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Contextual Factors

Community Factors

The school in which I am completing my student teaching experience is located in Northwest Iowa, and will be referred to as School A. The city in which School A is located will be referred to as City A.

According to the United States Census Bureau report of 2000, the population of City A at that time was estimated to be 4,261, with a prediction of a population size of 4,692 for the year 2008. This number increases greatly during the summer months with a large influx of summer residents and tourists visiting City A and the surrounding area. The median age of City A residents is approximately 40, with 94.2% of the total population over the age of 18. According to the same Census Bureau report, approximately 86.1% of the city's population are high school graduates or higher. There are two higher education facilities located within City A.

The median household income, as reported in 1999, was \$36,224. Nearly seven percent of the population was reported to be at or below the poverty line, which represents approximately 276 individuals. According to the City A website, the majority of the City A workforce is employed in manufacturing, healthcare/social services, agriculture or education, with the three largest employers being: 1) a motorcycle, snowmobile and ATV manufacturer (600 employees); 2) a fishing supply manufacturer (575 employees); and 3) a hydraulic cylinder manufacturer (315 employees).

According to the 2000 Census Bureau report, nearly all of City A's residents are considered White, at 99.4% of the population. The second highest race percentage in the area in the year 2000 was Hispanic or Latino, at 0.6% of the city's population.

Implications for Community Factors

The majority of students I will be working with in City A will likely come from similar racial and cultural backgrounds. The majority of my students will come from households that are above the poverty line, although the average household income at the time of the 2000 census was approximately \$6,000 less than the national average. This would suggest that although most families are indeed above what is considered the “poverty line,” they might not have as many resources as the “average” American family. This would be something to keep in mind if I were to consider planning outside activities or projects, in which resources might become an issue. This also may have implications for parent involvement, which might be lower due to parents possibly having to work more in order to support their families. Although it seems fairly common from what I have observed in the high school for the older students to have jobs, I don’t believe any of the middle school students I will be focusing on have any sort of obligations outside of school-sponsored activities.

District Factors

The school district of City A, or “District A,” is made up of one elementary school, one middle school, and one high school, all three of which are located together, with the elementary and middle school together in one building, and the high school across the street in another. According to the 2008-2009 District A Annual Report, the total number of students enrolled within the district, K-12, is approximately 1,243. With 71 full time teachers, 26 part or shared time teachers, and 35 classroom support individuals, the district supports about a 10:1 student to professional ratio. 42 of the 97 full and part time teachers have a Masters Degree.

For the District, of the approximately 1,243 students enrolled in grades K-12, 40 of those students are Title I students, and 131 have an IEP and are considered Special Needs. Out of the same total, 201 are eligible for free lunch, and 90 are eligible for reduced lunch; those students totaled together make up approximately 23 percent of all students enrolled in District A.

District A also has a new Superintendent this year. One of the biggest changes the new Superintendent has brought to District A, from what I've learned and observed within the schools, is a strong technology initiative. In fact, one of the district's long-term goals for the years 2009-2013, according to District A's 2008-2009 Annual Progress Report, is to "Integrate technology into classroom instruction, student learning and communication to the community."

Implications for District Factors

District A is a relatively small school district, with all three schools located together. This fact, along with the low student to professional ratio, suggests that most of the students and faculty know one another well throughout the district. This also implies that some of the classes I will be working with will be smaller. The proportionately large number of faculty, as well as the large number of faculty with a M.A. ensures a large pool of highly qualified teachers to both work with and learn from. This district also strongly supports professional development, which both explains and supports the abundance of expert teachers and the cooperative work environment.

Although an estimated 10 percent of the K-12 student body is considered "Special Needs," I am expecting a lower percentage in the middle school Spanish classes, due to high entry requirements. The number of students eligible for free and reduced lunch, almost one-quarter of all enrolled students, implies that I may have students in my class that come from low-income homes, and their in-school and out-of-school work may show the effects of that. These

students may carry the financial stress of their families into their daily lives, and their academic and social behaviors may reflect that. Also, as previously mentioned, these students may not be receiving ideal parent involvement in their school work, if parents are required to work longer days or evening shifts to help support their families. In addition, because social relationships become so important at the middle school age, differences in socio-economic status are likely to start defining some relationships and behaviors of students at all socio-economic levels.

School Factors

The school within District A that I will be focusing on is the Middle School, which I will refer to as School A. According to District A's Annual Report, the average class size of School A is 23, with a total middle school enrollment (grades 5-8) of 405 students. Within School A, the total number of Special Needs students is 56 students, and the number of students eligible for a free or reduced lunch is 103. The percentage of students eligible for free or reduced lunch is slightly higher in School A than in the District as a whole, with approximately 25 percent of the School A students eligible, compared with 23 percent for the District.

School A's building is fairly new, having been built in 1992. Although several of the classes have recently been remodeled in 2004 and are now larger and more up-to-date, others have not been updated, and lack space and technology. The school building itself is mostly separated into two halves; the west half is the elementary school, and the east half is the middle school. Within the middle school side, each grade is separated into individual "pods," one for each grade, 5-8. The pods are made up all of that grade's lockers, surrounded in a circle by that grade's classrooms.

School A offers an optional Spanish program to seventh and eighth grade students who have received a “B” or above in English. Once the student is in the class, they have to maintain at least a “C” or higher to remain in it. If they remain in the class for both the seventh and eighth grade years, they are able to receive high school credit for Spanish I, and then jump ahead to Spanish II as freshmen. However, the students do not receive Spanish instruction everyday throughout those two years. Due to the middle school schedule, classes are broken up throughout the year into “hexes,” or six sections. Because there is a large number of students participating in the middle school Spanish course, and because it is supposed to end up being the equivalent of one year of Spanish I, the middle school students have Spanish every other hex.

Implications for School Factors

The situation of the optional middle school Spanish program will likely have an effect on my instruction. First, although a student may be in the class, it may be because their parents want them there, and not because they personally have any desire or motivation to be there. Also, some students don’t necessarily put forth much effort, but are still able to squeak by with the necessary grade. I want to be able to reach both of those types of students, and to make both their time and my time in the classroom meaningful and worthwhile. On that same note, some students don’t necessarily have to try, and they understand everything and do very well. I need to make sure I am reaching both sides of the spectrum, and everyone in between.

In addition to the varied motivation levels within the middle school program, the hex-schedule also comes with certain implications. No matter how much progress was made during the previous hex, one week, at the very least, has to be spent reviewing everything taught during the previous hex. That makes for a slow start for a new section. Although I will not be teaching

during this review period, it does put a bit of a rush on the rest of the instruction time for that hex, which will have an effect on my teaching.

Although School A has completed several impressive renovations, the room in which I will be teaching has not been renovated. That means it lacks both technology and space, which will affect both the students and myself.

Classroom Factors

Although the only two classes that my cooperating teacher teaches in this building are seventh and eighth grade, the classroom is located in the fifth grade pod. My cooperating teacher used to have her own room when she taught elementary and middle school Spanish at School A; the room was designed in the 2004 renovation specifically for Spanish instruction. However, now that the elementary program no longer exists, she only teaches the two optional middle school classes at School A, and does the rest of her teaching at the high school in District A. Due to the minimal time actually spent in School A, my cooperating teacher was moved to a different classroom that she shares with the guidance counselor, and her old room was given to a teacher who would be able to use it all day and make the most of it.

The classroom itself is an inside room, so there are no windows. The front of the room faces east, with a door leading directly into the fifth grade pod on that same wall, at the south end of the room. There is another door directly opposite the fifth grade entry door, on the west wall, which exits into a main hallway. There is another classroom next door, adjacent to the south wall. This wall is a thin, but semi-permanent divider, which does not block out much sound. The teacher's desk is next to the inner, fifth grade door, along the front wall. A white board stretches across the front of the room, from the teacher's desk to a row of cabinets and a counter that line

most of the north wall. Above the center of the whiteboard hangs an overhead screen, with an overhead projector sitting directly across from it that butts up to the front row of desks. The desks, which are designed to fit most fifth graders, are set up in a traditional classroom format, in five straight rows facing the front. In total, there are 23 desks in the room, which is crowded. The desks normally end up very close together, with little room between each desk and the one in front of it, or between the rows of desks. Because my teacher shares this classroom with the Guidance teacher, there is some, but not a lot of Spanish décor, consisting of only a few posters and sayings. Most of my teacher's supplies and decorations are at the high school, where she spends a majority of her time.

Aside from the overhead projector, there is a computer on the teacher's desk, used almost exclusively for taking attendance, entering grades, and email. There is also a T.V. in the back of the room. A diagram of the classroom layout can be found in the Appendix (Appendix 1-1.)

Implications for Classroom Factors.

Although the switching of classrooms makes sense and makes the most of the newly remodeled room, because of it, the seventh and eighth graders have to have class in the fifth grade pod. That means they must enter the classroom from the outside door rather than the inside door that exits directly into the fifth grade pod, because only fifth graders are allowed in the fifth grade pod. For the eighth grade class, this also means that they have to rush to get to this section of the building, and normally arrive after the bell has rung.

In addition to the location, the desks themselves are really just too small for the majority of the seventh and eighth graders. This means that for a lot of students to be able to sit comfortably, they have to recline back in the seats with their legs stretched out, or sit cramped and hunched over the desks in order to fit their legs under them. If a student doesn't fit well in

their desk and is uncomfortable, the student may become distracted or have a harder time focusing on instruction, especially in the instance where the desk is just short enough to be able to balance and bounce on a student's knees.

Although the desks are small, there are a lot of them, and with 20+ students in the room, it can begin to feel cramped, especially with no windows. The limited space between the desks causes the students to bump into the person behind them with their chairs a lot, and does not allow the students or teachers much space to move between rows of desks. The close quarters also make it easier for the students to chat with their neighbors, which can definitely affect learning and instruction.

The technology in the room has not been recently updated. I will likely use both the whiteboard and the overhead projector daily during instruction. Unfortunately, I have been told that it can be difficult to get a slot in one of the computer labs in the school, and that it takes extensive pre-planning and coordinating to make it work. Because I will be on such a tight schedule with this group, and will need to ensure that I am getting in all of the required material before the end of the hex, I'm not sure that scheduling time in the lab would be a practical choice. If I already had an activity prepared that I knew would be an incredible learning experience and wouldn't simply be incorporating technology for the sake of technology, I wouldn't hesitate to try and squeeze into a lab at some point. However, I do already feel the pressure of the time crunch, especially since this is the next to last hex for this group before they are done for the year. By that point, they have to have had all of the material from Spanish I in order to be prepared to potentially enter Spanish II.

Student Characteristics

The class I have selected to focus on is the eighth grade class, which meets from 10:39-11:21 everyday during this “hex” or six-week period. I will refer to this class as Class 1. Class 1 is made up of 21 students, 11 girls and 10 boys. The students range in ages from 13-14. The majority of the students are generally higher achievers, as suggested with the “B” or higher required in English in order to initially take Middle School Spanish. Regardless, as students of a foreign language, this class consists of a wide variety of achievement levels, from the C/D grade level work of those students just scraping by, to the consistent A/A+ work of those higher achieving students.

As previously mentioned, the level of and motivation behind each student’s participation in the class differs greatly. Some are in the class and do well because they work hard and want to be there, while others are there because their parents want them to be. Those are not necessarily the only circumstances and examples of motivation within the class, but I would say they range between the two.

Also mentioned earlier was the fact that students at the middle school age tend to be more conscious of and concerned with social status and peer relationships than they have been in previous years. This class of students tends to be fairly talkative, or at least more so than the seventh grade class that meets the period before them. Several of the students have the tendency to turn around in their seats and chat during instruction. It is also easy for them to get off task and get a little over-excited if the opportunity arises.

Implications of Student Characteristics

Due to the fact that there is a wide range of achievement levels, as well as varying of levels of motivation, I am going to have to plan lessons that can reach and be meaningful to all

students. My first concern is getting everyone interested in and engaged in the lesson. If I can grab and hold the attention of the highly motivated students, as well as the less-motivated students, I'll have gotten a good start. In order to make the most of the lesson for both types of students and everyone in between, I am going to have to make my instruction accessible to all, with opportunities to challenge and engage all levels.

As this class is rather talkative, I will have to find ways to hopefully get them on task and keep them on task from the start, as well as ways to get them back on track when they lose focus. Talking and other such disruptions can result in a loss of instruction time, which is not good for anyone, especially since we are on an already tight "hex" schedule.

However, because they do obviously enjoy social interaction, I plan to have them work in groups or partners whenever possible. When students work together, especially in the study of a foreign language, they can use the language to interact with a peer, and help one other practice and build oral and other language skills.

Student Skills

As previously mentioned, the students' skills and skill-levels vary. All students have had the same content and material up to this point, but individual achievement levels vary. The students do have some limitations with the language, but have learned how to conjugate and use "AR" verbs in Spanish, as well as several other common, useful verbs. Additionally, the students have been introduced to different sets of vocabulary, such as basic greetings and phrases, words describing people and things, things in school and around the house, families, and clothes and school shopping. They can use the verbs they know only in the present tense.

The first student I have chosen to focus on is the highest achieving student in the class,

and will be referred to as Student 1. Student 1 not only completes all of her assignments and tests to the best she is capable of, but often takes her work one step further, looking up things that aren't required, or asking questions that don't necessarily have anything to do with the homework, but are things she just wants to know. She has also mentioned doing flashcards on her own at home. She is quiet and doesn't talk to anyone else during class unless doing an assigned partner activity, or if volunteering an answer. On the last chapter test, she received a 98%, while a large portion of the class got below a "C." She makes an effort to pronounce words correctly in Spanish, and always pays attention and participates.

