



Teaching Portfolio

December 2 2024

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LING-5400

Utah State University

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Introduction

To whom it may concern...

This portfolio presents a compilation of different items I created in the course Teaching Modern Languages (LING-5400) taught by Dr. Maria Luisa Spicer-Escalante at Utah State University.

This portfolio is an example of useful resources that I plan to use for my DLI teaching, and that I will gladly share with other fellow teachers. While I have compiled these resources to aid me in the classroom, it is my hope that it can also be a helpful tool for my students in their second language acquisition. For students to be successful in acquiring a language, a second language teacher must be devoted to teaching communicatively. A teacher that teaches in the communicative lesson plans that guide the students through task based activities to a culminating real life learning objective.

Included in this portfolio you may find..

My teaching philosophy.

2 original communicative lesson plans.

An observation report from a second grade DLI class- Spanish


A self and collaborative assessment of teaching statement.



2 mini lesson self reflections

4 picture files.

Teaching Philosophy



My decision to become a teacher was inspired by the desire to be part of students' success. I believe students and teachers to be a team in the classroom, where every team player is unique and brings different and important talents. These talents must be valued, shared, modified, combined and cherished. All directed to the goal of achieving a win at the end of the school year.

I believe that education is a key for a person's successful future. As a future teacher, it excites me to be part of children's educational journey. I aim to provide a high quality education that aims to reach every student's full potential while providing a safe and nurturing teaching and learning environment.

I wish to provide a safe and respectful classroom environment where my students feel safe and free to be themselves and to express their ideas, thoughts, and doubts. I will provide an environment where all my students are included, valued and respected by me and their peers.

I believe that every student can and has the right and the ability to learn. As a teacher I am obliged to provide students with ample opportunities and high expectations for them to reach this potential. I aim to provide high quality instruction that will challenge students. Students should

be aware of the high expectations teachers expect from them. This will inspire them to believe in themselves and will in return reward their teacher with high quality work.

I plan on delivering a combined teaching style where instruction is delivered in small groups and one-on-one teaching. I believe this style allows students to share and integrate their knowledge with each other and it gives me an opportunity to know each of their learning styles and to meet their unique needs.

I believe that a teacher can learn from students as much as students can learn from a teacher. This is why I bring a growth mindset to the classroom. My students will be encouraged to participate in classroom and instructional decisions. I believe students should have a say in their education and their ideas and contribution will always be heard and valued in my classroom.

In conclusion, I aim to provide a safe learning environment and a sincere desire to teach and to learn from my students and my colleagues. To fulfill goals, to grow along with my students and to wish them a farewell into their new school year knowing I have used their time with me to supply them with the tools needed to make their educational journey engaging,

Sincerely,,,

A handwritten signature in black ink, appearing to read 'Marisol Sánchez', written in a cursive, flowing style.

Marisol Sánchez

Lesson Plans

- ¿Cuánto Cuesta?
- En el Restaurante

Lesson Overview:

The goal of this lesson is for students to be able to perform an everyday real life activity like grocery shopping. Presented with basic grocery list items and proactive grammar, students go through task based activities where they get to interact with each other to figure out items' prices, create their own "store posters" and grocery lists to make purchases and sales.

¿cuánto cuesta?

Students Level: Beginning Students Can: Make a purchase or a sale and negotiate on wants and availability.	Purpose of the Activity: Students can communicate their needs and wants in the target language.
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ACtivity 1: Warm up Allotment: 5min	Time
Materials: First page slide show Procedure: Engage students in the topic of grocery shopping. (leche, pan, (verduras), (frutas) etc....	

Activity 2: ¿Cuánto cuesta?**Time Allotment:** 5 min**Materials:** Pictures of grocery items with price**Procedure:** Explain to students that every item has a price and model using the structure of how much? For plural and singular items.**Activity 3: Guess the price****Time allotment:** 5 min**Materials:** more pictures**Procedure:** Keep showing grocery pictures and have students guess the price. Students can volunteer to guess the price using the correct structure when answering.**Activity 4: (information gap activity)****Time Allotment:** 10**Materials:** Worksheet A and B**Procedure:** Students work on pairs to find out the price of the items in their grocery list. (SA has a grocery list and SB has a price list)**Activity 4: Mis productos****Time****Allotment:** 10**Materials:** Posters and drawing materials**Procedure:** Students make a poster of what they are selling and make

a price list for their items.

Activity 5: Mi tienda

Time

Allotment: 15

Materials: Fake money and students' posters, student's shopping lists.

Procedure: Students roleplay as buyers and sellers and negotiate on needs, wants, price and availability.


(instructor monitors class for assessment of vocabulary knowledge and correct structure usage)

Worksheets

Student A

Producto	Precio
Las bananas	\$2.00
La leche	\$3.00
La mantequilla	\$1.00
Las manzanas	\$2.00
El pan Blanco	\$3.00
El jugo de Naranja	\$6.00
Las tortillas de maíz	\$5.00
El queso Blanco	\$2.00
El brocoli	\$9.00
La lechuga	\$4.00

Student B



Producto	Precio
Las bananas	
La leche	
La mantequilla	
Las manzanas	
El pan Blanco	
El jugo de Naranja	
Las tortillas de maiz	
El queso	
El brocoli	
La lechuga	

En el restaurante

Lesson overview

The learning objective in this communicative lesson plan is for students to be able to socially interact with restaurant personnel, while completing a real life activity like dining out.

En el restaurante

Students Level: Intermediate Students Can: Make and take an order in a restaurant while exchanging pleasantries with the waiter/customer.	Purpose of the Activity: Students will use basic communication like greetings and making requests.
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Activity 1: Warm up Allotment: 5	Time
Materials: N/A Procedure: Lead students on discussion about different places where a person or family goes out to eat and characteristics of these places.	

