



ONLINE & BLENDED  
INSTRUCTION CERTIFICATE

# DESIGNING WEB-BASED LEARNING PROJECTS

## CULMINATING PROJECT

KCIOBI COHORT 1 | FEBRUARY 2021



### WHAT'S INSIDE

Organizing Your Digital  
Project

5E Project Structure

Consider the Ethics of Digital  
Learning

Community Engagement and  
Communication

Design Aesthetics and Sample  
Artifacts

## COMPREHENSION AND VOCABULARY WITH OUR FAVORITE BOOKS

Students in RSP who are ELL focusing on  
comprehension and vocabulary wide range  
of ages.

COURTNEY HUNTER-QUEVEDO



# ORGANIZATION

Reading Comprehension has been highlighted as problem among primary students, it has noted to be even harder for students who are learning English as a second language. This is where the importance of vocabulary comes in. The more words students know, the easier it is for students to comprehend what they are reading.

## COMMON CORE STANDARDS:

- ⇒ Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ⇒ Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ⇒ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- ⇒ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Requirements

Read/listen to books

Students create a list of new vocabulary words

Students demonstrate creative communicator

Students demonstrate global collaborator

Students use illustrations for understanding

Students determine main idea and support with vocabulary word details

Student apply knowledge for understanding

Student meets presentation standards.

## *ISTE Standards for Students:*

Creative Communicator

Global Collaborator

## Project Summary:

Students will read (listen) to multiple childrens books.

Students will then create a list of new awesome vocabulary words they have learned. Students will then create a variety of ways to support their learning and tricks and techniques on remembering the new words. These activities will include, but not limited to the following: games, sketchnotes, graffiti walls, videos, game show, match, graphic organizers, posters, dictionary, etc. Students then share their inventions through class, small group presentations. Student will use vocabulary words to help support reading comprehension of the stories we have read/listened.

## *English Learner Standards*

Standard 1: Language for social and instructional purposes.

Standard 2: Language for language arts

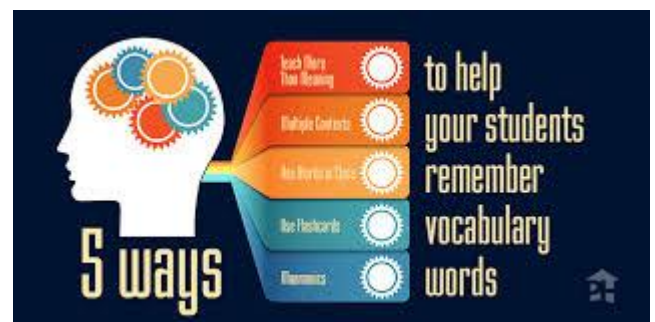
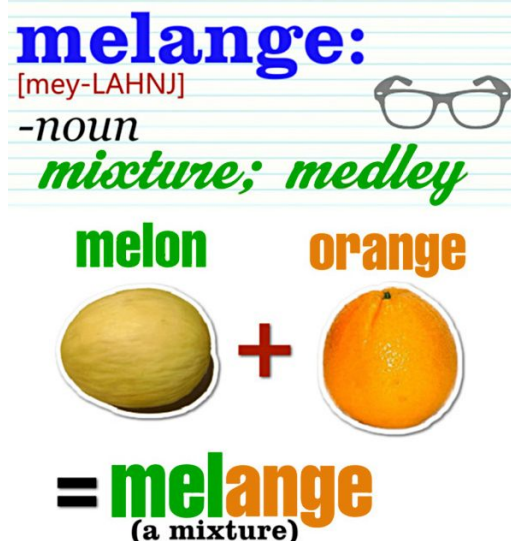
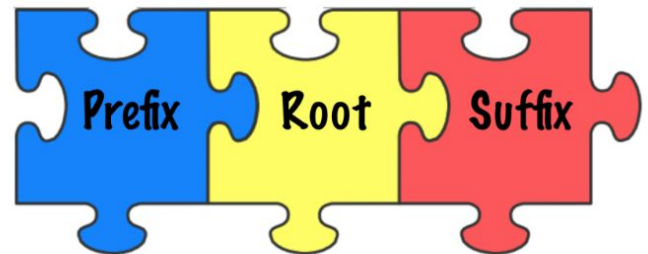
# ENGAGE

