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EDUC 614 Designing & Assessing Teaching & Learning
November 2, 2014
Summative Video Analysis

Description of the classroom

I am currently the Spanish Teacher at a private school in Fairfax, Virginia that teaches Preschool through 2nd grade. The purpose of providing Spanish as a specialty class is not only to teach the students a second language, but also to open their eyes and their minds into a world of cultures. The school has three PreK3 classrooms, five PreK4 classrooms, one Kindergarten classroom, and one combined 1st-2nd grades classroom. I teach all classrooms twice a week for 30 minutes each session with exception of PreK3, since 3-year-old students have limited attention span. The school's total enrollment is of about one hundred and twenty students. Specialty teachers, including myself, have no assigned classrooms and we need to go from classroom to classroom in order to serve the whole school. Therefore, every classroom has a different setting.

a) Classroom Setting.

I decided to take a video of myself teaching the Bluebirds, because of all the five PreK4 classrooms, this class is the one that behaves better.

b) Classroom Description.

The Bluebird's classroom is in the shape of a square. There are two long tables located in the center of the classroom right next to each other, and each table has three chairs on one side and two on the other side. On one corner of the classroom there is the Teacher's desk, and towards the middle of the classroom against the wall you can find a basket full of library books

and a bookshelf with picture books. I usually start my Spanish class in this area, where children sing their Spanish songs while sitting on their chairs.

c) Students Demographics.

There are 10 students in the Bluebirds class: 6 boys and 4 girls. The whole school is very diverse; this class in particular has 6 Caucasians, 3 Asians, and 1 Indian child. All children in this class speak English as their primary language. The school itself is open to students with multiple intelligences, from gifted, developmentally delayed, or students with multiple learning disabilities. Even though the children in the Bluebirds classroom have not yet been classified as gifted or with a learning disability, there is one kid who has been referred to Fairfax County Public School's Child Find, which is a free program that tests children under the age of five to find out if they are developmentally delayed and/or have a learning disability.

Standards for Foreign Languages

Cultures

Interact with cultural competence and understanding.

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Lesson Plan

Date: October 17, 2014

Time: 30 minutes

Topic/Theme: The Day of The Dead and the meaning of an altar/offering during this holiday.

Planning Phase:

1. Learning Objectives: As a result of this lesson, PreK4 students will be able to:

a. Content:

- Explain the meaning of The Day of the Dead and the impact that this holiday has to the Mexican people.
- Define the word altar/offering in regards to The Day of the Dead, and understand how it is decorated for the holiday.
- Identify and compare the differences between The Day of the Dead and Halloween.

b. Language:

- Understand the vocabulary used to explain the meaning of The Day of the Dead for the Mexican people.
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2. Materials/Technology Needed: Book by Tony Johnston and Jeanette Winter "The Day of the Dead", coloring pages of an altar/offering.

Teaching Phase:

| Activity | Description | Time Needed | Measure of Learning (formal or informal) |
|-------------------------------|---|-------------|---|
| Review Previous Lesson | Students will try to remember and make comments about what they learned from the last lecture about The Day of the Dead celebration. | 2-3 minutes | The students will describe the meaning of The Day of the Dead and will comment on the importance of this holiday to the Mexican people. |
| Activity 1 | Read "The Day of the Dead" out loud and showing the pictures to the class. | 10 minutes | |
| Mini-Lecture | Explain to students what an altar/offering is during The Day of the Dead, how it is decorated, and the definition of it for the Mexican people. | 3-5 minutes | |
| Activity 2 | Color the picture of the altar/offering by using "happy" colors (colors of the rainbow and pink) and explain that The Day of the Dead is not a spooky or sad day. | 10-15 min. | The students will use the colors of the rainbow and pink in order to make their pictures look happy and not spooky/sad. |

Reflection Phase:

1. What learning objectives were the students able/not able to meet?

The students were able to meet all the objectives. First, they were able to remember the previous lesson on The Day of the Dead and make comments on what they learned. Then, they learned about the meaning of an altar or "ofrenda" and were able to understand how it is used and decorated during this Mexican holiday.

2. What worked well? Why?

Asking the kids what they remembered from the last lecture helped make a connection to between the two lessons. Even though the lesson was about the same topic, making the students be part of the learning process by letting them participate at the beginning of the class made the lesson more meaningful for them, since they realized that they knew what the topic was all about.

3. What did not work well? Why?

The lesson would have been more interactive if I would have shown the students a cartoon from The Day of the Dead that I later found on youtube.com. Also, I had an app with an interactive story about The Day of the Dead that I could have used during this lesson as well.

4. What will you do differently the next time you teach this lesson?

I dedicated a whole lesson on The Day of the Dead to show the students videos on youtube.com and the app that I have on the iPad. Next year, I will combine technology and the reading of books in each lesson, so that the students have more ways to input new information into their brains, and just so they can have more fun while learning about such a new holiday for them.

Analysis Narrative

I enjoy teaching about The Day of the Dead every year during the month of October, and I believe not only the students enjoy learning about it, but also their parents appreciate the fact that their children are exposed to another culture. Even though the name of the holiday itself makes them feel scared at the beginning, they

come to realize that it is not a scary holiday but rather a day to remember the loved ones who have passed away and to honor the lives that they lived.

One of the strengths of my lesson plan is to ask the students beforehand what they have learned so far about The Day of the Dead. This task makes them reflect on the topic and lets them talk about it in their own words, so that their peers listen to each other's thoughts and therefore learn from each other. Moreover, the fact that I read a book on the holiday and then connected the reading to the explanation and description of what an altar/offering is to the Mexican people, made the students understand the connection between the two parts of the celebration.

