

TPA 2: Designing Instruction



Allow More Time: No Time Limitations!

More Tactile Objects

for Learning (Realia)!



*Use more VISUAL AIDS!
another EL!*



Pair them up with

TPA 2: Telling Your Family about the TPAs

1st: Learn about your class or your individual students

**Who are your students?*

**What language do they speak? At home? More often?*

**What grade level are they? What grade level do they perform at?*

**How old are they?*

**Do they use grade appropriate language?*

**Do they socialize with others? Whom do they socialize with? What language do they speak when socializing?*

**What's their CELDT or SOLOM levels?*

**What subjects do they prefer? Like best? Excel in? Struggle in?*

2nd: How will you find all this information out?

**Observe their behaviors /interactions inside and outside of class.*

**Ask previous teachers.*

**Look at their CUM folders.*

**Ask their parents. Ask them!*

**What's their CELDT level? SOLOM level?*

**Use any other resources that might be available to you or make them available to you!*

3rd: Design Instruction based on the knowledge you have just learned.

**Pick a subject.*

**Make a lesson plan that includes that adaptations needed based on the information you collected. (See pictures on first page).*

For example: your student is struggling with learning the alphabet; devise a lesson where they learn to draw the letters of the alphabet in sand so they can see, feel, and learn all at the same time. This allows for more practice, a good use of realia, and a more student-involved lesson.

**Adapt this lesson to the California State Content Standards.*

**Describe what you want the students to learn.*

For example: The student will demonstrate how to write and recite the letters of the alphabet.

**Connect the lesson with previous and future learning.*

*Always, always build off what they know and **KEEP BUILDING!***

4th: Reflect on what you have learned from this teaching experience.

**How did the lesson go?*

**What should you change or have done different?*

**What did the students respond to the best? What confused them?*

**Did they seem to grasp the learning? Were they lost?*

**What adaptations worked? Didn't? What new adaptations could you use?*

**How can you modify this lesson for all subjects?*

TPA 3: Assessment

Q #1

The learner will identify all the parts of a book. This includes: cover page, summaries, bibliographies, reviews, and table of contents.

The learner will demonstrate how to summarize a chapter in the book.

The learner will demonstrate understanding of what a bibliography is and how to write one.

The learner will demonstrate understanding of their chosen chapter by illustrating a piece of art that summarizes what happened.

Q #2

Short Essay: students will write a summary of the chapter in the book they have selected.

Performance Task: students will create their own mini-book demonstrating what they have learned.

Oral Presentation: students will present their mini-books in front of class explaining each part.

Oral Response: students will answer questions posed by both students and the teacher.

Q #3

The learner will need to know all the parts of the book as taught earlier. This includes: cover page, table of contents, summaries, bibliography, and reviews.

The learner will need to have read the chosen book for the assignment; in this case The Tale of Despereaux.

The learner will need to be able to answer questions about their mini-book cover.

The learner will need to present in front of class (If being in front of class or a lot of people is too much for your EL then other adaptations can be made).

Q #4

I will collect their mini-book covers and their oral responses from after the presentation.

Q #5

If the learner's mini-book covers or oral responses are inconsistent or incorrect then I will know more time and instruction must be allowed and is needed on this subject.

Reflection Map for TPA 2&3

*I Learned MORE from their illustrations of their
summaries!*

They really related to VISUAL AIDS!

They DIDN'T like summarizing with just WORDS.

“Learning By Doing” is Key

*More ASSESSMENT came from asking them
QUESTIONS than anything else!*

*Allowing for more than one type of assessment enabled me to see
that everyone was learning they just show it in different ways!*

*REALIA, REALIA, REALIA,
REALIA, REALIA,
REALIA.... I CAN'T SAY IT
ENOUGH!*

*I should have done more modeling...they like when
I gave them personal examples. They liked to see
me make mistakes!*