

FORMAT FOR LESSON OBSERVATION**NAME: CHRISTINE WEIGEL****DATE OF LESSON:****PROFICIENCY LEVEL: LOW INTERMEDIATE**

TEACHING STRATEGY: LISTENING FOR INFORMATION (#7), SCAFFOLD INSTRUCTION
NARRATIVE: 18-35-year-old students enrolled in CLIP program, 95% are native Spanish speakers.

RATIONALE: Thematic based curriculum on the immigrant experience. Topic of broadcast is the 'bodega' a New York Latino institution. Relates to the ideas, themes in student writing about crossing boundaries (immigration). Also relates to the students' daily lives and provides authentic listening material.

GOAL: Students will improve their listening comprehension skills.

OBJECTIVES:

Terminal: By the end of the lesson, students will be able to complete a list of comprehension questions.

Enabling: Students will be able to listen for specific information after listening to a radio broadcast.

MATERIALS:

IPOD, SPEAKERS, HANDOUTS

PROCEDURE (step by step listing of activities)

- Introduction (*the motivation and connection to prior knowledge*) Time: 10minutes
Teacher will introduce the idea of corner shops through explanation and writing key vocabulary on the board. Photos will be passed around to reinforce the concept, activate schema.
Students will be asked if they have a neighborhood 'deli', 'grocery', 'mom and pop' store. Ask students what they call these stores.
2. Presentation (*present new material*) Time: 15
Tt. Explains that they will be listening to a radio broadcast about corner stores or bodegas. Explains that they will listen to this two times, the first time they should listen and try to keep in mind the 5 'wh's (what is the program about, who is it about, etc.)
Transcript is distributed to accommodate students with lower listening skills. Play podcast.
3. Practice (*reinforcement, guided practice*) Time: 10
Tt. Polls the students about the broadcast, answers questions (expect questions on vocabulary, especially "quintessential")
4. Application (*independent practice in a new set of circumstances*) Time: 10
Tt. Collects the transcripts and distributes comprehension/activity sheet. Plays audio again, students answer questions while listening.
5. Closure (*Ss to reflect on and show/explain what they learned, evaluates S learning*)
Time: Final remaining

Review of answers and poll students that completed the written portion of the activity, this was provided to accommodate students with higher skills, proficiencies.

LESSON ASSESSMENT – indicate where in the lesson assessment takes place
(*formative – initial and medial, AND summative – final assessment*)

TEACHER REFLECTION – develop questions that will inform future teaching *e.g.*, “*How can I improve this lesson?*” “*What would I change in the activity?*”)

EXTENSION (extra work/home work)

Students will be asked to find out the story about their local corner store, take a photo, answer ‘wh’ questions: what is the name of the store, who runs the store, when did the store open, etc.