

# Great Ideas Lesson Planner

**Lesson Title:** Students Get Connected!

**Subject:** Keyboarding/Spanish 4 & 5

**Time Duration:** Entire Semester

**Teacher:** Robin M. Albrecht

**School:** Osbourn High School

<p><b>Content Standards/Competencies:</b></p> <p>To key alphabetic, numeric and symbol information using a touch system and correct techniques.</p> <p>Compose and format letters, memoranda and reports using the English writing process steps.</p>	<p><b>Related SOL Objectives:</b> (include all applicable, example English 10.7)</p> <p>9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>
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## 1. DESIRED RESULTS

<i>Essential Questions</i>	<i>Knowledge and Skills</i>
<p>How do I, as a classroom teacher communicate the daily lesson to English Language Learners with little to no understanding of the English language?</p> <p>How can students help other students learn from each other in a comfortable environment?</p>	<p>Students will know:</p> <p>That the instructor is willing to try different methods of instruction to facilitate learning.</p> <p>Students will do:</p> <p>Students who are identified as English Language Learners will be able to complete the core competencies for the identified course.</p>
	<p><u><b>(Subject) Vocabulary</b></u></p> <p>Students will be given a vocabulary worksheet that specifically identifies words related to the course. Students will reference the textbook to find the answers.</p>

## 2. STUDENT ASSESSMENT

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
<p>Students may have some knowledge of the keyboard from computer usage on the elementary and middle school level. It is also possible that some knowledge base has also been developed though text messaging via the telephone.</p>	<p>Daily production of assignments that will indicate that the learning of the keyboard is taking place. Students will demonstrate proper file management of all materials.</p>	<p>English Language Learners will have learned the basic keyboard. Additional skills would include, proofreading, basic language skills, speed and accuracy will have occurred. The Spanish 4 &amp; 5 students will have further</p>

		<p>developed their fluency in speaking the language and assisting in developing the English skill set of the English Language Learners. Finally, the students involved in this process (along with the other students in the class) will learn tolerance.</p>
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**3. LEARNING ACTIVITIES/INSTRUCTION**

Introduction (hook)	What students are doing	Conclusion
<p>A general conversation takes place with the English Language Learners and the Spanish 4 &amp; 5 students (Student tutors). It is explained that two of the Spanish 4 &amp; 5 students will come to class each block and translate the lesson to the English Language Learners. A dialogue will take place in both Spanish and English.</p> <p>All students involved in the process have a clear understanding of what is going to happen each and every block. It is understood that learning will take place by all involved and that it can be fun!</p>	<p>Each English Language Learner will complete the daily activities that are occurring in the class.</p> <p>The process is simple:</p> <ol style="list-style-type: none"> <li>1. English Language Learners participate in the opening process of class as they always do.</li> <li>2. The English Language Learners all sit at the same pod.</li> <li>3. The lesson for the day begins.</li> <li>4. The two students from the Spanish 4 &amp; 5 class check in with their instructor and then come to the designated classroom.</li> <li>5. The student tutors position themselves amongst the English Language Learners and help them move through the days lessons.</li> <li>6. As the instructor teaches, the student tutors repeat what the instructors say to the English Language Learners.</li> <li>7. The instructor can also become engaged in the process by learning “the language” of the English Language Learners as well as assisting them learn English. Pointing and using illustrations is also a great help.</li> </ol>	<p>All students actively participate in class.</p> <p>All students learn the curriculum as well as gain n understanding of our cultural differences.</p>

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<b><i>Accommodations</i></b>	<b><i>Required or Supplemental Materials and Resources</i></b>
<p>Extra support – English Language Learners receive one – on- one instruction each day they are in class.</p> <p>Enrichment or early finishers- When the English Language Learners and the student tutors “get it”, what a wonderful sense of accomplishment!</p> <p>Various learning styles- All students involved in the process are using different methods of communication. Of course, verbal is the first method of choice, however, illustrations, hand motions and anything you can think of in an effort to have understanding is used.</p> <p>Limited English proficiency – Students are expected to read a book that is written in English. However, if they choose to read a book in their native language that will left to the discretion of the instructor</p>	<p>An advanced language class that is being offered the same time that your class where the English Language Learners are. This way, the student tutors are getting a participation grade from their instructor each time they come to your class. The class activities for the advanced language students are generally waived for the day they are in the business classroom with the exception of testing.</p> <p>Ample room for both the student tutor and the English Language Learner at the computer station.</p> <p>Freedom for the students to move about with little to no question.</p> <p>The ability for the instructor and the other students in the class to be able to work effectively with and constant underlying conservation taking place.</p>
<b><i>Related Technology</i></b>	<b><i>Research/Best Practices/Strategy</i></b>
<p>Some documents are written in English. There are times when Spanish is used and the instructor will have to take the document to the Foreign Language department for translation.</p>	
<b>4. WRAP-UP (5-10 min)</b>	

<b>Evidence of student learning/understanding</b>	<b>Homework</b>
<p>Student tutors can see an improvement with their fluency when speaking Spanish.</p> <p>English Language Learners begin to learn English!</p> <p>English Language Learners are willing to learn and work if they can get an understanding of what is being presented. In many cases when the lesson is provided in Spanish and subsequent conversations are spoken in English they begin to learn the language.</p> <p>There is a sense of accomplishment and pride with all students involved.</p> <p>Traditional “academic” students who might not be exposed to a business course are actively involved with the curriculum.</p> <p>The other members of the class learn how to accomplish their tasks in a very different structure.</p>	<p>None</p>

**5. Other Resources Needed/Comments (optional)**

Willing instructors who will allow students freedom to help each other learn and accept alternative learning activities for the “traditional” ones.