

## Gregory Schwab

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### Pre-observation questions

#### What are the learning objectives for the lesson to be observed?

##### Comments

- Learners will interact in a whole-class discussion in L2, taking turns speaking and responding to Novice-level questions, using one-word or memorized, and phrase-length answers.
- Learners will read and comprehend sentence-level L2 statements about the character.
- Learners will demonstrate comprehension by using appropriate gestures and/or cultural gestures that enhance the interaction.
- Learners will co-create a story in the L2, around an individually created character.
- Learners will read and comprehend a paragraph-level L2 text about the character.

Students will interact with aural input\*\*\* via the Invisibles technique as a preparation for the next day's lesson in which they will do a reading based on the Invisibles Character.

These definitions from Dr. Bill VanPatten should help understand today's objective:

\*\*\*Input: "Input is language that learners hear or read in some communicative context. It is language that learners respond to for its meaning, not its form or structure."

Communication: "Communication is the expression, interpretation, and negotiation of meaning in a given context."

Note: In Comprehensible Input Teaching, the teacher strives to be in the target language 90% of the time, however, unlike "immersion" classes in Comprehensible Input, English is used to establish meaning and to aide comprehension. This is mostly done through L2/L1 translations that are written on the wall. It may also be done orally if students ask for clarification. The general rule is that "when we talk about the story we talk in Spanish, but if someone has a grammatical question English can be used." The goal is then to keep the class in the story as much as possible.

#### What activities are planned to help students achieve the learning objectives?

##### Comments

I will use a character created by the learners - an Invisible - and follow a seven-step process including a Town Meeting, five levels of questioning to build the story, and a video reenactment of the story to co-create a story in Spanish with the class. The end product of this story will be a text which will become the content of reading activities for the class.

In this process learners interact with the teacher and the class using gestures, drawings, one-word responses, rejoinders, phrases and eventually sentences. Learners are also constantly negotiating meaning by letting us know when the message is not clear so that they can share information, reactions, feelings and opinions.

In the five levels of questioning to build the story, the teacher engages all learners in the process by taking their suggestions or randomly calling on students.

Because the teacher has created a safe environment, students will let her/him know when the message is not clear. Throughout the lesson, the teacher will check for understanding by asking a whole group question or by closely observing the learners' facial expressions as they negotiate meaning.

The seven-step story process involves a number of student jobs: Teacher #2- This student resolves disagreements about details of the story. Story Driver- Keeps time for the teacher in the story. Class artists- These students create a drawing of the story which is later used as a springboard for discussion in the target language. Videographer- Student who records the re-tell of the story created in class

The lesson plan for the day is as is follows:

- Prayer
- 10 minutes of silent self-selected reading (PDF attached on why I do 10 minutes of SSR a day)
- Discussion of the silent reading
- Story-Creation with Student-Created Character
- Great Reveal of the Drawing with re-tell of the story

(This is when the class artist(s) reveal the visual interpretation of the Invisible's story. It is a momentous occasion because the artwork is done where the other learners cannot see it. Learners evaluate the drawing to see how the artists captured the verbal discussion of the class.)

- Recording of the story on video.
- "Reading from the back of the room" questioning activity
- Student re-tells of the story in Spanish
- Review- (We will review some of the other characters that we recently created in class via reading activities)

[Sustain Silent Reading- Why I do it- Info for parents.pdf](#)

## **How will you know the lesson is successful?**

### **Comments**

I will know the lesson is successful due to checks for understanding through the techniques of "teach to the eyes", translation from Spanish to English, and asking questions in Spanish to clarify understanding.

The story-creation is a preparation for the next days lesson which will include reading activities. The story creation gives the students aural input for the input they will receive in the readings. The aural input scaffolds the student's understanding for reading activities.

## **Note any particulars on which you would like feedback.**

### **Comments**

Teacher regularly checks for understanding through statements like "What does X mean in English?"  
Teacher uses the TPRS technique of "teaching to the eyes" (actually looks into the students eyes when teaching.)  
Teacher speaks slowly and repeats utterances so students can follow along.  
Teacher writes L2/L1 translations on the board and pauses and points to them during instruction.  
Teacher walks to the word on the board he is pointing to before speaking or asking a question.

Background in best practices for TPRS/CI teaching can be found in the attached PDF file

[Workshop-Handout-5-of-23.pdf](#)

## Comments and Remarks

### Evaluator remarks:

In order for the observer to understand what is going on in the lesson it would be helpful to watch these three short Youtube videos:

<https://www.youtube.com/watch?v=3QyX9XhGX3s>  
<https://www.youtube.com/watch?v=QtmnCbEWGBQ>  
<https://www.youtube.com/watch?v=7z8PiA0J814>

### Signatures:

<i>Evaluator signature:</i>
<i>Date:</i>

<i>Teacher signature:</i>
<i>Date:</i>