Technology Lesson Plan
Jill Biagio

MP. 3

Σxemplor

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SY 2014-15

TECHNOLOGY LESSON #3

1. About three days before a big test for (Small Group students) on the Greek/Roman gods, I began conducting 15-minute review sessions.

2. On the first day, I generated a discussion on the topic of studying by posing the question: how do you study? What methods do you use?

3. Students chimed in, and inevitably one of them said they make flash cards and practice by "quizzing" themselves.

4. I asked them if they have ever used the online program called Quizlet to do this. (Some of them had, but most had not.)

5. I invited students to get out their smartphones and access the website Quizlet. I also projected Quizlet onto the whiteboard from my computer (for those without phones, and also for everyone to monitor how I went about it).

6. I modeled how to create a quiz on Quizlet. I asked students to help me as I typed out the information; they were excited to help.

7. I then asked students to create their own logins on Quizlet for later use (only if they wanted to). Then I gave them access to my quiz so they could study at home.

8. The next day and the one after, we went through the practice quiz on Quizlet together again. I made sure to change the way we practiced (Quizlet offers options).

9. Overall, the test results were excellent for those who took studying seriously.

10. The website offers MANY more tools, which I am still exploring!

http://quizlet.com/73818467/chart-of-the-gods-mhs-flash-cards/

https://quizlet.com/upgrade/teacher?source=welcome_email

Quizlet

Using Quizlet in your Classroom

Quizlet's teacher edition makes learning more effective!

Let's get started!

Hi Jill_Biagio,

Thanks for signing up for Quizlet! We hope you're already seeing the benefits of Quizlet in your classroom.

If you haven't tried these powerful Quizlet Teacher features yet, we hope you will:

Engage your students with images - Create dazzling study sets with Quizlet's library of ten million images or upload your own. Visual learners (and everyone else) will love them. Try it now.

Track your students' progress - See which words or concepts your students are struggling with, and track who studied and how - all in one convenient place. Learn more.

Bring words to life with audio - Students can hear what they're learning with Quizlet's pre-recorded voice in 18 different languages. Now you can record *your own voice* for them, too. Learn more.

Embrace different learning styles - Quizlet works for all kinds of learners! With six different study modes to choose from, students can choose their own path.

Thanks for joining Quizlet and let us know if we can help in any way!

-Olivia & the Quizlet Support Team

P.S. Here's what other teachers are saying about Quizlet:

"Students love playing the games on our interactive digital whiteboard. Quizlet is a boon for all learning styles!!! My visual students love the pictures on the flashcards. My auditory students love that the cards "speak" to them. My kinesthetic students love to touch the cards, flip them, play the games and more. I print out sets and have students work in groups to play "Memory/Concentration" or to race to be the first group to make all of the matches. Parents like the free tutoring this provides. I can put an entire unit's list of words up, I can provide mini-sets to do "chunk and chew," and so much more. It also provides a legitimate homework option. Thank you, Quizlet!" - Wendy_stuck, Quizlet Teacher

Contact Us   Help Center

P.O. Box 77164, San Francisco, CA 94107

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Jared Goldstein
English I

Technology Lesson 3.0

For my third technology lesson I created a PCR for the students to complete via google classroom. The PCR included a reading passage and film excerpt. The purpose of this lesson was to engage the students in a prompt that asked them to cite from a variety of sources. This type of writing is crucial as it frequently appears on standardized tests such as the PARCC.

How to do…
- Create a google classroom
- Create an assignment
- Within the assignment embed the film URL and attach the file in which the essay question is on
- Have students create a new file in order to write their response
- Make sure students turn in response via google classroom and not google docs

This lesson definitely engaged the students as they worked diligently throughout the period. I've continued to create PCRs via google classroom and have enhanced the rigor too. As I become more familiar with PARCC questioning it will help this lesson evolve and become even more engaging.

Dr. King

Computer Activity: Reinforcing vocabulary through online **Jeopardy** game

Grade Level: Any

This activity will utilize the following supplies:

White Board

Interactive Pointer

Vocabulary Words

Process:

1. Teacher will:

Create Jeopardy game using challenging vocabulary words

- Logon to www.superteachertools.com
- Click on "Create a Jeopardy Review Now
- Click on "Make a New Game Now"
- Give the Game a Title
- Click on "Create this Game!"
- Fill in the Category, Question, Answer and Value for all of the questions
- Fill in the Final Question and Final Answer
- Save the Game

2. Teacher will:

Bring the game up on the Whiteboard

- Logon to www.superteachertools.com
- Click on "Jeopardy Style Review Game"
- Click "Find a Game"
- Write the name of the Game in the "Search Now" box