Activity 2: La comida Time Allotment: 10
Materials: Pictures of different foods slide and students worksheets. Procedure: Continue the discussion this time focusing on different types of foods and drinks. ask them if they like the food or not (these foods will

be the ones on our class menu) if students know food names they can volunteer to say it match it on the white board. If unknown to students, provide them with the name.

Activity 3: El restaurante **Time allotment: 8**

Materials: Restaurant characteristics

Procedure: Show and practice restaurant vocabulary (mesa para.. La orden, el menú, la cuenta)

Activity 4: ¿quién lo dijo? (information gap activity)

Time Allotment: 15

Materials: Video, and students worksheets

Procedure: (Start video on minute 2) Show restaurant conversation video in Spanish. After students watch the video they work together to fill in and complete their worksheets. Student A gets the questions in the conversation and student B has the answers. Together they match the question to the correct answer and decide who made the question: customer or waiter/waitress.

Activity 4: Mi orden de comida **Time allotment: 10**

Materials: Our class menu, students dialogue if they needed.


Procedure: With a different partner students role play ordering food at a restaurant and taking an order. Students switch roles. (teacher monitors class for engagement, and support)

Activity 5: exit ticket**Time****Allotment: 5 minutes****Materials:** Questions.**Procedure:** Students reflect on what they learned, what was difficult? What did they like? and any comments for this lesson.[Slides](#)**Dialogo A**

Buenas tardes, ¿le gustaría una mesa?	
¿qué platillo me recomienda?	
¿Cuál es la sopa de hoy?	
¿les gustaría ver el menú?	
¿me puede dar la cuenta, por favor?	
¿Están listos para ordenar?	
¿ Que vino tiene?	
¿ Cómo pagará la cuenta?	
¿le gustaría ordenar el postre?	
¿Qué contiene este platillo?	

Dialogo B

En efectivo, por favor.	
Si, claro son \$35 dólares.	
Tenemos vino tinto.	



Si, estamos listos.	
Si, una mesa para 2.	
No, gracias. Comí demasiado.	
Hoy tenemos sopa de verdura.	
El platillo contiene bistec de res, papas y ensalada.	
Si, por favor.	
El platillo número 7.	



Observation Report

Clinical Observation Form

Marisol Sanchez

October 19, 2024

Note: all information must be typed

Observation Date: 10/11/24	Time Observed: 8:55-03:20	Total Time: 6 hours, 25 minutes
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Name of School/Institution: Three Mile Creek Elementary	Grade Level: 2nd	# of students: 26 each class. Total:52
Lesson Topic/ Subject(s) Observed: Math, Social Studies, & Science		
Lesson Objectives: Language: Identify the number of syllables in words while reading them with fluency. Identify the beginning sound of a word and words that rhyme.		
<p> <input checked="" type="checkbox"/> I participated in the classroom/lesson today. -OR- <input type="checkbox"/> I observed only. </p> <p>If you did participate today, what did you do?</p> <p> <input type="checkbox"/> tutoring individual students <input type="checkbox"/> correcting papers <input type="checkbox"/> filing and/or entering grades <input type="checkbox"/> teaching mini-lessons <input type="checkbox"/> leading whole-class activities <input type="checkbox"/> supervising class activities, exams or special projects <input type="checkbox"/> meeting with parents or school officials <input type="checkbox"/> designing and implementing full-length lessons <input type="checkbox"/> discussing educational issues with mentor teacher <input type="checkbox"/> shadowing a student </p>		

- 1. Give a play by play of the lesson in 8-10 minute intervals:** What were the students doing? What was the teaching doing? What content was being taught/demonstrated? *(Be sure to add images to illustrate your point!)*

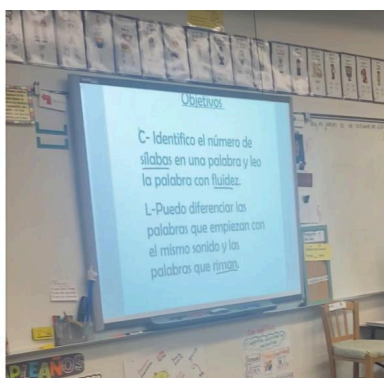
8:55- Students come in and greet Maestra Renteria at the door. Then in the classroom Maestra R. Greets them as a whole and they sing the alphabet song. Then one student does the calendar and weather for the day. While maestra R. takes attendance, does lunch count and collects and grades homework.

9:10- Students go to the rug and as a whole group read their language objectives for the day.

(identifico el numero de silabas en una palabra y leo la palabra con fluidez)(puedo diferenciar las palabras que empiezan con el mismo sonido y las palabras que riman)

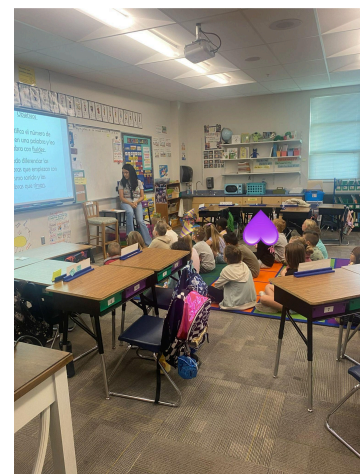
Maestra R. reviews with them what fluency means. Then she reads 2 words at the time and students identify if they rhyme or not signaling with a thumbs up or down.

Then the teacher reads a list of words and the students identify their



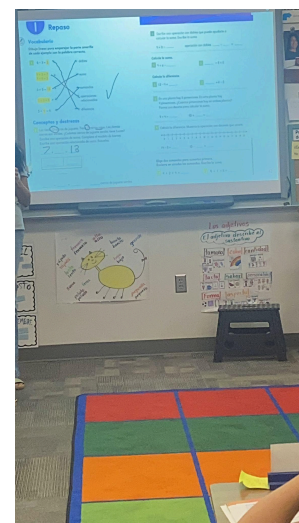
beginning sound.