Student 2, the second student I have chosen to focus on, sits right around the middle as far as achievement goes. This student does well in class discussion, but has had some trouble with quizzes and tests. This student did not do as well as hoped on the last chapter test, which may have been due to lack of studying, since the day before had been an early-release due to weather conditions. Many students in the class did surprisingly poorly on that test, and it may have been in part due to the excitement of the snow day, and the expectation of no school the following day. We did, however, end up having school the following day, along with the test.

Student 2's performance in Spanish seems to be inconsistent with his performance in other classes, where he excels easily. From what I have observed, he is very intelligent, and seems to understand what's going on in class. Although I know certain students simply aren't as adept at learning a foreign language as they are at learning things in other content-areas, I can't help but wonder if some of Student 2's difficulty has more to do with motivation and focus. He does seem to be slightly on the chatty side, and is not always paying attention to instruction. I have wondered if he maybe he is accustomed to not having to put forth much effort to excel in other classes, and is simply following that same routine in Spanish class.

The third student I have chosen to address is a consistently mid- to low-achieving student. On the last chapter test she scored 19/48 (40%). Student 3 is very chatty, and has a lot of personality. When unsure of an answer when called on, Student 3 seems to try to make a joke out of not-knowing the answer, and possibly intentionally makes little attempt to pronounce words correctly, because it's funnier that way. This is understandable behavior, because it can be hard for students to put forth real effort at the risk of embarrassment or being laughed at if they make a mistake. I think that humor is a guard or shield for some students, like it might be for Student 3. That is not to say Student 3 is disrespectful by any means. It simply might indicate that she doesn't feel comfortable with the material at that time.

Implications of Student Skills

The three students mentioned above are a good representation of the wide achieving spectrum that makes up this class. When planning and implementing instruction, I need to ensure that my lesson can be followed and understood by those lower-achieving students like Student 3.

As for the high achieving students, like Student 1, I need to make sure that I am occasionally offering opportunities for those students to really maximize their learning. I could do this by offering different assignments to different students, or some sort of project that has the option for differentiation.

As mentioned with Student 2, high achievement in a foreign language is not always guaranteed by high achievement in other courses. The study and acquisition of a foreign language simply comes easier to some than others. This is something important to be aware of when considering the students who are generally high-level learners in other courses. I don't want to make assumptions about a student's abilities or needs based on generalities. Also, I think if/when these students do struggle, it can be new and frustrating for them, and for their parents.

As with every student, I will want to make sure that both they and their parents are aware of the fact that I am available for any extra help outside of class.

For Student 3 and others like her, I want to make sure I am maintaining order and interest in the classroom to help limit opportunities to chat. Also, for those students who may not be very comfortable with speaking in front of the class, I want to make sure that I am not calling on them first for answers, or putting them on the spot. When asking such students practice questions, I might consider giving them options for responses, at least at first, rather than expecting them to come up with the answer right away on their own, like I might with the higher achieving students.

Additionally, I need to make sure to pay special attention to the quiet, melt-in-the-woodwork-type students, so that they aren't left behind and forgotten. One thing about the chatty students is that they're hard to overlook, but the quiet students are easy to pass by. I need to make sure I am both thinking about and planning for those students, and that I am making sure to engage them in all lessons.

Learning Goals

The learning goals for this unit have been created and aligned to District A Standards and Benchmarks for Foreign Language, Spanish I (City A Community School District, 2009). The goals have also been aligned with Bloom’s Taxonomy (IUPUI Center for Teaching and Learning, 2002).

Learning Goal 1 (LG1)

Students will be able to *identify* and *apply* the selected vocabulary necessary for and pertaining to situations in the café and the market.

District A Standards Met:

Standard 1.2: *Uses basic vocabulary to describe assorted objects in everyday environments.*

Standard 1.4: *Knows how to exchange information about general events.*

Standard 1.6: *Uses verbal and written exchanges to gather and share personal data, information, and opinions.*

Standard 1.8: *Uses appropriate vocabulary to acquire goods and services through basic negotiation of procedures and monies.*

Standard 2.4: *Identifies people and objects in the environment based on oral and written descriptions.*

Bloom’s Taxonomy:

Level One: Knowledge—Basic recall, recognition and processing.

-Students will *define, memorize and recite* designated vocabulary words.

Level Two: Comprehension—Understanding the meaning of new material.

-Through written and oral practice students will *recognize* designated vocabulary words.

Level Three: Application—Knowing when and how to use new material.

-Students will *apply* vocabulary to authentic market and café situations.

Learning Goal 2 (LG2)

Students will be able to *recognize, form* and *apply* the present tense to any regular “ER/IR” ending verb in any subject (first, second and third person; singular and plural).

District A Standards Met:

Standard 1.2: *Uses basic vocabulary to describe assorted objects in everyday environments.*

Standard 1.4: *Knows how to exchange information about general events.*

Standard 1.6: *Uses verbal and written exchanges to gather and share personal data, information, and opinions.*

Bloom's Taxonomy:

Level One: Knowledge—Basic recall, recognition and processing.

*-Students will **acquire** the knowledge of how to conjugate regular “ER/IR” verbs in the present tense.*

Level Two: Comprehension—Understanding the meaning of new material.

*-Through written and oral practice students will **recognize** the present tense of regular “ER/IR” verbs.*

Level Three: Application—Knowing when and how to use new material.

*-Through writing and speaking students will form and **apply** the present tense to any regular “ER/IR” ending verbs in all subjects.*

Learning Goal 3 (LG3)

Students will be able to **recognize** and **produce** the “b” and “v” sounds in Spanish.

District A Standards Met:

Standard 5.2: *Knows basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language.*

Bloom's Taxonomy:

Level One: Knowledge—Basic recall, recognition and processing.

*-Students will **acquire** the knowledge of how to correctly pronounce the “b” and “v” letters in Spanish and will **recite** the proper sounds.*

Level Two: Comprehension—Understanding the meaning of new material.

*-Students will **demonstrate** the correct pronunciation through oral practice.*

Level Three: Application—Knowing when and how to use new material.

*-Students will **apply** the knowledge of proper pronunciation of the “b” and “v” to the vocabulary addressed in this chapter.*

Learning Goal 4 (LG4)

Students will be able to *distinguish* and *explain* the difference between a Mexican tortilla and a Spanish tortilla, two different but important foods within each culture.

District A Standards Met:

Standard 4.2: *Knows familiar utilitarian forms of the culture and how they compare to those in one's native culture.*

Bloom's Taxonomy:

Level One: Knowledge—Basic recall, recognition and processing.

*-Students will **recognize** a difference between the two traditional foods and be able to **describe** each.*

Level Two: Comprehension—Understanding the meaning of new material.

*-Students will **paraphrase** the cultural reading, and **explain** and **distinguish** the differences between a tortilla of Mexico, and a tortilla of Spain.*

Level Three: Application—Knowing when and how to use new material.

*-Students will **apply** this knowledge when talking about tortillas and/or about traditions within both the Spanish and Mexican cultures.*

Appropriateness of Learning Goals

Learning Goal 1 (LG1)

Students will be able to *identify* and *apply* the selected vocabulary necessary for and pertaining to situations in the café and the market.

This goal is appropriate for Eighth Grade Spanish because they are following the same structure and doing the same work as the Spanish I class in the high school in order to later receive the same credit for it. Acquisition of vocabulary is a necessary and standard part of learning a new language, something that each level of Spanish is accustomed to doing. The vocabulary pertaining specifically to the market and café is especially important because it includes many common foods and phrases that can be applied to many other situations. In the instance that these students were to ever travel to a Spanish-speaking country, or if they wanted

to use it a restaurant or store owned by Spanish-speakers here in the United States, these are common situations and vocabulary that would be useful to them.

Learning Goal 2 (LG2)

Students will be able to *recognize*, *form* and *apply* the present tense to any regular “ER/IR” ending verb in any subject (first, second and third person; singular and plural).

This goal is appropriate for Eighth Grade Spanish because they have already previously learned how to conjugate regular “AR” ending verbs, as well as several other useful irregular verbs. Within this unit, there are many new and useful verbs ending in either “ER” or “IR,” so to be able to use those verbs and more fully utilize the new vocabulary, it is necessary for the students to learn how to recognize, form and apply the present tense to these verbs. They will later be able to add more verbs to this list, and from instruction stemming from this goal, students should be able to apply what they will learn to those new verbs.

Learning Goal 3 (LG3)

Students will be able to *recognize* and *produce* the “b” and “v” sounds in Spanish.

This goal is appropriate for Eighth Grade Spanish because at this early level in their Spanish careers, they are still figuring out and becoming familiar with a system of pronunciation different from their own native language. I have chosen to focus only on two sounds during this unit because they already have some background knowledge on pronunciation in general from when they first learned the Spanish alphabet in seventh grade. Also, at this early level, it is unrealistic and impractical to expect perfect pronunciation of every sound. It takes time and practice develop an ear for proper pronunciation, and at this stage, I don’t think the goal should be so much on the sounds the students are making, as on *comprehension* of what they are saying.

However, working towards good pronunciation is a good idea and is important for higher-level Spanish, and is why Learning Goal 3 is included.

Learning Goal 4 (LG4)

Students will be able to *distinguish* and *explain* the difference between a Mexican tortilla and a Spanish tortilla, two different but important foods within each culture.

This goal is appropriate for Eighth Grade Spanish because part of learning a foreign language is learning about and becoming familiar with cultures and traditions of the speakers of that language. A foreign language is a means of communication between peoples and cultures, and knowledge and respect of that culture is part of its real-world application. It gives substance and personal relevance to the language being spoken. The cultural objects addressed specifically through this goal are important because they truly are “staples” in the cuisine of their respective cultures.

All of the aforementioned goals are necessary in order to progress through the various levels in Spanish, and to work towards the end goal of learning a foreign language, which is to become proficient enough to use the language independently as a citizen of a global society.

Assessment Plan

Learning Goal	Assessment	Format of Assessment	Adaptations
<p>Learning Goal 1 (LG1): Students will be able to <i>identify</i> and <i>apply</i> the selected vocabulary necessary for and pertaining to situations in the café and the market.</p>	Pre-Assessment	Multiple choice pretest (16 questions)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices
	Formative Assessments	Daily “Para Empezar” warm-up questions, in-class partner activities (“Seeing Double,” “Qué como yo,”) whole group activities and games (TPR with verbs, Board Races) homework, two section quizzes, chapter test	<i>As needed</i> , extended time for completion of class activities, outline for notes, simplified directions or questions, seating and pairing selections, extra help or study sessions before school or during study hall
	Post-Assessment	Multiple choice pretest (16 questions)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices
<p>Learning Goal 2 (LG2): Students will be able to <i>recognize</i>, <i>form</i> and <i>apply</i> the present tense to any regular “ER/IR” ending verb in any subject (first, second and third person; singular and plural).</p>	Pre-Assessment	Multiple choice pretest (16 questions) with oral component (two sentences, read aloud)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices
	Formative Assessments	Daily “Para Empezar” warm-up questions, in-class partner activities (from book) whole	<i>As needed</i> , extended time for completion of class activities, outline for notes, simplified directions

<p>Learning Goal 2 (LG2): Students will be able to <i>recognize, form</i> and <i>apply</i> the present tense to any regular “ER/IR” ending verb in any subject (first, second and third person; singular and plural).</p> <p><i>LG2 continued...</i></p>	Pre-Assessment	Multiple choice pretest (16 questions) with oral component (two sentences, read aloud)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices
	Formative Assessments	Daily “Para Empezar” warm-up questions, in-class partner activities (from book) whole group activities and games (TPR with verbs, Board Races, Fly Swatter game, oral practice with questions) homework, two section quizzes, chapter test	<i>As needed</i> , extended time for completion of class activities, outline for notes, simplified directions or questions, seating and pairing selections, extra help or study sessions before school or during study hall
	Post-Assessment	Multiple choice pretest (16 questions)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices
<p>Learning Goal 3 (LG3): Students will be able to <i>recognize</i> and <i>produce</i> the “b” and “v” sounds in Spanish.</p>	Pre-Assessment	Oral assessment (two sentences with variety of “b” and “v” words from vocabulary, read aloud)	Extra time to look over sentences before being read
	Formative Assessments	Oral review of “Para Empezar” warm-up questions and homework, practice oral questioning, oral partner activities	<i>As needed</i> , extended time for completion of class activities, simplified directions or questions, seating and pairing selections, extra help or study

Learning Goal 4 (LG4): Students will be able to <i>distinguish</i> and <i>explain</i> the difference between a Mexican tortilla and a Spanish tortilla, two different but important foods within each culture.	Pre-Assessment	Multiple choice pretest (16 questions)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices
	Formative Assessments	In class discussion, tortilla tasting, homework, chapter test	<i>As needed</i> , extended time for completion of class activities, simplified directions or questions, seating and pairing selections, extra help or study sessions before school or during study hall
	Post-Assessment	Multiple choice pretest (16 questions)	<i>As needed</i> , extended time, option to take assessment in a smaller group setting, questions read aloud, limited number of choices

The bulk of my assessment plan centers, not surprisingly, on the variety of formative assessments planned for the duration of the unit between the pre and post-assessment, estimated to take approximately 3 weeks. The pre and post-assessments are identical, and were planned as such to ensure accurate data for use in comparison of before and after instruction. The multiple-choice portion is made up of 16 questions, which focus on Learning Goals 1, 2 and 4. The number of questions per Learning Goal was intentionally designed in proportion with the importance or weight of each goal. As this is a beginner level course, the main focus is on acquisition and use of vocabulary; hence, Learning Goal 1 is to be the focus of the test. As such,

the test questions are distributed as follows: for LG1, there are 9 questions; for LG2, there are 6 questions; and for LG4, there is 1 question. A copy of the pre/post assessment can be found in the Appendix (Appendix 2-1, 2-2). Questions 1-6 assess LG2, questions 7-15 assess LG1, and question 16 assesses LG4.