## VOCABULARY ACTIVITIES for little learners



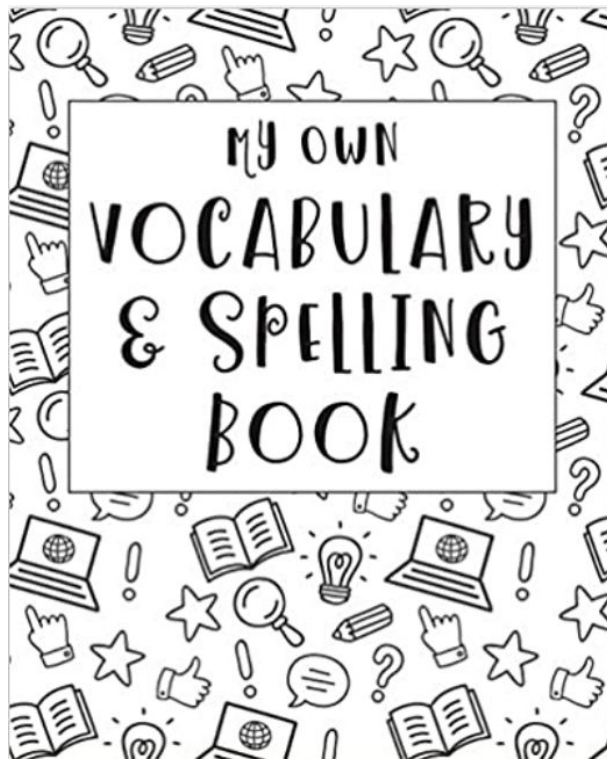
Tips to remember words, how to apply when reading, and how to get them engaged in new learning:

- Keep an organized **vocabulary** notebook.
- Look at the **words** again after 24 hours, after one week and after one month.
- Read, read, read. ...
- Use the new **words**. ...
- Do **word** puzzles and games like crosswords, anagrams and wordsearches.
- Make **word** cards and take them with you. ...
- Learn **words** with a friend. ...
- Learn **how** to use a dictionary.





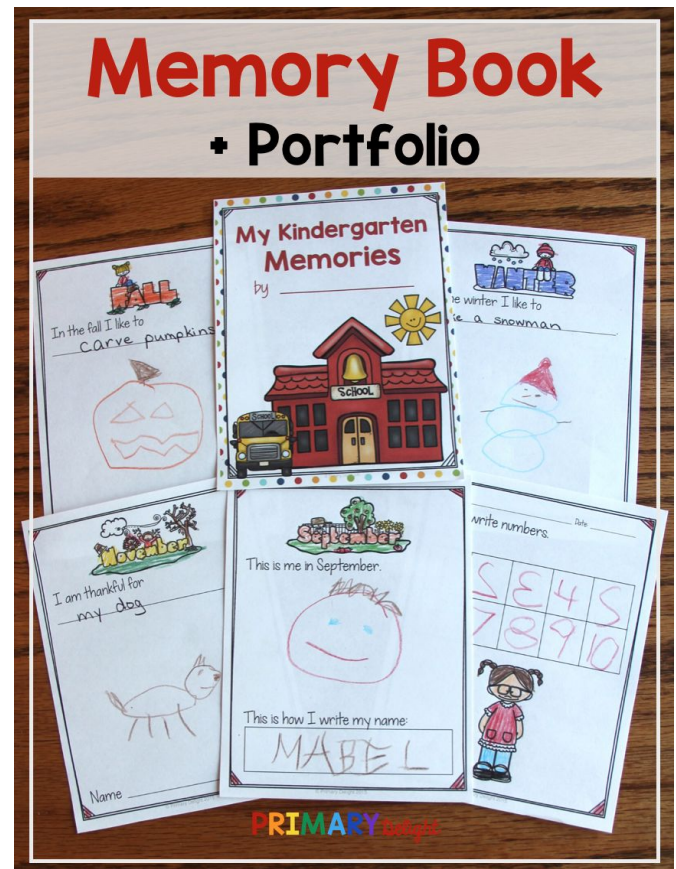
# EXPLORE



Students will gather information by using the digital books and audiobooks to gather new vocabulary.

Students will use their vocabulary book to document their new words and definitions.

Students will access all information from our google classroom and student portal. Students will have access to all links and classroom supplies.