I believe that I should have applied some technology into the lesson plan, so that the students would have had more ways to learn about the subject. I believe that the visual connection of watching a video on youtube.com would have been a better combination to the reading of a book, and therefore, the kids would have had more exposure to the topic.

Overall, this lesson had a cultural impact on the students in that they were exposed to traditions on beliefs of the Mexican people. However, not all the children had a positive impression of The Day of the Dead, since one of the kids on another class cried for a couple of minutes and said that she didn't want to die. I had to explain to her that she was not going to die and that only very old people die when their bodies get sick. This made me realize that not all children are ready to learn about this holiday, even though I sugarcoat it and tell them that it is a happy day when we have a big party. Therefore, I decided that this year I would only teach PreK4 through 2nd grade, and not PreK3.

Nonetheless, I believe that most of the students got a good impression from this lesson. Especially this one child who even watched the movie, *The Book of Life*, that just came out in the Theaters and explained everything that has to do with The Day of the Dead to her parents. I believe this was due to the fact that I teach my students not to be afraid of this holiday, because it is a happy day, not a sad or scary one.

One of the changes that are evident from my formative video analysis is that I incorporated students' participation by asking them to make connections to the last lesson into the current one. I believe this had a good impact on the students since they had their turn to participate in class.

From this analysis, I learned that different kinds of teaching tools should be used in a lesson so that the students have many options of learning about the lesson. In regards to my Spanish teaching practice, I learned that I need to incorporate Spanish language into the lesson as much as possible. Also, students should be able to participate in the lesson as much as possible, and even do some group participation, so that they can interact with each other.

One of the changes I will consider in the future is to incorporate more technology into every lesson. Also I need to add some kind of differentiation into my lesson plan, especially in the Kindergarten through 2nd grade lesson plans.

For Honi Video Analysis Chart

Directions:

- Take notes in this chart while you view your video. You will submit your chart with your assignment.
- You are encouraged to fill in *both* positives and limitations for all rows as you critically consider each of the elements of teaching in your lesson. At a *minimum*, one positive or one limitation needs to be present for *each* row. Notes in the Potential Changes-Improvements to Strengthen Student Learning column need to be included for *each* row.
- Indicate specific evidence from the video to support your notes. You will need to describe your specific evidence in your narrative(s).
- You can print the chart and handwrite your notes (although the space will be very limited as is, so you should make the rows bigger before printing) or type them. If you handwrite, it needs to be legible and you can scan or take a photo of your chart to submit it with your assignment.

| Elements of Teaching | Positives | Limitations | Potential Changes-Improvements to Strengthen Student Learning |
|---|--|---|--|
| Objectives/Standards Is it clear what the objectives are? Do the students know and understand what the objectives are? Do the objectives push student thinking to different levels? Are the objectives clearly related/drawn from standards-concepts? | We are going to read a book of the day of death asking students to recall what the objective was. | Students may not know what a skull or board is. | Probably to show a picture that relate to the word. |
| Interactions What types of interactions are evident between teacher-students? Between students? What kinds of questioning (teacher questioning, student questioning) is present? What kinds of responses? What kind of feedback do you give? | What is the day of the dead? Can you say el dia de los muertos. Students share their own experiences. | - Students who are shy or do not participate could have not interact. | Probably to show them the days, months and day. And ask them to come to the teacher or board and show it to. |
| Evidence of advanced planning and concept knowledge Is it clear that there is an awareness of concepts that may hinder student understanding and that steps are taken to address this potential challenge(s)? | - Repeating the topic as a choral group. - Use of sad colors. - Check for understanding and repetition of target language. | Because this is a new culture. Probably not all students were getting the idea. | Ask to give a personal example. |
| Learning Activities Are learning activities clearly aligned with the objectives and standards in the lesson? Do the activities support the topic and provide practice for student understanding of the content? Are there multiple opportunities for students to interact with the content (whole | - Read about with pictures. - Teacher checks for understanding. - Songs. | | |

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|--|---|--|--|
| class/individual/group activities, varied instructional formats, authentic activities, inquiry, etc.) in ways that align with the objectives? | <i>lots of teacher-student interaction show pictures and related to the main concept</i> | | |
| Differentiation of Instruction How does the lesson design provide varied opportunities for learners to engage with the content in meaningful ways? How does the lesson account for student background experiences, learning profiles, readiness (in content, skill, language), and/or interests? | <i>What color is Marygold flower? Asking for prior knowledge to make connections</i> | | |
| Technology Is appropriate technology used effectively? Who was using the technology (students and/or the teacher)? For what means and to what ends? | <i>Watch a movie video</i> | | |
| Assessment Is learning assessed in various ways? How is learning formatively assessed? How do you use formative assessment during the lesson to guide instruction? | <i>What is Cemetery? Checking prior knowledge. Making summary and ask understanding of the lesson</i> | | <i>Probably for summative assessment to retch and create picture</i> |

Important Note:

- When self-assessing, try to avoid the Lake Wobegon Effect. This effect is based on Garrison Keillor's books/radio show where everyone in the fictional city of Lake Wobegon was above average. Try to be critically reflective. What do you see/not see? What questions does that raise and what does that mean for potential ways to keep strengthening your practice?

Lesson Plan Comments

- 1) Identification of differentiated instruction. I think a differentiation could be the picture with the word that they can see it and pronounce it for them. Also, you could show them the colors with pictures while you explain what happy colors are.
- 2) Identification of a variety of assessment. For formative assessment, you could provide brainstorming at the lesson. Another formative assessment could be a picture of the altar and ask them to SKIM a word bank and match the words/phrases apply to it. Each word can have a picture.
- 3) For technology. They could watch a video, and ask students to circle words or pictures of things they can see.
- 4) For materials: They can build or construct an altar and describe it to the class.