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7<sup>th</sup>/8<sup>th</sup> grade  
Date delivered: 11/26/2012

## **PART 1**

**Title:** What's in YOUR chocolate? A lesson investigating the origins of chocolate in Central America and the cultural and historical significance of the beverage through an online jigsaw activity.

**Content:** I will be teaching a stand-alone lesson about the origins of chocolate in Central America and the significance of hot chocolate throughout history. Since I will teach this lesson at the end of a 6-week grading period, it does not have to connect with anything that the students have already learned. The first part of the lesson will focus on the ancient Mayas' contribution to the history of chocolate. First, students will learn about the territory in which the Maya people lived. They will identify the modern-day countries of Mexico, Belize, Guatemala, Honduras, and El Salvador. They will be asked to find these countries on a map of Central America provided in their handouts (they should know where the countries are because they previously learned about the Spanish-speaking countries of the world and their capitals.) They will begin the study of the Maya people's relationship with cacao by noting that they grew the cacao trees in their backyards. They will note that in ancient times, chocolate was enjoyed as a beverage, not as the many forms in which we recognize chocolate today.

They will then learn about the ancient process of making hot chocolate. It began with harvesting cacao pods from trees with a machete. Then, the harvesters would remove the seeds from the cacao pods and allow them to ferment for several days. Afterwards, they arranged them in vats or on large tarps to dry in the sun. During this portion of the presentation, I will talk about my own personal experiences with this process in the Dominican Republic. In some of the villages in the countryside there, harvesting cacao is the people's full-time job. We saw many cacao trees and many tarps along the side of the road covered with drying seeds. Throughout the entire presentation, I will show students pictures of the objects that we are discussing. Next in the process, the shells of the seeds are removed and the insides of the seeds are ground into a paste using a stone called a *mano* and a table-like surface called a *metate*. Finally, this paste is mixed with water, chile peppers, cornmeal, and other ingredients to make a bitter and frothy drink. I will make sure to help the students note the differences between the hot chocolate that they drink today and the ancient Mayan equivalent. Next, we will transition into talking about the social and religious functions of chocolate in Mayan society. The wealthy Mayans drank their chocolate from elaborate drinking vessels decorated by trained artists. These cups became a status symbol; the more elaborate the cup, the richer the person drinking from it.

Next, we will transition into talking about chocolate's migration to Aztec territory. Again, I will ask students to find the countries that the ancient Aztecs inhabited (Mexico-Honduras) on the map. In contrast to the Mayas, the Aztecs used chocolate as a luxury drink because cacao needed to be transported from southern regions where it naturally grows in order to be enjoyed by the Aztecs. Students will also note other uses for cacao: currency, offerings to

gods, and payments. We will note that peoples conquered by the Aztecs had to pay their tribute in cacao seeds. Also, the hot chocolate that the Aztecs made was slightly different from Mayan hot chocolate. Though the Aztecs mixed cornmeal and chile peppers into their hot chocolate just like the Mayas, they also added ingredients like vanilla beans and black pepper. Finally, students will learn that cacao beans were used to buy everyday items like cooking utensils, clothing, and food. Students will lastly learn about the Spanish conquest of Aztec territory and the subsequent introduction of chocolate into European culture. As another activity on their handout, they will be given a recipe for Aztec hot chocolate that they can attempt to make at home if they want to try some authentic Aztec chocolate. In a final activity, students will learn a Mexican children's song for mixing hot chocolate. This rhyme is as follows:

*Bate, bate chocolate (stir, stir chocolate)*  
*Tu nariz de cacahuete (your peanut nose)*  
*Uno, dos, tres, CHO! (one, two, three, CHO!)*  
*Uno, dos, tres, CO!*  
*Uno, dos, tres, LA!*  
*Uno, dos, tres, TE!*  
*Chocolate, chocolate!*  
*Bate, bate, chocolate!*  
*Bate, bate, bate, bate!*  
*Bate, bate, chocolate!*

This lesson is important for students to learn because learning a new language involves learning a new culture. The language becomes so much richer when students know about the history and culture of the people that speak it. Though the Mayas and Aztecs did not speak Spanish, their cultures still greatly influence the modern-day culture of the Spanish-speaking countries which they inhabited. This lesson may challenge students' preconceived ideas about indigenous cultures and give them a greater appreciation for their contributions to Spanish-speaking cultures and to the world in general. Though I do not expect students to remember every point of this lesson, I would like them to have gained a general appreciation for the contributions of other cultures to our society. Therefore, I will not be assessing them really on specific points in the lesson, but will just ask them general questions about what they have learned.

