

Shared Reading

Learning Styles and Academic Components

Grade/Proficiency: 10th-11th grade/Advanced Intermediate Spanish as a
L2 End of 1st semester or beginning of 2nd semester

Lesson Plan Duration: 45 minutes

Topic: Mi propio estilo de aprendizaje / My Personal Learning Style

Previous Lesson: Students would have begun to learn and practice grammatical expressions such as ir+a+infinitive, me+gustar, and reviewed the present tense forms. The previous lesson would have been themed around personal identity applied to the creation of mock virtual profiles. They would have received the article on “Los estilos de aprendizaje” for homework and would have had to take the self-assessment before class.

Language Functions: Expressing and identifying descriptive information about

self **Language Structures:** ir+a+infinitive, me+gustar, present indicative, present perfect

Key Vocabulary: Technical Learning

- adquirir
- visualizar
- auditivo
- kinestésico
- aprendizaje
- percibir
- evaluar
- estilo

Aim: ¿Cómo podemos ir más allá preparandonos para ‘el éxito’ académico? How can we prepare further for academic ‘success’?

Language Objectives:

1. Students will be able to identify technical learning vocabulary
2. Students will be able to identify and define the different learning styles
3. Students will be able to infer new examples and strategies for reading, studying and presenting projects.

Content Objectives:

1. Students will be better understand their learning process
2. Students will begin to identify themselves as learners

3. Students will be able to make connections and applications between learning styles and academic components

Materials/Setup:

- Master and class set
 - A Big Book: *El éxito: estrategias para jóvenes*
 - Article: “Los estilos de aprendizaje” [www.profevirtual.com]

Procedures:

Pre-activity – Students individually will have to review homework and reveal to a partner their learning style. They will have to 1. discuss whether they agree or disagree with the evaluation, 2. describe two situations/examples that they have experienced that suggest they are such learners. Students will need to take active notes on their peer’s responses to report back to class.

Once students have completed their individual work, they will have to go up to the board and add a tally mark for the learning style category they fall into. This will be a visual display of the types of learners that make up the classroom.

Have 4 students share their peer’s responses out loud.

Shared Reading –

Introduce Book (2 minutes)

Students will be reintroduced to the Big Book “El éxito: estrategias para jóvenes.” They will be reminded that the text was written by actual students who were reflecting and sharing advice from their own experiences.

Share Reading Aloud (15 minutes)

Students will take turns reading paragraphs of the Big Book. They will need to read the captions where available. Some captions may incite laughter. Because students are familiar with the text it won’t be necessary to stop between every paragraph. Rather, students should be prompted to pause reading

Activity – Students will be counted off from *uno a seis* to create 6 groups. The groups will move to different areas in the room with chart paper and markers. The groups will be labeled as the learning styles (audivito, visual, kinestésico) and the academic components (leer, estudiar, presentar). It would be ideal for the two types of groups to be separated by two sides of the room. In each group, students will be prompted to discuss

After the read-aloud, the teacher should gather words recognized by having students orally share the words as they write them on the board.

The teacher writes N-A-C-I-R-E-M-A on the board and has a student write the title backward to reveal A-M-E-R-I-C-A-N. Students will most likely laugh out loud. Be sure to monitor students’ respect. As an example, the teacher will model the analysis in an example such as:

“In the text, in paragraph 8, “it was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth...” What in the world could that

mean? When do we put hairs in our mouths (physically gestures brushing teeth)?”

Students will probably laugh out loud again. Students will then be instructed to split up into five groups. Students will count themselves 1 to 5. Groups of about 5 to 7 students will be assigned to a particular chart paper posted in the room labeled: Paragraph #1 & 6, #2 & 7, #3 & 8, #4 & 9,

#5 & 10. Each chart paper would have been prepped with a template that has three columns: Paragraph, Written Summary, Visual Summary; and has 3 rows: Paragraph, #, #. Students will be accountable for the paragraphs assigned and to work in their groups to decipher the details used to describe the cultural component. They will have to create a visual representation of the observation being described in the second third column. The teacher should circle around the room to gauge participation and clarify any misunderstandings. This activity should be fast and quick, lasting no longer than 15 minutes.

¶	Written Summary	Visual Summary
2		
7		

Closure – When time is up, the teacher will have students quickly present their findings to the class. The class will have the chart paper to follow along with their peers’ presentations. This should take about 5 minutes.

Homework:

Students will have to create a cultural brochure as they critically think about their own cultures. A very clear template with very clear instructions will be handed out. Sections of the brochure will be labeled: “My Culture,” “Origins,” “Rituals,” “Information.” Students are encouraged to go above and beyond by repurposing the template into a more attractive and creative piece. The use of developing vocabulary will be encouraged.

Examples:



Assessment:

Students will be observed throughout all activities. During the read-aloud, active note-taking is important and the recap of heard vocabulary on the board should assess well, which students are listening attentively.

During the comprehension and outlining activity, students will be evaluated on participation, communicative collaboration in English via writing and speaking, and communicative strategy development (i.e. pictures, body movement, etc.).

Homework will serve as a crucial assessment tool to gauge if students not only comprehended the text, but also the concepts and were able to apply them to their selves. The focus is not specifically on language structure or grammar but more on expression and high-level thinking ability.

Follow-up Lesson:

The by-line is highlighted on the projected copy of the text to model for students where to look and what information might be important to highlight. The teacher should work with students to diagram the parts of a by-line and analyze this piece briefly. Shared reading will continue the analysis students are developing. As students read collaboratively, they will contextually pick up new vocabulary because should now be making connections between larger concepts (i.e. diversity, culture), the text, American culture, and themselves. Integrating reading checkpoints would be very beneficial once students get a hold of the text.

Reflection:

In creating this read-aloud lesson plan, I was determined to find a way to make the activity entertaining for high school-aged students. It was extremely difficult to select a text that was age-appropriate, challenging, and at the same time, feasible for English Language Learners at this age because making reading “fun” is tricky. I browsed and considered various pieces before selecting the one I feature above. Some options included poems, short fiction, and other more classically spoken/acted out pieces. I chose an adapted version of the article, *Body Ritual Among the Nacirema* by Horace Miner because it is a critical text that holds a lot of cultural power. Being critical of myself, I have challenged myself with a difficult piece because it is so complex. I also worry that such a text although age-appropriate might not be teaching appropriate due to school policies. The text is a bit controversial. Even so, I think it is a text that students in high school would respond well to. I foresee revisions needing to be made. I have a tendency to get wrapped up in big concepts but I truly believe that giving and helping students connect to content enables better communication in L2. It is an ambitious teaching logic but effective if scaffolded properly. They have more to say regardless of proper grammatical structures. Grammar structures should be drilled prior to a read-aloud as this one intended. Patience in the process of communication and language development is crucial.