As for the pre and post-testing of Learning Goal 3, I decided to create a type of oral component to go along with the multiple-choice assessment. As the goal is on pronunciation, I will be having the students read two sentences that contain many vocabulary words and verbs to be studied during this unit that use the “b” and “v” sounds. I am having students read sentences aloud rather than forming their own, because I want to assess the same words for each student, and my focus is on pronunciation rather than creation.

I will score students based on the overall flow of the two sentences, and more specifically on the pronunciation of the “b” and “v” sounds. For the words that have the letter “b” in them, I will be looking for how the students are physically forming the sound. The Spanish “b” is created the same way as the English “b”, with the top and bottom lips coming together to create the sound. In Spanish, however, the lips barely touch, and the sound is much softer than a “b” formed when speaking English.

As for the grading of the “v”, I will be listening to see if the “v” is being pronounced exactly like the Spanish “b.” In Spanish, the letter “v” does not make the same sound as it does in English, in words such as “very” or “Virginia.” Spanish words like “vamos” and “vender” are pronounced “*bamos*” and “*bender*,” with the soft Spanish “b” sound.

This portion of the pre and post-assessment is much more qualitative, as compared to the more quantitative multiple-choice assessment discussed previously. As such, I will be using a

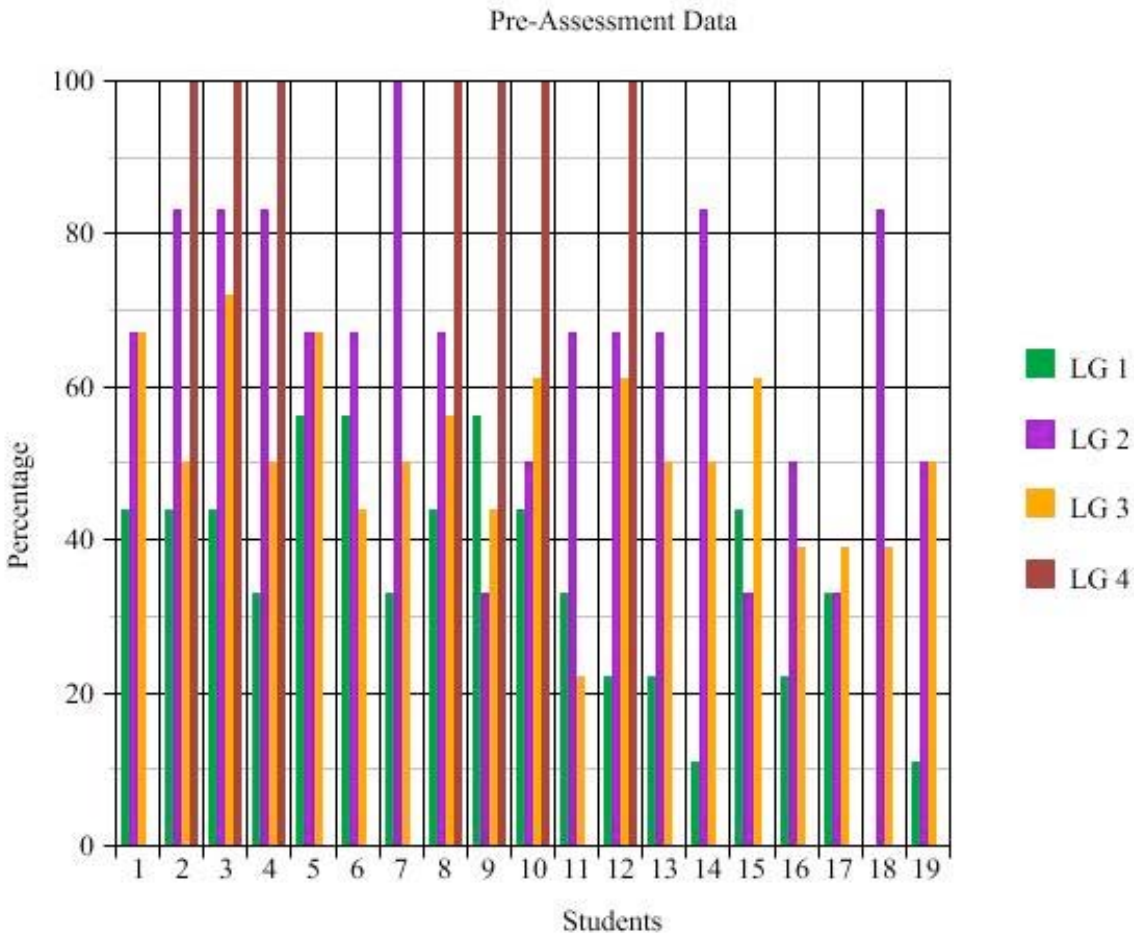
rubric to more fairly and accurately grade each student's performance. A copy of that rubric is included in the Appendix (Appendix 2-3).

Both of these forms of pre and post-assessing are for my purposes, to be able to compare what the students know before instruction, and what they have learned after. The students will also be informally assessed through a variety of daily activities, as well as two chapter quizzes and one chapter test. All of these are provided with the textbook, and will be modified to include what I feel will fairly and accurately assess where the students are at and what they need to know.

Due to the fact that I am assessing a variety of students, I have included several possible adaptations in my Assessment Plan. Those include, but are not strictly limited to, allowing extra time for the completion of in-class activities, quizzes or tests, and providing simplified directions or questions during activities. Also, in the instance of a quiz or test, I could provide, if necessary, fewer options, the test could be read aloud to an individual, or the test could be taken in a smaller setting outside the class. For every student, at any time, I would provide time before school or during their study hall period to offer any help to whoever might be interested or need the extra help.

Design for Instruction

Results of Pre-Assessment, Multiple-Choice and Oral:
(Learning Goal 3 represents the oral component)

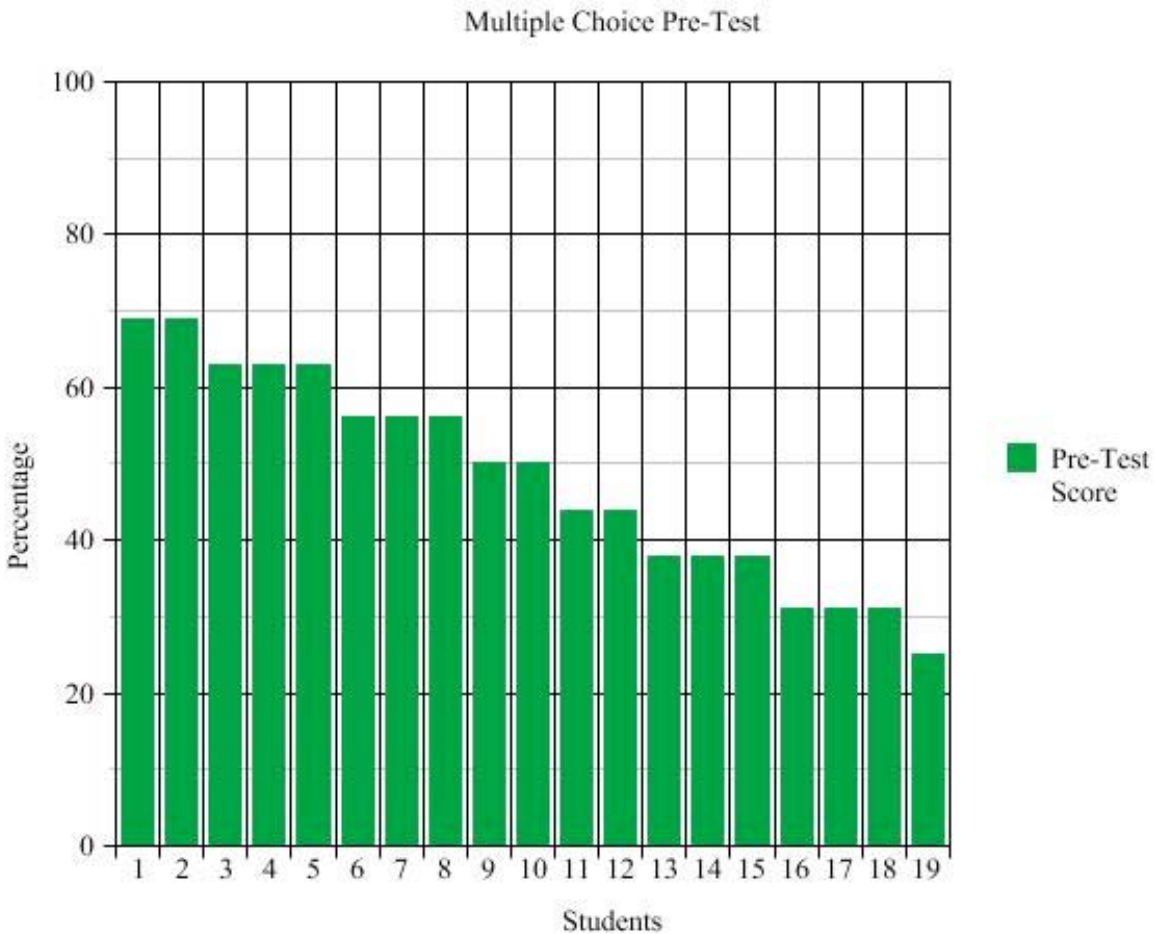


The graph above shows the combined results of the multiple-choice pre-assessment and the oral pre-assessment, organized into the percentage correct of each Learning Goal. Again, the multiple-choice test assessed Learning Goals 1, 2 and 4, and the oral component assessed Learning Goal 3. Because the multiple choice assessment offered three choices for each question, I will need to take into consideration that although a student may have gotten any particular answer correct, they did have a one-in-three chance of doing so. This means their

scores might be slightly better than if they had to produce the answers on their own. Because of this, I will plan to teach each goal thoroughly, even if the pre-assessment suggests the students are moderately familiar with the goal in question.

I also need to take into consideration the number of questions assigned to each Learning Goal; for example, for LG 4, there was only one question, so the students either scored 100% on that goal, or 0%. In other words, just because some of the students received “100%” on that portion of the test, I wouldn’t assume that those students really have any better idea what the difference is between a Spanish tortilla and a Mexican tortilla. They more than likely just made the right guess. Regardless, I would say the pre-assessment results are generally a good indicator of which areas need the most work. Naturally, with the largest amount of information to be learned and taught, LG1 will require the most instruction and class time.

Results of Multiple-Choice Pre-Assessment

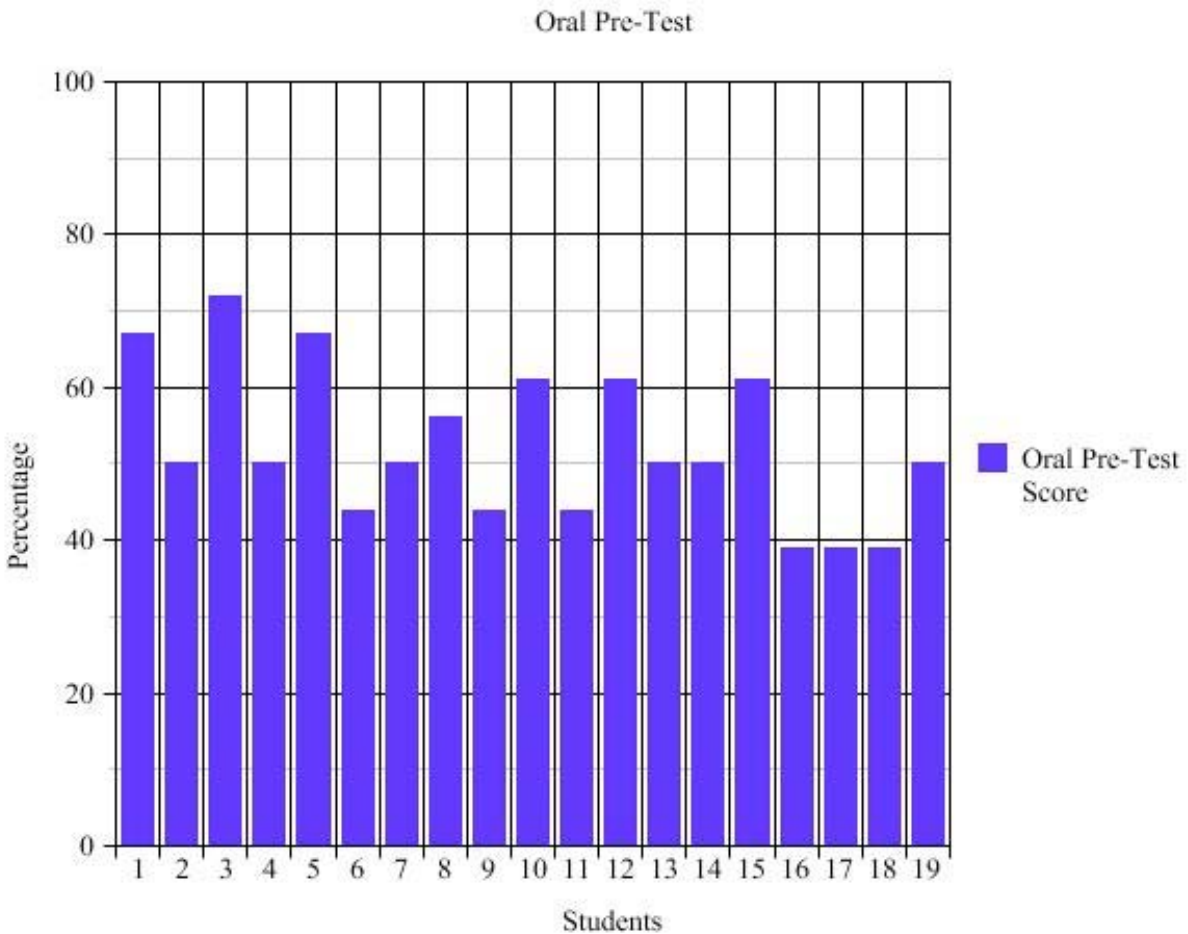


The graph above illustrates the results of the multiple-choice pre-assessment, which again, assessed Learning Goals 1, 2 and 4. These results happen to be in order from highest to lowest for this graph because they were the first piece of information I received on these students, so rather than organizing them by name, I organized them numerically. They are in this same order for all of the graphs, rather than continually changing as the high-low order changes. Each number, 1-19, represents the same student in every graph. There are only 19 scores recorded, even though there are 21 students in the class. Two students were absent the day of the pre-assessment, and there wasn't an opportunity for them to take it when they returned

before being exposed to the new material. As such, I did not include their scores for either the pre or post-assessment in my charted results.