2. Students will:

- Work in a group and choose a category
- Groups will answer questions until they get an incorrect answer, at which time another group will have the opportunity to answer the question. If they answer the question correctly, they will keep choosing questions until they answer incorrectly. This manner will continue

Screen shots for interactive lessons

- Open the adobe file containing the worksheet that had previously been printed for students
- Select file ->screen shot
- Create "box" with mouse to select screen shot picture
- Once selected it automatically copies then paste to word document
- This word document can then be brought up on eno board
- The students see exactly what is on their worksheet
- Create "game" where students can come up and fill in worksheet on the board
- All students will be able to compare what's on the board to what is on their paper

See example below

Unit 6 Vocabulary Review
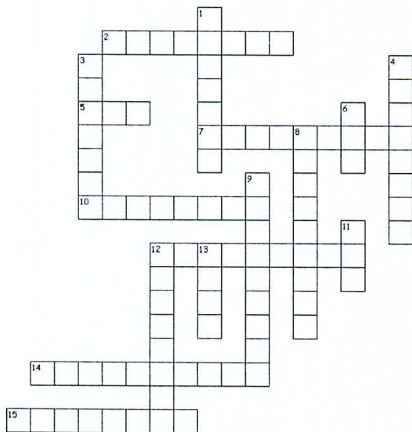
Across
2. a follower of a person or idea
5. to pour out
7. an act against a holy person or place
10. overflowing with words or feelings
12. devoted to sensual pleasure; lacking moral restraint
14. not able to be understood
15. determined; steadfast
Down
1. plentiful; abundant
3. not concentrated or focused
4. existing as a natural part
6. to attach, be fixed
8. impossible to solve or fix
9. to remember; to recall
11. to select, to choose, to gather
12. hard-working and careful
13. to loosen, to solve

Final Computer Lesson/Directions

Editing Student Assign Using Google Docs

This was my first real experience using Google (eventually I would like to do more with Google classroom) I have been receiving student work through Google docs and have been retrieving information and printing student documents but never corresponded or communicated with students using Google. I wanted to try it using an assignment that I have done for years.

Students do a song analysis and presentation extra credit assignment (I have recently changed from mandatory to extra credit)
They must choose a song that means a lot to them (I connect with Civil War spirituals like Swing Low Sweet Chariot) They read the lyrics as poetry, analyze the lyrics and note literary devices used- they can use the devices that we learned during Civil War Lit Unit. Then students play the song.
Students are encouraged to send me documents containing lyrics, analysis and even link to song so that they can access using their Google account. Students do most of the work but my job is to help them edit or give advice on analysis before they actually present. Most students are uncomfortable presenting anything so hopefully this makes it easier for them

Here's how to help students edit documents using Google docs:

Procedure:

1. Have students do assignment in Google Docs and e-mail by sharing document

2. Log in to Google (open)
   Put in your user name and password

3. Click on line to edit (it highlights)

4. Click comments at top right - click comment again

5. Place cursor in box and type comments for student

6. After comment (type) your corrections - it turns dark blue - click on "comment" to save
 (Once it turns dark blue, should be saved)

_____

Using Google works well with student presentations or just turning in drafts of work
Hopefully, it will be helpful in creating better communication with students in the future
I liked ability to "type" in my comments so students can follow better- the clarity of my hand writing deteriorating in my old age…

Technology Boost II

I used a trial subscription to *Rosen's Digital Literacy* database to assess it for use in the high school. I did not find it to be anything that would be used with the current curriculum. It would serve a different purpose than our current electronic subscriptions and would not serve the entire student population. Bits and pieces look possibly relevant on an occasional basis, but while the title and content contain a lot of buzz words and phrases, there are more relevant resources.

It is always beneficial to look at new and different sites. MHS has had the same databases for many years so it's relevant to ask whether we're just "stuck" or are they still the best combination of resources to suit our needs. At this time, our eBooks and existing databases are providing a good representative base for our assignments and curriculum, and even provide options for growth should our needs expand.

Lyn Grund

Monica Hakala

Computer Activity: Reinforcing vocabulary **Jeopardy Game**

Supplies needed:

White Board, Interactive Pointer, Vocabulary Words

Procedure:

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- Write the name of the Game in the "Search Now" box

2. Students will:

- Work in a group or individually to choose a category
- Groups/individuals will answer questions until they get an incorrect answer, at which time another group will try to answer the question. If they answer the question correctly, they will keep selecting questions until they answer incorrectly. This will continue until all groups have gone and all questions are answered. The group with the most points when the game ends, wins the game.

Technology Lesson – Marking Period 3 – Walsh

Links to Art

The students were learning of the Trojan War and some hubris myths of Greek and Roman mythology. Many of the artists of the Renaissance were inspired by Greek and Roman mythology. Links were embedded into the Power Point presentations that showed students various paintings and art inspired by the stories they are studying in class.