Spanish Numbers Teaching Project

Between September 6 and September 13, 2019, Senorita Fisher will hand over the baton of teaching to her students. In groups of 4 or 5, students will develop and present their own lessons on Spanish numbers 1-1000. Each student will need to contribute at least one component of the lesson (ex: homework, game). Students should utilize a presentation software or may use short teaching media content, including videos and/or songs. Students will be expected to work on these assignments during class, during their homeroom power hour and at home. Students should send completed files to Senorita Fisher at [kfisher@dekalbprepacademy.org](mailto:kfisher@dekalbprepacademy.org) before their presentation day. Students will receive two grades: A group presentation grade (test) and an individual grade (quiz). Individual grades are measured on specific contribution. Students should be solely responsible for one of the tasks and should be a contributor for at least one other task.

Group Content Assignment: Students will be able to do basic math with numbers ranging: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Specific Contribution(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Task | Student Name(s) |
| 1. I DO: Introductions to the concept (5 minutes) |  |
| 1. WE DO: Guided Practice (5 minutes) |  |
| 1. YOU DO: Independent practice: (5 minutes) |  |
| 1. Game (5 minutes) |  |
| 1. Homework Assignment: Short lesson review assignment requiring no more than 15 minutes of home time. |  |
| 1. Visual/Chart |  |
| 1. Short Assessment (Exit ticket; 5 minutes) |  |

Lesson Requirements

1. Students must stay within the presentation time limit for each lesson portion (20 minutes).
2. Students must submit a lesson plan and printables by the end of the day before the group’s presentation day.
3. Homework should also include a review of previously learned assignments EX: Alphabet, Vowels, Pronunciation.

Group Rubric

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| Category | 3 | 2 | 1 | 0 |
| Content Knowledge | Group demonstrates high level of familiarity with content. | Presentation shows gaps in understanding of some content topics. | Presentation shows little comprehension of content. | No presentation |
| Presentation | Presentation is interesting, 1. has cohesion, 2. utilizes technology, 3. engages the students, 4. Stays within time limit, and 5. Incorporates previously learned concepts. | Presentation lacks one or two of the four presentation components. | Presentation lacks three or four of the presentation components. | No presentation or lacks four or all components. |
| Visual | Visual is neat, appealing, attractive, easy to understand, and serves as an exemplar teaching tool. | Visual is in need of some improvement either in neatness, content, or appeal. | Visual is in need of substantial improvement, is not easily understood or does not assist with learning. | No visual. |
| Intro (I DO) | Introduction 1. accurately explains number pattern and objective and 2. Is explained utilizing AVC technology. | Introduction lacks one of the two components. |  | Intro lacks two out of two components or there is not introduction. |
| WE DO | Guided practice 1. utilizes end goal learning objective to create whole-class practice problems and 2. Within the prescribed time frame. 3. Group members demonstrate thorough knowledge of content and effectively guide the class in learning objective. | Guided Practice lacks one of the three components. | Guided Practice lacks two of the three components. | Guided Practice lacks all components or there is no guided practice. |
| Homework | Homework 1.provides students with tangible (printed sheet) opportunity to practice what was covered in class AND 2.integrates review of previously learned concepts. |  | Homework consists of one of the two components. | Homework lacks all components/there is no homework. |
| Game |  | Game is engaging and reinforces target objective. | Game is not easily understood or lacks concept/student engagement efforts. | No game. |
| Assessment |  | Assessment covers target objective and can be completed in 5 minutes. | Assessment does not cover target or goes over time limit. | No Assessment. |

Individual Rubric

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| Category | 10 | 6 | 4 | 0 |
| Contribution | Student was solely responsible for one task and was a contributor to at least one other task. |  | Student was not solely responsible for a task but contributed to at least one task. | Student made no contribution. |
| Presentation | The task(s) for which student was responsible were 1.Neat, 2.Easy to understand, 3. Reflecting the specific role of the assignment(s) (EX: Homework reinforces and reviews) and 4. Demonstrated thorough content knowledge | Presentation lacks one or two of the four presentation components. | Presentation lacks three of the four presentation components. | No presentation, lacks four or all of the presentation components. |

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raw Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

Spanish Numbers Lesson Plans: Please write out how each lesson component will be carried out. Please turn in one lesson plan per group.

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| Lesson Components | Presentation |
| I DO: Introductions to the concept (5 minutes) |  |
| WE DO: Guided Practice (5 minutes) |  |
| YOU DO: Independent practice (5 minutes) |  |
| Game (5 minutes) |  |
| Homework Assignment |  |
| Visual/Chart |  |
| Short Assessment (Exit Ticket; 5 minutes) |  |