For the multiple-choice pre-test, the results are about where I expected them to be, as this is a completely new unit for all of the students. The scores range from 11/16 (69%) to 4/16 (25%). The average score was approximately 8/16 (50%).

Results of Oral Pre-Assessment



The graph above shows the results of the oral component of the pre-assessment. Again, this specifically assessed Learning Goal 3 (Students will be able to recognize and produce the “b” and “v” sounds in Spanish.) The assessment consisted of the reading of two sentences,

intentionally designed to focus on words using B's and V's. The criteria I used to grade the reading of these sentences was the smoothness of the overall flow, how the "b" sound was formed by the student, and whether or not the V's sounded like the Spanish "b." These results are also about where I expected them to be. The students have never really heard or practiced any of the new vocabulary, and aside from the general rules of pronunciation received in seventh grade when they learned the alphabet, they haven't had much direct instruction of the proper formation and pronunciation of the "b" and "v" sounds in Spanish.

Unit Overview

As the Learning Goals suggest, I will be teaching a unit centered on words, phrases and situations that take place in a café or market. The unit should take approximately 3 weeks, or 15 school days.

Day	Topic	Activities	Learning Goal
Day 1	Unit vocabulary, verbs and culture	Multiple-choice and Oral pre-assessments, filling vocabulary sheet	LG1, LG2, LG3, LG4
Day 2	First section of vocabulary, "En el café"	Warm-up questions, introduce new vocabulary, "Toquen" TPR activity, questions using familiar AR verbs	LG1
Day 3	First section of vocabulary, "En el café"	Warm-up questions, review homework, more practice, partner activities from book, TPR for ER/IR verbs, "En el café" conversation worksheet	LG1
Day 4	ER/IR verbs, first section of vocabulary,	Warm-up questions, review homework,	LG1, LG2

	“En el café”	vocabulary review as a class, notes on singular forms of ER/IR verbs, partner activities from book	
Day 5	ER/IR verbs, first section of vocabulary, “En el café”	Warm-up questions, review homework, review ER/IR verbs, practice as a class using vocabulary with verbs, partner activities, homework on verbs	LG1, LG2
Day 6	ER/IR verbs, first section of vocabulary, “En el café”	Warm-up questions, review homework, discuss quiz, review vocabulary and verbs, Matamoscas (Fly Swatter Game)	LG1, LG2
Day 7	ER/IR verbs, first section of vocabulary, second vocabulary section, “En el mercado”	Quiz 1, introduce next section of vocabulary, “Toquen” TPR activity	LG1, LG2
Day 8	ER/IR verbs, “En el mercado” vocabulary	Warm-up questions, review homework, practice with new vocabulary as group, partner activities, “Breakfast, lunch and dinner” paragraphs	LG1, LG2
Day 9	ER/IR verbs, “En el mercado” vocabulary	Warm-up questions, review homework in partners, discuss what I ate in Spain, “Seeing Double” activity, notes on plural forms of ER/IR verbs, practice as group	LG1, LG2
Day 10	ER/IR verbs, “En el mercado” vocabulary	Warm-up questions, review plural ER/IR verbs as a class, partner practice, Board Race, talk about quiz	LG1, LG2
Day 11	B/V pronunciation,	Quiz, b/v	LG1, LG2, LG3

	ER/IR verbs, all vocabulary	pronunciation lesson, practice activities in book	
Day 12	Spanish vs. Mexican tortillas, B/V pronunciation, ER/IR verbs, all vocabulary	Warm-up questions, cultural reading and questions (tortillas,) review all vocabulary using b/v pronunciation, pre-assessment from book as homework	LG1, LG2, LG3, LG4
Day 13	Spanish vs. Mexican tortillas, B/V pronunciation, ER/IR verbs, all vocabulary	Warm-up questions, review homework, review all vocabulary, verbs, and cultural reading, tortilla tasting, ¡Ay! Review game	LG1, LG2, LG3, LG4
Day 14	Spanish vs. Mexican tortillas, B/V pronunciation, ER/IR verbs, all vocabulary	Chapter Test	LG1, LG2, LG3, LG4
Day 15	Spanish vs. Mexican tortillas, B/V pronunciation, ER/IR verbs, all vocabulary	Post-assessments, vocabulary sheet for new unit	LG1, LG2, LG3, LG4

Activities

I am hoping to use a variety of activities throughout the unit, both to keep the students interested and intrigued during the entire unit, and to reach the variety of different learning styles and interests. The activities are intended to help the students practice in all areas of language development, which include listening, speaking, writing, and reading. The following are three different activities I have selected to discuss in more detail.

Activity 1 is a TPR (Total Physical Response) activity designed to help students remember vocabulary words. Specifically, this activity will be used to help the eighth grade students remember a list of fourteen new verbs they have to memorize for this unit.

I will begin the activity by calling out one Spanish verb at a time, and calling on different individuals to tell me what it means in English. Once the student has given me the definition, I will assign that verb a coordinating action. I will demonstrate the action while saying the word, and then have the students do the same. Essentially, the idea is to have the physical reaction become an automatic response to the word, so that when it needs to be recalled later, the student will read or hear the word, make the association with the action, and quickly understand the word's meaning.

Once everyone has practiced the word with the action several times, they will have to do that action every time I say that word for the remainder of the activity. We will continue down the list slowly, returning to previous words as we progress, to help ensure that everyone is connecting all of the actions to the correct words. Once every word has an action, I will call out the word in Spanish without doing the coordinating action myself, and the students will have to silently remember and perform the action on their own. I will start slowly, and then build speed to really test them and keep them interested. If they need an extra challenge, I will have them all close their eyes so that they can't look at their neighbors for clues.

After completing this activity the first time, it can be a quick review any other time, since time will not have to be spent assigning the actions to each word. This activity also becomes useful when a student can't remember what a word means during class. Rather than simply giving them the answer, I can show them the action and see if that helps them remember. Whenever used, this activity can serve as a type of informal assessment to tell me how well the students are getting the new verbs.

Another way to sneak in another element to this game would be to use the verb in a specific verb conjugation, such as the "he/she" form, rather than just the infinitive. Then, later on

in the unit when the students are learning how to conjugate ER/IR verbs, they will already be somewhat familiar with at least one form of all the ER/IR verbs that they will be practicing with.

Activity 2 is a partner activity called “Seeing Double.” For this activity, I will hand out a half sheet of paper to each partner. Each sheet is exactly the same, and will contain images of six different plates of food, which will be numbered the same, 1-6, on both sheets. The partners will take turns describing one plate, without telling the other which one they are describing. They will use phrases like “This plate has...” or “There is...” in Spanish. Then, the other partner will have to guess which plate is being described. If correct, the partner will say, “Yes, that’s correct,” in Spanish, or “No, that’s not correct,” and the partner will guess again. Students will take turns describing and guessing. I will be able to informally assess the students while they work by walking around and listening for pronunciation, and watching to see how well the students really know and can identify the new vocabulary.

Before doing the activity, I will need to create the sheets and have them printed and cut. It will be important that the plate illustrations are both similar and different enough that saying only one word won’t completely give away which plate is being described. Before the students begin doing the activity, I will want to make sure that I model the activity really well, so that the students fully understand what each partner is supposed to be doing, in case anyone wouldn’t have understood the directions.

This activity will provide an opportunity for the students to interact with another member of the class, and will give both partners the chance to practice using the new food vocabulary, and hearing it. A copy of this activity is included in the Appendix (Appendix 3-1).

Activity 3 is a group game that involves writing in the target language. Although a new game to this class, Board Races are common games for foreign language classes. This is an

excellent activity for practice and review, especially before a quiz or test, because it involves writing words or phrases with correct spelling and accent marks. Even when students know their vocabulary words on a quiz or test, they can still miss quite a few points for misspelling and forgotten accent marks. This game reiterates the importance of spelling and accents under the guise of a fun, competitive game.

For this activity, I will divide the class into two teams. One member for each team will come to the whiteboard and prepare to write. I will call out a vocabulary word or a verb phrase in English, such as “the apple” or “they eat,” and the students will race to be the first person to write the word or phrase on the board without any mistakes. Their teammates, who can be studying their vocabulary sheets while waiting for their turn, are not allowed to help the teammate at the board. I will tell them if it is correct or not, but I won’t specify what isn’t correct if it’s wrong, that way the other person can’t completely steal the word. I will give each person two chances to get the word correct, and if neither can, no point is given, and the next students take their turn. If one of the two students at the board does get the word correct, that team receives one point.

Not only does this activity tell me if students know the vocabulary and can correctly produce it, but it tells them, too, what they need to study. If I see that students are consistently missing several words, I can make a point to talk about the spelling of this word, and try to come up with ways for them to remember how to spell it.

Technology

Classroom A has a whiteboard and an overhead, both of which I plan to use daily. I will be using the overhead everyday at the start of class to post the “Para Empezar” (*To Begin*) warm-

up questions. I will also use the overhead to display transparencies of the new vocabulary, and for writing notes and playing several games. I will use the board to post the daily agenda, make quick notes on certain words or verbs, and for games.

As previously mentioned, due to lack of and inaccessibility to, I will not be using much technology outside of the classroom.

Contextual Factors

While creating my unit, I tried to keep in mind both the variety of motivational levels, and the general atmosphere and attitude of a middle school group of students. I want to keep activities short, and move quickly from one thing to the next to help keep all students interested and engaged, and hopefully too busy to chat with their neighbors.

I also kept in mind the fact that some of the students may not have a lot of resources at home, which could mean actual physical resources, or the presence and/or support of a parent or adult. While I will be assigning homework, I don't plan to assign any outside projects that might require additional resources or parental assistance.

Instructional Decision Making

Example One: *Seating Arrangement*

The first few days of teaching my unit, all of the students were fairly quiet and attentive for this specific, normally chatty, group. As they relaxed around me, however, they started to become their chatty selves again. I started to try and curb the chatting by asking the whole class to be quiet, then telling the whole class to be silent, then asking individuals to be silent, and then eventually telling individuals to be silent. While the first step worked for the majority of the class, there were two pairs of girls in opposite back corners that continued to chat, regardless of

my first requests, and later demands, for quiet. Neither pair was blatantly disrespectful; in fact we all got along very well, which is what made me hesitant to change the seating arrangement in the first place.

I asked my cooperating teacher if I should warn them first before changing it, because I knew they all enjoyed sitting where they did, and I feared a revolt. She told me I had warned them enough, and to just go for it. I did, taking nearly an hour beforehand to artfully devise a new and improved seating arrangement. It ended up being one of the best decisions I made the whole time I taught. If I had known a new seating arrangement could work such magic, I would have done it the first day.

I did encounter a small amount a resistance from one of the main chatters, who claimed she had already sat in her new seat the previous hex, and for one reason or another would be incredibly bored sitting there again. Despite making a bit of a show of her boredom that first day, she adjusted just fine to her new seat, and never had to be reminded to be quiet again.

The other girl, who actually happens to be **Student 3**, who I mentioned earlier in the Contextual Factors, was really the cincher in my decision to make a new seating arrangement. Before being moved, she would continually turn around throughout every lesson to chat with the girl behind her, and then when called on or asked to do an activity, would have no idea what was going on. Her confusion, and inevitable humorous reaction was enough to distract the other students from what we were supposed to be working on.

When I moved her, I put her right in the front, in the middle row, directly in front of me. I couldn't believe the difference it made. That same day she started raising her hand and volunteering information and asking questions. She ended up doing very well on the chapter test

at the end of the unit, and I'm sure moving to the front contributed to her success. I felt guilty for not having moved her sooner!

Example Two: *Postponed Test*

By the time we finally neared the end of the unit, we had not had one full week of school since I began teaching, due to winter weather and other scheduled days off. Because of that, the schedule for the unit had been adjusted and re-adjusted several times, and with students occasionally being absent in addition to the snow days, by the time the second quiz came around, I decided we needed to really re-group and get everyone caught up and where they needed to be before we went on to take the chapter test. After seeing the results of the second quiz, I decided to push the test back one day. That isn't to say that the quizzes were terrible, I just didn't feel that everyone was where they should be in order to be successful on the chapter test.

Both the students and I were nervous for their chapter test, based on the results of their previous chapter test. As previously mentioned, they took that test following a snow day, and whether they didn't study because of the excitement of the early release the day before, or in the anticipation of another snow day, I'm not sure. Regardless, the majority of the class did very poorly on the test, and admitted to not having studied much. Chapter tests can have such a large impact on the students' grades, and because it is necessary to maintain a "C" from hex to hex in order to remain in the class, they all needed to do their best on this test, both to make up for the last one, and to help solidify or improve their current grade.