# EXPLAIN



Students will use their comprehension skills to support building vocabulary games for other students. Students will have the option to choose whatever game best supports their learning. Students will then play the games, present their games, and apply these vocabulary games to their new learning.

[Other examples](#)



Option :

cards with all the words written underneath



# ELABORATE



The students will create games to help support their learning of new vocabulary. Students will listen and read books to identify unknown words. Students will track new words through their vocabulary notebook.

Students will then use games to learn new vocabulary from general education curriculum.



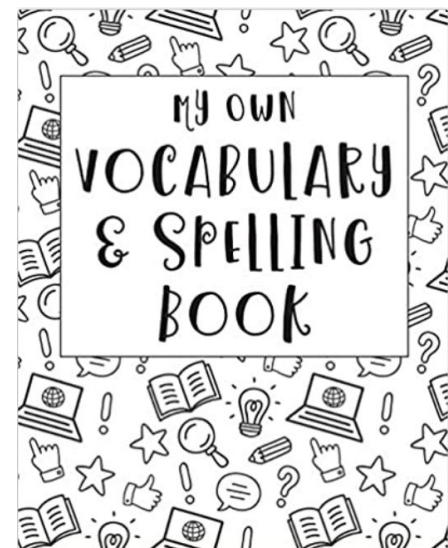
# EVALUATE



## PORTFOLIO



Questions for Inferring		Questions for Inferring	
What is the message or lesson of this story?	What can you figure out that the author didn't put in words? What clues did you use to figure that out?	What do the characters observe or believe that you about believe?	What is the mood or tone of this story? What makes you say that?
Why do you think the character acted like he/she did?	How was the setting the author about important to the story?	How did the character change during the story?	What character traits did the character have? What does the story make you believe that?







# ETHICS

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Making sure the students have the materials and accessibility. Students can read, listen, or watch a video about the book.

Bridging the gap and connection between Language 1 (Spanish) and Language 2 (English).

Building confidence with new vocabulary by allowing students a variety of accommodations to support ELL and students with disabilities.

Digital Citizenships: students are learning how to implement and follow other students rules and games. Students will present their thought process and games building experience. Students will be able to provide positive constructive feedback. Students will gain appreciation the game making process.





# COMMUNITY

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Students will share their vocabulary games with the other classes within school community.

When completing services hours, students can use games when tutoring younger students.

Students can share their games with their families.

Students can apply vocabulary games when learning new vocabulary in their general education class curriculum.

# ARTIFACTS

## Communication Setting



Social communication or pragmatics refers to the way in which children use language within social situations. The ability to use language for different purposes. Examples are to greet, inform people about things, demand, question, ask, request, confirm, and share ideas. Being able to apply this communication will determine if it is a formal setting (such as job) or an informal setting (such as coffee with friends).

**DID YOU KNOW?**

- Using language to convey different types of messages: greeting, requesting information, promising, and refusing.
- One can inform, persuade, amuse and control in formal and informal settings and manners.
- When in a social functions of language it is not always in informal setting, but can be in social setting.

## ENGLISH LEARNERS 101

ALL YOU NEED TO KNOW TO SUPPORT YOUR STUDENTS

### CHALLENGES AND NEEDS RELATED TO PRAGMATICS

Oral language consists of phonology, grammar, morphology, vocabulary, discourse, and pragmatics.

These challenges include the amount of exposure to language, exposure to print, English not spoken in the home, background experiences, parent's level of education, and transitions and disruptions in the student's life.

### STRATEGIES TO MODIFY CONTENT

Adapt, adjust and simplify content by:

- select priority topics
- select topics of interest
- select practical topics
- select challenging topics

### STRATEGIES TO MODIFY ORAL INSTRUCTIONS

ELL students are continuously working to translate everything they hear. Change the pace of your speech. Make sure to slow down and enunciate. Simplify your speech. Make sure to avoid contractions, use fewer pronouns, use simple words, and teaching the meanings of words (especially those used in different ways).

