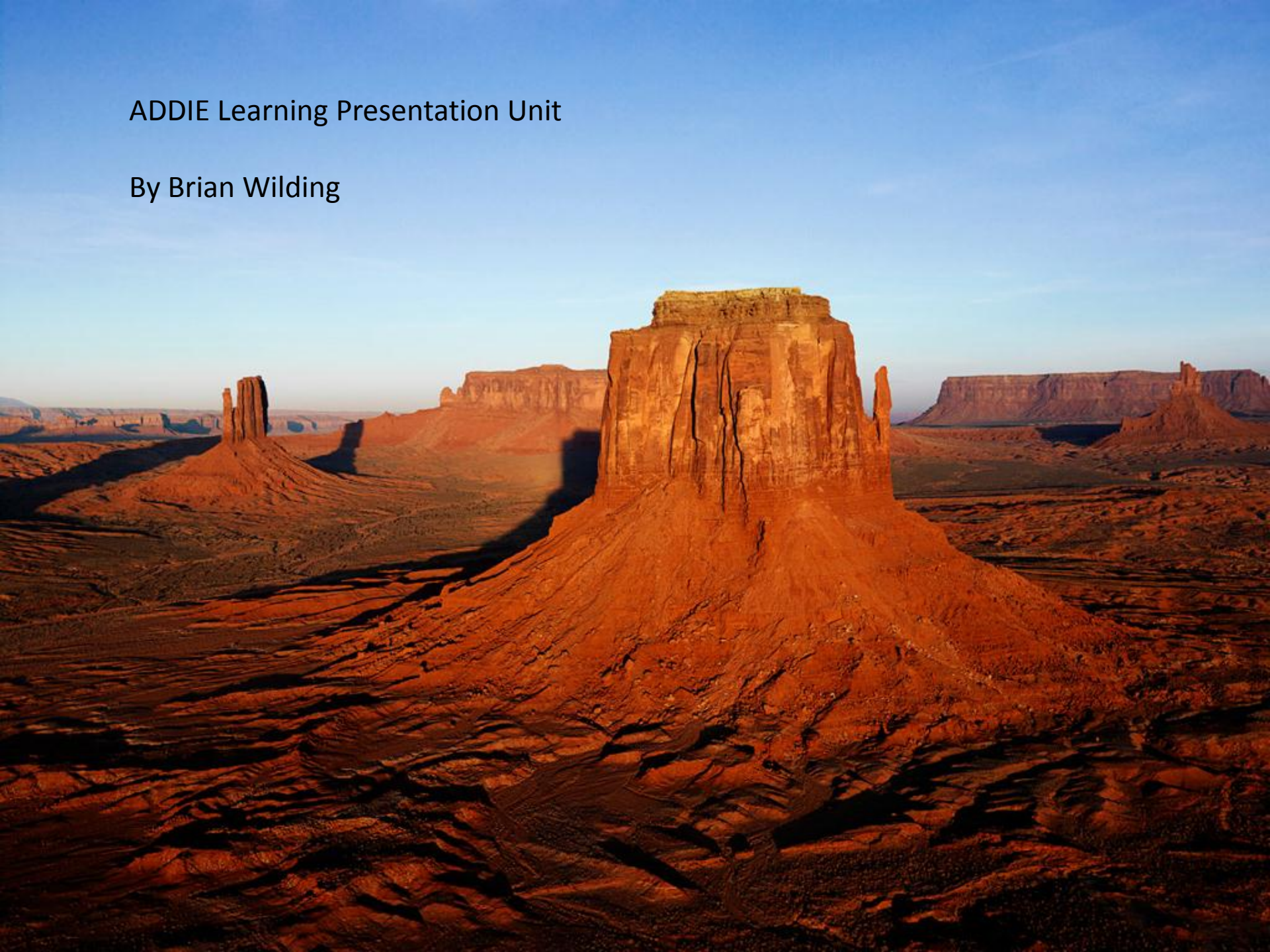




# ADDIE Learning Presentation Unit

By Brian Wilding





**Spanish**

# Survey

## Spanish Survey:

1. Why are you taking Spanish III?

- A. To learn Spanish
- B. my parents made me
- C. It is required for college
- D. other \_\_\_\_\_

2. Are you

- A. Male
- B. Female

3. Do you live in

- A. Sandy
- B. Cottonwood Heights
- C. Other \_\_\_\_\_

4. Do you feel you learn best by:

- A. Reading
- B. writing
- C. listening
- D. Speaking
- E. other \_\_\_\_\_

5. would you rather get notes and things you missed from

- A. Other students
- B. the teacher
- C. the instructor
- D. The web

6. My Feeling about Spanish are:

- A. I like it.
- B. I LOVE IT!
- C. I am ok with it.
- D. I hate it!

