Tips for Easy Unit Planning During Digital Learning

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What we will talk about

PLANNING FOR DIGITAL LEARNING DAYS
• Unit Planning for Digital Learning
• Unit Introductions
• Practice Activities
• Assessments

ORGANIZATION
• Organization in the LMS
• Organization of time
Unit Planning

Start with what you have – your face-to-face plans
Backwards plan to know what to expect
Last minute planning will add even more stress
How to Lesson Plan More Effectively

Curriculum Map: Assessments Mapped Out for the WHOLE Course BEFORE You Start

How many assessments will you give?
When are the major assessments?

Type? (reading, writing, listening, speaking—not specifics, but type of test you’ll do)

Goal: Have your quiz dates done too*
-Sometimes not realistic for new preps
Unit Plan

Confirm all assessment dates (with team members if necessary)

Set and confirm quiz and other formative dates

Arrange general flow of unit
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 *Ratliff Listening Review as WU</td>
<td>21 *Reading/Listening Test</td>
<td>22 Unit 5 Spoken Test in Pairs—</td>
<td>23 *Ver si recuerdas—page 2 of NHS vocab list ☐</td>
<td>24 *U6 Dictation—use NearPod to draw??</td>
</tr>
<tr>
<td>*Un Viaje Dificil -model -you try Barcelona -Cusco</td>
<td>*Dialogue Prep #2 -Review Barcelona/Cusco -You Add Guatemala -Panama</td>
<td>*print slides on colored paper (diff color per place)</td>
<td>*Vocab Intro: -list</td>
<td>*Finish the story with quick write.</td>
</tr>
<tr>
<td>*Listening Prep</td>
<td>*R/L Test for Dead End III</td>
<td>*do two rounds with two diff people -check that they get a diff color</td>
<td>-story</td>
<td>Flex Friday for DLD</td>
</tr>
<tr>
<td>*Reading Prep—Envelope Sentences Sub Version</td>
<td>*IV: Check feedback—meetings on Zoom?</td>
<td>*let them choose which one I grade and staple together with rubric on BACK of colored sheet</td>
<td>-GoFormative <em>quiz</em> from DLD ☑</td>
<td></td>
</tr>
<tr>
<td>IV: City Writing from original plans on 15th finish by today so I can get feedback—post Friday and explain deadline importance? meetings on Zoom tomorrow!</td>
<td>*IV: Audio Recording of situation on FlipGrid plus respond to peers in SPANISH with questions (to imitate classroom test idea)</td>
<td>*Extra</td>
<td>*LL: 3.1 self quiz—como cuidas el planeta —sp. 3 ch 9 mini prueba on paper AFTER an Reading to calculate score?</td>
<td></td>
</tr>
<tr>
<td>27 *video comp (video from U6 dictation—movie talk in files)</td>
<td>28 Kahoot Vocab Descriptions</td>
<td>29 *Grammar Notes with Jigsaw Posters</td>
<td>30 <strong>vocab quiz IRL Practice Reading Exam (NHS??)</strong></td>
<td></td>
</tr>
<tr>
<td>*Liar Liar Vocab Practice</td>
<td>Jigsaw Grammar Review Posters?</td>
<td>*CDC 6.1 (NHS 2018)</td>
<td>WPF DLD: normal length for IVs or tell me 5 things in Spanish about life now (provide word bank)</td>
<td></td>
</tr>
<tr>
<td>*Kick Rompecabezas Writing Activity with all the verb tenses</td>
<td>*CDC 6.2</td>
<td>*Captain Re-Tell: Capitan Planet ☑</td>
<td>*provide SPF Qs after</td>
<td></td>
</tr>
<tr>
<td>*Rompecabezas from Th again x2 for Ss not going on to IV</td>
<td>*Try to get IVs project info!</td>
<td>vocab quiz IVs—check feedback!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
General Tips:

- Steal as much as you can...collaborate with your team and divide the work.
- Stop re-inventing the wheel
- This is NOT the time to make major changes to your curriculum
- Consider updating pop culture references—EASY!
- Join Facebook Groups for you Content (but don’t waste too much time looking!)
- You do NOT need to have as much variety as you would in the classroom.
- Assume it will take students longer than expected (or longer than in the classroom) to complete digital work.

*Trouble shooting tips for students!*
What are you grading?
WHY are you grading it?

