

1st Mini-Lesson Reflection

It is a good thing to take time to reflect on lessons taught. Reflection gives room for building confidence in the things that went well. It also offers time for correction of the things that didn't go well during the lesson plan. Building confidence and making corrections are vital aspects to the reflection process and neither can be left out.

This mini lesson was being presented to my classmates and professor. I am comfortable speaking with each person and didn't think that I would be nervous when it was my turn to present my lesson. However, I did feel a little anxious during the lesson because of the time constraint and wanting to present everything I had prepared.

The specific proficiency targets were for learners in the novice-low range. My material was well planned but my execution was not on target. I didn't stay in the target range when speaking in Spanish and I repeated everything in English to give the students understanding. In hindsight, this was an error on my part. I should have slowed down, stayed in the target language and used gestures and props while allowing time for student questions. In doing so in the future, I will be able to boost the comprehension of the students.

The lesson included several authentic texts for the students to review. This allowed the learners time to communicate with a partner about the information being presented as well as answer questions during group discussion.

I gave a brief introduction and explanation of the hook activity at the beginning of the lesson. However, after I gave directions and the students began working on it, I forgot to explain the purpose of the hook. Later I realized my mistake and took time to explain it. My closure activity was a review of the days of the week along with the flashcards. It was suggested to me that I let

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the students make the flashcards as an activity instead of having them already made before class begins. That will be one of the ways that I improve upon this lesson plan.

I used an informal assessment to provide feedback during the group activity. I walked on one side of the table to view the work of one pair of learners and then looked across the table at the other pair of learners. I understand that it is more beneficial to the students if I walk around to each student and offer individualized feedback instead of just looking across the table. I will ensure that I move around the room more often and view the work of each student in order to provide the necessary feedback.

My differentiated activities worked well because it gave room for the learners to experience the lesson in a variety of ways. The students were able to hear authentic texts read aloud, watch videos with music, and have hands on laminated texts as well. These activities help to produce more student involvement with the information that they are learning.

I will do things a little differently during the next time I teach this lesson. I will take explain the hook activity and its' purpose. I will use name cards to call on students during discussion instead of allowing students to call out the answers. I will also add questions to the discussion after the viewing of the videos. Overall, I think that the learner's involvement with the authentic texts and hook activity were the best part of the lesson. I will continue to look for more ways that I can add in authentic texts to each lesson in the future.

This experience has already helped me to prepare for the first lesson that I will teach during my practicum. It has helped build my confidence in my ability to teach in Spanish and provided necessary correction that will help me present my lesson plans in a way that provides more information for and interaction with my future students.