



## In Kahoot(s)!

### CONTEXT

Provide context for the lesson. Who are the learners? How long will the lesson last? How, if at all, does it fit within a unit? Who are your focus students?

In a series of 5 lessons, students will design a multimedia Kahoot quiz for the book "The Talking Earth" by Jean Craighead George.

Students are grouped into teams that play to their strengths, while allowing them room to improve on their challenges. They will be encouraged to delegate roles, share resources and help direct their peers in crafting a clear, comprehensive Kahoot quiz for their peers to try.

During lesson study observation, student teams will recall the story elements and vocabulary, and use their prior knowledge to create a 10-12 question draft of a Kahoot quiz as a deliverable

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Group A:

- 3 males, 1 female

Class B:

- 1 male, 4 females

Three students are of hispanic descent and speak Spanish, and one student is of Austrian descent and speaks German.

All students have IEPs, 6 have ADHD and dyslexia diagnoses, three have an auditory processing diagnosis.

Focus Students:

<b>Focus Student #1</b>	According to Dayna's information, FS1) is a 4 <sup>th</sup> grade student diagnosed with ADHD and dyslexia. She loves to participate in Art Class, and handwriting activities. Her strengths include geometry, organization, and team sports. FS1 works very hard and turns in all assignments. In addition, this student has low reading levels in school and is sometimes, too competitive with her peers. Our group would like for FS1 to be more thoughtful in using kind words during group work, as well as be more of an active participant in group projects. Hopefully, she will have the opportunity to demonstrate her creative abilities in designing the Kahoot Quiz on Zoom.
<b>Focus Student #2</b>	Per Dayna, FS2 is a 3 <sup>rd</sup> grade student diagnosed with ADHD, dyslexia, and auditory processing disorder. She loves to read and works well with a diverse range of peers. Her strengths include spelling, reading comprehension, and age-appropriate critical thinking skills. Our group hopes that FS2 to be more of a leader, and have more of a role in active participation during class.
<b>Focus Student #3</b>	Per Dayna, FS3 is a 4 <sup>th</sup> grade student with ADHD and dyslexia. He loves science and reading fantasy fiction novels. His strengths include reading comprehension when passages, books or articles are read to

	him, and higher-level thinking skills. We would like for FS3 to be more comfortable discussing work and problem-solving amongst others on the same project. In addition, if the project/ time permits we hope to observe him be more proactive in the writing process.
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## RESEARCH QUESTION & THEORY OF ACTION

What is the RQ and Theory of Action which your group has developed, and which the lesson is helping you to explore and test?

### Research Question:

How can we improve reading comprehension and writing skills based on the use of technology that is accessible to all students' learning strengths?

### Theory of Action:

If we as teachers game-ify learning opportunities, then students will collaborate using Kahoot alongside their study guide/graphic organizer to build an interactive quiz, resulting in better engagement and internalization of comprehension questions with multi-modal answers.

## GOALS

What are your content and equity goals for the lesson?

### Equity Goal:

How can students actively participate (student talk & collaboration) using technology and improve socially in a small group setting?

### Content Goal:

Review Chapters 1-4 on, "The Talking Earth" and as a team, design a comprehension/vocabulary quiz using the Kahoot App.

## STANDARDS

Provide specific [CCSS](#) or NGSS standards that the lesson will target.

### Literacy Goals

#### [CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### [CCSS.ELA-LITERACY.RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

### Speaking & Listening Goals

#### [CCSS.ELA-LITERACY.SL.4.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

#### [CCSS.ELA-LITERACY.SL.4.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

### **Presentation of Knowledge & Ideas**

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **ANTICIPATORY PLANNING**

Put yourself in the shoes of your students. Where in the lesson do you anticipate that they will struggle, and why? What questions, about procedures and/or about the content, do you anticipate that they might pose? How will you respond? (Math teachers can also use this [more comprehensive anticipatory planning resource](#).)

Need info re: behavioral challenges, etc.

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### **PROCEDURE**

Please provide specific descriptions of all activities, including estimated times and who/what/where, scripts of key points you plan to emphasize and questions that you plan to ask, and examples of what students might think or do.