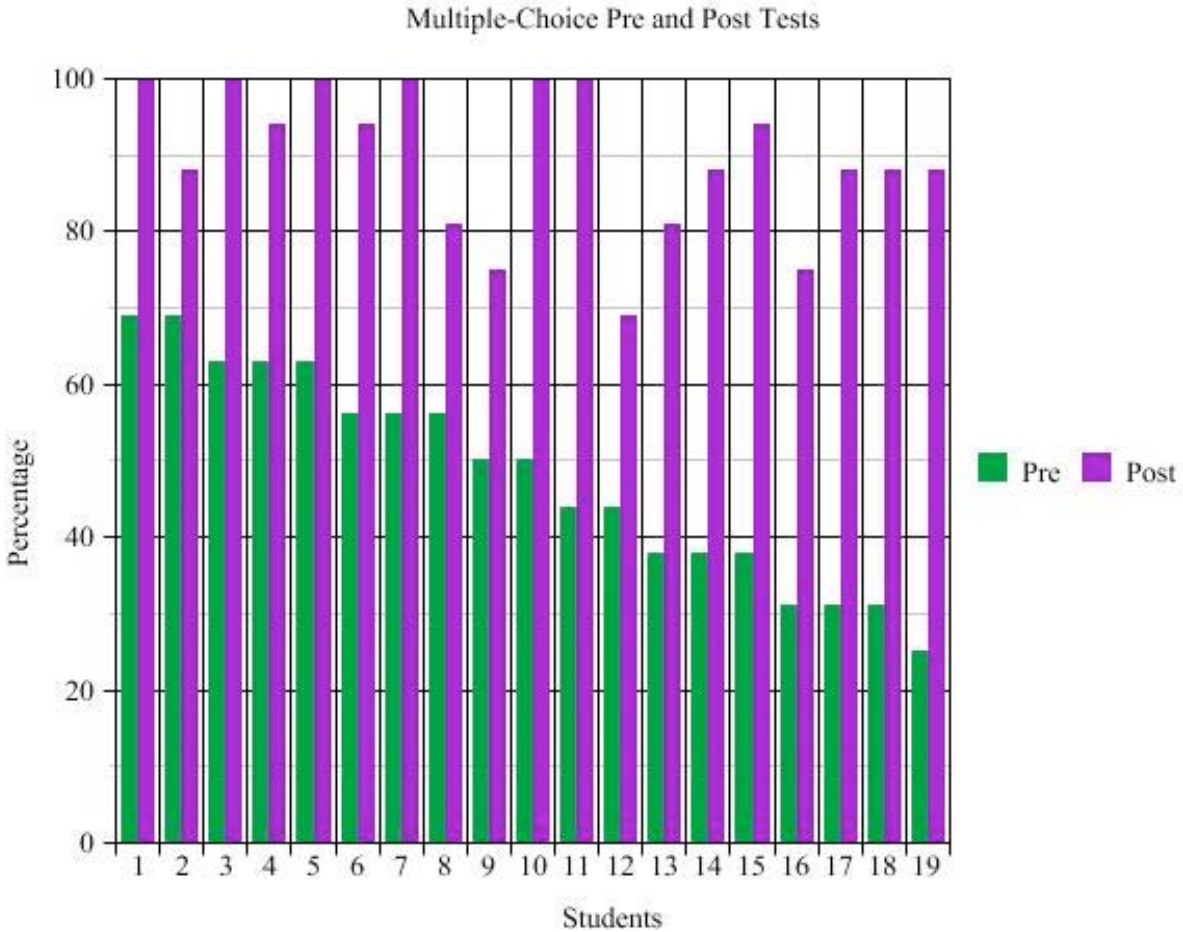
This "nervousness," however, was a motivational tool I used very much to my advantage. When I told the class that I would be moving the test back one day, to the following Monday, I told them that I was only doing so because I thought that they would benefit from the extra time to study. I had them promise that if I did move the test back that they would not take that as an

invitation to blow off studying until the last minute. I reminded them of the results of their last test, and warned them of the affect an unsuccessful test can have on an individual's grade. I'm sure I was overly dramatic about the whole thing, but I was genuinely concerned, and wanted them to do their best.

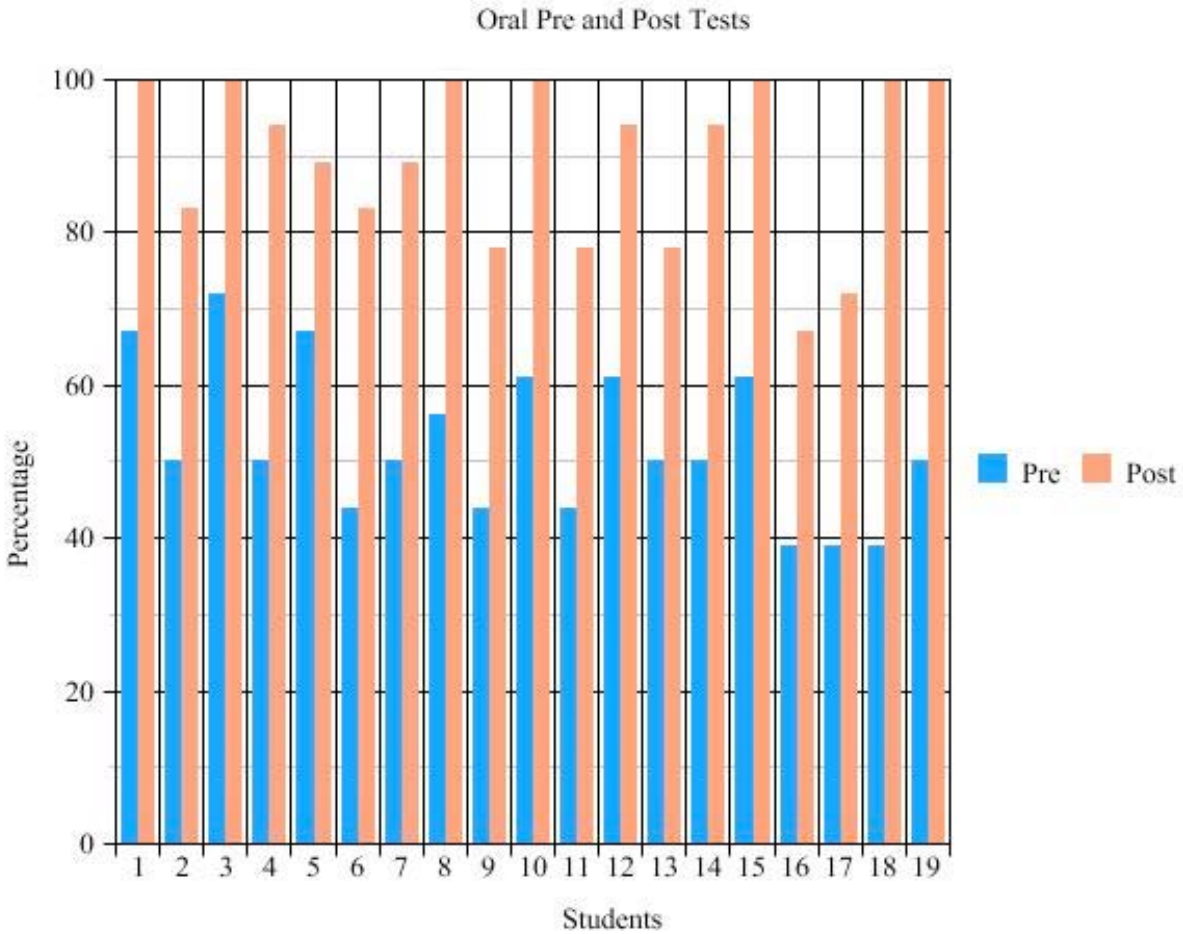
Apparently, they took my warnings very seriously, because they all did exceptionally well on the test. My lowest grade was a 37.5/48 (78%), and the majority received "A's." I might have felt guilty for laying it on so thick the week before if the results weren't so great. In reality, these results should be what both the students and the teacher always expect, because they are obviously quite capable.

Analysis of Student Learning

Results of Pre and Post-Assessments



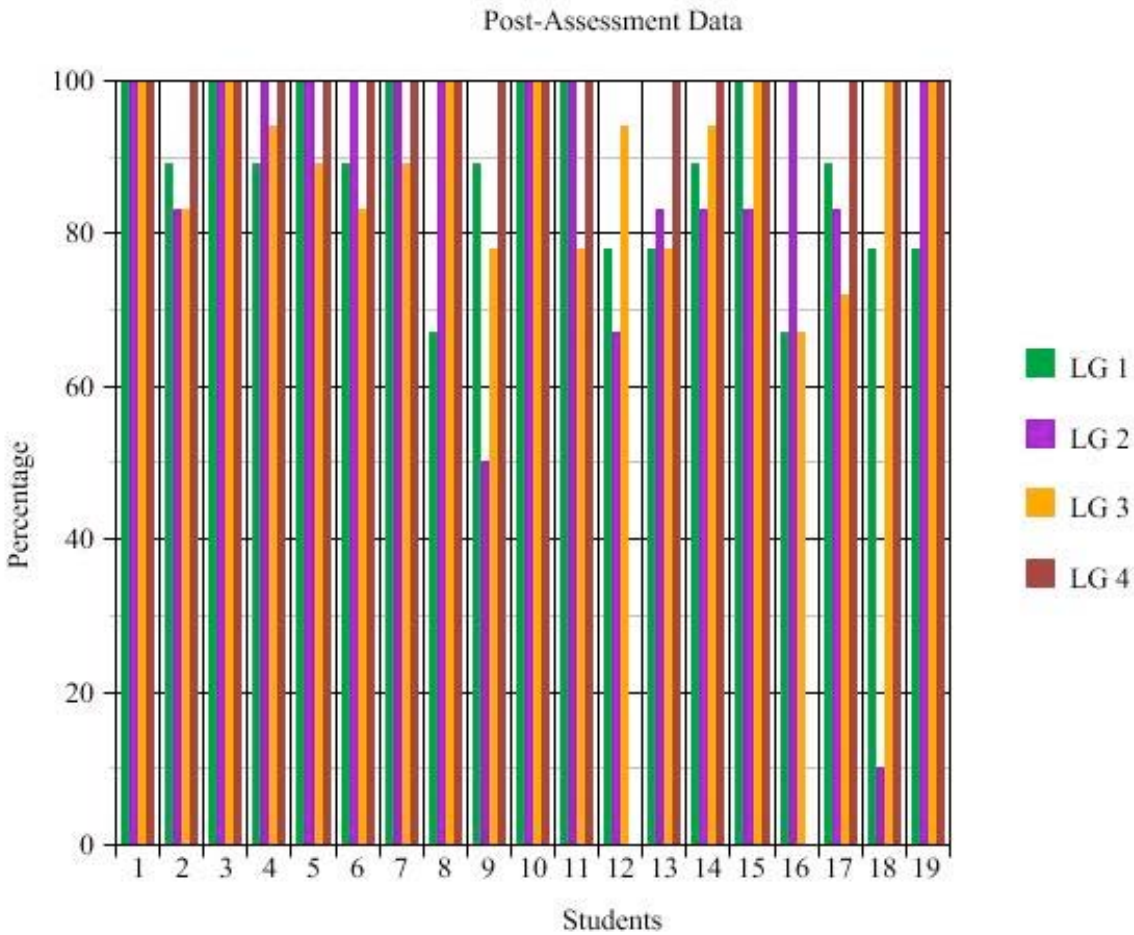
The graph above illustrates the growth made between the multiple-choice pre and post-assessments. The tests were exactly the same, with 16 questions, distributed proportionately by importance or necessity between Learning Goals 1, 2 and 4. All of the students show growth. The average score of the pre-test was approximately 8/16 (50%), and the average score of the post-assessment was higher at approximately 14/16 (89-90%). This shows substantial growth between the administration of both tests.



The graph above illustrates the growth made between the pre and post oral assessments. The average percentage of the pre-test was approximately 52%, and the average for the post-test was approximately 89%. This pre and post assessment comparison shows substantial growth that parallels the growth demonstrated through the multiple-choice assessments.

Both of the preceding graphs show an overall look at the progress made between before and after instruction. The following graphs show the breakdown of the assessments by Learning Goals. The first graph shows all of the Learning Goals compared to each other, followed by the pre and post-assessment results of each individual goal.

