

"TO BE" AFFIRMATIVE



Age: 14+

Location: Online

Date: 3/2/25

Instructor: Rahny Day

Central Focus

Scholars will internalize the grammatical concept of the present tense affirmative "to be" form.

Academic Language Demands & Supports

Content Standards

- CEFR Framework: A1-A2 (Basic)
B1-B2 (Independent)
C1-C2 (Proficient)
- Define, Identify, Replicate, and Implement formula for "To Be" affirmative

Assessment

- Informal: 5E's Constructivism
- Formal: Project
 - Separate Rubric
- Group/Individual Reflection
 - Text/Workbook Activities
- Short Quizzes
- Gamification

Planned Accommodations:

- Scaffold as needed
- Accessibility: Assistive Equipment, Physical Copies
- Learning Styles: Open Ended Assessments

Differentiated Instruction and or Unviersal Design for Learning

- Groups: Big/Small Discussion, Work
- Grouping: ZPD
- Think Pair Share
- Reflection
- Scaffolded Activities

Expectations, Routines & Safety

- 3x's Week, 3 hrs

Research-Based Practice

- Constructivism, Social Constructivism, ZPD

Resources & Materials

- Teacher Book/Workbook Edition
- Student Book/Workbook Edition
- Online Classroom/ In Person Set Up

Learning Objectives

- Define key terms related to constructing affirmative "to be' verb form.
- Verbalize the formula to construct the affirmative "to be" form
- Understand the formula to construct affirmative "to be" form with automaticity and consistency
 - Subject + Be + "Insert Thought"
 - Subject + Be + Not + "Insert Thought"
 - To + Subject + "Insert Thought"
- Analyze context of how the affirmative "to be" is applied in comparison to others (past, negative, etc...)
- Apply analysis of affirmative "to be" in various contexts. (spontaneous & scripted)
- Evaluate methods of implementation through reflection

Materials

- Laptop/Tablet/Phone
- Physical Iterations of Assignments
- Teacher Book/Workbook
- Student Book/Workbook
- Pencils, Paper

Teacher Notes

- Engage: Group/Partner Discussion (5mins)
 - What do you know already?
- Explore: Instructor Lead Lecture (10-15 mins)
 - Presentation
- Explain: Student Pairs
 - Interaction with content via individual groups
- Extend: Personal Connections
 - Role-Play
 - What will happen next? etc...
- Evaluate
 - Share conclusions and insights

Instructional Strategies/Embedded Learning Tasks

Time Estimate	Teacher's Role	Student Role
Opening (5 mins) <ul style="list-style-type: none">Review ObjectivesWarm Up "Sentence Starter"	<ul style="list-style-type: none">Guide Warm-UpEstablish Outcomes and Expectations for Unit	<ul style="list-style-type: none">Participant
Middle (30 -40 mins) <ul style="list-style-type: none">Engage: Group/Partner Discussion (5mins)<ul style="list-style-type: none">What do you know already?Explore: Instructor Lead Lecture (10-15 mins)<ul style="list-style-type: none">PresentationExplain: Student Pairs<ul style="list-style-type: none">Interaction with content via individual groupsExtend: Personal Connections<ul style="list-style-type: none">Role-PlayWhat will happen next? etc...Evaluate<ul style="list-style-type: none">Share conclusions and insights	<ul style="list-style-type: none">Probe for background knowledgePresent Lecture<ul style="list-style-type: none">Facilitate & Model paired discussionEmphasize personal connections to content (examples to contextualize)Spark reflection on similarities and differences in arriving at answers	<ul style="list-style-type: none">Explore background knowledgeInternalize Concept BasicsBuild Meaningfulness BridgesEvaluate conclusions and insights from lesson activities and instruction
Exit Ticket (10-15 mins)	<ul style="list-style-type: none">Guide Students via various steps to assess their performance and comprehension of content. 5 R'sReporting of the context of the experienceResponding to the experience (observations, feelings, thoughts, etc.)Relating the experience to knowledge and skills you already haveReasoning about the significant factors/theory to explain the experienceReconstructing your practice by planning future actions for a similar experience __ (Source: University of Edinburgh)	<ul style="list-style-type: none">Assess Learning Experiences<ul style="list-style-type: none">How did you do?Why do you think that?What was hard/easy?What did you do well?What needs improvement?What do you want to more about?What did you like about the lesson?What do you want more/less of?

Did students learn deductively or inductively? Why?

I will use student center and program center approaches for the lesson. Students will learn deductively

Deductive

- use of formula for to be affirmative

Inductive:

- After the formula has been modeled, they will apply the same framework to replicate.
- They will also explore this through social constructivism through sync per share, group discussion, culminating, and sharing reflections with the entire class for comparison.
- The scaffolding will build up upon higher ordering, thinking skills from remember, replicate to evaluate, deduce, analyze, (Bloom's Taxonomy)

Why?

