Unit: Nationalities  
Grade/Class: Multi-Level  
Academic Content Standard(s): ________________________

**DIRECTIONS:** Summarize your plans for the standard/focus, instructional strategies, and assessments.

<table>
<thead>
<tr>
<th>STANDARD(S)/CONCEPTS/FOCUS/ TOPIC</th>
<th>INSTRUCTIONAL STRATEGY</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationalities Short Conversations.</td>
<td>Group work (individual representatives)</td>
<td>Progress Monitoring. Possibly record students while they hold their conversations. Summative method by analyzing content and giving feedback.</td>
</tr>
</tbody>
</table>

**LESSON PLAN**

**INSTRUCTION PLAN**

K-12 Academic Content Standard(s):  

**REFLECTION**

MODIFICATIONS/ACCOMMODATIONS:

**DIRECTIONS:** Complete one instructional plan for each lesson on Form A. If you use a district lesson plan, copy and attach.
What is the academic learning goal(s)?

The academic goal is for students to learn about different nationalities, to be able to pronounce the names of different countries and nationalities engage easily in conversations and be able to respond to question structures. The students will also need to formulate syntactic structures properly.

Put all desks against the wall so that students can walk around freely asking questions and taking notes.

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### Event 10: DESIGNING A LESSON SERIES

#### FORM C: INSTRUCTION PLAN AND REFLECTION

<table>
<thead>
<tr>
<th>INSTRUCTION PLAN</th>
<th>REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What instructional strategies and activities will you use for this lesson?</strong></td>
<td>In what ways are your instructional strategies and activities effective in measuring the learning goals for this lesson?</td>
</tr>
<tr>
<td>Surveys</td>
<td>Class: Students will be able to practice their speaking skills and help one another understanding key vocabulary by using conversation skills.</td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>Opinions</td>
<td></td>
</tr>
<tr>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>The collage will be used as a helper. Pictures will be taken and then the collage will be created by the students so when the representative of each group gets up to present, then he/she can use the collage to remember important points of his/her presentation.</td>
<td></td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL PLAN

**PROGRESS MONITORING ASSESSMENT**
What evidence (student work) will you collect during this lesson that will show the extent to which students have achieved the learning goal(s)?

Class:

The students will have to present their findings and work and this is the way I will be monitoring their progress. The students will walk around asking questions about students’ nationalities. They already know the countries they will be working with. The whole idea of the lesson is for all the students to practice and present their findings. It is not always easy to make a presentation in English, especially if English is your second language! There will be a lot of interaction among students. By doing the exercise, they will also learn about different cultures, about certain body gestures that are common in countries all over the world and this exercise will allow everyone to listen carefully to their peers and learn or correct their own mistakes.

### REFLECTION

In what ways are your assessment strategies effective in measuring the learning goals for this lesson?

Class:

1. Students will have fun and feel they are learning at the same time.
2. This will allow them to fell more at ease when encountered with real life situations.
3. They will also feel more comfortable at asking questions.

How might you modify assessment of the academic content standard(s)?

Class: Another way to assess the class performance and modify the assessment procedure is by inviting a native speaker(s) who will have the task of listening and interacting with students by allowing all students to feel the exercise is real and this way all students have to try to communicate with all means they have available without asking for help from their teacher. This is called: Authentic material/source.

### INSTRUCTIONAL PLAN

<table>
<thead>
<tr>
<th>How will you group students for instruction during this lesson? (Based on reading level,</th>
<th>In what ways are these grouping(s) appropriate for your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
The students will be grouped in different levels so the more advanced ones can help others that need more help.

What instructional materials and technology will you use?

- Internet
- PowerPoint (if necessary)
- Picasa
- Camera

Class:

- Less tension and a more comfortable environment instead of just one student presenting and teacher assessing. Group work is always preferred by English Language learners. Different levels always encourage and motivate. The context will be authentic and students will have to try harder by automatically placing themselves in a real life situation.

In what ways are the materials and technology effective?

Class: **Students have an easier time expressing thoughts and concepts. They follow by example. It is more fun to use pictures and then describe them rather than the opposite. Interaction is always preferred because it instills more confidence in each student.**