Results of Post-Assessment, Multiple-Choice and Oral:
(Learning Goal 3 represents the oral component)

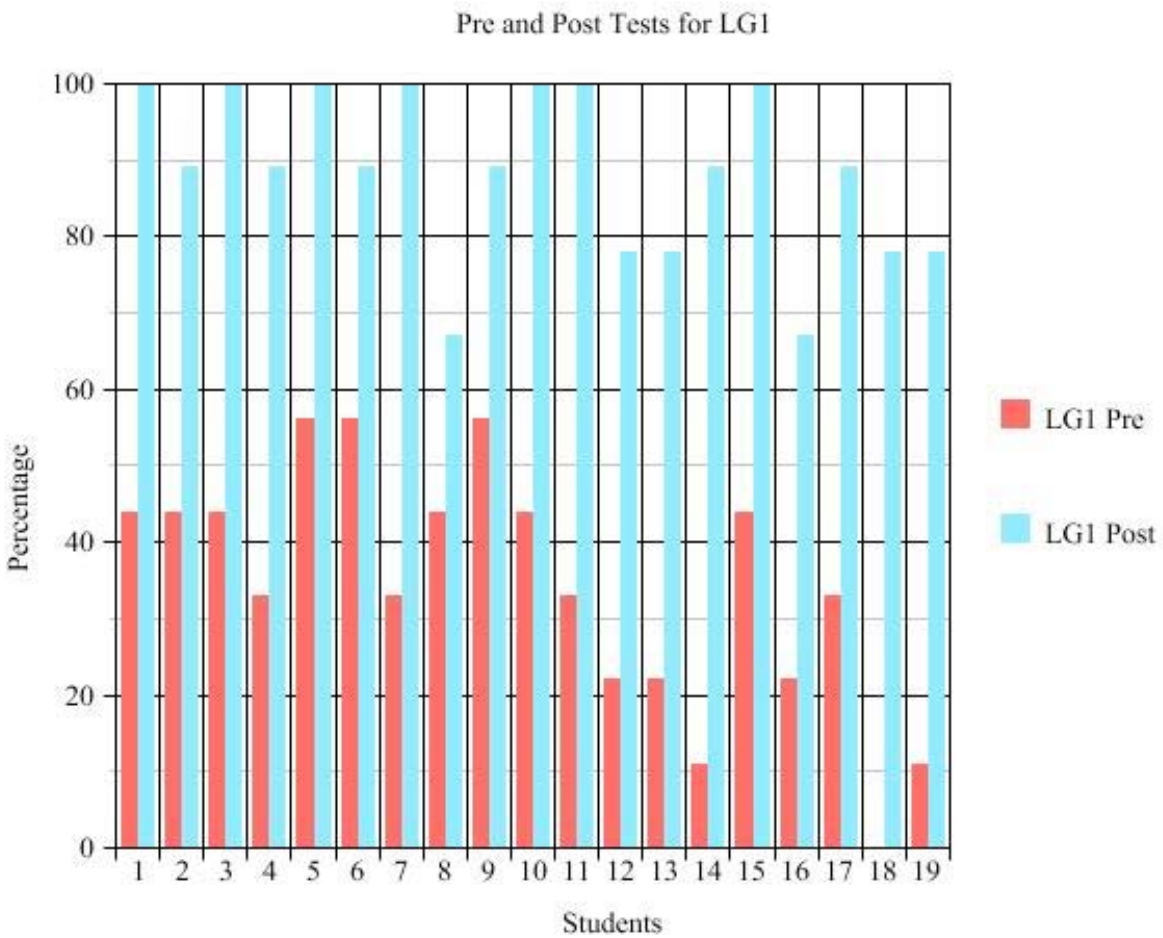


Overall, all of the goals show substantial growth. Ideally, the whole graph would be filled in with color, for 100% accuracy for every student on every question. That's the goal, at least. However, because the majority of it is filled in, especially compared to the graph representing the pre-assessment results, it demonstrates a lot of valuable progress made.

It is easy to pick out the two blank spaces above students 12 and 16. They are so stark because that represents the one question on the multiple-choice test that assessed Learning Goal 4, the tortilla question. While it is too bad that this graph makes it look as though those two

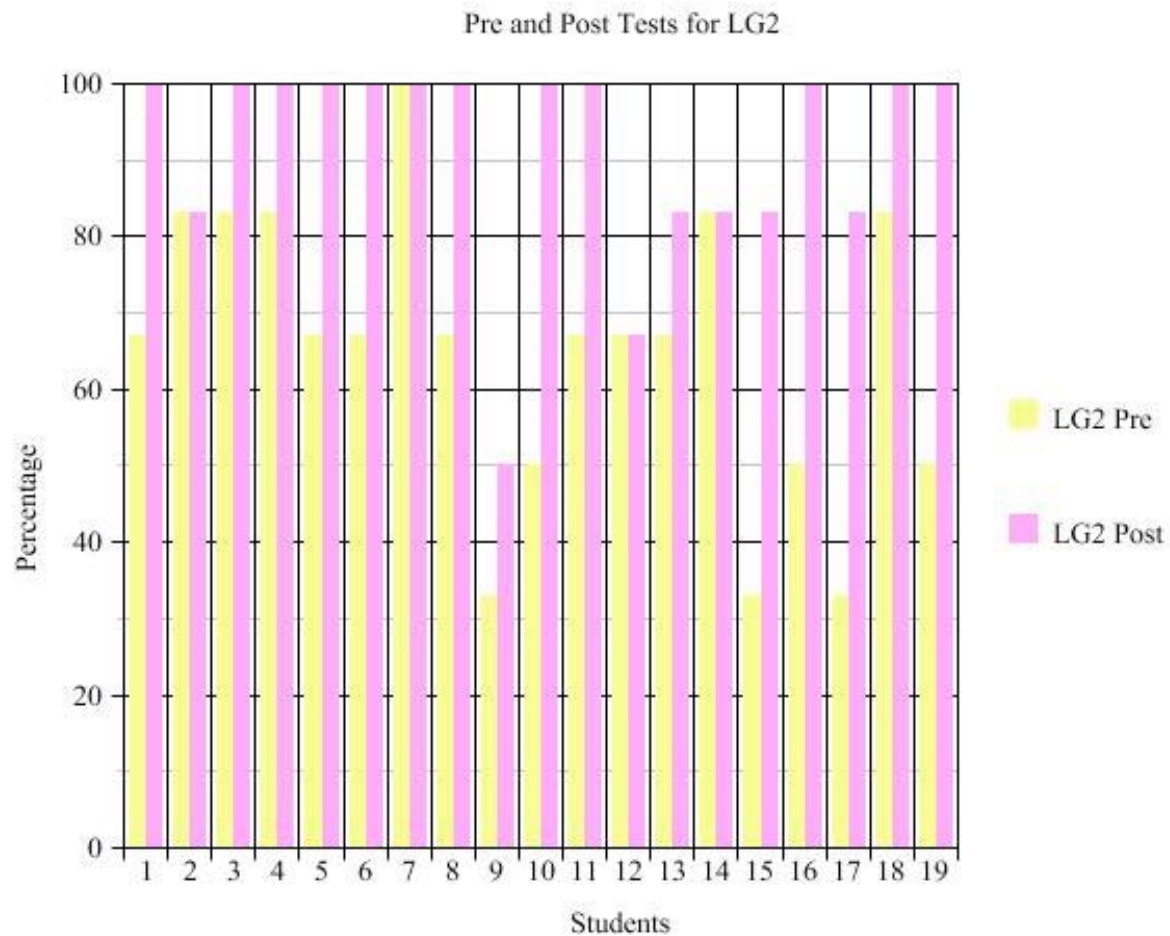
students are really missing something substantial, it also clearly shows me that 17/19 students mastered that goal.

Results of Pre and Post-Assessment of Learning Goal 1



The results of this goal are visually evident. The average percentage correct of all of the pre-assessment questions concerning LG1 was 35%. The average percentage correct for the post-assessment for LG1 was 88%. That is an average growth of approximately 53%.

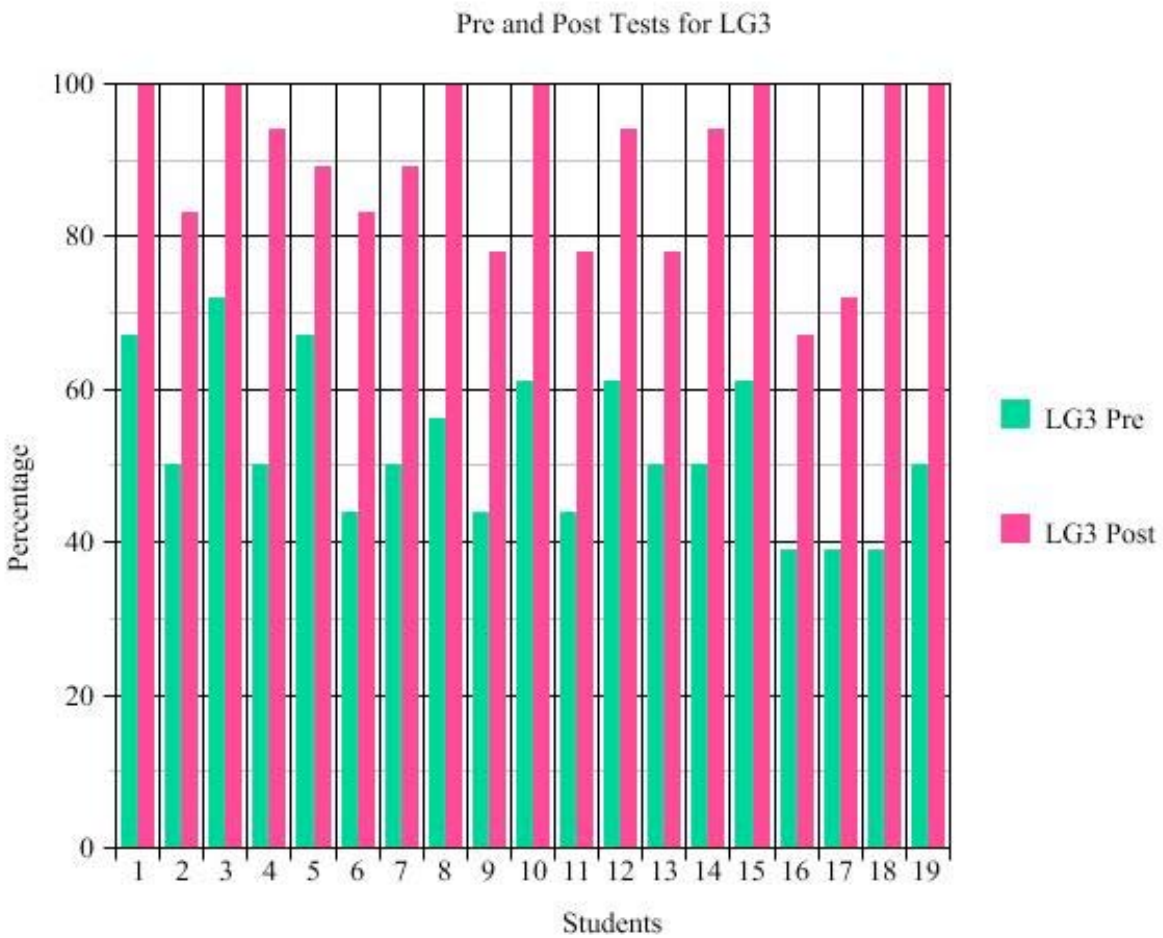
Results of Pre and Post-Assessment of Learning Goal 2



This goal was tested with fewer questions than the previous goal, with six questions total. The students didn't seem to do too badly on this section overall in the pre-assessment. The average percentage correct for this Learning Goal for the pre-assessment was approximately 65%. The average percentage correct for LG2 for the post-assessment was approximately 91%. Both are relatively high for each test.

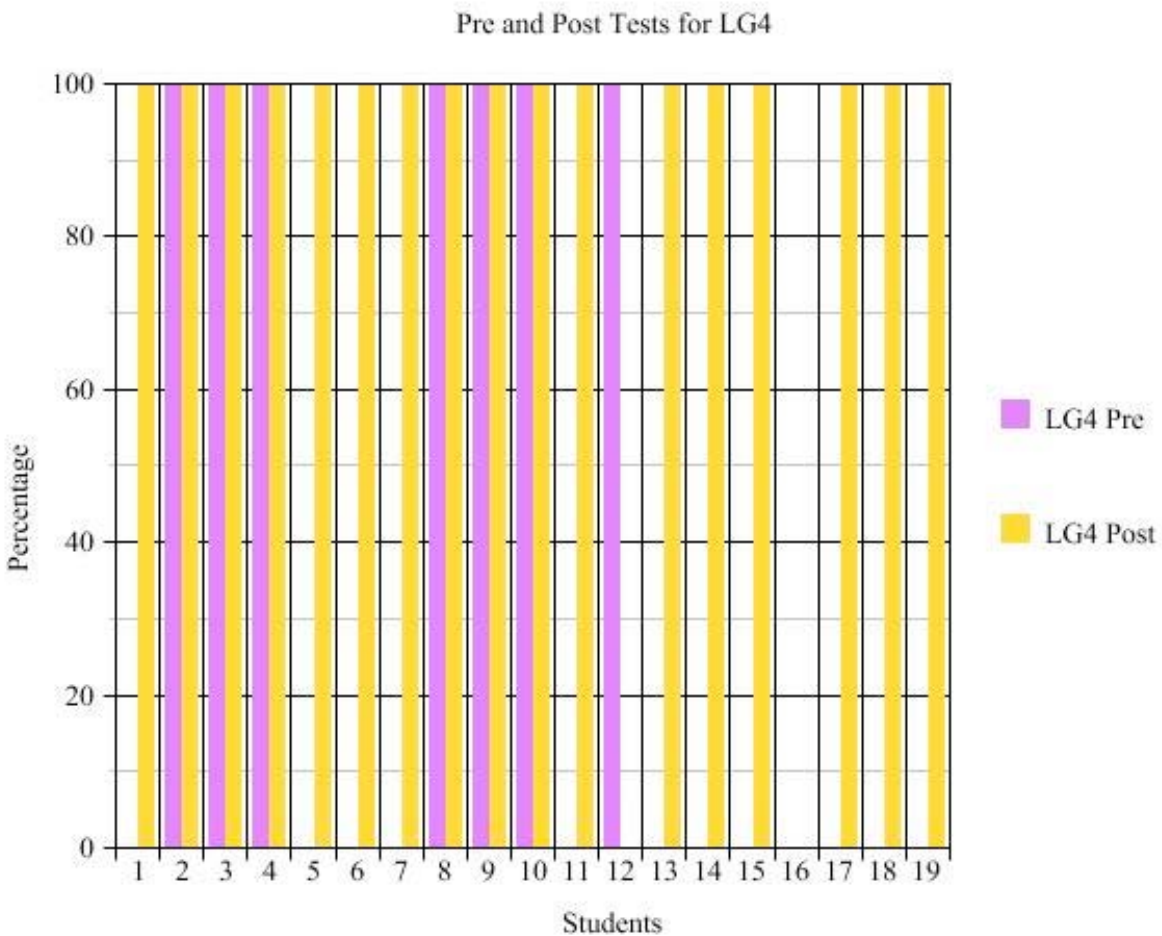
Results of Pre and Post-Assessment of Learning Goal 3

The following graph shows the results for Learning Goal 3 for the pre and post-assessment, and is exactly the same as the graph for the oral pre and post-assessment, because that test assessed only LG3.