• How much do you HAVE to grade for the grade book?
• What does that equal per unit?
• DECIDE WHAT YOU ARE GRADING EACH UNIT IN ADVANCE!!!!
• What needs to be graded for formative feedback before summative?
• Remember to use self-grading shortcuts like through your LMS, Ed Puzzle, Quizizz, Go Formative, etc.
• Create rubrics directly in the LMS for EASY grading (I like a simple holistic rubric for formative assessment)
Unit Introductions
Recorded Stories for Vocab Intros

- Use a PPT to tell a story and record yourself (Screen Castify or Screen Cast O-matic)
- Chunk the story
- Ask comprehension questions along the way
- Go Formative is a great tool to do this seamlessly
Ed Puzzle

- Ed Puzzle can be embedded into Canvas
- Instructional video with comprehension questions
- Teacher can see student results
- Students can upload handwritten notes (guided or not)
Smart Suite (You could also use Flippity)

FLASHCARDS, MATCHING GAME, SORTING AND SO MUCH MORE

NO DATA

FOLLOW UP WITH A READING / VIDEO
Practice Activities / Formative Assessments
• Your normal “worksheets”
  • Upload as an assignment, students have the choice to write on their own paper, or print, fill out and upload a picture (I would advise against letting them fill it out electronically because they could share)

• Interpretive Tasks: Use the same readings / listening activities you have and...
  • Give students the option to draw, or act out what they hear (holistic rubric built into LMS for ease of grading)
  • Have them write MC / true false questions for you
  • Questions in the LMS quiz feature for automatic grading
  • Videos in EdPuzzle with comprehension questions throughout or in Go Formative

• If your students need to DO something:
  • Smart Suite – Check if your school has access to this
  • Flippity

• Padlet for a fun online discussion / collaboration

• Link extra practice sites that give them immediate feedback (Colby Spanish, Study Spanish, etc.)
• If you do Four corners / Walk the Line activities:
  • Google form survey and then use the data charts for kids to produce (write, speak, or MC statements that best describe each graphic)

• Vocab / Grammar Practice
  • Conjuguemos
  • GimKit
  • Quizlet

• Dictations
  • Can be done in Nearpod (Nearpod has some great interactive lesson features for asynchronous learning!)

• Go Formative
  • MC, short answer
  • VERY user friendly
  • Easy to transfer into gradebook
  • Not a fan of your LMS? Try this!
  • Record audio and they respond using audio

• FlipGrid
  • Presentational or interpersonal

• Padlet for a fun online written discussion / collaboration

• Link extra practice sites that give them immediate feedback (Colby Spanish, Study Spanish, etc.)
Games / Practice (synchronous and asynchronous)

- Quizlet
- GimKit
- Quizizz
- Kahoot
## Holistic rubric example

<table>
<thead>
<tr>
<th></th>
<th>Perfect 100</th>
<th>Almost there 90</th>
<th>Shows some comprehension 75</th>
<th>Shows limited comprehension 50</th>
<th>Does not show comprehension / not turned in 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You show that you fully understand the text / recording. Great job!</strong></td>
<td>You show that you mostly understand the text / recording.</td>
<td>You show that you understand about half of the text / recording.</td>
<td>You show limited comprehension of the text / recording. Ask me for help.</td>
<td>You show no comprehension of the text / recording OR nothing was turned in</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Criterion Score</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
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<td>----------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Concreteness</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>How well was I understood?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 / 4</td>
</tr>
<tr>
<td>Add Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary/Elaboration What language did I use?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 / 4</td>
</tr>
<tr>
<td>How did I use the language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/Structures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 / 4</td>
</tr>
<tr>
<td>How well did I use the language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Feedback</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Task Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 / 4</td>
</tr>
<tr>
<td>How complete was my work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add Feedback</td>
<td></td>
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</tr>
</tbody>
</table>

**Overall Score**

- **Level 4**: 11 points minimum
- **Level 3**: 8 points minimum
- **Level 2**: 5 points minimum
- **Level 1**: 0 points minimum

**Criterion Score**

- 4 / 4
Assessment Strategies: Production, Interpretive, and Multiple Choice
Multiple Choice

- Randomize MC options order
- Randomize question order
- Bank of questions (or multiple banks you pull from for one test: i.e. listening / reading / vocab / grammar)
- Set a time limit (make sure to add extra time for those with extended time IEPs)
Production Based Assessments

- Scaffold the unit appropriately so that students have everything they need to produce by themselves.
- Make sure students understand proficiency standards / levels so they know what you expect.
- Explain your rubric well in advance of the test.
- Give a practice assessment and use the rubric for feedback (individual conferences if needed).
- Have the question in a quiz (within the LMS if possible) with a timer on it so they have to respond within a certain time frame of seeing the question.
- Flip grid so you can see if they are reading for asynchronous presentational mode.
- Have students do a skit with inanimate objects for “interpersonal”.
- Sign-up for a one-on-one presentational / interpersonal (Calendly or SignUp Genius) or small groups for interpersonal speaking.
- Go Formative lets you know if students copy and paste.
- Have a bank of production based tasks so students will get different questions.
Organization
Organization in LMS

