**Lesson Plan**

**Collaborative Unit, Day 2**

**Grade**: Spanish 2 Honors, Mixed Grades

**Content Topic:** Spanish Speaking Cities  **Estimated Lesson Time:** 50 minutes

**AASL Standards:**

1.1.4- Find, evaluate, and select appropriate sources to answer questions

1.1.8- Demonstrate mastery of technology tools for accessing information and pursuing inquiry

2.1.5- Collaborate with others to exchange ideas, develop new understandings, make decisions,

and solve problems

3.1.4-Use technology and other information tools to organize and display knowledge and

understanding in ways that others can view, use, and assess

**Library Media Objectives (local standards):**

2.05- Promote student independence in learning through effective and ethical use of print and electronic

resources.

3.01.01- Locate and use information resources, equipment, and other technologies effectively and efficiently.

3.01.02- Review, evaluate, and select materials for an identified information need.

3.01.05- Retrieve and manage information.

3.02.01- Collaborate with school level staff to develop and implement authentic learning tasks to promote student

achievement.

3.02.03- Identify and facilitate access to instructional materials that support the curriculum.

5.02.03- Encourage the use of instructional materials and technologies by students and staff.

**Content Standards and Objectives:**

Communication Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Communities 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Materials needed (print/non-print/technology):**

* Computers
* RHS Media Center Website (to use the databases)
* Student Resource Center Worksheets (to be completed in pairs)
* Individual Research Worksheet (on Hand Out drive)
* Exit Surveys

**Provisions for Differentiation and Learning Styles:**

~Intrapersonal work—Individual research time

~Interpersonal work— Group discussion of Pre-Assessment results, Student Resources in Context Worksheet in

pairs

~Verbal/Linguistic—recording answers on both worksheet

~Visual/Spatial—viewing photographs, audio, and videos on databases

**Pre- Assessment of Prior Knowledge:**

* Discussion with the class based on Pre-Assessment results from yesterday. Show students the results on overhead. Talking points include:

- Works Cited- 32 students said they only needed a Works Cited if they quoted directly

- Citing Pictures- only 3 students said they did not need to cite pictures

- Use of Databases- 24 students had used CultureGrams in the past, 39 students had used World Book, and

9 had used Student Resources in Context

- Tools that might be useful for this project- there were 8 votes for using CultureGrams for this project, 13

votes for using WorldBook, and 4 votes for using Student Resources in Context

* Ask the class if how their opinions about CultureGrams have changed since yesterday’s lesson. How is it helpful for their assignment?

**Direct Instruction:**

**Overview:**

* Briefly go over the agenda for the class period.

**Modeling and guided practice:**

* Brief introduction to WorldBook using a search for Paris, France. As indicated in the Pre-Assessment, most of the students have used this database in the past, so it will not be of great focus today.
* Show a few categories/features that will be helpful for their own assignments. In particular, highlight the multimedia aspects of WorldBook (videos, audio, and slideshows).
* Explain that students will have time to use WorldBook later on in the lesson since many of them already know about this database.
* Introduction to Student Resources in Context using a search for Paris, France.

**Independent practice:**

* In pairs, students will receive a city and country to research. This activity will have new pairs as well as new cities from yesterday’s activity. They will fill out a brief worksheet that helps them to use the 2 main features of Student Resources in Context that will be beneficial to their research.
* This worksheet should only take 10-15 minutes. The teacher simply wanted a brief introduction to this database and the rest of the period to be spent for independent research.
* Students will finish the worksheet and submit it to the library media specialist. They will spend the rest of class researching their own cities and filling out the Independent Research Worksheet from yesterday (still located on the Hand Out Drive).
* During independent research time, students may use databases or any other resources (print or audio visual) located on the webpage created for Mrs. Frye’s class.

**Assessment (formative and/or summative):**

* Worksheet for Student Resources in Context will be collected and reviewed by library media specialist to ensure that students appropriately used the two features of the database.
* Before leaving today, students will complete another survey that asks them to compare their knowledge of the databases that have been of focus. This survey will be completed using Google Forms

**Brief Evaluation of lesson:**

My favorite part of this lesson was the discussion of the Pre-Assessment from yesterday’s class. It was very helpful for me to view yesterday’s results after school because it gave me the opportunity to make adjustments to Lessons 2 and 3 of the unit. The student results showed me where the class stood in terms of experience using the databases, as well as creating/using citations for their work. Analyzing the Pre-Assessment from yesterday helped me to see that the class was very familiar with WorldBook. I therefore did not have to go into great detail about this database, even though I had originally planned to. This allowed me to focus more on the Student Resources in Context database. This experience reminded me that assessment is extremely useful in directing instruction. If I had not given a Pre-Assessment, and I had gone forward with an in depth overview of WorldBook, students may not have been engaged or challenged—something I would not want to happen.