Review G, Ll digraph, Q and Y letters using the animal alphabet.



9:30- Students go back to their seats. Pull out their math books for a whole group review for their math assessment. Maestra R. asks me to circulate around the room to make sure students are on task and following her. They do half of the review as a whole class, then the rest on their own while maestra R and I circulate the room aiding students. Then they check answers as a whole.

10:15- Students begin their assessment- I start grading the other class' assessment which they did the day before. As THIS class finishes theirs I grade them while la



maestra helps struggling students. (this was supposed to take 10 minutes, ends up taking 45!)



11:00- Review of letter I vocabulary. Students review the I vocabulary for their language notebooks. A student projects her notebook page and leads class on handwriting of I and words with I. Then students walk around the classroom looking for more I words to put on their notebook. Senora R. has sticky notes around the classroom with different words. They do the same for letter O.

11:20-11:55- Lunch

11:55- Students come back from lunch and head to their reading groups. Seora R and I go over to another second grade classroom where we aid the teacher with reading groups. (help monitor students are following the reading, pass out reading passages)



12:30- Students come back from reading groups and it is time to switch.

12:30- Students do alphabet song and calendar.

12:45- Time for phonics. students practice their phonics. (deleting a sound, substituting a sound for another, inserting a sound)

1:05- Prep-time- Library

1:35- Students come back from prep and since they have already done their math assessment. They have time to do math learning centers.

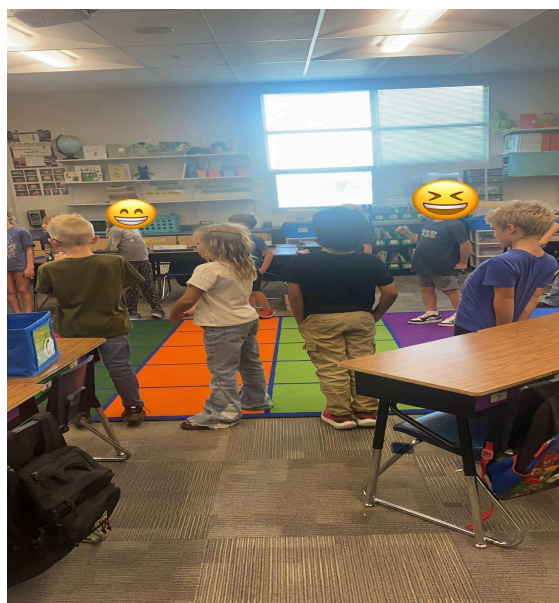
A: 3 en linea gira los dados y suma tus números. pon tu ficha en tu respuesta. Goal is get 3 in a row.

B: Golpe Doble: Flash cards have equations on them. (ex. $3+2=$, $4+5=9$) students solve them and then double their answer. Find the final answer on the sheet and place your disc on the sheet. Goal is to have as many double discs as possible.

C: Búsqueda de tesoros de suma: students go around the room looking for addition facts and equations. If equations then solve them.

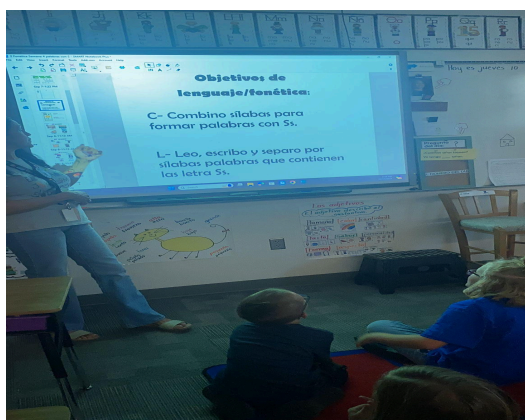


2:10- Class plays a game to practice spelling. They choose a word to start and student 1 says the first letter of the alphabet and they keep going until they finish the word or a student does not know the letter.

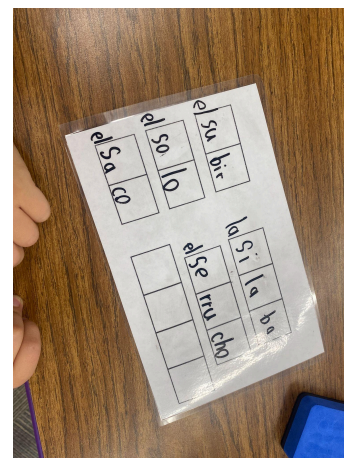


2:25- Afternoon break

2:45- Students review their S vocabulary as a whole class.



3:00- Students take out their syllables, writing cards, erasers and markers. Maestra Renteria gives them words and students break them into syllables and write them on their cards according to how many syllables the word has. They add an article to the words if they have one. Then the whole class reviews them.



3:15- First bell rings and students begin to get ready to be dismissed at 3:20.

2. Things that I liked about this lesson/what I saw:

3.

I like that maestra Renteria takes the immersion very seriously. She is fluent in English but she never speaks to her students in English. If someone (like a para or other teacher) comes to ask something she answers them in Spanish too. Students also understand the importance of Spanish only in the classroom and monitor each other.

I also like how she uses a lot of gestures and signs to communicate with her students and how she encourages them to use these gestures as well.

I like that her instruction is clear, to the point, simple but yet carries the learning objectives.


I like how she reads the learning objectives to the students so that and then explains them in a student friendly way, so students have a clear understanding of what they are doing and why they are doing it.

I like that she goes around the room all day long, checking for questions, comprehension, making sure students are and staying on task.

