisition/Teaching research and/or theory to support your justifications.**

**Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from above) guided your choice or adaptation of language tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.**

My understanding of student's prior knowledge guided me in my planning of a novice lesson that uses cognates and familiar words and pictures to explain the Mayan culture and number system. I completely explained foreign aspects of the Mayan culture, and spoke using hand motions and cognates to make language acquisition more attainable for the students. Assuming that none of my students have a Mayan background allowed me to fully communicate aspects of Mayan civilization and compare them with personal, cultural and community aspects of our current society.

**Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.**

My instructional strategies and planned supports were appropriate for the whole class because I used different types of learning strategies such as verbal, visual, and tactile to ensure that all students could grasp the concept. We started with using basic mathematic concepts and allowed for more advanced students to excel with different, differentiated worksheets, while allowing other students to work on more basic materials. The students were permitted to work in groups at times, as well as on their own if they preferred. The learning environment was welcoming

and students were free to ask questions at any time, in the target language or in English.

**Explain how the language tasks promote comparisons and connections between the experience and knowledge students bring (i.e., students' prior academic learning and personal/cultural/community assets) and the cultural practices, products, and perspectives of the target language.**

The language task allows students to make comparisons and connections between Mayan culture and practices, with our own individual and societal culture and practices that take place in the United States, or the student's home country. The students learned about aspects such as food, location, societal hierarchy, and history of the Mayan people of southern Mexico and Central America. This allowed students to use the target language while examining our own practices, products and perspectives in comparison.

**Describe common errors and misconceptions about the target language and/or the cultural practices of the target language within your content focus and how you will address them.**

Common errors and misconceptions include that the Mayans spoke and still speak the Spanish language, and that the Mayans are integrated in Spanish culture. I will address these misconceptions by speaking about the History of the Mayan people and the Spanish Conquest, and explain that they existed in these regions long before the Spanish language was introduced.

**Consider how you make connections between language forms (e.g., vocabulary and**

**grammar) and the accomplishment of language functions (e.g., expressing self, greeting others, introducing family members and friends, ordering food, giving advice).**

I model language forms through input of the target language during class instruction by using appropriate and related vocabulary and grammar. The students then produce output by recreating these grammar forms and vocabulary in the form of expressing themselves and speaking about what culture means to them and highlighting the cultural differences and comparisons.

**Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, readers who struggle in their first language, students at varying levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, and/or gifted students).**

Within my class there are a variety of students of different backgrounds and different ages. Therefore, most of the students have access to different background information and life experiences. My lesson is relatable to students of all different backgrounds, and comparisons can be made to all different cultures and communities. My lesson can also be differentiated to fit many different learning styles and to accommodate learners who need more time or extra resources.

**Monitoring Student Development of Communicative Proficiency in the Target Language:**

**In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.**

**Describe how your planned formal and informal assessments will provide direct evidence of students' development of communicative proficiency in the target language in meaningful cultural context(s) throughout the learning segment.**

Planned informal and formal assessments include verbal participation in class, completion of the numbers worksheet, completion of math bingo, and completion of the exit ticket that asks basic questions from the lesson. These will all provide direct evidence of how well the students can express themselves as well as write in the target language. The worksheet will assess their math ability and ability to understand the Mayan number system. Finally, the exit ticket will allow me to see if they fully grasped the cultural and language concepts of the lesson, and if there is anything that needs to be reviewed before beginning the next lesson.

**Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of communicative proficiency in the target language in meaningful cultural context(s).**

The planned assessments assess different forms of language acquisition such as speaking and writing. These can be modified to tactile activities as well as personal one on one conversations if that would better fit the learner. Tools and resources can also be used for non-verbal students or students with speaking and or hearing disabilities.