### **Instructional Strategy**

Throughout this lesson, I will primarily use two instructional strategies: jigsaw and an exit slip. According to Fisher and Frey (2011), the jigsaw method was originally used to "promote social and cooperative development among diverse groups of students" (pg. 46). There are many variations of the strategy involving complementary or conflicting texts, but I will just be dividing a single reading into sections that the expert groups will read and teach to their home groups. Also involved in this strategy will be a WebQuest and a worksheet for students to complete. I will give everyone the web address for a page about the origins of chocolate and then each of the four expert groups will be assigned four out of the sixteen questions on the worksheet to answer based on the reading. This strategy will work well for this lesson because students will feel more of an ownership of the material and learn the material better because their peers are telling them the information before they have whole class instruction about it.

Also, I will be using an exit slip at the end of my lesson to assess what the students took away from the lesson. This strategy involves having students respond to some sort of prompt at the end of the class period in order for the teacher to see their current thought processes, assess their understanding of the material, or plan for future lessons. I will ask the students to write down something they learned about chocolate and a question that they still have about the material. This is an effective strategy for this lesson because it gives me a glimpse into the knowledge that my students have gained and also gives me ideas for a follow-up lesson if I were to do one.

### **Audience**

I will be teaching this lesson to two different classes in the morning. Both of the classes are part of the exploratory rotation in the school, meaning that students only take the class for 6 weeks before moving onto 6 weeks of physical education, music, or art. The first hour class is comprised of twenty five 7<sup>th</sup> graders. The majority of them are Caucasian with one Latino and three Asian Americans. There are 15 girls in the class and 10 boys. Based on my observations in the classroom, none of them are native Spanish speakers. Though there are 25 of them, they are all very well-behaved from the teacher's standpoint. Unnecessary socializing is rarely a problem and they are almost always paying attention to the teacher, at least outwardly. Coming into this lesson, I doubt that they have a lot of prior knowledge about the topic. Though they may have heard of the Mayas and Aztecs in their social studies classes, these groups' connection to the history of chocolate was probably never explicitly taught. They have some basic knowledge of Spanish vocabulary that they will need for learning the Mexican children's song, but other than that, I think that most of the lesson's content will be new to the students.

The third hour class is a bit smaller, with sixteen 8<sup>th</sup> graders. It has similar demographics to the first hour class; most of the students are Caucasian and two are Asian American. Thirteen of them are boys and three are girls. One of the girls lived in Spain when she was younger and speaks Spanish fluently. Besides that, though, the students pretty much resemble their 7<sup>th</sup> grade counterparts. They have all had some level of Spanish instruction throughout elementary school and maybe middle school, but are still at a pretty low level of Spanish knowledge and comprehension. Though there are far fewer students in this class, they tend to be a lot more talkative and hard to keep on task. The three girls in the class especially talk to one another a lot, even from across the room. I think these two classes will pose very different problems. It might be difficult to make sure that all of the 7<sup>th</sup> graders are following the presentation and the content just because there are a lot more of them. On the other hand, managing the socializing of the 8<sup>th</sup> graders will be a different kind of challenge.

### **Length of Lesson**

This lesson will last about 45 minutes for each class period. The full class period is about 55 minutes, but my mentor teacher will need 10 minutes of the class time to inform students about the *fiesta* they will have the following day. Mr. A. will pass out a letter to parents about the *fiesta* and explain it in the first 10 minutes, and I will have the rest of the hour for my lesson. A more detailed description of the time each activity will take is written in the t-chart below.

