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| NECC_NETS_small | **Lesson Plan for Implementing NETS•S—Template I*(More Directed Learning Activities)*** |
| ***Template with guiding questions*** |
| Teacher(s) Name | Haven Caylor-Brown  |
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| Grade Level(s) | 9-12 |
| Content Area | Spanish  |
| Time line | March 9 – April 10 |

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks? ) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

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| Content Standards | MLII.IP2A-Written exchange MLII.CCC5B-uses technology in the Target LanguageMLII.INT1C-understands instructions. MLII.P1D-Writing Mechanics MLII.CCC5B-uses technology in the Target LanguageMLII.P1D-Writing MechanicsMLII.CCC5B-uses technology in the Target Language |
| NETS\*S Standards: | Empowered Learner 1C, 1D Innovative Designer 4A, Creative Communicators 6C |

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

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| The students will be required to create either a Miro mind map or a Canvas (our Cloud-based learning systems) podcast to explain Spanish, past imperfect verb conjugations, and finally to create a Kahoot collaboratively. Between the mind map and the podcast, differentiation will be bestowed so the students can choose whether a visual or audio presentation suits them best. The Kahoot will be a collaborative effort to work together as they create their own formative assessments before the summative assessment of conjugating Spanish imperfect verbs.  |

**Essential Questions** (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

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| How do I clearly state the rule for using the past imperfect? How do I conjugate a past imperfect -ar verb? Between Miro visual idea webbing or explaining orally, does a visual semantic webbing or a podcast help me explain conjugating an -ar imperfect verb and when to use it?  |

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

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| -As the teacher I will use a rubric to give a numeric grade for either the Miro or podcast webbings. The students chose either Miro webbing or Podcast explanation of webbing as a part of their differentiation. -At the end of the students’ Miro and Podcast presentations, they will create formative assessments in a collaborative setting with Kahoots as they generate new knowledge. -There will also be a rubric to assess  |

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

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| The students have been working with their own computers for 3 school years. They used a Canvas Audio Recording for Podcast or the application Miro semantic mapping to conjugate Spanish verbs in the past imperfect as well as Spanish sentences. Collaboratively with their webs, the students will create their own, group Kahoots. I will use 3 separate rubrics to assess the podcast, Miro webbing, and the Kahoot.  |

**Instructional Plan**

**Preparation** (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

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| With me, the students have had continuous exposure to online sites that support learning. This will be their first time to actually log into Miro and practice semantic webbing. I’ve done webbing on the board but not on Miro.  |

**Management** Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

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| We have 100% equity in our classroom. There is a computer to student ratio of 1:1. The students worked individually with their webs then transitioned to collaborative learning with their Kahoots.  |

**Instructional Strategies and Learning Activities** – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom’s Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

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| Creativity: the students are going directly to the top of Bloom’s Taxonomy with creating either 1) Their own semantic web or 2) Their own podcast. I will have to teach the Miro webbing as the instructor; however, I will then facilitate as they finishing creating their webs. However, with Kahoot, the students become the creators and collaborators, and they will guide each other. I will facilitate to answer any questions they may have. This lesson is a scaffold to their next lesson. After this semantic webbing and quiz on Canvas, these students will create an Adobe Spark as they build their knowledge.  |

**Differentiation** (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

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| Miro is a visual mapping and the Canvas podcast is oral. The students will choose their stronger means of sharing. They will create webs as individuals and Kahoots collaboratively. The building of knowledge as well as an extension will manifest itself into an Adobe Spark several weeks after this lesson plan is implemented.  |

**Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?)

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| The students who used Miro were very innovative designers. Their use of text size, fonts, square or ovals, placement of the six conjugations was very diverse. I was proud of the differentiation. When the mind maps and media recordings were finished, the student transitioned smoothly into being creative communicators. I was so glad that immediately some of my groups communicated that they had no idea how to create a Kahoot. It took some extra time, but it was necessary and valuable. Now students can create Kahoots for themselves and their friends as formative assessments.  ​I wanted my students to be empowered learners with learning past imperfect verb conjugations. I decided that they could 1) map the conjugations and translations with Miro or 2) Explain the conjugations in a podcast. Once again, the majority of the students were ready, willing, and able to complete the task. The next time, I will devote the whole time to webbing because quite a few of my ESS students needed extra time. I will provide an enrichment activity with the people who get done sooner in the future. Trouble shooting wasn’t too much of an issue. Out of 62 computers, only 3 froze or would not submit a URL to my canvas. For those issues, I simply restarted the computers or graded the map from their screen. The podcasts were turned in nicely where the process to submit the media recording went smoothly. There were zero problems with Kahoot, so there was no need to troubleshoot. |

**Closure:** Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

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| I have been teaching for 30 years, but I still love seeing my students learn with new and innovative strategies. I believe this lesson plan could be extended for several more days while comparing and contrasting the preterites that along-side of the imperfects. I would also give the Kahoot more time to implement past preterites as well. The mind mapping with Miro, Podcasting with our Canvas, and creating Kahoots for formative assessment collaboration was a win for this veteran teacher of Spanish.  |