• It does not need to be flashy, but it DOES need to be organized!!!
Organizing in your LMS

• Everything needs to be in ONE place
• Students need consistency and they want to know what to expect
• Link everything for outside sites in that ONE place (create a module or a google doc link on your calendar)
• Consistent organization helps YOU to easier plan
• Before you being this year, sit down and map out how your LMS will be organized
Organizing in D2L / eClass
Digital Learning Days Information

20 MAY 2020 ASSIGNMENTS

***I have to turn in grades today***

ALL CLASSES: Any grades you requested by 8AM today will be updated. Email me with any concerns. Otherwise, Happy summer! I’m proud of y’all!

SENIORS: CONGRATULATIONS!!!! YOU’VE MADE IT. IT’S NOT THE YEAR YOU DESERVED, BUT YOU’VE DONE A GREAT JOB! BEST OF LUCK!

**If you need help, email me at elsie.ratliff@gcpsk12.org Expect a response faster between 8AM and 2PM on school days.
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 1</td>
<td>8 Apr Spanish III Assignm</td>
</tr>
<tr>
<td></td>
<td>U5 Vocab GimKit Pt. 1</td>
</tr>
<tr>
<td></td>
<td>U5 Vocab GimKit Pt. 2</td>
</tr>
<tr>
<td></td>
<td>10 April Assignment Info</td>
</tr>
<tr>
<td></td>
<td>13 Apr Spanish III Assignm</td>
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<tr>
<td></td>
<td>14 Apr Spanish III Assignm</td>
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<td>15 Apr Spanish III Assignm</td>
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<td>16 Apr Spanish III Assignm</td>
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<tr>
<td></td>
<td>17 Apr Spanish III Assignm</td>
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<td></td>
<td>20 Apr Spanish III Assignm</td>
</tr>
<tr>
<td></td>
<td>U6 ALL Vocab GimKit</td>
</tr>
<tr>
<td></td>
<td>III–Unit 5 Summative Ass</td>
</tr>
<tr>
<td></td>
<td>22 Apr Spanish III Assignm</td>
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<tr>
<td></td>
<td>23 Apr Spanish III Assignm</td>
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<td></td>
<td>24 Apr Spanish III Assignm</td>
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<td></td>
<td>27 Apr Spanish III Assignm</td>
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<tr>
<td></td>
<td>28 Apr Spanish III Assignm</td>
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<tr>
<td></td>
<td>29 Apr Spanish III Assignm</td>
</tr>
<tr>
<td></td>
<td>Writing Performance Final (</td>
</tr>
<tr>
<td></td>
<td>Unit 6 Vocab Quiz</td>
</tr>
<tr>
<td></td>
<td>30 Apr Spanish III Assignm</td>
</tr>
<tr>
<td></td>
<td>1 May Spanish III Assignm</td>
</tr>
</tbody>
</table>

Events shown in time zone: Eastern Time - New York
23 Apr Assignments

23 Apr Assignment Details

U6 Grammar Notes Screencast

U6 Grammar Notes

24 Apr Assignments

27 Apr Assignments

28 Apr Assignments

24 Apr Assignments
20 APRIL 2020 ASSIGNMENTS

***Remind is being a bit odd for me, so if I don’t respond, email me till further notice.***

*Gradebook concerns? Click on this form to tell me specifics!*

If you are going to IV or are curious what would have happened in the classroom, click [here](#) for your assessment prep information and assessment details for tomorrow.

1. 5 points--Click this [link](#) to do a reading practice.

2. 5 points--Complete this listening practice using these questions and this video is embedded at the top.

***Login information should be the same you’ve been using all along, but is linked to calendar. Llamaste is your default password.***

3. Unless you are talking with me about going on to level IV, your assessment has three parts: grammar (review present and pluperfect tenses), listening (see practices we’ve done and study vocabulary), and reading (see practices we’ve done and study vocabulary).