### **Materials Needed**

Teacher: I will need a copy of the worksheet that students will do and the PowerPoint presentation with pictures. Also, I will need to provide Styrofoam cups and permanent markers

to students for the independent practice. To close the lesson, I will need hot chocolate along with drinking straws.

Student: They will need a copy of the worksheet and a writing utensil. Also, they will need a small sheet of paper for the exit slip.

### **Rationale**

This lesson is important for students because it will add depth to their understanding of Spanish-speaking cultures. It will help them to make connections to the world outside the classroom as they examine early civilizations that formed the foundation for society today. Learning a new language involves learning about other cultures; this aspect is often sadly lacking in Spanish classrooms today. The guided and independent practice will help them actually participate in these cultures in a small way. Though it does not directly connect to previous lessons students will have had or lessons in the future, this lesson fits into the broader vision of world language classrooms: to prepare students for life in a global society.

### **Lesson Objective**

The objective that I will give students at the beginning of the lesson is as follows:  
By the end of the lesson today, you will know...

- Where chocolate is grown,
- Who were the first people to use chocolate,
- How they used chocolate, and
- A Mexican children's song for mixing hot chocolate!

By telling students the objectives ahead of time, I will provide anticipation for the lesson and help them stay focused on the important points during the lesson.

### **Standards**

In designing this lesson, I will align my objectives with the Michigan Standards and Benchmarks for World Languages, which closely mirror the National Standards for Foreign Language Education, set out by ACTFL (American Council on the Teaching of Foreign Languages). Specifically, I will be addressing standard 2.1.N.H.a, which states that students at the Novice High level of language learning should be able to "identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken." The Maya and Aztec cultures and the historical events surrounding the time period in which their cultures were the most prominent have greatly impacted and continue to impact the culture in Spanish-speaking countries today. In addition, this lesson will address the standard 4.2.N.b, which states that students at the Novice High level should be able to "identify basic target culture products and compare them to one's own." This lesson will help students to see how other civilizations used chocolate and compare these practices to their own modern-day uses of chocolate. Again, I am choosing to focus on these standards because they are often overlooked in Spanish curriculums. However, it is still absolutely imperative that students receive instruction that includes these standards in order to broaden their worldview and help them think critically.

### **Grade Level Content Expectation (GLCE)**

Content expectations for world language instruction in Michigan have not yet been formulated.

## Classroom Organization

At the beginning of the lesson, students will be sitting in rows, all facing the front of the classroom. Each student has a number (1-4) on his or her desk and a color. Each desk also has a little graphic with arrows that tells them which person in their color group is their Puerto Rico partner, Mexico partner, and Cuba partner (these really are handy for mini partner discussions). For the jigsaw portion of the lesson, they will be divided into groups based on the number on their desk and asked to reposition their desks so that they can all see one another. When they transition back to their home groups, they will push their original desks together so that all of the students in their home group are able to see one another. My expectations for this activity are that students will be actively searching the website individually on their iPads and also discussing the answers to the worksheet questions as a group. If a student begins to talk too loudly or dominate the conversation, I will respectfully ask him or her to quiet down a little bit in order to give other group members a chance to participate. When we all come back together as a group, I expect students to remain seated quietly in their desks and raise their hands to offer an answer or a question. I will remind students of my expectations for each activity as the lesson progresses. As previously suggested by my mentor teacher, I will walk up and down the rows of students during the jigsaw activity and as we go through the answers to the worksheet as a group. This way, students feel the teacher's presence more and are less likely to misbehave.