4. What I would have done differently if I were the teacher

<i>Three things the teacher did</i>	<i>How I would have done it differently</i>	<i>Why I think my way will work better</i>
1. The alphabet song. She plays a video for them to sing the alphabet song.	I would practice the alphabet, together with them and for everyday a student can choose a letter that the whole class needs to come up with a couple words that start with that letter and practice them throughout the day. (the words would have to be real life related either to classroom or student life words. They can't just choose 3 different animals everyday or words they do not really use or know)	I think this could enhance their vocabulary. They will get to learn more instead of just memorizing the letter.
2 The teacher has them look around the room for words that begin with a particular letter and write them down. (sometimes they just see I on a word and write it down without knowing its meaning.	I would have them work in small groups and share with each other words that they know begin with the target letter. And to share examples of how to use the word, or its meaning. That way when they look back to their language notebook they will know what those words are, their meaning and how to use them.	I think this could be helpful because when they look back to their language notebook they will know what those words are, their meaning and how to use them.
3 Reading groups are in English only.	I do not know if it is possible but if it is. I would create my own reading group material and add a Spanish reading group. Students need to develop reading skills in Spanish as well as in English.	I think this will be helpful for everything. Students are learning the letter names and sounds but they also need more reading practice. They are taking too long when they can't read in Spanish much of the content inside the classroom.

5. What I learned from this observation



Something I learned from this lesson is that a dual immersion classroom is very similar to an all English classroom. Everything is timed, students still need to reach very similar learning objectives but in another language.

Students' level of Spanish varies across the room, similar to a reading or math level in other classrooms. Not all students are on the same level so it makes it a little harder for the class to be running at the pace they are expected.


Maestra Renteria does an amazing job at connecting with her students. Which is amazing! Just because your students do not understand the language fully does not mean that they do not need that connection with their teacher.

I learned that DLI teachers have limited resources to work with or a lot of the time they have to modify what they have.

(SCAT)

Self and

Collaboratively



Assessment of Teaching Statement

Self and Collaboratively Assessment of Teaching Statement

MARISOL SANCHEZ

DECEMBER 3, 2024

LING-5400

Introduction

This document is a collection of some of my teaching experiences while taking the course LING-5400 at Utah State University. To better prepare us for our future profession DR. Maria Spicer motivated us to work collaboratively with our peers to plan a TBLL lesson that we could teach to our placement class and to our LING-5400 class peers. I had the opportunity to team up with Sarah Jensen a 6th grade teacher working on her DLI endorsement from whom I have also learned a lot about teaching a second language. Sarah and I worked on our TBLL lesson titled "¿cuánto cuesta?" and were able to teach it to our class peers on November 5th 2024.

While teaching this lesson we filmed ourselves for the chance to a better self reflection after our teaching experience. My reflection outlines the following: Strengths that my peers and instructor saw in me as I was their teacher and areas of improvement for which they have encouraged me to work on for a better classroom experience for me and my future students.

Added to this reflection are my two mini lesson reflections that I was able to perform and reflect on after teaching them to a second grade DLI classroom, and in which I received my mentor teacher's feedback.

Self assessment

Strengths

While I watched myself I was able to notice myself using a lot of hand and face gestures to help my students better understand some words that might be hard for them to understand and which we did not have pictures for. I also noticed that I provided enough examples to make

Areas of improvement

Before watching the recording and as I imagine might happen a lot of times when presenting a lesson for the first time I thought it would be good to lessen the variety of items we were presenting or have a more focused topic (because groceries are very wide) like only fruits

it clear to students what was expected from them. My peers did a very good job roleplaying as second graders and asked a lot of questions related to the lesson and not related to the lesson to which I answered patiently but shortly so as to keep students on topic.

and vegetables. While watching the recording I noticed that while I was using a lot of gestures and repetition my talking pace was on the fast side, which can be challenging for students because it may not give them enough time to think on their own and to figure out the meaning on their own. Something else I notice was that I did not organized my class materials so when it was time to hand out the worksheets I was not prepared and it took longer than it should have.

Peers Feedback

Strengths

My LING-5400 peers really enjoyed our lesson because it was very interactive, it was well explained and they enjoyed having an opportunity to practice their language skills with their classmates. They appreciated that we stayed in our target language (Spanish) 100% of the time

Areas for improvement

Some areas of improvement provided by my peers were to speak a little bit slower for those students that are not very fluent in the target language. They would also have liked longer activities during the lesson. Another point that was made was that not every student was fluent so maybe a second explanation or one to one

to make sure they understood better.

Mini Lessons assessments

Lesson Title

¿que tienes puesto?

Grade Level: 2

Lesson Duration: 50


Materials Needed:

- Clothes vocab. video
- Slide Presentation
- Character template
- clothes pictures

The What (think-Communicative Objective):	The How (think-Linguistic Objective):	The Why (think-Social Objective):
-Can describe a person's outfit.	Students will use the correct wardrobe vocab. Include the item's color and article if needed.	Students can use these skills in a variety of social scenarios like describing a person's or their own outfit. Make a purchase at a department store and ask for a specific item.

Warm-up: Activating Schema/Connections

Time Allotment: 5 min
Procedure: Discuss with students about wardrobe items, why are we wearing a jacket? When do you wear shorts? etc.
Reflect & Assess:



Gradual Release of Responsibility

Activity 1: "I do"/ Teaching Demonstration

Time Allotment: 10
Procedure: watch video Show slides of clothes and provide examples of when to wear it.
Reflect & Assess:

Activity 2: "We do"/ Guided Practice

Time Allotment: 8 min
Procedure: Match Worksheet. Some students volunteer.
Reflect & Assess:

Activity 3: "You do"/ Independent Practice

Time Allotment: 10 min
Procedure: Students work with classmates to find 3 different items their classmates are wearing.
Reflect & Assess:

Follow-up: Wrap it up/Assess

Time Allotment:
Procedure: Students take turns asking for the clothing they need for their character. If time allows students can share with the class and describe their character's outfit.
Reflect & Assess:

Post-Lesson Reflection & Self-Assessment

After recording the entire duration of your mini lesson (as outlined in your lesson plan), watch the video recording. Then, respond to the following:

Date (*when did you teach this lesson?*):

Classroom Demographics:

This can include-

- ☐ Second Grade DLI- Spanish
- ☐ 26
- ☐ 7-8
- ☐ English
- ☐ 0

Teaching Objective: For students to communicate between each other.