10. Reading

- A. Really comfortable
- B. comfortable
- C. Really uncomfortable

11. Writing

- A. Really comfortable
- B. comfortable
- C. Really uncomfortable

12. Speaking

- A. Really comfortable
- B. comfortable
- C. Really uncomfortable

13. Listening

- A. Really comfortable
- B. comfortable
- C. Really uncomfortable

14. What do you know about the metric system?

- A. I know what it is and how it is used.
- B. I can use it with a little help.
- C. I can use it with a lot of help.
- D. I don't know what it is.

Some results for the Initial Analysis Survey were:

32 total kids

28 Cuacasion

3 Latinos/hispanics

1 African American

-all passed level 2 Spanish

-kids in general like the subject; However, they took the class because it is REQUIRED for college.

-Kids don't know the metric system-They say they do but it is spotty.

Science (boiling and freezing) but not weather and body temp.

-They don't all have smart devices (internet access on phones)50/50

-They prefer to get missed work from the teacher, NOT the web or website!

-Most kids feel comfortable with the 4 skills of reading/writing/Speaking /Listening

-60% had issues with transiting words in Spanish essays

## Core 1: Geography

-Explore the concept of mental maps to organize information about people, places, and environments.

A. Define mental mapping.

B. Appraise mental maps, from simple to complex.



# Popocatepetl y Iztaccihuatl

- Core 1: Geography
- The metric system with measures of length
- Height to Feet to km
- Spanish: learn about a traditional legend or story relating to nature
- Story star
- Explicit vocabulary