Again, as seen with the pre and post-test results of the oral assessment, the average percentage correct for LG3 on the pre-assessment was approximately 52%, and the post-assessment was approximately 89%.

Results of Pre and Post-Assessment of Learning Goal 4



The results of this Learning Goal are a little harder to read than the other goals. Because there was only one question on the multiple-choice pre and post-test that assessed this goal, it is represented with either 100% for a correct answer, or 0% for a wrong answer. The easiest way to make sense of the graph is to compare the number of pink stripes to the number of yellow stripes. The pink stripes represent the number of students who answered this question correctly during the pre-assessment, and the yellow stripes represent those who answered it correctly during the post-assessment. Comparatively, only 7/19 students (37%) answered correctly on the pre-assessment, while 17/19 students (89%) answered it correctly on the post-assessment.

Individual Students: *Student One and Student Two*

As I have already mentioned Student 3 again in the Instructional Decision Making section, I will discuss Students 1 and 2 again here.

Student 1, as mentioned earlier, is the highest achieving student in the class. Not only did she turn in every assignment, participate in class, and do well on both quizzes and the chapter test, she also does extra work outside of class on her own with her own personal flash cards. Student 1 always worked with a pleasant attitude, paid attention in class, was interested in the lessons, and never once chatted to her neighbors when not given permission to do so. I had feared that I might overlook her in the beginning, because she is rather quiet. However, because she does volunteer answers regularly, it was hard not to want to call on her all the time. It's comforting to me as the teacher to be able to depend on someone to always have the right answer when you call on him or her. It can simply be easier to call on the student you don't have to explain things to. I'm not saying that to degrade the students who aren't sure how to answer all of the questions correctly, or to imply that I don't enjoy calling on other students. I simply mean to say it can become easy to always fall back on those students, to give yourself and the other students a break. I just had to be careful not to do that too much.

Examples of Student 1's work can be found in the Appendix (Appendix 4-1, 4-2, 4-3, 4-4 and 4-5).

Student 2 was the very intelligent boy who didn't put in much effort, and whose grade was starting to be affected by that. He did well during this unit, as well. He didn't do very well on his second quiz, unfortunately, but he did improve his grade over the course of the few weeks I taught, which is a good accomplishment for him.

His biggest improvement grade-wise is best seen in his chapter test grades. On the previous chapter test he had one of the lowest scores, with 25/48 (52%). He scored 40.5/48 (84%) on the chapter test for this unit. That is a wonderful improvement, but I admit that I was hoping he would earn an “A.” That is not to say that a “B” is not a good grade, because it certainly is, but compared to the rest of the class, it was one of lowest scores, and I truly believe he is quite capable of “A’s.” I am happy very with his improvement, though. He came in for two study sessions before the test, which I believe really helped him prepare.

Examples of Student 2’s work can be found in the Appendix (Appendix 5-1, 5-2, 5-3, 5-4 and 5-5).

Reflection and Self-Evaluation

Most Successful Learning Goal

Based on the results of the pre and post-test, as well as the quizzes and the chapter test, I would say that the most successful Learning Goal was LG1. I think this is fitting, as it was the goal I intended to spend the most time on from the beginning, it consisted of the largest base of material to be taught, and it showed the greatest improvement between the pre and post-assessment (53% improvement). The majority of the activities in class centered around or at least incorporated this vocabulary-driven goal.

Least Successful Learning Goal

I would consider my least successful Learning Goal to be LG3, the goal focused on the “b/v” pronunciation. The pre and post assessment scores show improvement, and the average post-assessment score was approximately 89%, which is high, but I just feel like I presented it too late. I think I assumed it would be easier to begin to apply to regular pronunciation than it

ended up being. If I were to present this same unit again, I would present it much earlier on, so that the students could practice correct pronunciation as they learned the new words, rather than after.

I also ran out of time to do the last activity I had scheduled for the last day before the test, which was the ¡Ay! Game; an activity that focuses on pronunciation. I would have spent less time doing oral practice as a group that last day, and would have had them do this group, review activity instead. I think that practice independent from myself, the teacher, would have better benefited their pronunciation and review.

Adaptations

I think I did an alright job of adapting my questions for group discussions for each individual I spoke to according to their level, but I could still use improvement. I think a lot of that has to do with experience. I'm still figuring out what sort of questions work best for each student. I think I still sometimes go back and forth between making questions a little more difficult than necessary, and too easy.

I wish I would have come up with more differentiated activities that offer students options. I think doing so would have reached and met the specific needs of a wider variety of students. Looking back, I had the to perfect opportunity to offer a differentiated assignment. I assigned all of the students to write a paragraph describing what they eat in the morning for breakfast, what they eat for lunch, and what they eat for dinner, with specific requirements of what and how many things they needed to include. I could have either offered or assigned two different assignments, one maybe a little more challenging than the other. This way I could have better challenged the higher-level students, or better engaged anyone more interested by the other assignment.

After speaking with the Talented and Gifted (TAG) instructor of School A during the last weeks of my placement, after I had already finished my unit, unfortunately, I received a lot more ideas of things I could have done differently. I told her about specifically and intentionally always pairing a student with someone a little higher than him or her to help him or her. She told me that it should always be a middle student with a higher student, and a lower student with a middle, and never the two extremes together. That may be common knowledge to most, but I couldn't remember having heard that before. I don't think I had any extremes paired in that class anyway, but I probably could have without realizing if I had planned my seating chart a little differently.

The TAG instructor also encouraged me to break those pairs up occasionally, and have the higher students working together, and the middle students working with the lower students or in their own group. That arrangement allows the higher students to work off each other and spur each other on, and it allows the middle level students the chance to be the ones excelling. She also suggested I speak with some of the more responsible and honest high-level students that might want to be challenged more, and ask them for ideas of what sort of things might be challenging for them personally.

Possibilities for Professional Development

After looking back and reflecting on my unit and actions as a teacher, there are definitely things I would like to improve upon or further develop. As I mentioned earlier, I feel that my questioning and scaffolding strategies could use some improvement. I think a lot of that comes with experience, but I think I will also look into finding some books that might present this topic in a interesting light, and that might further clarify how to best approach and form questions for students at different levels.

Also, as I demonstrated in the previous section, I would like to make differentiated instruction more a part of my daily routine. After speaking with the TAG instructor and asking her for ideas or ways that I can make the most out of class and instruction time for the high achieving students, she pulled several great, simple ideas from the top of her head. I would like to be continually looking for new ways to reach and interest the higher-level students, along with all other levels. I suppose in general, I want to continually find ways to better my instruction and make it as interesting as possible for all of my students. I may potentially be the only source of foreign language instruction some students will ever receive, so I need to make sure I am making a real impression on every student.

To accomplish this, I could schedule times to meet with TAG instructors from other districts, or could at least contact several and request some recommended reading on differentiated lesson ideas. I know conferences also commonly have seminars on how to incorporate differentiation into instruction, so I plan on seeking out and attending those when possible.

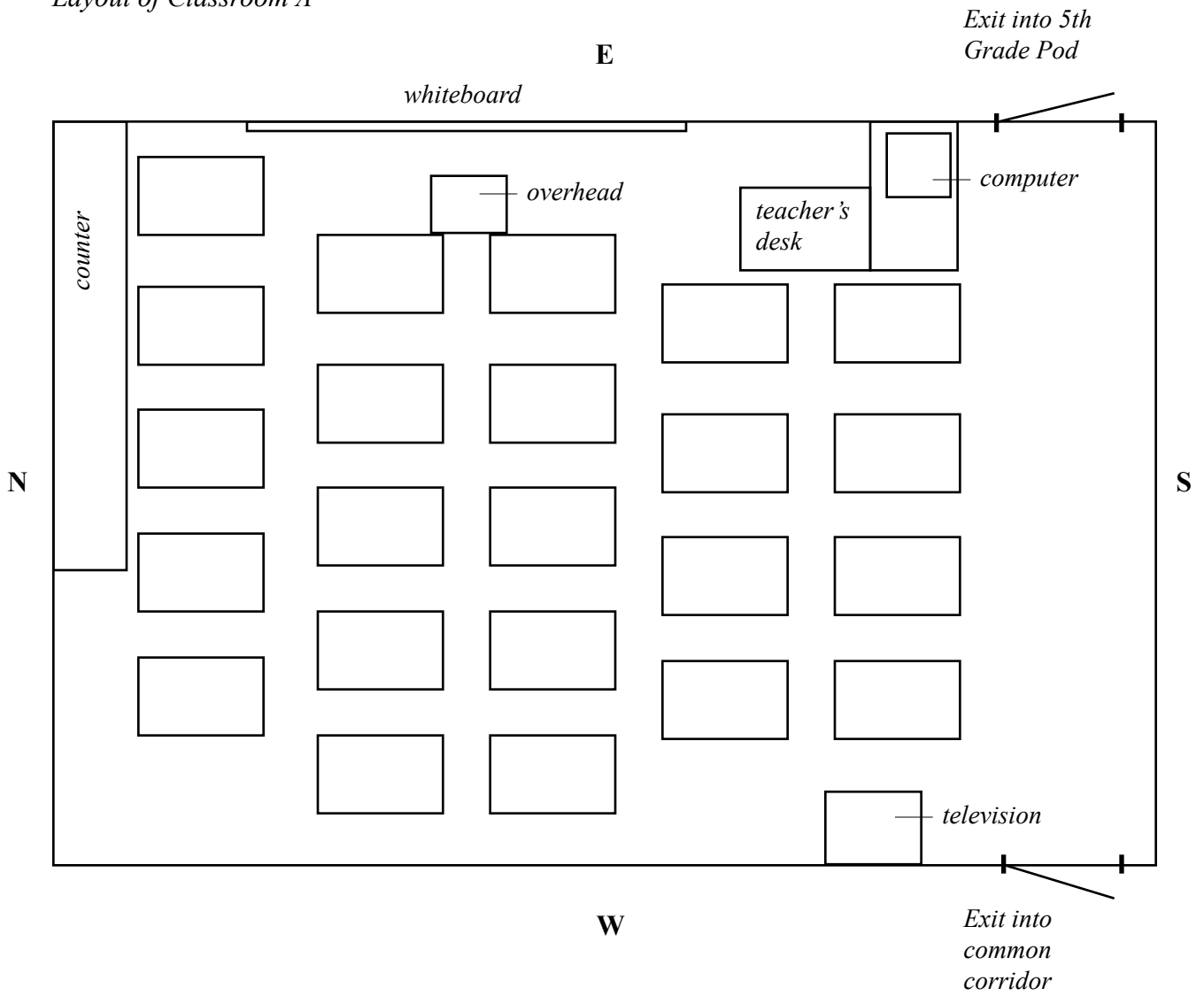
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* References have been altered to maintain anonymity. Changes have been bolded.

APPENDIX 1-1

Layout of Classroom A



APPENDIX 2-1

Written Pre/Post Assessment

Capítulo 5 Pre/Post-Assessment

Direcciones: Escriban la letra (a, b, c) correcta.

- Carlos _____ un té helado.
 - bebo
 - bebe
 - bebes
- Tú _____ al mesero, ¿no?
 - comprendo
 - comprende
 - comprendes
- Nosotros _____ una ensalada y sopa.
 - comen
 - comemos
 - comimos
- María y yo _____ la cuenta.
 - reciben
 - recibemos
 - recibimos
- Yo _____ “¡gracias!” en la cuenta.
 - escribo
 - escribes
 - escribe
- Carmen y José _____ las frutas en el mercado.
 - vende
 - venden
 - vendan
- Una mesa que no tiene personas es _____.
 - una mesa ocupada
 - una mesa libre
 - una silla
- La persona que escribe la orden.
 - la corbata
 - la carne
 - la camarera.
- Yo voy a beber _____.
 - un bocadillo
 - la ensalada
 - una gaseosa
- Yo vendo las zanahorias en _____.
 - el café
 - la escuela
 - el mercado
- ¿Qué comida NO es una fruta?
 - la manzana
 - la lechuga
 - el plátano
- Él come un sándwich de _____ y _____.
 - las papas, los huevos
 - los guisantes, el pescado
 - el jamón, el queso
- Compro _____ de atún.
 - una botella
 - una lata
 - una bolsa
- Juan solamente come los vegetales, va a comer _____.
 - el pollo
 - las judías verdes
 - los mariscos
- Compras productos congelados en _____.
 - el mercado
 - el supermercado
 - el café
- ¿Qué es la diferencia entre una tortilla española, y una tortilla mexicana?
 - Una tortilla española es un tipo de panqueque, de maíz or harina. Una tortilla mexicana es de huevos, papas, y cebolla.
 - Una tortilla mexicana es un tipo de panqueque, de maíz or harina. Una tortilla española es de huevos, papas, y cebolla.
 - Las tortillas españolas y mexicanas no son diferentes.

APPENDIX 2-2

Oral Pre/Post Assessment Sentences

1. Nosotros vamos al café para beber una cola y comer un bocadillo.
2. Luego, nosotros vamos al mercado para vender los vegetales y los huevos.

