

SITES Lesson Plans

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February 24, 2010

1. Hilos: ¿Qué tiempo hace? ¿Cuál es la fecha?
2. Introducción a los adjetivos: ¿Cómo se describe a una persona?
 - a. Asociar las palabras con acciones y mostrar los opuestos.
 - b. Color de ojos y pelo.
 - c. Soy _____. versus Tengo ojos/pelo _____.
3. Practicar:
 - a. Pregunta quién de la clase cabe ciertas descripciones.
 - b. Pregunta a individuales.

Reflexiones:

- Students seem to be very intrinsically motivated to learn how to describe themselves and others. We'll have to do very little external motivation for this unit.
- We compared one student, typically a troublemaker, with Sr. Chris. He got to horse around, but it actually helped this lesson!

February 26, 2010

[Terminamos el plan de la clase anterior]

March 3, 2010

1. Practicar con los adjetivos nuevos y las acciones. Simón dice.
2. Hilos: ¿Qué tiempo hace? ¿Cuál es la fecha?
3. Contar las personas de la clase con cada color de pelo/ojos.
4. Introducir actividad de bingo humano.

Reflexiones:

- Simón dice was quite confusing, because we didn't really have actions for each thing. We just said something like "Simón dice *gordo*," and the students would have to act out

gordo. I think this was a bit of a stretch from the original game...

- Grouping the class by hair or eye color was like pulling teeth. The classroom itself isn't particularly well-suited to this sort of activity, and students—particularly in groups with many of their peers, e.g., *ojos castaños*—just sort of milled about.
- We ended up teaching *ojos avellanedos* also, because so many students claimed to have hazel eyes.

March 5, 2010

[Terminamos el plan de la clase anterior]

Reflecciones:

- Bingo humano was a complete flop once we actually got to it. We realized it would be a bit too complicated in its original form for our students, so we tried to adapt it as a more traditional bingo game, but then we realized that nobody could actually get bingo if we continued that way!
- In the end, bingo humano was still good practice...

March 10, 2010

1. Hilo: ¿Qué es la temperatura?

2. Simón dice con adjetivos.

3. Presentación PowerPoint: la personalidad.

a. Fotos de personas superconocidas con posibles adjetivos.

b. Cada palabra pregunta: ¿Quién más es _____? ¿Alguien de la clase es _____?

4. Charades con nuevos adjetivos.

Reflecciones:

- Though it went a bit long and the students' attention was sort of fuzzy at the end, the PowerPoint was a huge hit! We chose all the right pop culture references, it seems. Characters from animated movies were the best examples we chose.
- Although the idea behind the lesson originally was to have students volunteer more famous people that met the various personality descriptions, they quickly jumped into describing themselves, their peers, and their family members. This was great! We need to do this more often!

March 12, 2010

1. Warmup con acciones de adjetivos: alto, bajo, gordo, fuerte, etc.
2. Hilo: ¿Qué es la temperatura?
3. Trabajo escrito: 3 – 5 minutos para completar los worksheets con miembros de sus grupos.
4. Charades con grupos. Campeonato de charades.

Reflecciones:

- I think charades is more effective in groups like we did it today. This avoids the effect of the same people volunteering over and over.

March 17, 2010

1. Introducir las profesiones con tarjetas. Practicar formas masculinas y femeninas.
2. Listar los adjetivos en la pizarra para repasar.
3. Worksheet de vocabulario. Etiquetar las picturas.
4. ¿Cómo se describe las profesiones? Hacer un web de profesiones y adjetivos en la pizarra.
5. ¿Qué quieren ser en el futuro?

Reflecciones:

- This was another lesson that naturally grabbed the students' interest, even though we only chose seven professions to learn.
- We said we'd have an opportunity to learn how to say the professions that they were most interested in personally as a motivation throughout the lesson.
- Class was very well behaved.
- When it comes to copying down words onto a worksheet or into their diccionarios, some students do it without us even asking, and others struggle to complete the task even when given individual attention. For those in the latter group, it may help to give them something to refer to besides the board, since part of the trouble seems to be the actual act of copying from something so far away.
- When we were brainstorming the web of adjectives together, it was many of the same students volunteering over and over. When we asked to seek new people answering, though, some students who had been silent thus far actually raised their hands!