Reflection: I do not feel I was able to achieve my learning objective .. Students had not yet learned clothing names so a lot of the time had to be spent on teaching the vocabulary. It was pajama day for the school that day so it made it difficult for students to complete and to be/feel engaged during the third activity. (they were ALL wearing pajamas!) Some students focused on the colors and patterns of their classmates' pajamas, which I think it's also a good way of describing what someone is wearing. Because of the DLI setting where they have to switch classes in the middle of the day the last activity had to be cut short and I modified it last minute, instead of asking for wanted items students drew and colored their items on their character's template. I was able to assess some students on vocab and sentence structure. Overall students were engaged and willing to learn and participate, they are usually very good at seeing support so that part went very good as they take my help and feedback very good.

Aspects that you feel went well:

What were your strengths? What went according to plan? What parts of the lesson seemed really effective for your students? Add as many as you would like.

- They really enjoy the video and song that went with it. It got them in a lively mood.
- The match in the picture was effective, they did very well at matching and got lots of volunteers. They are a class that uses a lot of visuals and matching so it was easy for them and volunteering came natural to them.
- I believe the final modification came favorably because students were able to not only choose what they wanted their character to wear but also the colors of the clothing which made them re-engaged again and eager to share.
- I used my mentor teacher's microphone which allowed students to hear me well throughout the lesson.

Areas for Improvement:

Were there any unanticipated challenges? What do you personally need to work on as an educator? What parts of the lesson seemed ineffective? Identify 3-4 areas to improve.

- I felt like the missing vocabulary the students presented was the biggest challenge. I had planned for students to spend more time talking to each other or offering me examples.
- The fact that all the students were wearing a pajama made it challenging for them to complete one of the activities and to be engaged.
- I have limited experience working with students as a whole group so my voice level was up and down.
- For the last activity while assessing students they could not remember the vocab. so an extra final slide with all the vocab would have been helpful.

<ul style="list-style-type: none"> ○ While students worked with each other asking questions and then coloring their character I walked around to offer support and assess ready students which gave the chance to assess most of the students. 	<ul style="list-style-type: none"> ○ On the slides I created I did not include articles for the items but I did use them when presenting them, my mentor teacher recommended not to forget the articles because it is a big part second graders are learning and if I leave them out it confuses them.
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Final Thoughts: What are your overall thoughts about this lesson? How will you improve/use what you have learned moving forward?

Overall I liked how the lesson went. For my future lessons I plan to continue to incorporate visuals and videos which prove to be very helpful and engaging to students. I also will keep monitoring during tasks so that I can offer support right at the moment that students need it. During this lesson I learned that student participation is key to a lesson's success, if students are not interested then communication will not happen. Another thing I learned is to look through my lesson plans and decide which activities might seem repetitive or be repetitive and offer little variation for students to practice. I also like that most of the students were participating and seem to like my teaching, however I also feel that I need to plan how I will engage my struggling students, maybe different ways to explain to them while still speaking Spanish 100% of the time.

Overall, I have enjoyed working with this second grade class this semester, my mentor teacher is beyond welcoming and supportive. In ever one of my clinicals I try to learn as

much as possible from the class I get placed while also trying to incorporate a little of my own teaching techniques so that I can grow and improve as a teacher candidate.

Grade Level: 2

Lesson Duration: 55 min 15 language con L, 40
Book reading and 2 activities.

Lesson Title

You could put a subtitle here.

Materials Needed:

- ✓ Slide show with L language pictures and words.
- ✓ 2 books "El cultivo de calabazas" and "La calabaza de los monstruos"

The What (think-Communicative Objective):	The How (think-Linguistic Objective):	The Why (think-Social Objective):
- Students can describe the differences between an informative text and a narrative text.	Students will use text related vocabulary.	Students can demonstrate their understanding of what is read or said to them in the target language and analyze.

Warm-up: Activating Schema/Connections

Time Allotment: 15

Procedure:

- ✓ We did their letter language practice. This week they were working on letter L. They usually do 15 minutes of vocabulary learning everyday.
- ✓ Then...

Reflect & Assess:

Gradual Release of Responsibility

Activity 1: "I do"/ Teaching Demonstration

Time Allotment:

Procedure: I read the 2 books to the students while they saw the illustrations on the whiteboard. One book was informative text and the other was a narrative text.

Reflect & Assess:

Activity 2: "We do"/ Guided Practice

Time Allotment:

Procedure: After reading the books I lead students on a discussion about the book what they liked, thought was funny, etc..
Next I present them a comparison chart that we will fill out together. I begin by doing one similarity and one difference for each book then students volunteer their ideas and opinions.

Reflect & Assess:

Activity 3: "You do"/ Independent Practice

Time Allotment:

Procedure: After we get done with the comparison chart students fill out a life cycle of a pumpkin chart which was a similarity on the books.

Reflect & Assess:

Follow-up: Wrap it up/Assess

Time Allotment:

Procedure: while students fill out their chart I monitor and offer support.

Reflect & Assess:

Post-Lesson Reflection & Self-Assessment

After recording the entire duration of your mini lesson (as outlined in your lesson plan), watch the video recording. Then, respond to the following:

Date (October 29 2024):

Classroom Demographics:

This can include-

- Second grade DLI- Spanish
- 26
- 7-8
- English
- 0

Teaching Objective: To label the steps of a pumpkin cycle..

Reflection: Yes, most of the students were able to do the final assessment accurately. They were very engaged with the exception of the usual struggling in the language students, the majority of the class was able to reach the objective with little support. They ask for support when needed and are actively on task for most of the time. During the similar/different chart I do feel like they needed very explicit examples of what we were doing (which I supplied) and after that the most fluent students were the ones who did most of the participation.