APPENDIX 2-3

Oral Pre/Post Assessment Grading Rubric

Oral Pre-Assessment

Name: _____

	Proficient (6)	Intermediate (4)	Low (2)
Overall Flow	<i>Smooth, no pauses</i>	<i>Some hesitation</i>	<i>Choppy</i>
Pronunciation of "B"	<i>All "B's" formed correctly</i>	<i>Some "B's" formed correctly</i>	<i>Few "B's" formed correctly</i>
Pronunciation of "V"	<i>All "V's" are "B's"</i>	<i>Some "V's" are "B's"</i>	<i>Few "V's" are "B's"</i>

Total: _____ /18

Oral Post-Assessment

	Proficient (6)	Intermediate (4)	Low (2)
Overall Flow	<i>Smooth, no pauses</i>	<i>Some hesitation</i>	<i>Choppy</i>
Pronunciation of "B"	<i>All "B's" formed correctly</i>	<i>Some "B's" formed correctly</i>	<i>Few "B's" formed correctly</i>
Pronunciation of "V"	<i>All "V's" are "B's"</i>	<i>Some "V's" are "B's"</i>	<i>Few "V's" are "B's"</i>

Total: _____ /18

APPENDIX 3-1

“Seeing Double” Partner Activity



APPENDIX 4-1

Student 1 Pre-Assessment

Capítulo 5 Pre-Assessment

+11
16

Direcciones: Escriban la letra (a, b, c) correcta.

- b 1. Carlos _____ un té helado.
a. bebo
b. bebe
c. bebes
- C 2. Tú _____ al mesero, ¿no?
a. comprendo
b. comprende
c. comprendes
- b 3. Nosotros _____ una ensalada y sopa.
a. comen
b. comemos
c. comimos
- b 4. María y yo _____ la cuenta.
a. reciben
b. recibemos
c. recibimos
- a 5. Yo _____ "¡gracias!" en la cuenta.
a. escribo
b. escribes
c. escribe
- a 6. Carmen y José _____ las frutas en el mercado.
a. vende
b. venden
c. vendan
- b 7. Una mesa que no tiene personas es _____.
a. una mesa ocupada
b. una mesa libre
c. una silla
- b 8. La persona que escribe la orden.
a. la corbata
b. la carne
c. la camarera.
- b 9. Yo voy a beber _____.
a. un bocadillo
b. la ensalada
c. una gaseosa
- C 10. Yo vendo las zanahorias en _____.
a. el café
b. la escuela
c. el mercado
- C 11. ¿Qué comida NO es una fruta?
a. la manzana
b. la lechuga
c. el plátano
- C 12. Él come un sándwich de _____ y _____.
a. las papas, los huevos
b. los guisantes, el pescado
c. el jamón, el queso
- b 13. Compró _____ de atún.
a. una botella
b. una lata
c. una bolsa
- b 14. Juan solamente come los vegetales, va a comer _____.
a. el pollo
b. las judías verdes
c. los mariscos
- a 15. Compras productos congelados en _____.
a. el mercado
b. el supermercado
c. el café
- C 16. ¿Qué es la diferencia entre una tortilla española, y una tortilla mexicana?
a. Una tortilla española es un tipo de panqueque, de maíz or harina. Una tortilla mexicana es de huevos, papas, y cebolla.
b. Una tortilla mexicana es un tipo de panqueque, de maíz or harina. Una tortilla española es de huevos, papas, y cebolla.
c. Las tortillas españolas y mexicanas no son diferentes.

APPENDIX 4-2

Student 1 Post-Assessment

Capítulo 5 Post-Assessment

$\frac{16}{16} = 100\%$

Direcciones: Escriban la letra (a, b, c) correcta.

- b 1. Carlos _____ un té helado.
a. bebo
b. bebe
c. bebes
- C 2. Tú _____ al mesero, ¿no?
a. comprendo
b. comprende
c. comprendes
- b 3. Nosotros _____ una ensalada y sopa.
a. comen
b. comemos
c. comimos
- C 4. María y yo _____ la cuenta.
a. reciben
b. recibemos
c. recibimos
- a 5. Yo _____ "¡gracias!" en la cuenta.
a. escribo
b. escribes
c. escribe
- b 6. Carmen y José _____ las frutas en el mercado.
a. vende
b. venden
c. vendan
- b 7. Una mesa que no tiene personas es _____.
a. una mesa ocupada
b. una mesa libre
c. una silla
- C 8. La persona que escribe la orden.
a. la corbata
b. la carne
c. la camarera.
- C 9. Yo voy a beber _____.
a. un bocadillo
b. la ensalada
c. una gaseosa
- C 10. Yo vendo las zanahorias en _____.
a. el café
b. la escuela
c. el mercado
- b 11. ¿Qué comida NO es una fruta?
a. la manzana
b. la lechuga
c. el plátano
- C 12. Él come un sándwich de _____ y _____.
a. las papas, los huevos
b. los guisantes, el pescado
c. el jamón, el queso
- b 13. Compró _____ de atún.
a. una botella
b. una lata
c. una bolsa
- b 14. Juan solamente come los vegetales, va a comer _____.
a. el pollo
b. las judías verdes
c. los mariscos
- b 15. Compras productos congelados en _____.
a. el mercado
b. el supermercado
c. el café
16. ¿Qué es la diferencia entre una tortilla española, y una tortilla mexicana?
a. Una tortilla española es un tipo de panqueque, de maíz or harina. Una tortilla mexicana es de huevos, papas, y cebolla.
b. Una tortilla mexicana es un tipo de panqueque, de maíz or harina. Una tortilla española es de huevos, papas, y cebolla.
c. Las tortillas españolas y mexicanas no son diferentes.

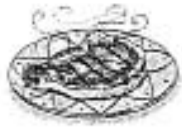
Unidad 5

Paso 2: Palabras

Quiz 3

+20
20 A+
100%
¡Perfecto!

Identify:



1. la carne



2. el tomate



3. las papas



4. las naranjas



5. el pollo



6. los huevos



7. la zanahoria



8. el pescado



9. el atún



10. la lechuga



Unidad 5

Paso 2: Los verbos en -er e -ir en el plural

Quiz 4

1 Answer.

1. ¿Dónde viven ustedes?

Nosotros vivimos en los Estados Unidos.*

2. ¿Comen ustedes en la cafetería de la escuela?

Si, nosotros comemos en la cafetería de la escuela.

3. ¿Leen los alumnos el menú?

No, los alumnos no leen el menú.

4. ¿En qué clase ven ustedes un video?

Nosotros vemos un video en la clase de la ciencia.

5. ¿Reciben ustedes notas buenas?

Si, nosotros recibimos notas buenas.

2 Complete with the correct form of the verb in parentheses.

1. Nosotros escribimos mucho en la clase de inglés. (escribir)

2. ¿Leen ustedes mucho? (Leer)

3. ¿Qué lengua aprenden ellos en la escuela? (aprender)

4. Nosotros vivimos en un apartamento. (vivir)

5. ¿Qué ven ustedes en la tele? (ver)



Unidad 5

Listening Comprehension Test

1

	en un mercado	en un café	en una papelería	en una tienda de ropa
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

- | | | | |
|----|------------------------------------|------------------------------------|------------------------------------|
| 1. | a | b | <input checked="" type="radio"/> c |
| 2. | a | <input checked="" type="radio"/> b | c |
| 3. | <input checked="" type="radio"/> a | b | c |
| 4. | a | b | <input checked="" type="radio"/> c |

47 / 47 100%
A+
¡magnífico!

Decide which type of tortilla is being described in each of the following, a "tortilla española" or a "tortilla mexicana."

1. ¿Qué tipo de tortilla es como un panqueque de maíz o harina?

una tortilla Mexicana

2. ¿Qué tipo de tortilla es de las papas y los huevos?

una tortilla Española



APPENDIX 5-1

Student 2 Pre-Assessment

Capítulo 5 Pre-Assessment

+11
16

Direcciones: Escriban la letra (a, b, c) correcta.

1. Carlos a un té helado.
a. bebo
b. bebe
c. bebes
2. Tú c al mesero, ¿no?
a. comprendo
b. comprende
c. comprendes
3. Nosotros b una ensalada y sopa.
a. comen
b. comemos
c. comimos
4. María y yo c la cuenta.
a. reciben
b. recibemos
c. recibimos
5. Yo a "¡gracias!" en la cuenta.
a. escribo
b. escribes
c. escribe
6. Carmen y José b las frutas en el mercado.
a. vende
b. venden
c. vendan
7. Una mesa que no tiene personas es b.
a. una mesa ocupada
b. una mesa libre
c. una silla
8. La persona que escribe la orden.
a. la corbata
b. la carne
c. la camarera.
9. Yo voy a beber c.
a. un bocadillo
b. la ensalada
c. una gaseosa
10. Yo vendo las zanahorias en a.
a. el café
b. la escuela
c. el mercado
11. ¿Qué comida NO es una fruta?
a. la manzana
b. la lechuga
c. el plátano
12. Él come un sándwich de y .
a. las papas, los huevos
b. los guisantes, el pescado
c. el jamón, el queso
13. Compro c de atún.
a. una botella
b. una lata
c. una bolsa
14. Juan solamente come los vegetales, va a comer b.
a. el pollo
b. las judías verdes
c. los mariscos
15. Compras productos congelados en b.
a. el mercado
b. el supermercado
c. el café
16. ¿Qué es la diferencia entre una tortilla española, y una tortilla mexicana?
a. Una tortilla española es un tipo de panqueque, de maíz or harina. Una tortilla mexicana es de huevos, papas, y cebolla.
b. Una tortilla mexicana es un tipo de panqueque, de maíz or harina. Una tortilla española es de huevos, papas, y cebolla.
c. Las tortillas españolas y mexicanas no son diferentes.

APPENDIX 5-2

Student 2 Post-Assessment

Capítulo 5 Post-Assessment

14
16

Direcciones: Escriban la letra (a, b, c) correcta.

1. Carlos _____ un té helado.
a. bebo
b. bebe
c. bebes
2. Tú _____ al mesero, ¿no?
a. comprendo
b. comprende
c. comprendes
3. Nosotros _____ una ensalada y sopa.
a. comen
b. comemos
c. comimos
4. María y yo _____ la cuenta.
a. reciben
b. recibemos
c. recibimos
5. Yo _____ "¡gracias!" en la cuenta.
a. escribo
b. escribes
c. escribe
6. Carmen y José _____ las frutas en el mercado.
a. vende
b. venden
c. vendan
7. Una mesa que no tiene personas es _____.
a. una mesa ocupada
b. una mesa libre
c. una silla
8. La persona que escribe la orden.
a. la corbata
b. la carne
c. la camarera.
9. Yo voy a beber _____.
a. un bocadillo
b. la ensalada
c. una gaseosa
10. Yo vendo las zanahorias en _____.
a. el café
b. la escuela
c. el mercado
11. ¿Qué comida NO es una fruta?
a. la manzana
b. la lechuga
c. el plátano
12. Él come un sándwich de _____ y _____.
a. las papas, los huevos
b. los guisantes, el pescado
c. el jamón, el queso
13. Compro _____ de atún.
a. una botella
b. una lata
c. una bolsa
14. Juan solamente come los vegetales, va a comer _____.
a. el pollo
b. las judías verdes
c. los mariscos
15. Compras productos congelados en _____.
a. el mercado
b. el supermercado
c. el café
16. ¿Qué es la diferencia entre una tortilla española, y una tortilla mexicana?
a. Una tortilla española es un tipo de panqueque, de maíz or harina. Una tortilla mexicana es de huevos, papas, y cebolla.
b. Una tortilla mexicana es un tipo de panqueque, de maíz or harina. Una tortilla española es de huevos, papas, y cebolla.
c. Las tortillas españolas y mexicanas no son diferentes.

Unidad 5

Paso 2: Palabras

Quiz 3

+10 1/2
20

53%
F

1 Identify.



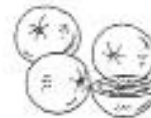
1. la carne



2. el tomate^e -1/2



3. las patatas / ~~las patatas~~ / los papas



4. las naranjas



5. el pollo



6. los huevos^h -1/2



7. la zanahoria^{-1/2}



-1
8. el pescado
el marisco



9. el atún



10. la lechuga

-2 1/2

APPENDIX 5-4

Student 2 Quiz 2, back

Vivir, recibir,
escribir

Unidad 5

Paso 2: Los verbos en -er e -ir en el plural

Quiz 4

1 Answer.

1. ¿Dónde viven ustedes?
-1 Sí, nosotros ^{vivimos} vivemos en mi casa.
2. ¿Comen ustedes en la cafetería de la escuela?
Sí, nosotros comemos en la cafetería de la escuela.
3. ¿Leen los alumnos el menú?
-1 Sí, ~~nosotros~~ ^{los alumnos} leen el menú.
4. ¿En qué clase ven ustedes un video?
En la clase de español, nosotros vemos un video.
5. ¿Reciben ustedes notas buenas?
-1 No, nosotros ~~recibimos~~ ^{recibimos} recibimos notas buenas, nosotros recibimos notas malas.

2 Complete with the correct form of the verb in parentheses.

1. Nosotros escribimos mucho en la clase de inglés. (escribir)
- 1 2. ¿Leemos leen ustedes mucho? (Leer)
- 1 3. ¿Qué lengua aprenden ellos en la escuela? (aprender)
- 1 4. Nosotros vivimos en un apartamento. (vivir)
- 1 5. ¿Qué ven ustedes en la tele? (ver)

-7

Unidad 5

Listening Comprehension Test

	en un mercado	en un café	en una papelería	en una tienda de ropa
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. a b **(c)**
2. a **(b)** c
3. **(a)** b c
4. a b **(c)**

- 1/2 $\frac{40\frac{1}{2}}{47}$ 86%
B

Decide which type of tortilla is being described in each of the following, a "tortilla española" or a "tortilla mexicana."

1. ¿Qué tipo de tortilla es como un panqueque de maíz o harina?

Tortilla mexicana

2. ¿Qué tipo de tortilla es de las papas y los huevos?

Tortilla española

(11)