

SINGLE SUBJECT DAILY LESSON DESIGN FORMAT-Preston R. Hill

<p>TITLE OF LESSON Debating Vaccines: Philosophical Chairs</p>	<p>CURRICULUM AREA & GRADE LEVEL Spanish I-Grades 9-10 Days 7-8 Class Session 4-Block Day-120 minutes Textbook - ¡Realidades!</p>	<p>DATE OF LESSON ITU – Class Session 4</p>
<p>CA CONTENT STANDARD(S) ADDRESSED Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: n. Parts of the body, illness</p>	<p>CA ELD STANDARD(S) ADDRESSED Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts, Part I: Interacting in Meaningful Ways Emerging 3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think ...), as well as open responses to express and defend opinions.</p>	
<p>BIG IDEA ADDRESSED (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme) Learning Spanish possessives is essential to learning basic Spanish and having an interactive debate promotes organization of thoughts, critical thinking, and social communication skills.</p>	<p>ESSENTIAL QUESTIONS ADDRESSED 1. How can we start a conversation about controversial issues? 2. What thought provoking questions will foster inquiry, meaning-making and transfer?</p>	
<p>OBJECTIVE(S) OR LEARNING GOAL(S)—choose type(s) as appropriate Students will list and interpret the use of possessives by constructing notes and connecting the language through writing questions and answers in Spanish. Students will use and relate their knowledge of their vocabulary and grammar in Spanish by drawing conclusions from a logical argument about the use of medical vaccines.</p> <ul style="list-style-type: none"> • Cognitive • Visual • Psychomotor • Language Development 	<p>ASSESSMENT(S)—choose type(s) as appropriate Formative (progress-monitoring): Students will list and identify the Spanish possessives through a presentation led by the instructor. Students will organize their thoughts and problem-solve through a collaborative Spanish debate about vaccines.</p>	
<p>PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL <i>(possible misconceptions or assumptions)</i> I predict students will struggle in certain areas such as the understanding, how and when to use Spanish possessives. I think students will struggle with the instructions and the rules of the Spanish Debate. I also think that some students will lack the confidence to contribute and attempt to use the Spanish language in the debate.</p>		

INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*

STUDENT ACTIVITIES: *What the students do*

STEPS (Fill in each box with specific information)	LEARNING STYLE(S) ADDRESSED	REASONS/RATIONALES
<p>Anticipatory Set (“Into”)</p> <ol style="list-style-type: none"> Teacher begins the day talking about Zombie Apocalypse and mentions that a possible vaccine may be a cure for them. (7 min.) Teacher explains the objectives for the day that is written on the whiteboard. (5 min.) <ul style="list-style-type: none"> Students will list and interpret the use of possessives by constructing notes and connecting the language through writing questions and answers in Spanish. Students will use and relate their knowledge of their vocabulary and grammar in Spanish by drawing conclusions from a logical argument about the use of medical vaccines. 	<p>Auditory Visual</p>	<ol style="list-style-type: none"> Creating a fictional story about Zombies helps engage the students and encourages them to learn because Zombies is a topic that excites them. It is important to set the objectives for the day so the students understand what is expected of them for the day.
<p>Instruction (“Through”)</p> <ol style="list-style-type: none"> Teacher leads in a presentation on the meaning and the use of Spanish possessives. (15 min.) Teacher projects 10 different 	<p>Cognitive Psychomotor Language Development Visual</p>	<ol style="list-style-type: none"> The use of possessive is very important in Spanish and taking notes allows the students to have a good study guide. Increased

STEPS (Fill in each box with specific information)	LEARNING STYLE(S) ADDRESSED	REASONS/RATIONALES
<p>Anticipatory Set (“Into”)</p> <ol style="list-style-type: none"> Students listen to the teacher begin the lesson with a story about Zombie Apocalypse and poses a hypothetical situation to them that a possible vaccine may cure their decease outbreak. Students listen to the teacher explain the objectives on the whiteboard for the day’s lesson. (5 min.) 	<p>Auditory Visual</p>	<ol style="list-style-type: none"> Creating a fictional story about Zombies helps engage the students and encourages them to learn because Zombies is a topic that excites them. It is important to set the objectives for the day so the students understand what is expected of them for the day
<p>Instruction (“Through”)</p> <ol style="list-style-type: none"> Students listen to the teacher explains the meaning and the use of Spanish possessives. (15 min.) Students listen to 	<p>Cognitive Psychomotor Language Development Visual</p>	<ol style="list-style-type: none"> The use of possessive is very important in Spanish and taking notes allows the students to have a good study guide. Increased probability