Aspects that you feel went well:

What were your strengths? What went according to plan? What parts of the lesson seemed really effective for your students? Add as many as you would like.

- Students do really well at their language practice, they are always willing to volunteer and ask questions.
- Students were very engaged with the readings. They were able to right away make similarities between the 2 books.
- The illustrations being shown on the smartboard helped them make connections to the reading.

Areas for Improvement:

Were there any unanticipated challenges? What do you personally need to work on as an educator? What parts of the lesson seemed ineffective? Identify 3-4 areas to improve.

- More than a challenge during the second class students came out with more differences and similarities for the chart which took longer, since I needed to make sure we still needed to include the info. needed for our last chart.
- I need more practice on redirecting the students back to our task while allowing them to express themselves but still not letting them take the discussion in a different direction.

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Most of the students do very well at transitions making them in a smooth and timely manner. ○ Students are very positive at receiving feedback and support from me. | <ul style="list-style-type: none"> ○ Something that I would personally improve about the daily vocabulary practice and include more ways for students to use the vocab. for example 2 different examples from the teacher or using it in a sentence. ○ It would be helpful if students could work on pairs to fill out the life cycle chart, it will give them an opportunity to discuss their ideas and reasoning. ○ I also need to add my own personal techniques. I copied a lot of what Señora Renteria had done with the first class. |
|--|---|

Final Thoughts: Overall I really liked how this turned out. I chose to reflect on this teaching experience because I was not prepared for it, Señora Renteria is my first mentor teacher that has asked me to teach something different that I have prepared and without notice, but I think that she did it as a way of helping me practice accommodate to unexpected circumstances that doubtless will come my way once I am a full time teacher.

Something I learned from this experience is that as I gain experience on teaching I will develop and expand my own techniques so that I can implement them and give teaching my personal touch.

I also learned that the best way to come up with differentiation for students comes from knowing your students and their learning habits and methods.

I learned that as teachers we need to make sure we find the best ways to teach our students, we might need to improve at the last minute, or do more explicit teaching than regularly.