In order to manage time spent on activities, I will give students an estimated time by which I would like them to have completed the activity. This will be important for the jigsaw activity because, without a time limit, it could take a very long time. I will be flexible with time too, though, because I do not know exactly how long everything will take. I also want students to have time to really search the website and understand the information they record before having to teach it to their home groups. I will pass out the worksheets students need while they are working on the warm-up so that no time is lost. I will have all my other materials set up on a table at the front of the classroom so that students can come and get them before starting the independent practice. Having students stand up and walk to the front of the classroom will help to keep them awake and attentive after the direct instruction portion of the lesson. I will verbally warn students of upcoming transitions and have everything set up ahead of time so that time is not wasted during transitions. Most of my signals to the students will simply be verbal, like saying "ok class, now we are ready to start our next activity." I may also use my mentor teacher's signal of holding up two fingers and saying "*paz*" after which the class responds by doing the same motion and saying "peace." Another technique I might use is clapping a certain rhythm and having the students clap the same thing back to me. All of these strategies seem to work very well for my mentor teacher, and I have used them before with some success.

<b>What is Happening in the Lesson</b>	<b>What is Being Said in the Lesson</b>
<u>Orientation</u> I will begin class with a riddle that will get students thinking about the topic of the lesson. My mentor teacher does this every day and hands out candy to the student who says the right answer. Next, I will put up a PowerPoint slide with several pictures of objects or symbols that will come up later in the lesson. I	I will read the candy question of the day to the students to begin the lesson: "What kind of bars can't keep prisoners in jail?" I will instruct students not to shout out the answer, but just raise their hands if they know it. After giving everyone about 30 seconds to think about it, I will choose one of the students (maybe one that I have noticed does not get called on a lot)

<p>will ask students to talk to the person next to them about their predictions of what the objects are used for and what the symbol means, based on the lesson’s topic. After giving students a couple minutes to discuss, I will bring the class back together and we will share our predictions.</p> <p><i>Estimated time: 10 minutes</i></p>	<p>and toss that student a Kit Kat bar for answering correctly (“a <i>chocolate</i> bar!”). Next, I will direct students to the screen again and ask them to talk to their Puerto Rico partners about their predictions about the objects shown on the screen (Level 1, Bloom’s). I will give students the hint that the lesson is about chocolate in order to possibly frame their responses. After a couple of minutes, I will tell the students that we are now going to talk as a whole group about their predictions. First I will point to the graphic on the farthest left (a picture of the <i>mano</i> and <i>metate</i>). I will call on two or three students to give me their predictions about the object. With the framework that I will give them, I expect that some students might have an educated guess about these objects. They will probably use the word “grind” or “crush” in their answer. Next, I will point to the Maya hieroglyphic for chocolate and ask for a couple student predictions. This question might be more difficult for students because they may not have been exposed to hieroglyphics before. I expect that students will probably guess that the symbol has something to do with fish, leaves, and possibly chocolate. Finally, I will ask them what they think of the <i>molinillo</i>, pictured to the farthest right on the slide. Though this is another object, I do not expect students to guess the purpose of this instrument. They might describe it as a staff or just a stick. I will inform the students that each of them will know the name and the purpose of each object by the end of the lesson.</p>
<p><u>State the objective</u> As stated previously, the objective for this lesson is that students will know where chocolate is grown, who first used chocolate and how they used it, and a Mexican children’s song for mixing hot chocolate. I want them to be able to leave the classroom with a deeper appreciation of a different culture from their own and be able to tell their friends something new and interesting that they learned that day. I will use mostly formative assessments</p>	<p>After finishing the warm-up, I will direct students’ attention to the screen again and verbally read to them the objectives presented there. I will tell them that by the end of the lesson today, they will have knowledge about the origins of chocolate, the people who first used chocolate, and, at the end of the lesson, they will learn a little song about mixing chocolate.</p>