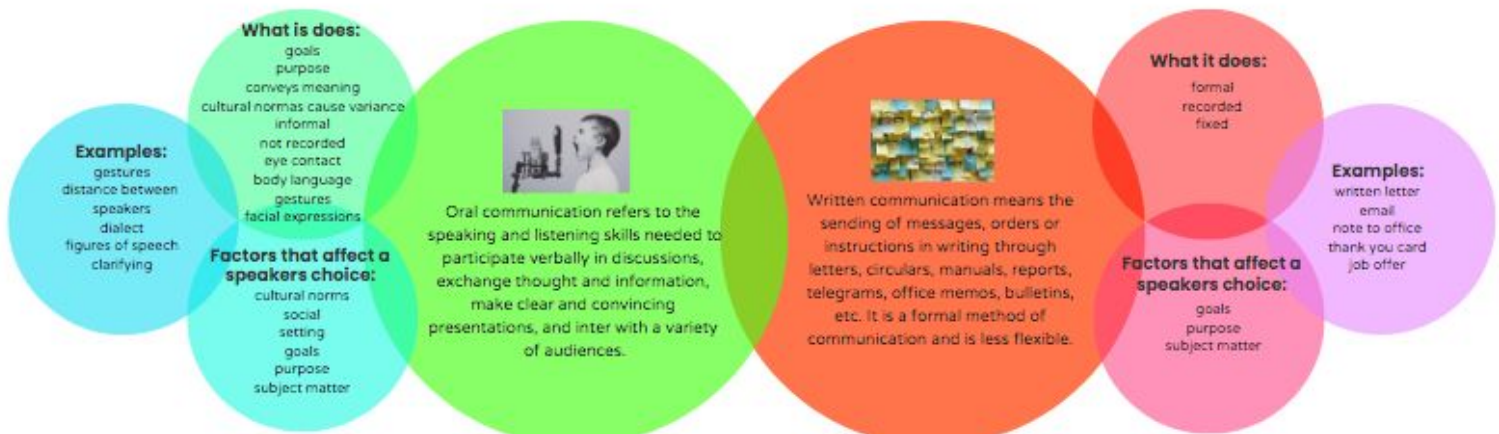
### STRATEGIES TO MODIFY THE TECHNIQUES OF INSTRUCTIONS

These strategies help all students, not just your ELL student. Activate background knowledge. Make learning meaningful by brainstorming, think-pair-share, K-W-L chart, personalize learning and lessons. Also, increase teacher-student interaction by monitoring your interaction patterns, and encourage participation.

### STRATEGIES TO MODIFY ASSESSMENTS

Modify test techniques by replacing multiple-choice questions, allow students to use visuals and graphics, use cloze technique, bilingual dictionary, allow students to use notes and books, pair students to answer together, word banks in smaller groups, limit choices.

