

# LESSON PLAN TEMPLATE

*Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to [mchoa16@sisd.net](mailto:mchoa16@sisd.net) by April 13, 2007 for the Follow Up session scheduled. Send by April 10, 2007 if you need copies made for your presentation.*

<b>LESSON PLAN TITLE</b>	Proverbs
<b>CONCEPT / TOPIC / THEME</b>	Comprehension of the analysis of a selected proverb.
<b>READING COMPONENT(S) ADDRESSED</b>	Vocabulary and background. Active comprehension strategies. Motivation to read. Frequency. Word identification (skills)
<b>OBJECTIVE</b>	To achieve that the students comprehend what a proverb wants to tell us. Grasping the knowledge and the purpose the words have in the proverbs and how they are applied.
<b>REQUIRED MATERIALS (include copy of newspaper articles/information used)</b>	Magazines, copies, chalk, bulletin board and folders. Silent reading comprehension (copies of magazines) Background knowledge Word meaning (vocabulary)
<b>ACTIVITY PROCEDURES:</b>	<p><b><u>INTRODUCTION OF LESSON</u></b> Motivation will be done from a great philosopher proverb references. As a motivation they will be asked to remember a proverb known or applied by them. On the black board it will be written the following proverb: " To be a genius we only need 1% of intelligence and 99% of work." _ Albert Einstein.</p> <p><b><u>LESSON OUTLINE/SCHEDULE (include approximate times)</u></b> 5 minutes for motivation of the topic. 3 minutes making groups. 5 minutes selecting a proverb within the group. 5 minutes individual analysis of the chosen proverb. 10 minutes gathering " multiple ideas from all" to select the responses that will be done individually and in groups. * The students have to present in front of the class for about 15 minute what the proverb is telling us.</p> <p><b><u>PRACTICE/ACTIVITIES (may attach handouts)</u></b> There will be a group activity in which folders will be handed out with sheets of proverbs to choose from and questionnaire for the analysis ( These will be done individually and in groups.) Students were numbered off into groups. Each group had to select a quote from magazines provided to them. Each member of the group had to answer a reflection sheet and share their thoughts with the rest of the groups. The group then had to synthesize the information on another reflection sheet that represented the group as a whole and present it to the class.</p>

	<p><b><u>EVALUATION</u></b>  <i>The folder with the groups' general questionnaire will be picked up the evaluation and according to their exposition they will be evaluated.</i></p>
<p><b>DIFFERENTIATION /  GROUPING  STRATEGIES USED</b></p>	<p><i>Formation of groups.</i></p>
	<p><i>Magazines and a folder will be handed out for individual and group activities.</i></p>
	<p><i>The method of " multiple ideas from all" for the contrast and better selection of the analysis of the chosen proverb was implemented. A chosen studen from the group went up to the board to present the proverb and group analysis.</i></p> <p style="text-align: right;"><i>socorro martinez</i></p>

# GED READING ACADEMY

## Lesson Plan Development and Evaluation Form

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TOPIC	SPECIFIC QUESTIONS
<p><b>TEACHING SITUATION</b></p> <p><i>Describe your teaching situation and setting.</i></p>	<p><b>Where do you teach?</b> I teach at YCLC. My name is Socorro Martinez.</p>
	<p><b>What do you teach?</b> Native Language GED</p>
	<p><b>How many hours a week do you teach?</b> I teach 30 hours a week</p>
	<p><b>Who are your students?</b> My students are workforce students and volunteer students</p>
<p><b>PROBLEM</b></p> <p><i>Describe what led you to the developing this activity.</i></p>	<p><b>What is the problem you have experienced in your situation?</b> The main problem I've had is having low literacy students in their native language and trying to prepare them to pass the GED. Some come with low self-esteem and they struggle to comprehend and interpret the lecture.</p>
	<p><b>Why are you interested in this topic?</b> I am interested in this problem because this is a general problem when teaching adult learners.</p>

<b>TOPIC</b>	<b>SPECIFIC QUESTIONS</b>
<p><b>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</b></p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p><b>What specifically did you do to identify the problem?</b>            At the start of the semester, I gave each student a needs assessment survey to evaluate the level of support the student felt they had, if any, at home. Based on the survey responses, I included that they needed a lesson on building self- esteem, and I felt I could meet this need by using inspirational quotes.</p> <p><b>Identify at least one (1) data collection activity used.</b>            At the start of the semester, I gave each student a needs assessment survey to evaluate the level of support the student felt they had, if any, at home. Based on the survey responses, I included that they needed a lesson on building self- esteem, and I felt I could meet this need by using inspirational quotes.</p>
<p><b>ACTIVITY EVALUATION</b></p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p><b>What were the results?</b>            Each student analyzed each proverb differently. They apply the saying to themselves. I usually notice progress and confidence in their speaking and writing.</p> <p><b>What effect did this project have or not have on your learners? Why?</b>            The project has had a big effect on my learners. They come to an understanding at what level they are in. What goals they have. They also demonstrate comprehension to the reading and work together in groups or teams.</p> <p><b>What worked well and what didn't go well?</b>            With the proverb analysis you can see positive results in accepting their GED level, then when they started.</p> <p><b>What are you going to start doing differently as a result of this experience?</b>            I will continue using proverbs or quotes in form of reading and analyzing. I will put the students in groups. They will have to comprehend the proverb and try to relate to what the author is trying to say. Then present to the class in groups.</p>
<p><b>ATTACHMENTS</b></p> <p><i>Include materials, handouts , lesson plans, student work, etc.</i></p>	<p><b>What documents did you create/use for this activity? Include samples of student work to support your activity.</b>            I used magazines, quotable quotes, proverbs, folders, chalk board.</p>