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Canvas

- Announcement each day with instructions and links to the module for the day
- Self-paced modules
- Calendar automatically fill in when you put the dates in the assignments
- Due dates are clear and frequently announced (posted in consistent multiple locations (i.e. calendar, announcements, title of module)
- Communication is clear
Homepage – Modules linked and most recent announcements at the top
<table>
<thead>
<tr>
<th>Date</th>
<th>Module Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16/2020</td>
<td>Start here for Digital Learning Days! (Finishing up 6A) DUED 3/18 at 11:59 PM</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>3/23/2020</td>
<td>DLD Module 2: Preterit vs Imperfect DUEMONDAY 3/23...</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>3/29/2020</td>
<td>DLD Module 3: 68 vocabulary and Club de cien 7.2 DUESUNDAY 3/29 at 11:59 pm</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>4/13/2020</td>
<td>Module 4: Unit 6 wrap up and Test</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>4/19/2020</td>
<td>DLD Module 5: 4/13-4/19</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>4/26/2020</td>
<td>DLD Module 6: 4/20-4/26</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>5/3/2020</td>
<td>DLD Module 7: Due 5/3 at 11:59 pm</td>
<td>Complete All Items</td>
</tr>
<tr>
<td>5/8/2020</td>
<td>DLD Module 8: LAST ONE! Due 5/8 at 11:59 pm</td>
<td>Complete All Items</td>
</tr>
</tbody>
</table>

Modules for the win! Due dates in module title
Introduction to module 5

In this module you will:
- review some previously learned vocabulary
- learn 16 new words about greetings and good-byes
- practice the new vocab in Smart Suite
- read about the customs of greetings and good-byes in Latin America
- review how to conjugate reflexive verbs in the present tense
- learn about reciprocal verbs in the present tense
- practice conjugating in cojuguemos

Essential Questions for this week:
1. ¿Cómo saludas a personas diferentes? / How do you greet different people?
2. ¿Cómo te despides de personas diferentes? / How do you say good-bye to different people?
3. ¿Cómo se saludan las personas en América Latina? / How do people in Latin America greet each other?
4. ¿Cómo se despiden las personas en América Latina? / How do people in Latin America say goodbye to each other?
5. ¿Cómo se conjugan los verbos reflexivos y reciprocos? / How do you conjugate reciprocal and reflexive verbs in the present tense?

Watch this video if you need help navigating through the module!
Add prerequisites and requirements to work through the module at one's own pace.
Links to How To for Canvas

Creating modules in Canvas

Creating prerequisites in Canvas

Creating requirements in Canvas

How to create rubrics
Self-paced module example

- **COURSE**: Vega J Spanish 2B
  - 9 - 12 Grades
  - Jamie Vega Ulate
  - ↓ 1 ☆ 0

- **COURSE**: Vega J AP 1st semester
  - 11 - 12 Grades
  - Jamie Vega Ulate
  - ↓ 2 ☆ 0

- **COURSE**: Vega J AP 1st Semester Spanish Language and Culture
  - 10 - 12 Grades
  - Jamie Vega Ulate
  - ↓ 1 ☆ 2
Lesson planning and grading times – Set a schedule for yourself so you are not flip-flopping between the two

Set small goals and rewards

Have templates ready for commonly asked questions (grade changes and tech problems)

Take breaks – go for a walk, meditate, briefly talk to a co-worker, etc. something to clear your mind
Helping students troubleshoot tech problems

Morning! That's weird. Since it's working for others, I'm guessing it's some interference with your device. Try one or more of these troubleshooting tips and let me know:

1. Log out of google accounts
2. Refresh your browser
3. Try a different browser
4. Check your login info
5. Have someone else watch or try logging in for you to double check.

Report back to me to let me know how it went!
Recent Announcements

NSHS Cords and Hours
¡Buenos días! Esperemos que todos estén bien. Since we could not fi...
Posted on: May 8, 2020 at 11:35am

Friday - Salsa Competition
Hola todos! There is a salsa making competition scheduled for this Fr...
Posted on: Feb 26, 2020 at 8:16am

Meeting Minutes
If you were not able to make the meeting today, here are a few things...
Posted on: Feb 3, 2020 at 10:10am

2019 National Spanish Honor Society

¡Bienvenidos!
Grade Change Form (in a google doc or Microsoft form)

- Email
- First and Last Name
- Class Period
- Type of Issue:
  - Late work
  - Grade book typo
  - Re-do
- Title of Assignment—ONLY ONE PER SUBMISSION (yes, I would send them the form again if they did this wrong 😊)
- Agreement that student understands his/her responsibility to check grade
Set boundaries for yourself and your students!

- Work during your set hours
- Respond to email within 24 workday hours but within your working time
- Make it clear what time you will be available (during your required work times)
- Do not answer emails when you are “off”
- Have a hard ending time
Questions?
Thank You For Attending!

KEEP CALM AND HAVE A GREAT SCHOOL YEAR