oral communication style **VS.** written communication style



# ARTIFACTS

## Navigation Buttons

**Standards**

**Lesson Plan  
Boosters**

**Games**

**Video  
Vocabulary**

**References**

## The Importance of Vocabulary Acquisition

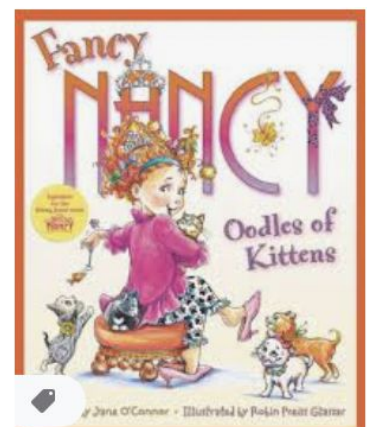
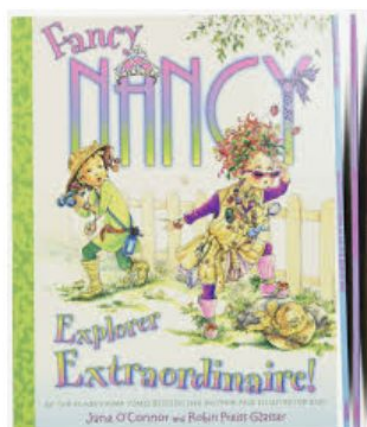
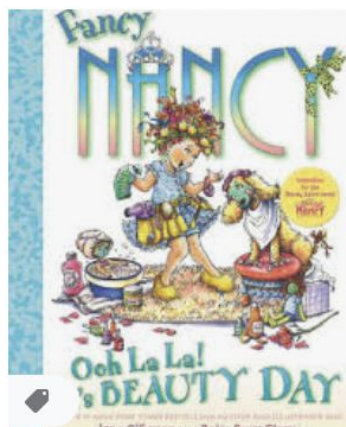
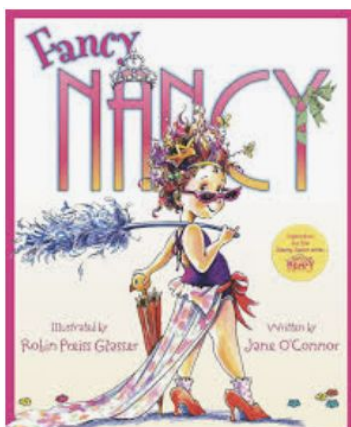
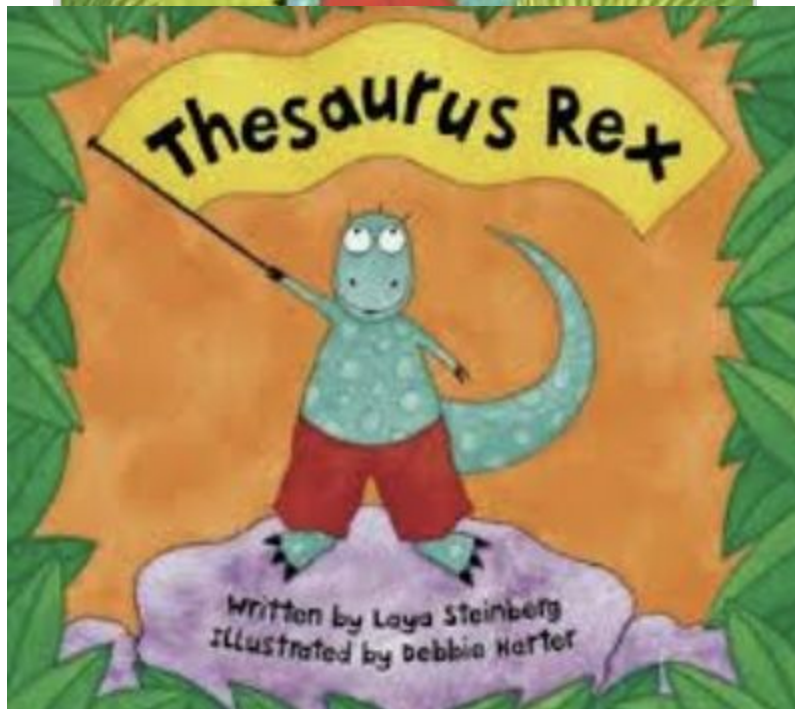
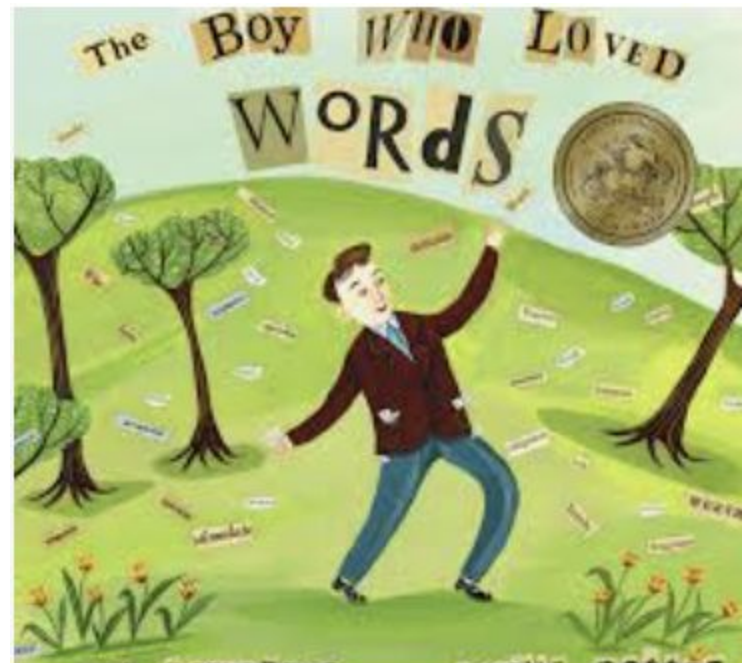
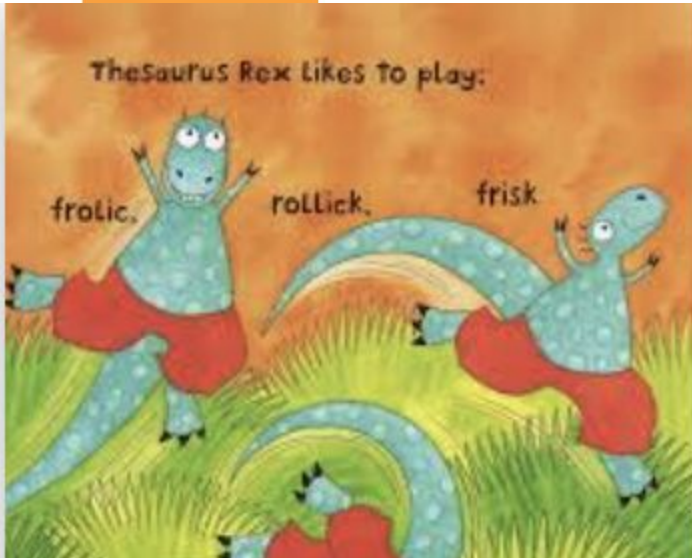
Vocabulary Acquisition is the act of learning new words and their meanings to use in educational and social situations. This presentation will serve as a guide to help teachers come up with creative ways to promote vocabulary acquisition in the classroom.





