**Curriculum & Instruction, School of Education, College of William & Mary**

**Daily Lesson Plan Template for Classical & Modern Languages**

**Teacher: Ms. Oscar Subject: German III**

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| **Class/level: German III**  Click here to enter text. | **Period: Block 4** | **Date:11.9** | **VA SOLs:**GIII.1.2. GIII.4. GIII.5 | |
| **Mastery Objectives for the Unit:**  **1.2: Students will be able to exchange, interpret, and present information about symptoms and illness.**  **1.2, 3.1, 3.2: Students will be able to interpret and discuss information about the health culture in German-speaking countries.**  **Daily lesson objectives**  Click here to enter text.  **Homework: Students will finish their projects if they were not finished during class.** | | | | **Goals:** include on lesson plan   1. Communications 2. Culture 3. Connections 4. Comparisons 5. Communities   **Communicative Modes:** include below   * 1. Interpersonal   2. Interpretive   1.3 Presentational |

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| **Warm-up:**  **10 mins Students will write five sentences describing imaginary health symptoms. They will use vocabulary for symptoms—Fieber, Hutzen, etc. Students will share some sentences and write them on the board.** | | | | |  |
| **Time:** | **Activity:** | | **Materials:** | **Goals/Modes** | **Done?** |
| **10 mins** | **Teacher will describe the activity. The students will respond to a pre-recorded prompt the teacher has put up on VoiceThread. The prompt asks the students to pretend that they are ill and going to the doctor. The students should describe their imaginary symptoms. Students will work individually on their responses and record them. Afterwards, each student will pretend to be the doctor and respond to another student’s symptoms.** | | **VoiceThread, laptop cart, headsets and microphones, video cameras, paper, pencil** | Click here to enter text. |  |
| **10 mins** | **Students will listen to the prompt and then draft their responses using their notes and the textbook. They should understand that this is just a way to focus their responses. They are not creating a script.** | | **VoiceThread, laptop cart, headsets and microphones, video cameras, paper, pencil** | Click here to enter text. |  |
| **15-30 minutes** | **Using laptops, headphones, and microphones, students will record their responses to the teacher’s prompt. They will not be able to use their notes. Students can also create a video response if they want to.** | | **VoiceThread, laptop cart, headsets and microphones, video cameras, paper, pencil** | Click here to enter text. |  |
| **5 mins** | **After all of the students upload their responses to VoiceThread, they will pick another student’s answer to respond to as a doctor.** | | **VoiceThread, laptop cart, headsets and microphones, video cameras, paper, pencil** | Click here to enter text. |  |
| **15 mins** | **Students will listen to another students’ prompt. They will pretend that they are the doctor responding to the patient’s symptoms. They will upload these responses to VoiceThread.** | | **VoiceThread, laptop cart, headsets and microphones, video cameras, paper, pencil** | Click here to enter text. |  |
| Click here to enter text. | Click here to enter text. | | Click here to enter text. | Click here to enter text. |  |
| **Closure: 5 mins. Students will fill out an exit card about the activity. The exit card will ask students how they felt about the process of recording their answers and using VoiceThread.**  Click here to enter text. | | | | |  |
| **Differentiated Instruction / Adaptations:**  **Giving the students prompts in multiple formats (audio, visual, written).**  **Allowing the students to respond in multiple formats (audio, visual, written).**  Click here to enter text. | | | | |  |
| **Ongoing Informal Assessments:**  **Exit cards, Los geht’s activities and homework checks** | | **Formal Assessments:**  **Chapter test** | | |  |
| **Reflections (detailed reflections on this lesson):**  **In this lesson, I addressed the UDL principles by first giving the students options for how they could access and comprehend the prompt. I recorded my instructions but also wrote up what I had written. The students could both listen to and read my prompt. VoiceThread is also an ideal tool for giving the students multiple means of action and expression. The students could choose to do a voice recording or a video recording of their responses. They also had the option of adding text to their responses. I was able to provide multiple means of engagement by adding visuals to the project. Students could become engaged through the visuals, the voice recording I made, or the text.**  **Since the students were learning about going to the doctor, I thought that this was something that needed to be practiced. Actually going to the doctor requires a lot of conversation. I wanted to use VoiceThread so that the students could practice describing symptoms orally. This also required them to use the vocabulary they needed to learn. Pedagogically, I wanted the students to interact with the material and to use the vocabulary. I wanted the students to practice their conversation skills. VoiceThread allowed me to accomplish all of the objectives for this lesson. In terms of the content, the students were able to interact with it in an authentic way. The topic was going to the doctor, and the students got to use VoiceThread to simulate that experience. VoiceThread also enabled me to accomplish my pedagogical objectives by giving the students to interact with the material and practice their oral skills while using the vocabulary. The main advantage of using VoiceThread was that it gave the students so many different options. I also appreciated that VoiceThread let me add visuals to the prompt. The students were able to see each other’s responses and turn the whole project into an interactive group blog project.** | | | | |  |
| **Lesson planning guiding questions to ask yourself before writing a lesson plan:**   1. **What will students know and be able to do at the end of class that they cannot do at the beginning?** 2. **What do the students need from me to be able to show they know and can do it?** 3. **How am I going to organize /present /manage the lesson?** 4. **How will students practice what they need to know and do?** 5. **How will I know that they “got it”? (assessment)** | | | | |  |