In terms of helping me plan for next year, the student exit survey, in which they compared the databases, was most useful for me. The results from this helped to show what topics need to be expanded upon when I assist with this unit in the future. I was pleased to see that all of the surveys revealed positive information—Mrs. Frye’s classes successfully demonstrated that they knew which databases would be suited for specific needs. I do believe that my work with these classes has helped students to discover new databases which they will use for different purposes throughout their high school careers.

Lesson 2 Resources/Handouts:

Item 1- Link to webpage (created by library media specialist) for all resources to be used for this unit:

<https://sites.google.com/site/rehsmedia/today-s-lesson/ms-frye---spanish-cities>

Item 2- Worksheet for Student Resources in Context (On next page due to formatting)

Item 3- Student Exit Survey (On upcoming page due to formatting)

Item 4- Independent Research Worksheet (attached for Day 1)

Item 5- Student Examples of assessed materials- Student Resources in Context WS and Student Exit Survey (On

upcoming page due to formatting)

Item 2- Worksheet for Student Resources in Context

Sra. Frye Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spanish 2 Honors

**Student Resources in Context**



1. Click on the icon.

2. In the upper right hand corner, locate the search bar. In the search bar type the name of your city, the

country, and the word city in parentheses. Example: Paris, France (City) Hit Search.

3. Look at the search results. Locate the result that has the city name as title and the publication source of: Cities of the World, http://www.newyorktimes.com2002. It should be within the top 3 search results. Click into that source and scroll until you find your city.

4. From the introduction paragraph about your city, write down two facts below:

Fact 1-

Fact 2-

5. From the Food Category, write down one fact of interest below:

6. From the Touring Category, write down two tourism activities below:

Activity 1-

Activity 2-

7. From the Entertainment Category, write down one activity that you feel would interest visitors to the city:

8. On the top of the page, please click on **Search Results** to go back to the prior page.

9. Find the categories of Images, Audio, or Video. Please click into each of these to see the type of resources

that are available to you. This database is an excellent source for photographs of the city or cultural events.

You might want to consider using this for your own project.

For the city you were assigned, which of the above categories has the best resources for you?

You are all finished. This was a brief review of the best features of Student Resources in Context—those that you should use for your own assignment. Please turn in this worksheet to the library media specialist. You may then continue your own research and take notes on the Independent Research worksheet from yesterday.

Item 3- Student Exit Survey

**Database Questionnaire**

1. Out of the three databases you have used (CultureGrams, WorldBook, Student Resources in Context), which

did you use most for your project?

2. Why did you use the database in #1 more than the others? Please give details as to why it was most helpful to

you.

3. Out of the three databases you have used (CultureGrams, WorldBook, Student Resources in Context), which

did you find most helpful for textual information? Why?

4. Out of the three databases you have used (CultureGrams, WorldBook, Student Resources in Context), which

did you find most helpful for photographs? Why?

5. Out of the three databases you have used (CultureGrams, WorldBook, Student Resources in Context), which

did you find most helpful for audio or video information? Why?

6. Since you have had some time to explore the databases:

What (classes, assignments, topics) could you use CultureGrams for in the future?

What (classes, assignments, topics) could you use WorldBook for in the future?

What (classes, assignments, topics) could you use Student Resources in Context for in the future?

7. Out of the three databases, which do you see yourself using most often in the future? Why?

8. In terms of Mrs. Frye’s assignment, rate how helpful the databases were to you for your research:

1 2 3 4 5

not helpful very helpful

9. If you were to redo your lessons/time in the media center with the librarian, what would you change or adjust?

Please explain your response.

10. Do you feel that you learned information about the databases that will help you throughout your time here at

RHS?

Other Comments:

Item 5- Student Examples of assessed materials- Student Resources in Context WS and Student Exit Survey





