**Lesson Plans**

**November 26 – 30, 2012**

**MONDAY – November 26, 2012**

I. Anticipatory Set

* Warm-up
  + What is one area of the class that you would like to go over and establish a routine/procedure so that expectations can be made clear?

II. Objective

* At the end of the lesson the students will know the expectations and the “CHAMP”ed out routines for entering and exiting the classroom as well as the expectations for a lecture and discussion.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need to bring a writing utensil to complete the warm-up.
  + Students will need to listen to the directions and expectations.
  + Students will need to participate in practicing the desired expectations for entering and exiting the room and lectures and discussions.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension and application by practicing the expectations and following these expectations in the upcoming days.

C. Method of Presentation

* + The teacher will give a PowerPoint presentation outlining CHAMPS and what it means to “CHAMP out” our classroom.
  + The teacher will explain the “CHAMPS” of entering and exciting the classroom and lectures and discussions.

IV. Modeling

* Teacher demonstrates each of the CHAMPS expectations and describes what each portion looks and sounds like.

V. Check for Understanding

* Students can demonstrate understanding by answering questions about the routines.
* Students can demonstrate understanding by following the new routines when entering and exiting the classroom and following the CHAMPS of lectures and directions in the coming days.

VI. Guided Practice

* Students will practice these new procedures several times with feedback from the teacher.

VII. Closure

* The teacher will lead a discussion about what portions of this lesson we can apply to other routines in our classroom.
* The teacher will lead a discussion about other locations where we can use the behaviors we learned in this lesson.

**CHAMPS expectations being taught in this lesson are listed below.**

|  |  |  |
| --- | --- | --- |
| **Entry** | **Lecture & Discussion** | **Exit** |
| * **Conversation –** Voice level 2 (or below) * **Help –** If you need help you may for a line in front of Ms. Drew’s desk and wait patiently. * **Activity –** Entering the room and warm-up * **Movement –** Students enter the classroom by walking. They get their folders from the basket by waiting their turn. Sit in their assigned seats and work on their warm-up. * **Participation –** Student is participating by filling in their warm-up. | * **Conversation** – Voice Level 0 * **Help** – If you need help raise your hand. The teacher will call on you. * **Activity** – Lecture and/or discussion * **Movement** – There should be no movement. Bathroom breaks, pencil sharpening, etc. should wait until thelecture/discussion is over. * **Participation** – Students can participate by listening to the speaker, taking notes on key points, raising hands to ask relevant questions or make relevant comments. | * **Conversation –** Voice level 2 (or below) * **Help –** if you need help you may form a line in front of Ms. Drew’s desk and wait patiently. * **Activity –** Dismissal/Leaving the classroom. * **Movement –** Leave your desk and put you folder in the basket then return to your seat and wait for Ms. Drew to dismiss you from the room. * **Participation –** Student is responsible for cleaning up their area before dismissal from the room. |

**TUESDAY – November 27, 2012**

**PROJECT NORTHLAND**

**WEDNESDAY – November 28, 2012**

I. Anticipatory Set

* Warm-up
  + What are the 3 routines that we “CHAMP”ed out during the last class?

II. Objective

* Students will know the procedures for passing out papers.
* Students will know the procedures for taking a test.
* Students will know the procedures for handing in papers.
* Students will know we will be starting to talk about our school schedule, what classes we have, and what we need for these classes.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need to a writing utensil to take the necessary notes.
  + Students will need their folders.
  + Students will complete a pre-test over the vocabulary and concepts we will be covering related to “School.”

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension by following the CHAMPS expectations from Monday (Entering/Exiting the classroom) and today (Taking a test, passing out and collecting papers).

C. Method of Presentation

* + Teacher will give a PowerPoint Presentation over the CHAMPS expectations.
  + Teacher will go through pictures of classroom items and materials.

IV. Modeling

* The teacher will demonstrate what the CHAMPS expectations look and sound like.
* The teacher will show the students pictures and point to or hold up the objects related to “School.”

V. Check for Understanding

* Students can demonstrate understanding by exhibiting the behavior outlined in the CHAMPS routines we have learned this far.
* Students can demonstrate understanding by filling in their vocabulary sheet for “School.”

VI. Guided Practice

* Students will practice the CHAMPS routines learned in this lesson and the previous lessons with feedback from the teacher.
* Students will fill in their “School” vocabulary sheets.

VIII. Closure

* Students will do “Thumbs Up/Thumbs Down” when asked what things in the classroom are.
  + Example: Teacher: *(Pointing to the whiteboard.)* “Este es el techo. ¿Sí o no?” Students hold Thumbs Up for “Sí” or Thumbs Down for “No.”
* End of class announcements.

**CHAMPS expectations being taught in this lesson are listed below.**

|  |  |  |
| --- | --- | --- |
| **Passing Out Papers** | **Taking a Test** | **Passing in Papers** |
| * **Conversation** – Voice Level 0 * **Help** – If you need help, raise your hand and wait patiently for the teacher to call on you. * **Activity** – Passing out papers. The teacher will give a stack to the person in the front row the papers will then be passed back over your head to the person behind you until the papers reach the end of the row. * **Movement** – Passing papers back. * **Participation** – Students will participate by handing the papers back and listening to the directions being given. | * **Conversation** – Voice Level 0 * **Help** – If you need help, raise your hand and the teacher will come to you. * **Activity** – Taking a test. * **Movement** – There should be no movement. * **Participation** – Students will participate by filling in their tests and keeping their eyes on their own paper. | * **Conversation** – Voice level 1 * **Help** – If you need help please raise your hand and wait for the teacher to call on you. * **Activity** – Passing in papers. * **Movement** – Collect the papers from the students behind you and pass the papers to the person in front of you. * **Participation** – Students will participate by passing in their papers. |

**THURSDAY – November 29, 2012**

**PROJECT NORTHLAND**

**FRIDAY – November 30, 2012**

I. Anticipatory Set

* Warm-up
  + 4th Hour
    - What is one thing you remember about the Rick Steves’ video we watched before Thanksgiving?
  + 5th & 6th Hour
    - What are the 7 regions of Spain that have talked about so far and what are their capitals.

II. Objective

* Students will be able to locate Cataluña, Castilla y Leon, and Madrid on a blank map.
* Students will be able to tell the capitals of the three regions of Spain listed above.

III. Input

A. Task Analysis--things (skills, objects, etc.) needed for students to complete the lesson

* + Students will need a writing utensil and the map provided.

B. Thinking levels--knowledge, comprehension, application, analysis, synthesis, evaluation

* + Students will demonstrate comprehension by labeling their map with the region’s name and capital.

C. Method of Presentation

* + The teacher will give a PowerPoint lecture introducing each of the regions and important things to know from each region.

IV. Modeling

* The teacher will show students the map and where they need to label on their own map.

V. Check for Understanding

* Once completing all the regions of Spain students will turn in their maps and there will be an activity to show they have learned the regions and the capital of each region.

VI. Closure

* The teacher will have a final review of the regions and capitals covered in all lectures so far.