

# *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*

*1<sup>st</sup>: 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?*

*2<sup>nd</sup>: 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!*

*3<sup>rd</sup>: 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!*

*4<sup>th</sup>: 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!*