<b>Lesson</b>	<b>Learning Goal(s) and Tasks</b>
<b>#1</b>	<b>Lesson Goal: Introduce the Kahoot App (30 mins)</b> <i>Task:</i> <u>Teacher will</u> - offer a graphic organizer, a rubric of what kinds of work should be expected in the project, and show a video on "how to" for "The Talking Earth" explaining to students the assignment. <u>Students will</u> - work with small groups of 4 to design a Kahoot Quiz on selected chapters 1-4 on the grade level book. One student from each group will have a role within the project.
<b>#2</b>	<b>Lesson Goal: Integrating the Project and Understanding Roles (20-30 minutes)</b> <i>Task:</i> <u>Teacher will</u> - discuss with 2 students at a time on Zoom with similar roles for the project, how they may develop ideas, photos, and a Kahoot Quiz Draft prior to working on the on the Kahoot Quiz with small groups of 4. <u>Students will</u> - based on their roles for the project, will have more, direct time with the teacher on how to collect information for the group (i.e. photos to share) in designing the Kahoot Quiz.
<b>#3</b>	<b>Lesson Goal: Working on the Kahoot Quiz with Self-Assessments (1-hour)</b> <i>Task:</i> <u>Teacher will</u> - go over the rubric with students on expectations in the project and answer any additional questions students may have. <u>Students will</u> - Use the graphic organizer that contains visuals, vocabulary, and sequence of

	Events, focusing on collaboration and delegation of jobs (e.g. presenter, scribe, picture finder, etc.)
<b>#4</b> <b>Lesson</b> <b>Study</b> <b>Day</b>	<p><b>Lesson Goal: Working on the Kahoot Quiz with more Teacher Feedback (30 minutes)</b></p> <p>Task:</p> <p><u>Teacher will</u> - restate the plan for the day, and briefly remind students of Kahoot app use.</p> <p><u>Students will</u> - finalize the creation of their Kahoot Quizzes and send/or share their final project to the teacher.</p>
<b>#5</b>	<p><b>Lesson Goal: Quiz Time! (30 minutes)</b></p> <p>Task:</p> <p><u>Teacher will</u>- briefly frontload student’s memory of the graphic organizer and review expectations of how to take the Kahoot Quiz on “The Talking Earth.”</p> <p><u>Students will</u>- each take the quiz on Zoom and later take an exit survey about how they felt about the whole process of creating a reading comprehension quiz with their peers (4 in each group) and designing it on the Kahoot App.</p>

**DIFFERENTIATION/ACCOMMODATION (Keep your focus students in mind)**

Consider how you will meet the needs of three specific focus students, labeled below.

<i>Special Needs / IEP:</i>	<i>Emerging Bilingual:</i>	<i>Ready for challenge:</i>
IEP students will get targeted checks for understanding and will get directions reframed as needed.	Students will be encouraged to utilize their graphic organizer, as well as multiple visual elements to help make the questions as multi-modal and accessible as possible.	Adept students will be challenged to act as leaders for their peers, modeling correct behaviors and device usage. Adept students may also be the scribes for their group.

**CULTURALLY RELEVANT PEDAGOGY (Keep your focus students in mind)**

Explain how the design of the lesson attends to one or more of the 3 core dimensions of CRP: academic achievement, cultural competency, and sociopolitical consciousness

**NEED INFO**

**FORMATIVE ASSESSMENT**

How will you assess students’ thinking throughout the lesson? What are key moments to check for understanding?

**Call-and-Response during building of the Kahoot quiz**

Teacher will consistently check students' comprehension of story elements, vocabulary, and ability to use the program throughout the quiz building exercise.

### **Call-and-Response Exploration of the Rubric**

After finishing the quiz draft, students will read through the [student rubric](#) together, and examine the elements of each section (Big Ideas, Language, Organization, etc.). Each group will self-assess based on their team's adherence to the expectations.

## **SUMMATIVE ASSESSMENT**

How will you know if your students meet the goals of the lesson? What artifacts of student work will you collect?

### **Quiz**

Students will also be assessed on the quiz that they take in the following class, comprised of different group questions. Students will then get to give feedback on the quiz version they took, both verbally and digitally.

## **MATERIALS & PREP**

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

- A device capable of accessing the Internet (laptop/desktop/mobile phone).
- Access to the Kahoot application (free).
- Digital copy of "The Talking Earth" by Jean Craighead George.
- Printout and digital copy of the [student rubric](#).
- Printout and digital copy of the graphic organizer.
- Anything else?