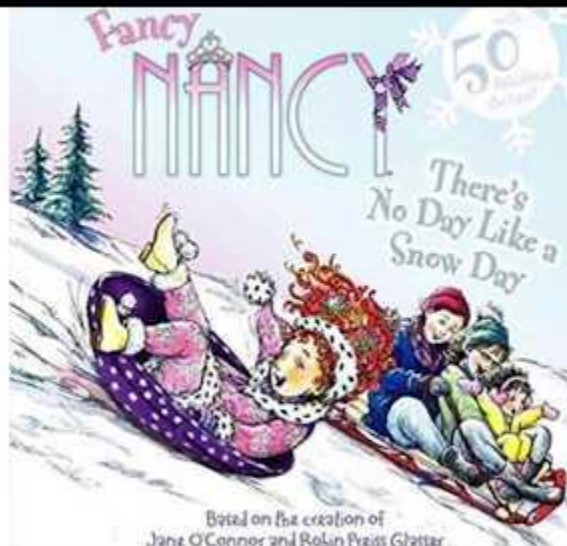
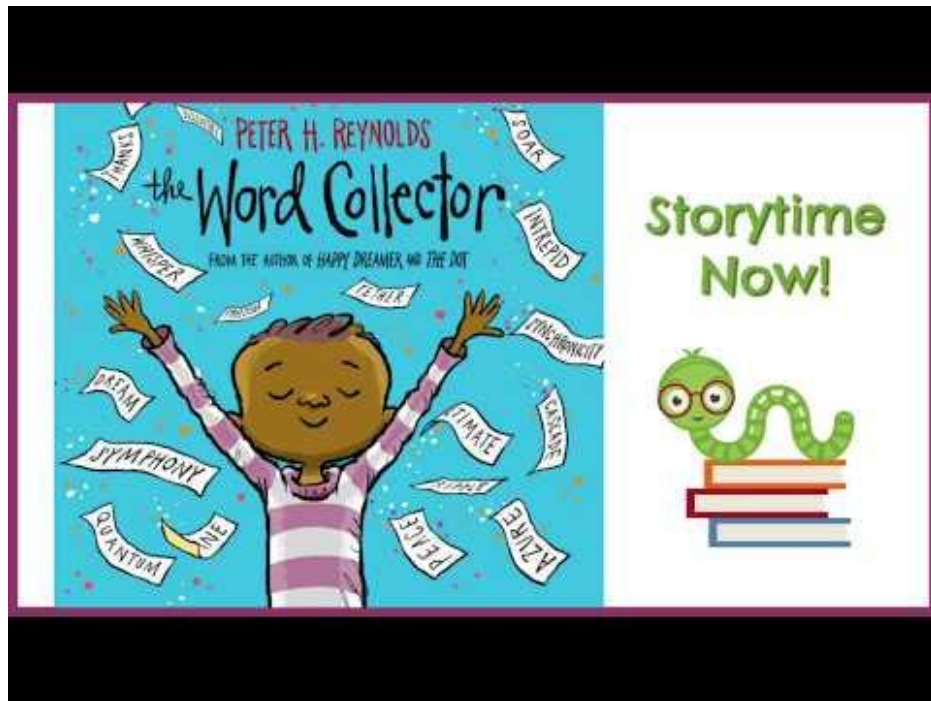
# ARTIFACTS

Examples of books students will read.