<p>throughout the lesson to determine whether students are meeting objectives. I will again use a PowerPoint slide to display these objectives to students in order to help visual learners better remember them.</p> <p><i>Estimated time: 1 minute</i></p>	
<p><u>Presentation of Content</u></p> <p>This section will begin with a jigsaw activity. I will pass out the worksheet that students need during the warm-up in order to save time. At this point, then, I will direct students to form groups based on the number printed on their desks. Group 1 will answer the first four questions on the worksheet, group 2 will answer the second four questions, etc. Since I have already discussed the content of my lesson above, I will not go into a lot of detail here. To summarize, students will learn about two great civilizations in Central America: the Maya and the Aztecs. They will first determine where each of these people groups lived. Then, they will examine the role of chocolate in each society, including the process of making chocolate. Students will use their iPads to search a website that I will give them on their handouts. They may help their group members find the information, especially if the group member does not have his/her iPad that day or it is not functioning properly. Students will be given about 10 minutes to complete their questions and return to their home groups. If one member of the group finishes early, I will instruct him/her to draw on the map on their handout where the Maya and Aztec civilizations were located. Then, each group member of the home group will instruct the other members of his/her group about what they have learned and help them fill out the correct questions on their worksheet. Finally, after about 5 minutes, I will call everyone back together to discuss the information as a whole group. I will go through each of the questions individually using a document camera and call on individual students for the answer. After students answer the questions, I will</p>	<p>First, I will introduce the jigsaw activity to my students. I will direct them to take out their iPads and turn them on. Then, I will model the task that they have to do in front of the classroom, while directing them to follow along with me on their iPads. On the computer in the front of the classroom, I will go to the website listed on the handout, and show students the link that they have to click on to get to the article about chocolate. I will make sure everyone is following me by asking for a thumbs up from the people who have entered the website. I will make sure to walk around and help the students who are struggling to find the website. I will then direct students to look at the tag on their desk to know which group they will be in. I will tell the students in group 1 to move to the front right of the classroom, group 2 to move to the back right, group 3 to move to the front left, and group 4 to move to the back left. After they have moved, I will assign each group a set of four questions to find in the reading. I will tell students that they have about 10 minutes to complete the four questions and that, when they are done, they should return to their original seats. During the activity, I will again walk around the room and help any struggling groups. When I notice that the majority of the groups are done, I will bring the class back together. I will tell any groups that have not finished yet that they can continue quietly sharing with their group members. While the groups quietly finish filling out their worksheets, I will begin reviewing the first few answers, writing them on a worksheet displayed through the document camera. I will keep displaying the worksheet until everyone has had a chance to write down all of the</p>

<p>supplement their answers with pictures on the PowerPoint slides and mini vignettes about my experiences in the Dominican Republic. Throughout this section of the lesson, I will ask various questions to check for students' understanding. These and other questions are described in the next column.</p> <p><i>Estimated time: 25 minutes</i></p>	<p>answers. As we go through the answers on the worksheet, I will rephrase the sentences to be questions that I ask individual students. As I elaborate on the answers, I will continue asking questions that check understanding. First, I will ask students to help me draw the territory of the Mayas and Aztecs on the map, based on their knowledge of country names and locations (Level 2, Bloom's). I will then display a map of the area to help students who need another visual. When talking about the process of making hot chocolate, I will ask students to define words they might not know, like ferment and vessel (Level 1, Bloom's). I expect that students might have some idea about what ferment means if they have any knowledge about alcohol, though this idea may need some refining. I also expect that students may have heard the word "vessel" before, but may not know its exact definition. Related to Spanish, I will ask students what they think the word <i>mano</i> means (Level 1, Bloom's). Since they have all learned vocabulary words for body parts at some point, I expect at least one or two of them to remember that <i>mano</i> means hand in Spanish. I will then ask them why they think this tool is called a <i>mano</i> (Level 2, Bloom's). I expect them to answer that the person who uses it holds it in his/her hand while using it. When discussing the Aztec way of making hot chocolate, I will ask them to compare Aztec and Mayan hot chocolate (Level 2, Bloom's). I expect that students will tell me about the different ingredients in the two forms of hot chocolate and also possibly about the different uses of each one in each society. These many questions will also help me to assess students' understanding of the material as we go along, also informing my further instruction.</p>
<p><u>Checking for Understanding</u> Throughout the lesson, I will ask the students many questions. As outlined in the previous section, I will ask many low level questions while providing the direct instruction to make sure the students were paying attention during</p>	<p>As detailed above in the "Presentation of Content" section, I will ask the students many questions that would correspond to levels 1 and 2 in Bloom's Taxonomy. If there is time at the end of the hour, I will ask higher level questions, such as "what differences are there</p>