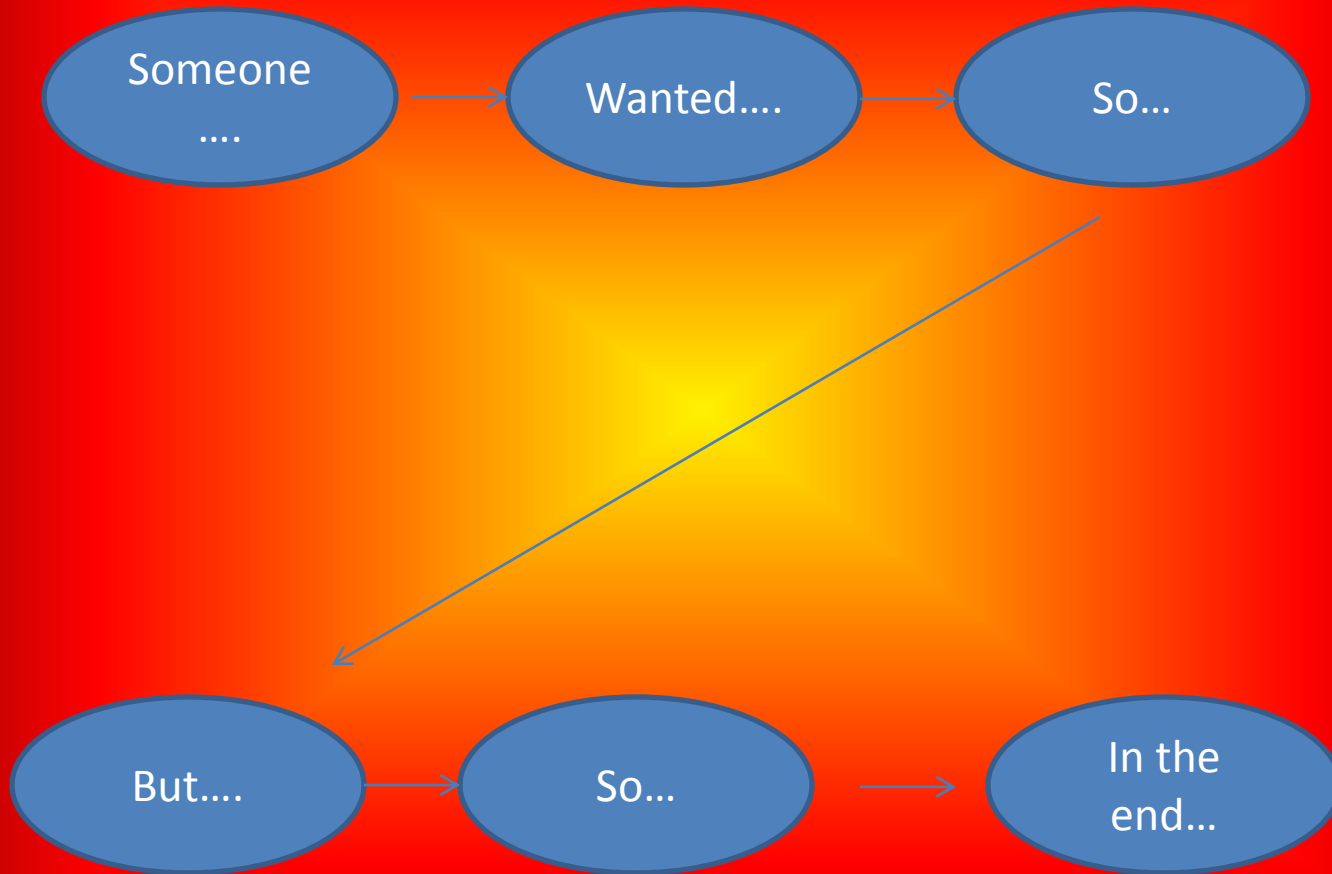


# The 9 steps of lesson planning

- 1-Google maps of Popocatepetl
- 2-talk about mind mapping
- 3-Review about volcanoes
- 4-make story star
- 5-50/50 help kids read first 2 paragraphs and get notes
- 6-70/30-transition to having students pick out pieces
- 7-90/10- paired work
- 8-story stars/emphasis on main points for test
- 9-turn in



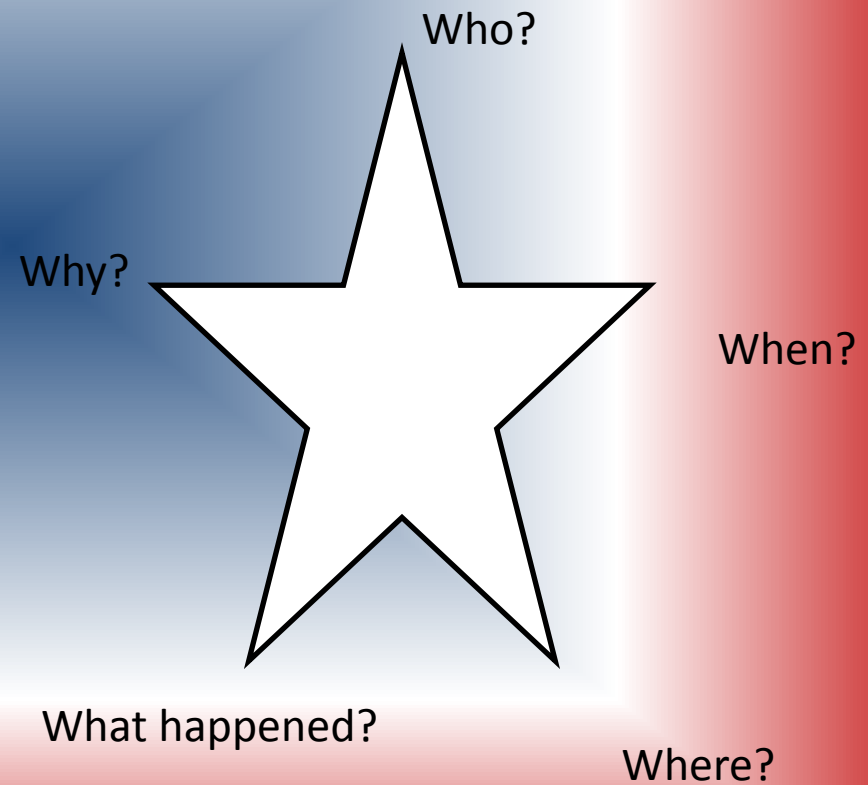
The model as given by the text:



Kids seemed to find this confusing....? So.....

# The Addie Model

- Analysis
- Design
- Develop
- Implement
- Evaluate



# Later, I discovered a prezi model:

- [http://prezi.com/ewhrnui9wuok/la-leyenda-de-popocatepetl-y-iztaccihuatl/?utm\\_source=website&utm\\_medium=prezi\\_landing\\_related\\_solr&utm\\_campaign=prezi\\_landing\\_related\\_author](http://prezi.com/ewhrnui9wuok/la-leyenda-de-popocatepetl-y-iztaccihuatl/?utm_source=website&utm_medium=prezi_landing_related_solr&utm_campaign=prezi_landing_related_author)
- Maybe this new model will work even better....?
- There is also a site to tell the story and quick review (but it is in English)

[http://prezi.com/d97vxy17jjek/popocatepetl/?utm\\_source=website&utm\\_medium=prezi\\_landing\\_related\\_solr&utm\\_campaign=prezi\\_landing\\_related\\_author](http://prezi.com/d97vxy17jjek/popocatepetl/?utm_source=website&utm_medium=prezi_landing_related_solr&utm_campaign=prezi_landing_related_author)

# Santiago de Compostela

- Core 2: Social Studies
- Study trade routes
- The oldest Roman Trade route
- Farthest point West in the know world

SPANISH

Learn about a historic place and pilgrimages

- **Standard 2**  
Students will comprehend the contributions of classical civilizations.
- Investigate the importance of the expansion of trade.