I've decided to focus on an equilibrium between student center and program centered approaches. Both align with specific learning outcomes.

- student center: have the opportunity to engage meaningfully with the content with activities specifically focused on leveraging multiple modalities. This is also facilitated via the use of multiple mediums: video, group, discussion, workbook, lecture, etc..
- program centered: this gives the instructor the opportunity to be the main source of knowledge.
- -it encourages that all outcomes our learning objectives which intern ensures that the selected activities, target, the desired competencies

How did you introduce your lesson?

Warm Up

- All lessons begin with a warm-up and review of the objectives for the lesson.

Introduce Lesson Objectives:

- Brief overview of what students will learn and be able to do by the end of the lesson

Instruction

- Guide by the 5E's of Constructivism to probe background knowledge and guide students in extending the content to make personal connections and evaluate the conclusions drawn based on their conceptualizations.

Do the materials and activities make the lesson relevant to all students? Why or why not?

Yes, through scaffolding

- This is determined by age and skill level.
- Younger students will not receive assignments that are content specific like the adult, but they will be from a variety of scenarios to illustrate the concept.
- In Class Lecture: Content is presented in various forms to increase on account of all learning styles/preferences
- Project: Demonstrate their understanding of the concept in whatever form they deem appropriate.(script, text, letter, quiz, study guide etc...)
- The adults will get activities oriented towards their social roles, such as filling out a grievance at work, job application, reporting an incident, writing a text or letter post on social media, etc.
- From here they will take the concept and create their own activity demonstrating their knowledge.

Was first language considered in possible solutions or redirects given?

- In the event that there may be a redirect, it may be based on a multitude of factors. Such as various cons or maybe even similar phonetics in comparison to English and the native language.

Example:

If a certain grammatical concept exist, or doesn't exist within their language, having background knowledge of the specifics would allow me to differentiate my approach to shape the similarities and differences in a way that helps them draw conclusions as to why it is the correct conceptualization.

Were visuals and/or other media used? At what point of the lesson and why?

- Digital whiteboard: zoom and other platforms similar structure, allow for instructor to model the content as well as for the students to if they so choose so they aren't in passive role
- Breakout rooms: this is utilized to promote social constructivism among students as well as provide individual time for those that may need additional instruction.
- This also allows for the rest of the students to be active and application and privacy for those not as comfortable speaking in a group. They can communicate via written or all response so multiple levels of competency can be exercised.
- Visual aid: these help students have quick reference to the content to use in their group and independent work
- workbook: in order to promote accessibility there are physical and digital iterations.
- Social media: based on the type of assessment, project, the students choose this may include creating a scenario where they are posting in the target language to illustrate the concept

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Why did you change or keep parts of the lesson?

A greater focus on the mode of scaffolding

- **Instructional scaffolding:** a students demonstrate more mastery skills, they will receive less of a support from the instructor in order to promote critical, thinking skills and deeper reflection on their cognitive orientation
- **Procedural scaffolding:** based on any pre-and post assessments, this will be adjusted to compensate any additional gap analysis needed.
- **Sensory scaffolding:** this will be done through the various hands-on activities and or project students choose to participate in
- **Interactive scaffolding:** this is mostly driven by social constructivism. Students will work through the content and compare and contrast their observations with their peers. This will also help to leverage zone of proximal development. Those students with higher skill sets can be models and give insights in order to reassess frameworks
- **Graphic/Visual Aides scaffolding:** Readily available aides to prompt next steps and for future reference (independent study)
- **Modeling:** Verbally or through text to ensure students have a correct frame of reference
- **Prior knowledge:** Intentional reflection on the "known" to assess potential gaps, bias, assumptions in order to better connect with "new" knowledge and concepts
- **Pre-teaching vocabulary:** the section of the lesson will have a short introduction of key vocabulary terms. This should last no more than 3 to 5 minutes. Studies have shown that introducing students to the concepts before actual instruction starts can help to signal them for what is important to pay attention to this eliminates unnecessary waste of cognitive energy
- **Age Considerations:** This influences the methodology such as Pedagogy vs Andragogy.
 - Adults: there will be notes to help outline how the learning objectives align with the principles and concepts of andragogy activities chosen that align with not only recreational activities, but those of their social roles have been added for application of life skills and meaningful engagement in an authentic context
- **Gamification:** While adults would engage and could enjoy this element, this may be more reserved for younger students. This is simply because a lot of content has already been created for them, as well as an additional amount of open sourced on the Internet that can be leveraged.
 - *Adults:* if using the same iterations for the children's game, specifically those in digital format, they will be done at the most advanced level appropriate to skill sets.

This is also keeping in mind this may function as a review opportunity and or refresher. It can also function as a remedial activity for those that need to re-address foundations.