TECHNOLOGY-CONNECTED LESSON PLAN

Lesson Plan Number *(Check one box)*	1	2	3	4
	x			

(please type)

Name:	Angela Pieniaszek	School:	Walnut Grove HS

Lesson Title:	Reflections
Grade Level/Subject Area:	Spanish III Grades 10-12
Student Profile:	**Number of Students: 30**
	Number of Students with Special Needs: 0
	Area of Specialties:
Performance Objectives:	After completion of the lesson, students will be able to: (use action verbs) - Read a news article in Spanish - Write a reflection in Spanish - Reflect on a current event - Use reading strategies to uncover meaning - Use Microsoft office Suite to record and turn in their reflection
Curricular Connections: **(QCC/IEP/Local or National Standards)**	MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students: A. Express needs and desires. B. Share feelings and emotions. C. Exchange opinions and preferences. D. Give detailed descriptions. E. Give and follow detailed directions and instructions. F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.
Assessment:	This assignment will be graded by an attached rubric
Technology Connections:	Microsoft PowerPoint Microsoft Word

Materials:	Computers, internet connections, Microsoft office suite (word and power point), Computer with an LCD projector, handouts of outlines, paper, pencil
Related URLs:	http://espanol.news.yahoo.com/
Procedures: **(Please number your procedures.)**	**Whole Group:** Introduction – 1. Students and teacher read a news article (selected by teacher) together. 2. Students are asked comprehension questions about the article that require students to use reading strategies previously practiced in class. 3. Teacher displays on a concept map in the front of the room. The map has comprehension questions in each bubble. Students have a hard copy of the map that is blank. **Small Group:** Introduction – 4. Students work with a partner to fill in concept map. Instead of writing out the questions the teacher has projected, the students need to fill in the *answers.* **After Small Group..**. Students return to whole group. The class compares their answers and the teacher unveils answers she has written in the presentation. Students are allowed to ask questions and ask for clarification in English as we go through the answers. **Individual:** 5. Students work by themselves. They go to http://espanol.news.yahoo.com/ and pick a news article. 6. Students use the concept map or outline strategy to take notes as they read through the article. They may use an electronic version teacher has made available, or they may write it out by hand. 7. Students then must reflect on the article they read in Spanish. 8. Students write a 2 paragraph reflection of the article they read in Spanish. They need to summarize the article in the first paragraph, and give their opinion of the article in the second paragraph.

Classroom Management:	**Technology Management Strategy:**
	• Using the LCD projector, teacher will show students how to open a new Microsoft Office document, how to change the language to Spanish, and how to add the appropriate accents and understand spell check in the different language. • On the LCD projector, teacher will model how to access the shared folder in the server, so that students can open a template of the concept map. • On the LCD projector, teacher will model how to save and place a document in the shared folder on the server, so students can turn in their reflection. • Teacher will monitor students while they are using computers to ensure students stay on task, and so they can ask individual questions. • Teacher will check in/briefly conference with students to ensure appropriate progress throughout the assignment.

Writing Response Rubric

Category	*Does not Meet*	*Needs Improvement*	*Meets Criteria*	*Exceeds Expectation*
Required Components	3 or more required components are missing.	2 required components are missing.	1 required component is missing.	0 required components are missing.
Organization	Writing is disorganized and difficult to follow.	Writing has some elements of organization, but is difficult to follow.	Writing is well organized, but sometimes difficult to follow.	Writing is well organized and easy to read.
Mechanics	There are 5 or more grammatical errors in the writing.	There are 4 or more grammatical errors in the writing.	There are 3 grammatical errors in the writing.	There are 2 or less grammatical errors in the writing.
Quality of Response	Writing does not address topic properly. Writing is minimal, unclear, and shallow.	Writing address topic, but is unclear and shallow.	Writing addresses topic clearly.	Writing addresses topics clearly and thoroughly.

Writing Reflection Response

I chose to use Microsoft Power Point and Microsoft Word in this assignment. I chose these two programs because I think they are the most often used by students, and since the content of the lesson will be challenging for students, I think using a technology they are somewhat familiar with will be helpful.

Even though most students at the high school level are familiar with using Microsoft Word, many of them do not understand how to use the language functions in the program. Changing the language in the program can be very helpful, especially for spell check, but many students try to do things like highlight text and change the language, thinking it will translate from English to Spanish for them. Also, many students simply don't know how to change the language in the first place.

Another thing most students don' t know how to do is add accents to letters. Many times, when Spanish language learners type up papers, they leave out the accents, which can change the meaning of words and sentences. This lesson will give the teacher the opportunity to show students how to add the accents to words when they are writing in Spanish on a computer, so they don't have to leave them off anymore!

Something else that will be covered in this lesson that will be new to most students is accessing files on a shared server. Many students do not know how to submit files electronically, so I think this lesson would be a good opportunity to practice using this technology.