<p>the jigsaw activity and filled out the worksheet with their classmates. I will ask several deeper questions throughout the instruction that will make students think more deeply. Also, as students get their hot chocolate at the end of the hour, I will look at their Styrofoam cups to see how they decorated them and if they understood the purpose of the activity. Finally, I will use an exit slip at the end of the hour to see what students took away from the lesson.</p>	<p>between Aztec/Mayan hot chocolate and chocolate you eat today?”(Level 3) and “how do we use chocolate today?” (Level 4).</p>
<p><u>Guided Practice</u></p> <p>For this portion of the lesson, I will teach students a Mexican children’s song for mixing hot chocolate (lyrics written above). I will first ask the students to repeat after me as I say the rhyme. Then, we will engage in a brief discussion of the Spanish words and what they think they mean. Finally, we will all say it together as a class while also doing the motions of stirring the hot chocolate with a <i>molinillo</i>. This content relates to more modern-day uses of chocolate in Mexico. Since Mexican hot chocolate today often resembles Aztec hot chocolate still, it provides a good connection to the material students have already learned in the lesson. I will again use a PowerPoint slide to display the lyrics of the song.</p> <p><i>Estimated time:5 minutes</i></p>	<p>I will introduce this new activity by reminding students that I promised them that I would teach them a Mexican children’s song. I will then <i>briefly</i> explain the history of the Spanish conquering the Aztecs in 1521 and show them pictures of <i>molinillos</i> to demonstrate the influence of the Spanish on the drinking of hot chocolate. Next, I will display the lyrics for the song. I will tell the students that I would like them to repeat after me, while holding their imaginary <i>molinillos</i> and stirring their imaginary hot chocolate. We will go through the entire rhyme together as a class before I tell them what the rhyme means. I will first ask them for guesses about what the words might mean. I expect them to guess that <i>bate</i> means stir and that <i>chocolate</i> is, obviously, chocolate. The second line will probably not be as obvious to students. I expect that one or two might remember that <i>nariz</i> means nose in Spanish, but I do not expect them to know the words <i>de cacahuete</i>. I expect also that all of them will know what <i>uno, dos, tres</i> means and that they will realize that we are spelling out the word <i>chocolate</i> in the song. After we have noted all of the vocabulary words that we have to note, I will lead the class in singing the song one more time, as I walk around the room and listen to students in order to assess their performance.</p>
<p><u>Independent Practice</u></p> <p>Lastly in this lesson, I will help students to do a craft involving their recently acquired knowledge. This activity is meant to model the practices of the Maya, who elaborately decorated the drinking vessels that they used</p>	<p>As mentioned, I will show students a couple of pictures of ancient Mayan drinking vessels and point out the different designs on each. I will then challenge the students to create drinking vessels of their own with symbols that represent their relationship with chocolate</p>

<p>for drinking hot chocolate. I will display several images of these drinking vessels and point out the various designs on the cups. Just as the Maya decorated their cups with pictures of animals and people drinking hot chocolate, I will ask my students to decorate Styrofoam cups with designs of their choice before enjoying a cup of hot chocolate. I will ask students to stand up and walk to the front of the room to get their cups and markers just to get their blood flowing a little bit and their minds actively involved. Each student will also receive a straw that we can then use to practice the song that we will have learned in the previous section of the lesson. Since this will be getting close to the end of the hour, I will only give students a couple minutes to complete this activity and pour their hot chocolate.</p> <p><i>Estimated time: 4 minutes</i></p>	<p>(Level 5, Bloom's). I will also give them the option of trying to draw the hieroglyphic for chocolate that they have printed on their worksheet. I will give students several minutes for this and then urge them to finish quickly in order to get their hot chocolate before leaving.</p>
<p><u>Closing</u></p> <p>To close this lesson, I will ask students to fill out a little exit slip for me. They will need to answer the questions “what interesting or different fact did you learn today about chocolate?” and “what do you still have questions about?” Through this final activity, students will be reminded of the objectives of the lesson and challenged to recall what they have learned.</p> <p><i>Estimated time: 2 minutes</i></p>	<p>As students continue to sip their hot chocolate, I will ask them to take out a slip of paper, of any size, and answer the two questions that I mentioned. I will then collect these slips of paper as the students leave the classroom and thank them for their diligence and attention throughout the lesson.</p>

