

2nd Mini-Lesson Reflection

Successfully teaching or sharing a lesson plan is a good thing. Sometimes teaching the same lesson to a different group can end with opposing results from the first class. Nevertheless, one must keep a level head and reflect on the aspects that helped the lesson to go well and anticipate issues that could arise and call for instruction to be modified.

This second mini lesson that I presented to my classmates and professor was one that I taught to my practicum class. My results from teaching this lesson to my practicum classroom students was far different than presenting it to my peers and professor. It was much easier to present this lesson after I had already made so many mistakes in the execution of it with my practicum classroom. I was much more aware of my need to interact and walk around the classroom than ever before. While I am still getting comfortable with the responsibility of planning every aspect of the lesson, I am becoming more aware of the need to be flexible and adapt in the midst of teaching. That mindfulness helps to guide my thoughts away from being nervous and focuses more on students rather than self.

The specific proficiency targets were for learners in the novice-low range. My material was well planned, and I felt much better about the delivery of this lesson plan. I have to appreciate the challenges that I struggled with when teaching it to my practicum classroom because of the awareness that I gained from the mistakes that I made. I was able to stay in the target range when speaking in Spanish. I did have a few instances where I repeated things in English but later realized that it was unnecessary. Maintaining 90% in the target language is challenging when I know that I have made a mistake in speaking proper Spanish. There were times I wanted to speak in English and apologize for my spoken errors in Spanish. I am encouraged that the more I teach the target language, the more proficient I will become as well.

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I gave a brief introduction and explanation of the hook activity at the beginning of the lesson, but I forgot to tell how I was going to tie it in to the lesson as a later activity. I understand that by explaining to the students the “WHY” behind the activity, they will be able to relate to the lesson and make it more personal. My closure activity did allow the students to use their hook activity to create a calendar which in turn became a presentational activity that could be used for grading purposes. I brought in flashcards like in my first lesson plan, but I adapted them to display seasons. In order to make this a task that was more than just memorizing how to say the four seasons in Spanish, I asked the students to take them home for homework and write sentences on them to go along with the weather information from the lesson. A suggestion that I received was to think about and demonstrate the weather before writing the Spanish word or phrase on the board. That suggestion made me reflect upon how I can improve this lesson. In the future I will ask the students to describe ways that they state the weather of the day. I will have the student that answers the question to draw a picture of that type of weather. Then I can write the Spanish phrase to go along with their drawing so that they can make a better connection to the content.

The lesson included authentic text itineraries for the students to review and answer questions after visiting two different websites. This allowed the learners time to communicate with a partner about the information being presented as well as answer questions during group discussion. However, in order to avoid confusion about the Spanish website, it will be better to demonstrate this on the overhead projector first as a whole class rather than waiting for the groups to do it on their own.

I used an informal assessment to provide feedback during the group activity. I walked around the classroom and was able to address the misuse of technology during class and redirect students back to the task at hand. Moving around the classroom helps me as the teacher to check on the

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students but it also helps the students to understand that I am there to help and guide them during the activities.

I received positive feedback about the differentiated activities. The students were able to hear authentic texts read, watch a video, and then use technology to find out more information about travel to the country displayed in the video. One of the ideas behind this activity that I think will motivate the students to stay in active learning mode is that the students can choose their travel dates within a specified range. The video also gave the students a different perspective on possible activities and sightings that could be of interest to them during travel and under certain weather conditions. These activities promote student engagement and enthusiasm with the learning objectives.

Next time I teach this lesson, I will take explain the hook activity and its' purpose. I will remind the students that they will have an opportunity to revisit the hook assignment later in the lesson. I also need to make moving around in the classroom a constant practice. I will also ask students to describe the weather they witnessed in the video using the Spanish phrases they learned in class. Overall, I think that student engagement with the lesson and getting to make choice during the activities was the best part of the lesson. I will continue to look for more ways that I can incorporate more choices for students during future assignments.

Each lesson is helping to prepare me for the next time I teach. My personal growth as an educator is so vital. Although it can be an uncomfortable process, I am looking forward to growing in my skills and capabilities so that I can be the best teacher for my future students.