<p>photos on the screen and explains the directions of the writing activity for the students. The students are to write the proper question and answer using the proper Spanish possessive. Teacher models the first question and answer for the students. (10 min.)</p> <p>3. Teacher explains the rules of the Spanish debate. The name of the debate in Spanish is Sillas Filosóficas (Philosophical Chairs) (10 min.)</p> <p>a) The question that the debate is revolved around is do you think vaccines should be required?</p> <p>b) Students sit facing each other across the center of the room.</p> <p>c) Students in the neutral zone sit at one end of the center area so that they can see both sides.</p> <p>d) Students will address each other by their first names.</p> <p>e) A student must briefly summarize the previous speaker's points to that speaker's satisfaction before he/she begins his/her own comments.</p> <p>f) Think before you speak. Organize your thoughts.</p> <p>g) After a student speaks, he/she must wait until two students on his/her side have spoken.</p> <p>h) One speaker at a</p>		<p>probability that students begin focusing on the learning at the same time as the teacher.</p> <p>3. Increased probability that students begin focusing on the learning at the same time as the teacher.</p>	<p>the teacher explain the directions of the writing activity using the appropriate Spanish possessive in the correct situation.</p> <p>3. Students listen to the detailed rules of the Spanish debate.</p>		<p>that students begin focusing on the learning at the same time as the teacher.</p> <p>3. Having the students take notes forces them to stay on task and develop their writing skills.</p>
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<p>time: others are listeners.</p> <ul style="list-style-type: none"> i) The teacher can call time-out periodically to clarify, reflect on the process or content, or refocus. j) Address the ideas, NOT the person. k) One student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. l) A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to new conclusion. 					
<p>Guided Practice ("Through")</p> <ul style="list-style-type: none"> 1. Upon completion of the presentation on Spanish possessives the teacher reviews the key ideas and concepts with the students. (6 min.) 2. Teacher models the 1st question and answer to the possessive writing activity that is projected on the document camera. (2 min.) 3. Teacher reviews all of the questions and 	<p>Cognitive Psychomot or Language Developme nt Visual</p>	<ul style="list-style-type: none"> 1. It is important to review this important information and monitor their progress on the development of this necessity in the Spanish language. 2. Students have a clear understanding of how to complete the task after the teacher demonstrates the perfect example. 3. This is very important because 	<p>Guided Practice ("Through")</p> <ul style="list-style-type: none"> 1. Students listen to the teacher review his presentation and key ideas and concepts of the use of Spanish possessives. 2. Students write down the first example the teacher goes through of the first question and answer to the Spanish possessive writing activity. 3. Students correct 	<p>Cognitive Psychomot or Language Developme nt Visual</p>	<ul style="list-style-type: none"> 1. It is important to review this important information and monitor their progress on the development of this necessity in the Spanish language. 2. Students are more confident to complete the tasks after the teacher demonstrates the proper format. 3. I want the

<p>answers to the student's responses of the writing activity demonstrating their use of possessives.</p> <p>4. Teacher guides the students through a practice round of the Spanish debate game called Philosophical Chairs. (10 min.)</p>		<p>the students are able to learn from their mistakes through the corrections and explanation by the teacher.</p> <p>4. This is an extremely difficult task for students and especially in a foreign language. It is possible that more than one practice round will be necessary.</p>	<p>any mistakes they may have made to the questions and answers they created for the use of Spanish possessives.</p> <p>4. Students observe the teacher demonstrate the debate and a few of them are involved as an example of how Philosophical Chairs should be followed.</p>		<p>students to learn from their mistakes. By thoroughly reviewing the answers, they are able to see exactly what area they need to improve.</p> <p>4. The students need to practice a couple times before they have confidence and a solid understanding of the Spanish debate.</p>
<p>Independent Practice ("Through")</p> <p>1. As the teacher leads in a presentation on Spanish possessives, he makes sure all the students are taking notes and checks for clarification from time to time. (5 min.)</p> <p>2. Teacher circulates the room and monitors the progress of the students while they attempt to write the correct question and answer using the proper possessive. (15 min.)</p>	<p>Cognitive Psychomotor or Language Development Visual</p>	<p>1. This is an important part of learning Spanish. Students must understand this information before we move onto the next part of the lesson.</p> <p>2. This is a great time to monitor the student's progress and to understand if they understand my presentation on Spanish possessive</p>	<p>Independent Practice ("Through")</p> <p>1. Students take detailed notes on Spanish possessives.</p> <p>2. Students complete 10 questions and answers using the correct use of Spanish possessives.</p>	<p>Cognitive Psychomotor or Language Development Visual</p>	<p>1. Students collaborate with their Spanish partner to increase their academic social needs.</p> <p>2. Writing repetitions are necessary for the students to develop the understanding of Spanish possessives.</p>