Picture Files

- Los colores
- Los lugares en la ciudad
- La comida
- El guardarropa

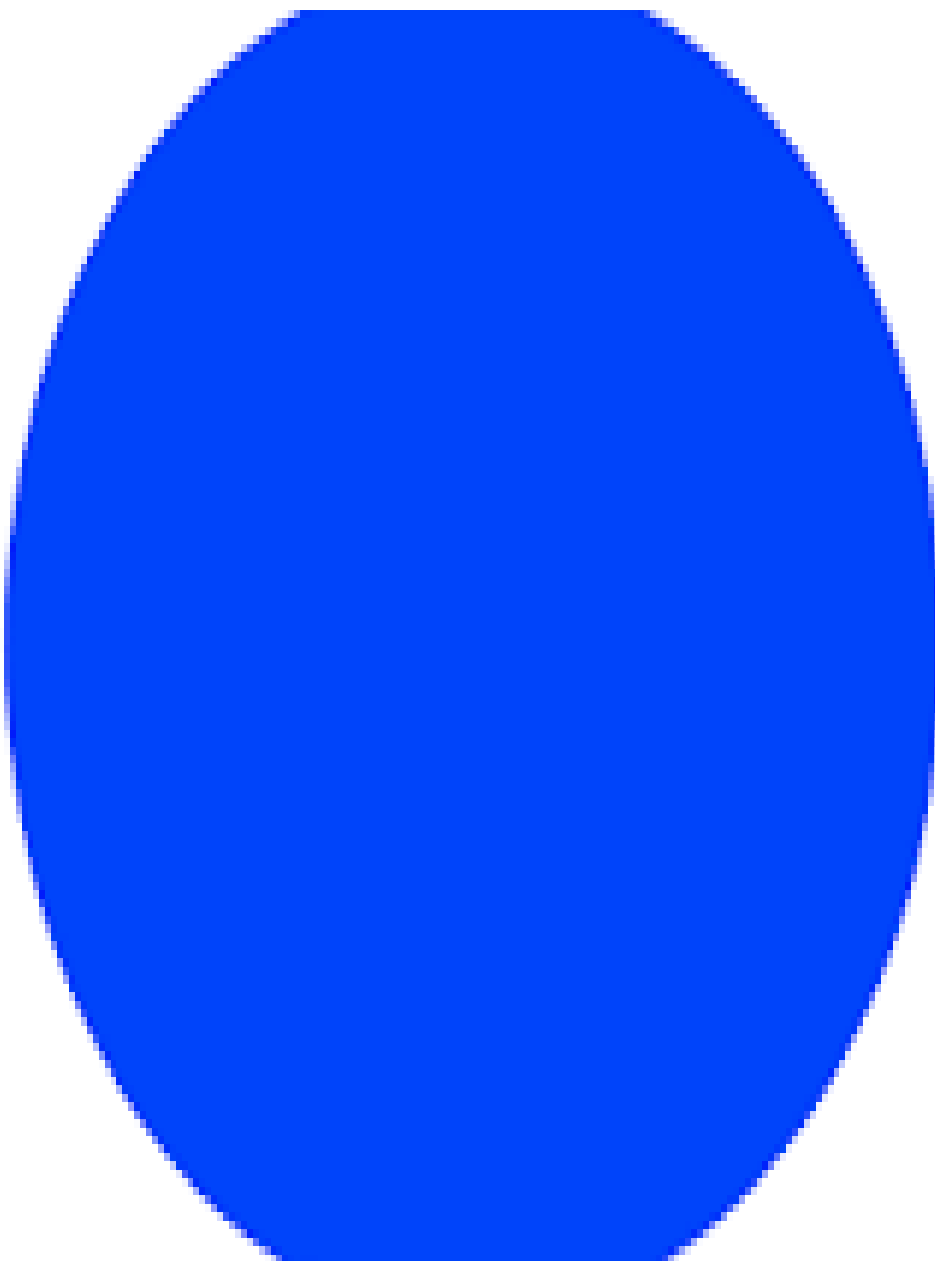
Colores-1

ROJO



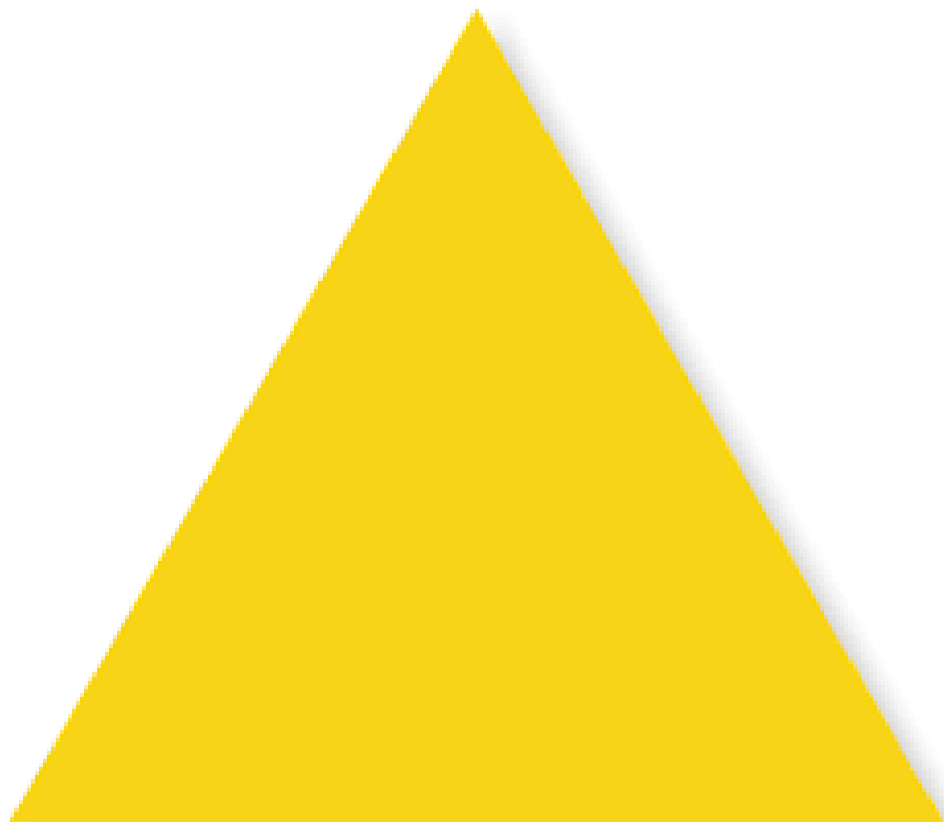
Colores-2

Azul



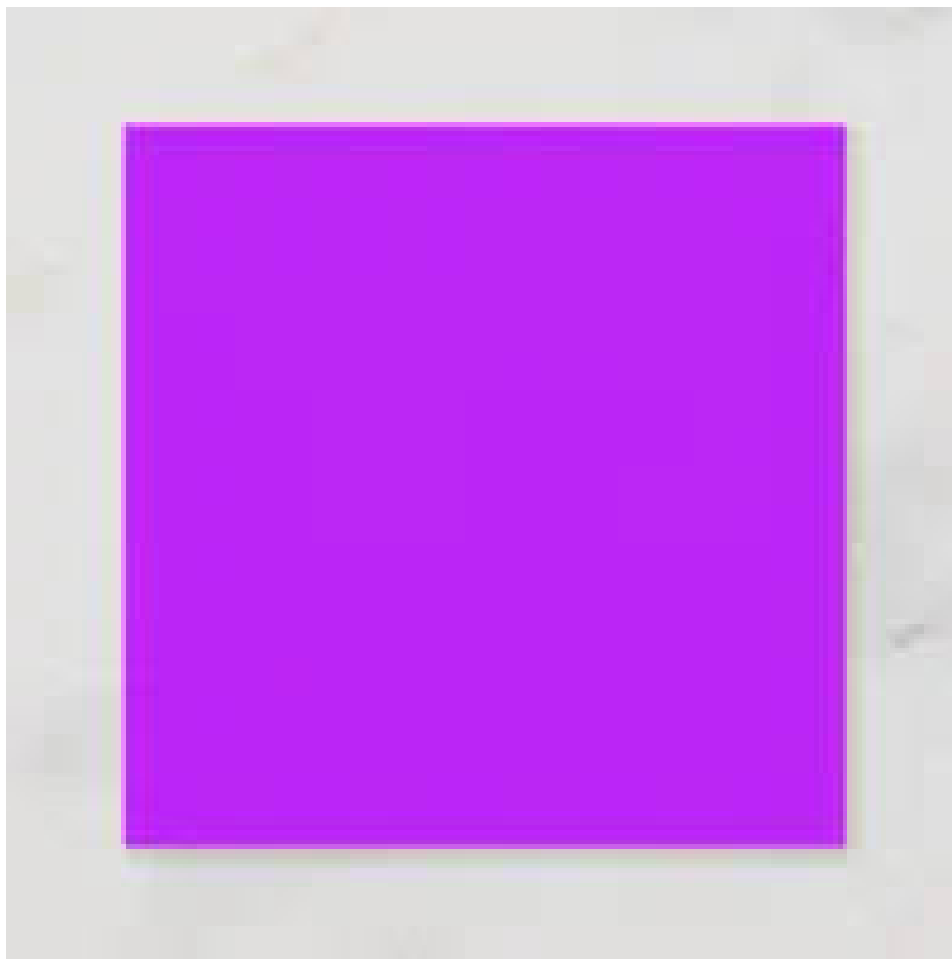
Colores-3

Amarillo



Colores-4

Morado



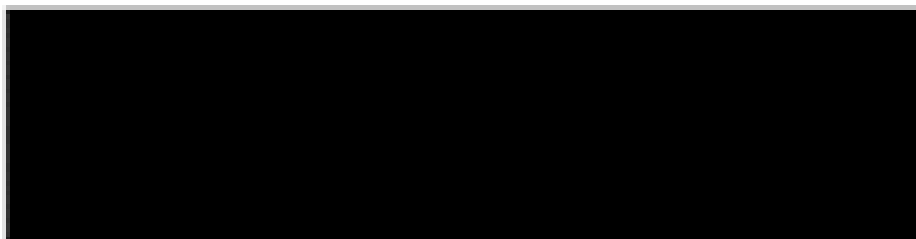
Colores-5

Verde



Colores-6

Negro



Colores-7

Café



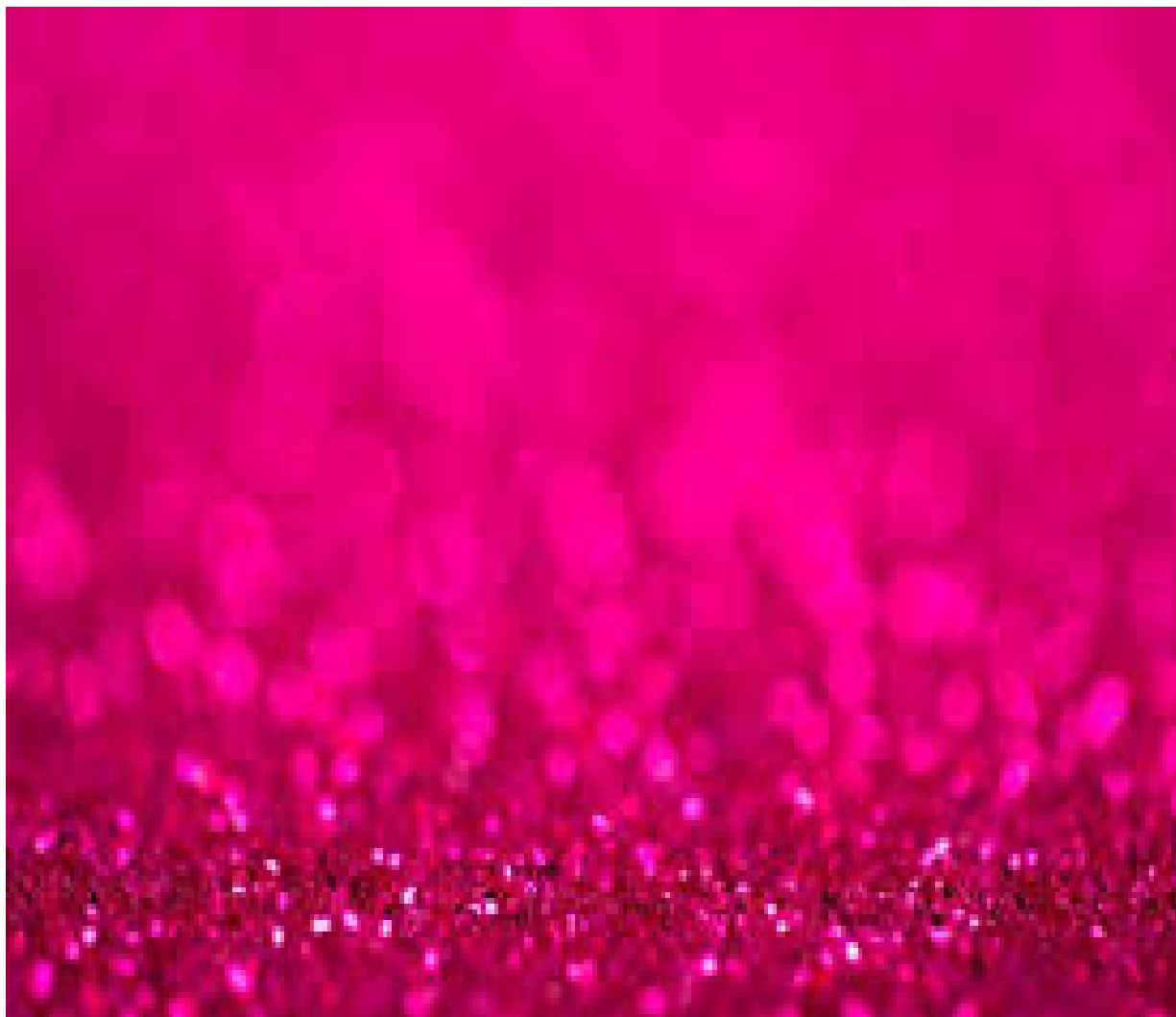
Colores-8

Gris



Colores-9

Rosa



Colores-10

Blanco



Lugares-1

La escuela



Lugares-2

El Parque



Lugares-3

La iglesia



Lugares-4

El banco



Lugares-5

El hospital



Lugares-6

El cine



Lugares-7

La biblioteca



Lugares-8

El supermercado



Estación de autobuses



Lugares-10

Centro comercial



Comida-1

La carne



Comida-2

El arroz



Comida-3

El huevo



Comida-4

El pan



Comida-5

La ensalada



Comida-6

La sopa



Comida-7

La leche



Comida-8

El jugo



Comida-9

El agua



Comida-10

El pastel



Guardarropa-1

La camisa



El pantalón



Guardarropa-3

Los calcetines:



Guardarropa-4

La chaqueta



Guardarropa-5

El vestido



Guardarropa-6

Los Zapatos



Guardarropa-7

Las Botas



Guardarropa-8

El pijama



Guardarropa-9

Los shorts



Guardarropa-10

El traje

