**Lesson Plan Template
ETAP 524**

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| Name: Jessica Hullar | Module: 6 |
| **Lesson Plan Title** |
| Reading and Listening Assessment |
| **Discipline and Topic** |
| Reading and listening comprehension in authentic text and video.  |
| **Target Population** |
| This lesson will be presented to all Spanish I students (8th/9th grade) of various learning styles and competencies.  |
| **Curriculum Alignment and Standards** |
| Reading: R.8.2- Determine the central ideas or conclusions of a text.R.8.4- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific context.Writing:W.8.2d- Write informative/explanatory texts… use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| **ISTE NETS Standards** |
| 6. Students demonstrate a sound understanding of technology concepts, systems, and operations. a. Understand and use technology systems |
| **Goals** |
| Students will be taking part in an assessment that automatically compiles right and wrong answers, for immediate and accurate feedback on reading and listening comprehension activities.  |
| **Objectives (State)** |
| 1. Given 10 listening videos, students will be able to answer 8 correctly. 2. Given 10 reading passages, students will be able to answer 8 correctly. 3. Given the data on their missed questions, students will be able to interpret and explain why those questions were challenging and how to avoid the same error in the future.  |
| **Underlying Educational Theory** |
| The theory of this lesson comes from a specific cognitivist approach led by Chomsky, who believes that humans have an innate sense of language (“universal grammar”) and can understand many new vocabulary terms or language constructs because of an ability to acquire language. The students will be looking at reading “passages” (sometimes in the form of realia: newspaper articles, business cards, pamphlets, etc.) and answering questions to exhibit understanding. They will also watch several videos of interviews of native speakers and answer comprehension questions. Their ability to understand words and implied information based on cognates, which may not have been taught directly connects to Chomsky’s cognitivist theory that we can derive meaning based on understanding of language structures. This lesson also pulls from the constructivist theory that students can make their own meaning of information (when they are asked to look at the assessment data and figure out patterns).  |
| **Materials Description and Timing** |
| Spanish Proficiency Exercises: <http://www.laits.utexas.edu/spe/index.html>NYS Checkpoint A Spanish Reading Activities: <http://www.nysedregents.org/loteslp/spanish/>20 Senteo clickers1 SMART Board1 desktop computerSMART Response file |
| **Supplemental Materials/Links** |
| SMART Notebook Software Help:<http://onlinehelp.smarttech.com/english/mac/help/notebook/10_0_0/helpcenter.htm#IntroductionNotebookSoftware.htm> |
| **Lesson** |
| 1. Students are familiarized with the Senteo clickers, and directed to sign in to the “SMART Response” evaluation.2. Students complete the assessment. Each listening activity is played twice, and the reading activities are shown for 3 minutes. 3. Lastly, students analyze their own data by reviewing the questions they got correct or incorrect and writing a short explanation of why they think they got it right/wrong and what the class data shows about the difficulty/ease of each question.  |
| **Assessment of Students** |
| SMART Notebook and Senteo Technology assessment |
| **Evaluation of Students and Lesson**  |
| This lesson will be considered a success based on two factors: a majority (75%) of the class scoring a 16/20 (80%) or better on the assessment, and a completed “evaluation” of the assessment by each student.  |
| **Low Tech Modification** |
| In the event of a technology failure or the school network being inaccessible, this lesson can be completed on paper, and (listening activities can be reproduced by reading the scripts to the students).  |
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