# ARTIFACTS

Youtube videos





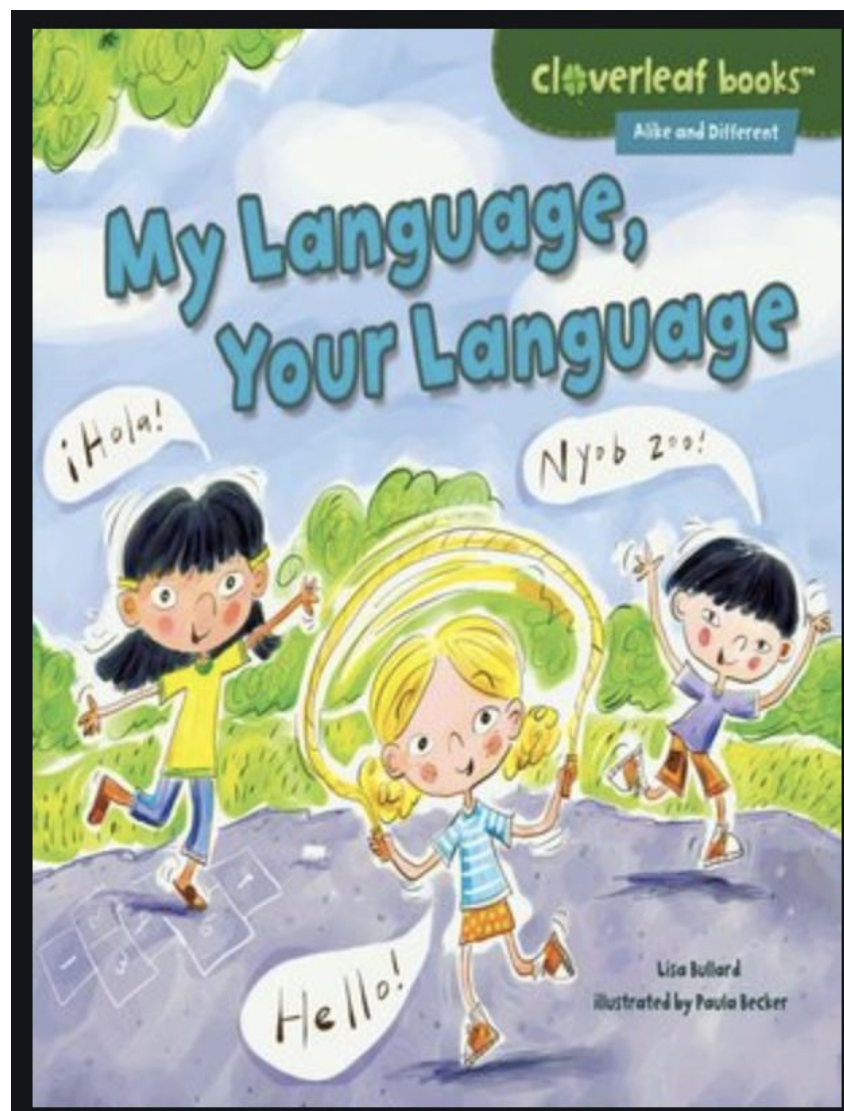
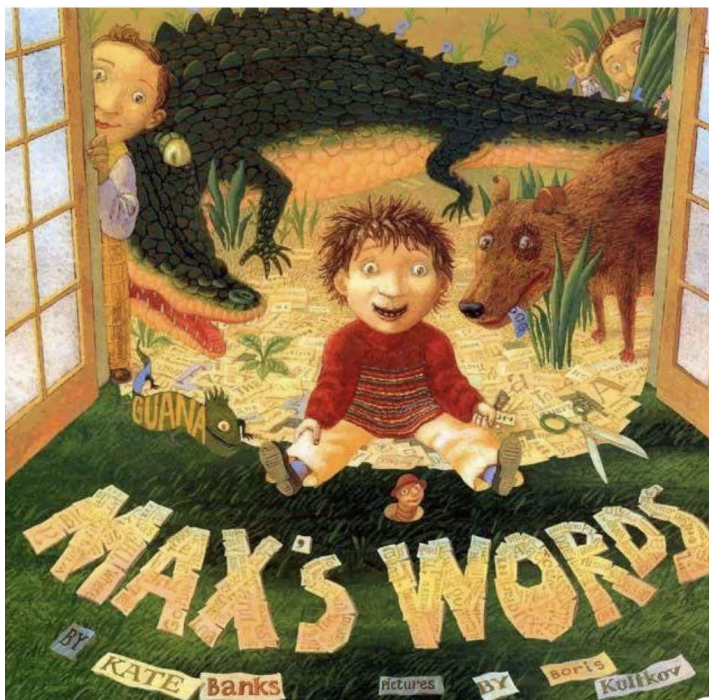
# ARTIFACTS