### **Assessment**

Throughout this lesson, I will use multiple methods of assessment to make sure that my students understand the material. As mentioned previously in the “Checking for Understanding” section, I will use a lot of informal assessment throughout the lesson. During the jigsaw activity, I will walk around to the groups, check their progress, and answer any questions they might have. By this quick walk-through, I will be able to assess which groups are having more difficulty with the activity and provide extra scaffolding as needed. Also, I will informally assess my students’ interest level throughout the whole group discussion and maybe skip some questions or cut some things short in order to keep their attention. Also as mentioned earlier, I will walk up and down the rows during the whole group discussion to assess which students are paying attention and which ones are not as much. I will make sure to remind students that seem to be daydreaming of the task at hand and hopefully capture their attention through engaging

instruction. I will use the same technique when teaching the song, randomly walking up and down the rows to listen to the students' singing and make sure that everyone is at least attempting to participate. I will assess each individual student's Styrofoam cup as they come up to get hot chocolate, just to see if they understood the purpose of the activity. Finally, the exit slip will provide me with a little bit more of a window into individual students' comprehension of the lesson, giving me one final formative assessment. Thus, I will know that my objectives are met if students are able to answer my informal questions during my presentation of the content, if they attempt to sing the children's song and if their exit slip reflects genuine understanding of the material and engagement in the presentation.

### Meeting the Needs of all Students

<b>Student Needs</b>	<b>How I will Address the Need</b>
Bob-has a mild form of autism. He often loudly blurts out answers and does not interact appropriately with other students.	I will try to address Bob individually about the jigsaw activity and emphasize the importance of working as a team. I will try to remind Bob of my expectations throughout the activity and provide scaffolding as needed. I will also try to use a little hand raising signal to remind Bob not to talk out of turn, but to always think before speaking and raise his hand.
Evan-may not be a native English speaker. He rarely participates verbally in class.	I will design the worksheet in such a way that all of the main points and vocabulary words are included in the questions or the answers. As I write the answers on the worksheet, I will make sure to leave the worksheet displayed on the document camera for a length of time that allows Evan to copy the answers while also understanding what I am saying. I will ask the class to define vocabulary words that may be confusing. I will also try to emphasize the importance of each group member in the jigsaw activity so that Evan feels needed and maybe more eager to speak to his classmates.

### Technology

I will be using many different forms of technology in this lesson. First, I will have the students use their iPads for the web search. Throughout the entire lesson, I will be using the computer and the projector at the front of the classroom to display a PowerPoint with discussion prompts, pictures, vocabulary words, and the children's song lyrics. Finally, I will also use the document camera to display the worksheet as I am helping students complete it during the whole group discussion. This technology will be very useful for me because each individual student will be responsible for helping to find the answers to the questions. Also, the many types of technology I will be utilizing will help me be able to switch back and forth between the worksheet and a supplemental PowerPoint, thus supplying my students with a richer and more meaningful learning experience.

**Handout**

I will be using a handout that I created for the WebQuest. After finding the website that I wanted to use for the direct instruction portion of the lesson plan, I went through and drew out the most important points in the article and created a handout based on that. I used a fill-in-the-blank form in order to scaffold my students' ability to search the website. This form of handout is helpful in this context because it helps students pull out key vocabulary from the text and may help them remember these words for a longer period of time. Also, because of the time constraints that I had, I used a simpler worksheet form to help students read the content more quickly so that we could engage in higher-level discussion as a whole group.