<p>3. Students participate in the game while the teacher periodically clarifies, reflects on the process or content, or refocuses the students. (20 min.)</p>		<p>s.</p> <p>3. I anticipate that the students will struggle in this but it will be a good assessment onto how they are developing their critical thinking skills.</p>	<p>3. The students participate in the debate on “Do you think vaccines should be required”?</p> <ul style="list-style-type: none"> • Students will address each other by their first names. • A student must briefly summarize the previous speaker’s points using they Spanish vocabulary they have learned to that speaker’s satisfaction before he/she begins his/her own comments. • After a student speaks in Spanish, he/she must wait until two students on his/her side have spoken in Spanish. • One student from each team will provide a summary in Spanish of the viewpoints presented during the discussion by his/her team. • A student in the neutral zone must take Spanish notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to new conclusion. 		<p>3. This activity helps the students develop critical thinking, problem solving, and arguments which support the common core standards.</p>
<p>Closure (<i>summarize; make meaning of the lesson</i>)</p> <p>1. Teacher reviews with students some of the great insights and ideas</p>	<p>Cognitive Psychomotor or Language Development</p>	<p>1. Increased probability that students begin focusing on the learning</p>	<p>Closure (<i>summarize; make meaning of the lesson</i>)</p> <p>1. Students listen to the teacher summarize the outcome of the</p>	<p>Cognitive Psychomotor or Language Development Visual</p>	<p>1. Increased probability that students begin focusing on the learning at the same</p>

<p>that came from the debate. (5 min.)</p> <p>2. Teacher does one final review of the proper use of Spanish possessives. (5 min.)</p>	Visual	at the same time as the teacher	Spanish debate.		time as the teacher
<p>Transfer (“Beyond”) (<i>opportunities to apply the learning</i>)</p> <p>1. Teacher emphasizes the importance of the Spanish possessives and the importance of critical thinking in the debate of Philosophical Chairs. (5 min.)</p>	Cognitive Psychomot or Language Development Visual	1. Increased probability that students begin focusing on the learning at the same time as the teacher	Transfer (“Beyond”) (<i>opportunities to apply the learning</i>)	Cognitive Psychomot or Language Development Visual	1. Increased probability that students begin focusing on the learning at the same time as the teacher

INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group*

Name: Juan

Level: 9th grade student

Student Information: Juan was born in Atlanta, Georgia on 09/04/1998. His mom is from San Luis in Sonora, Mexico and his Dad is from Guerrero, Mexico. Juan is the second oldest out of five children. He has an older brother, a younger sister, and two younger brothers.

Identity: Juan speaks Spanish as his first language and is Mexican American. His family is lower class. He has about 4-5 friends at his school and speaks mostly Spanish with them. He speaks English to his older brothers but speaks Spanish with his parents and two younger brothers.

Developmental Needs

Readiness: Juan speaks his native language very well but struggles with reading and writing in Spanish.

Learning Profile:

Interests: Juan loves soccer and has been playing it since he was a one year old. His favorite subject in school is photography. He believes it brings out the creativity in him and likes to walk around outside of class and photograph plant life.

DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—

Readiness Level: This lesson supports the readiness lever for English learners the need help developing language by providing opportunities to listen, read, write, and speak. SDAIE strategies are incorporated throughout the lesson to make content comprehensible.

Learning Profile: The students are provided with a variety of ways to experience the content of the lesson. The students are also allowed to collaborate on activities during the lesson.

INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively*

Name: Allison

Level: 9th grade student with ADHD

Identity: Allison speaks English as her first language and is Caucasian. Middle class.

Developmental Needs

Readiness: ADHD negatively impacts her ability to be successful in the classroom due to poor working memory, slow processing, and poor executive functioning. Her ability to sustain attention is a challenge. Allison’s auditory comprehension is significantly weak which impacts her ability to comprehend lectures and oral information without the use of visual supports. With ADHD Allie may appear “lazy, unmotivated or not interested” however she may become mentally confused with oral directions and checks for understanding will be helpful.

Learning Profile: Alison is a visual learner and prefers to work with a partner. She likes writing activities because she needs to be able to see the information. Alison is creative, energetic, and works well with others. She asks questions and participates in group activities. Alison is polite, homework is neat, follows directions, very focused and driven. Alison completes work and does a good job on it. She is very positive and resilient.

Interests: Her favorite subject is leadership and has 2 sisters. She is part of the water polo team at the high school. She has had 4 knee surgeries on her knee and is preparing for another one.

DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS

Readiness Level: This lesson supports the readiness level of the student because guidance from the instructor is built into the presentation on Spanish possessives. The Spanish debate will not allow the special needs student to be on her own. She will have many classmates to support her.

Learning Profile: The special needs student is provided with multiple opportunities to learn the material. She prefers to see the activities in written form and the lesson provides a writing activity to help her with the acquisition of the Spanish possessives. She is also a visual learner and the notes of the Spanish possessives will be clearly presented through a document camera.

<p>RESOURCES (<i>Attach materials needed to implement the lesson— e.g., power point presentation, text, graphic organizer</i>)</p> <p>White Board, Dry erase markers, Document Camera, Computer</p>	<p>Interests:</p> <p>REFLECTION (<i>Questions to consider after the lesson: What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?</i>)</p> <p>I have not taught this lesson yet but I am looking forward to it.</p>
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