Digital books

## My Language, Your Language

### Max's Word

### Big, Bigger, Biggest!







# ARTIFACTS

Student invitation!

## HQ ACARADE

IT'S TIME TO PLAY!

Let's make games to help us learn vocabulary  
and apply our comprehension skills!

Edpuzzle  
Nearpod  
Canvas  
GoogleSlides

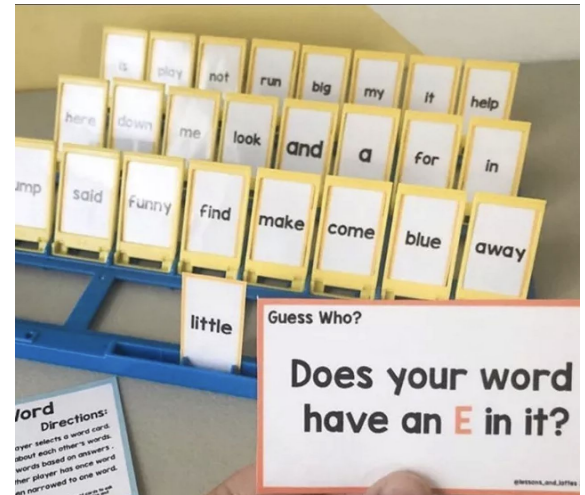
GAME  
ON

# ARTIFACTS

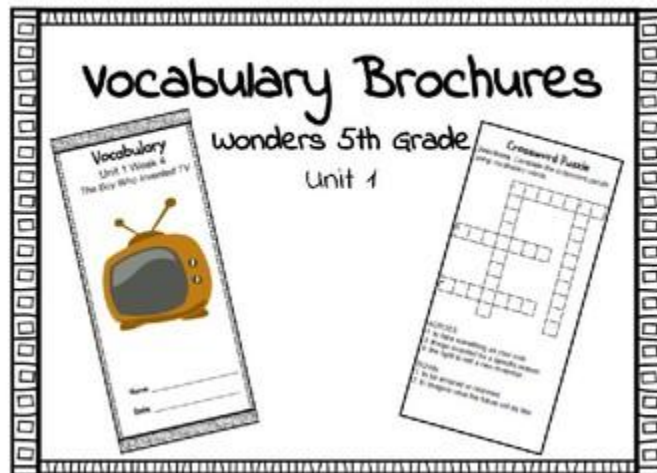
Examples and links of games students will produce.

## Bingo

## Game Show



## Jeopardy



Option :  
cards with all the words written underneath

Created by : ChezChris



# ARTIFACTS

## Assessments and rubric

### ASSESSMENT PROJECTS:

Student Vocabulary Book

Student game development

Student Presentation

Students/Teacher Meeting

	1-making progress	2-Meeting progress expectations	3-exceeds progress expectations
Was able to successfully identify words from their stories.	5 words	10 words	15 words
Identify rules (clarity and easy to follow)	Minimal details, questions on rules, had to read multiple times	Details and easy to follow	Labeled rules in step formation. Easy to read. Include picture.
Proofreading and editing	5-10 errors	1-5 errors	0 errors
Final presentation and effort	5-10 errors	1-5 errors	0 errors
Total points			



# ARTIFACTS

Assistive technology to  
support those with  
IEPs (if it is on their  
IEP)

## *Assistive Technology*

LOW-TECH HANDOUTS

*Draft Builder*

*Proofreading Software*

*Ginger*

MATH TOOLS

Assistive Technology for students with learning disabilities