

Supporting Gifted and Talented Students in your Classroom

Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: **JORGE CONDE**

TITLE OF YOUR LESSON: **ONCE UPON A TIME... IN THE FUTURE**

TIME FRAME: **250 MINUTES**

SIZE OF CLASS: **20 STUDENTS**

OTHER RELEVANT REMARKS:

SHORT DESCRIPTION OF THE LESSON AND HOW IT FITS INTO YOUR ONGOING CURRICULUM:

- This activity will develop the reading and writing skills of the students, according to the curriculum. It will also have a cross-curricular aspect as some students might use musical or bodily-kinesthetic intelligences., for instance.

LEARNING OBJECTIVES:

- Development of skills such as collaboration, critical thinking, managing learning, and empathy.
- Plan, and write narrative texts.
- Textualization and text review.
- Use web resources to write, review, and share results.



EXPLANATION OF WHY THIS LESSON PLAN IS INCLUSIVE, WITH A SPECIFIC FOCUS ON MEETING THE NEEDS OF ACADEMICALLY GIFTED STUDENTS:

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. You can add more activities by simply copy-pasting the above activity box for as many times as you require for your lesson plan.

ACTIVITY 1	
<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>Remember/Understand – searching and reading <i>about the types of multiple intelligences</i>.</p> <p>Apply – Writing/Exemplifying</p> <p>Analyse – Problem-solving/Communication/Collaboration/Executing/</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	100 minutes
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<ul style="list-style-type: none">- Students will do some research on Gardner's Multiple intelligences and they will post the most related to and the ones they need to develop. <p>Add information on a Padlet.</p> <ul style="list-style-type: none">- Work in groups.- Filling in the group plan.

<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>-Check if all students understood the meaning and types of multiple intelligences.</p> <p>- Add students in teams of 2 or 3.</p> <p>- Deliver each team a rubric of the work, independently if they do a more physical or intellectual result.</p> <p>-Confirm if all teams have filled out the work plan.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<ul style="list-style-type: none"> • Computer, Internet • Padlet • Teams select Digital Tools according to the intelligences they have chosen.
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>The main aim of this activity is to create work that can be integrated into the curriculum topic “Fairy Tales”.</p> <p>Students are allowed to recreate a fairy tale or write a new one, setting it in today’s times.</p> <p>They should have a specific plan to fill in like the aims for the task, the material they need, and the results they are aiming for.</p> <p>They will create something related to the multiple intelligences that they have related to. The teacher will give examples <i>If I relate myself to musical intelligence, I will record the song Red Riding Hood was singing as she took the basket to her grandmother. On the other hand, if I see myself as a logical mathematician, I can create a problem related to Red Riding Hood or Calculate the time she took from her mother to her grandmother giving plausible evidence. If I am more Naturalist, I can write about the flowers Red Riding Hood picked.</i></p>

ACTIVITY 2

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>Analyse – Collaboration, Mind-Mapping, Structuring, Responsibility.</p> <p>Create – Creative Thinking, Solving, and Technological skills.</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>100 minutes</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<ul style="list-style-type: none"> - Students continue to fill out the plan and start working on it. Besides creating something for the multiple intelligences they have selected they have to present a summary in a digital tool of the Fairy Tale with the added changes. - Review of the work after the teachers' feedback.
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<ul style="list-style-type: none"> - Verify if all groups are accomplishing the task and if they are working collaboratively. - Confirm if all teams have filled their plan. - Cooperate in checking vocabulary, sentence structure, and its connections.
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required?</p> <p>Choose the tool(s) and explain how you will use it.</p>	<ul style="list-style-type: none"> - Students will decide on which tools they want to work with but the teacher will display some examples: Google Slides, Genially, Canva, Chrome Music Lab, Kaptly, Virtual Speech, book creator
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<ul style="list-style-type: none"> - After completing the plan which mentions the aims, the multiple intelligences in action, the digital tools used, and a short description of what the group is aiming for, the teacher will check if it's possible to move on and start working on it. - Groups work on their tasks and complete the activity. They should add the results in a digital tool, so all the class might have access to it.

ACTIVITY 3

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem-solving, etc).</p>	<p>Evaluation – Assertiveness, Responsibility.</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>50 minutes</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<ul style="list-style-type: none"> -Present their work and watch the other teams' results. - Reflect on their work following the evaluation rubrics that were given. - Give two positive remarks to all teams through Nearpod.
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<ul style="list-style-type: none"> -Establish rules on how students express their reflections and the other team's work. -Give feedback and evaluate, according to the given rubrics.
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<ul style="list-style-type: none"> - Nearpod.
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>Students will present their work and reflect immediately on what they have done. The other teams place two positive aspects of that work. The teacher gives feedback in the end.</p>

3 ASSESSMENT

How will students be assessed on their learning?

- **Planning skills:** organization, use of digital tools.
- **Writing skills** – Use of the language, sentence structure, logical order of the information (paragraphs)
- **Lifecomp. skills** - collaboration, growth mindset, well-being.
- **Multiple intelligences** - the correct use of a specific intelligence.

This should be placed on a rubric and students should be given beforehand. This way it's possible to be aware of how to accomplish the task with success.

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