# ALA/CSD Writing

## Core 3: Language Arts

- Write an appropriate closing paragraph to an essay.

## CSD ALA writing

- Writing for the CSD Authentic Language Assessment
- 5 paragraph structured essay

Debemos hacer algo por los niños en el mundo que no son cuidados. Los niños son el futuro y sin ellos, no hay un futuro.

Podemos hacer esto mejorando el alimento, la educación, y la salud.

**-REVISE THE CONCLUSION STATEMENT BELOW TO FIT THE SAMPLE ESSAY:**

En la conclusión, empuje de la ayuda la idea de mejorar condiciones sociales de niños a través del mundo.

# Math

## Core 4: conversions

### Metric vs US standard vs ?

$$T(^{\circ}\text{C}) = [T(^{\circ}\text{F}) - 32] \times 5/9$$

$$T(^{\circ}\text{F}) = T(^{\circ}\text{C}) \times 9/5 + 32$$

We used weather reports to

See temperatures

150 g butifarra blanco

100g queso mozzarella

-We used Spanish recipe to  
convert measures

### Non example: Kelvin

- $T(\text{K}) = T(^{\circ}\text{C}) + 273$
- We are NOT using Kelvin scale!

# Results

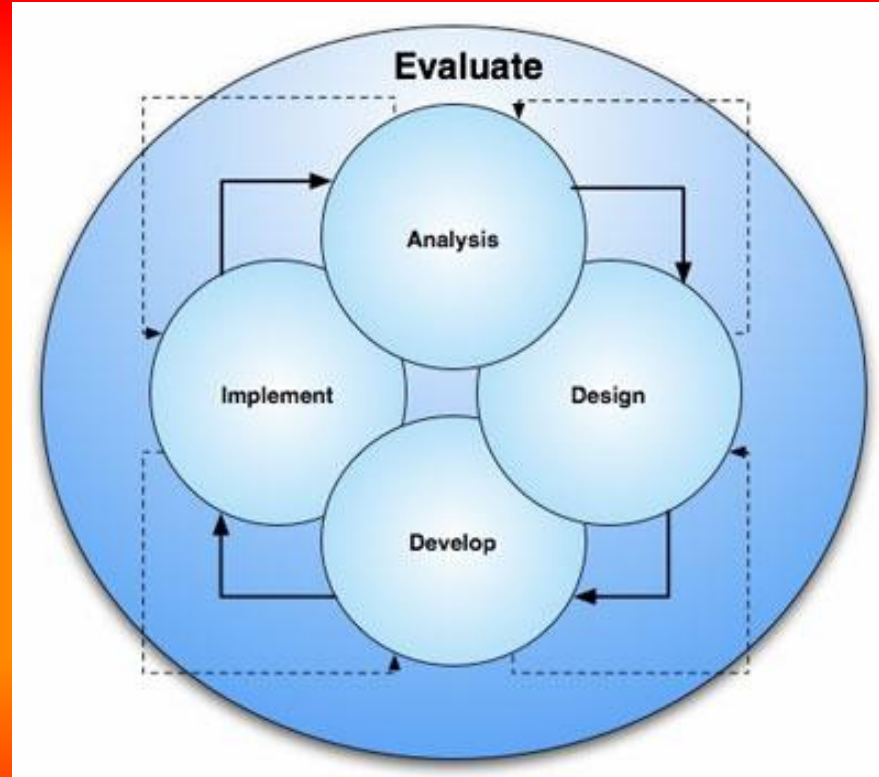
## Exit Survey:

- Some kids hate math!  
Period!
- Most kids indicated positive as to what they learned in the curriculum and how it was taught.

## Other:

- Students did not like accessing the website(previous) because it was hard to remember.
- 80% mastery of content matter on test. **Core 1-4**
- 95% of students wrote 5 paragraph essays! 90% used transitions in their paragraphs, including the concluding Paragraph!

## The ADDIE Model



Structured, yet makes it flexible to change my lessons(constant evaluation!)  
I was constantly revising; I will need more time to get better at ADDIE!