



# **Teacher Manual**

.....

## **1st Grade Technology**

.....

***32-LESSON COMPREHENSIVE CURRICULUM***

***SIXTH EDITION***

**by Ask a Tech Teacher**

# **FIRST GRADE TECHNOLOGY**

**A 32-LESSON COMPREHENSIVE CURRICULUM**

**SIXTH EDITION**

*Part Two of Nine of the SL Technology Curriculum*

*Sixth Edition 2016*

*Visit the companion site <http://askatechteacher.com>© for more tech resources*

***ALL MATERIAL IN THIS BOOK IS PROTECTED BY THE INTELLECTUAL PROPERTY  
LAWS OF THE USA.***

*No part of this work can be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution or information storage and retrieval systems—without the prior written permission of the publisher*

*For permission to use material from this text or product, contact us by email at:  
[info@structuredlearning.net](mailto:info@structuredlearning.net)*

978-0-9787800-1-2

Printed in the United States of America

© 2016 Structured Learning LLC. All Rights Reserved

# Introduction

The educational paradigm has changed—again. Technology has become granular to learning, blended into educational standards from Kindergarten on, like these rephrased from Common Core:

- Expect students to demonstrate sufficient command of **keyboarding** to type a minimum of one page [three by sixth grade] in a single sitting
- Expect students to **evaluate different media** [print or digital]
- Expect students to **gather relevant information** from print and digital sources
- Expect students to integrate and evaluate **information presented in diverse media** and formats
- Expect students to **interpret information** presented visually, orally, or quantitatively [such as interactive Web pages]
- Expect students to make **strategic use of digital media**
- Expect students to use **glossaries or dictionaries, both print and digital** ...
- Expect students to use information from **illustrations and words in print or digital** text
- Expect students to communicate with a **variety of media**
- Expect students to **use text features and search tools** (e.g., key words, sidebars, **hyperlinks**) to locate information

But how is this taught?

With the **Structured Learning Technology Curriculum**. Aligned with [Common Core State Standards\\*](#) and [National Educational Technology Standards](#), and using a time-proven method honed in classrooms, students learn the technology that promotes literacy, critical thinking, problem-solving, and decision-making through project-based work. The purpose is not to teach step-by-step tech skills (like adding borders, formatting a document, and creating a blog). There are many fine books for that. What this curriculum does is guide you in providing the **right information at the right time**.

Just as most children can't learn to read at two, or write at four, they shouldn't be required to place hands on home row in kindergarten or use the internet before they understand the digital risks and responsibilities. The Structured Learning curriculum makes sure students get what they need at the right age with proper scaffolding. The end result is a phenomenal amount of learning in a short period of time.

● ● ●  
“New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.”

—CCSS

● ● ●  
● ● ●  
“Use of technology differentiates for student learning styles by providing an alternative method of achieving conceptual understanding, procedural skill and fluency, and applying this knowledge to authentic circumstances.”

—CCSS

If there are skills you don't know, visit our Help blog ([AskATechTeacher.com](http://AskATechTeacher.com)) or join the companion wikis:

- *K-3<sup>rd</sup> grade* — <http://k-3tech.wikispaces.com/>
- *4<sup>th</sup> grade* — <http://fourthgradetech.wikispaces.com/>
- *5<sup>th</sup> grade* — <http://5thgradetechclass.wikispaces.com/>

They're free and staffed by teachers who use the curriculum.

### What's in the SL Technology Curriculum?

The SL Tech Curriculum is project-based and collaborative, with wide-ranging opportunities for students to show their knowledge as best fits their communication and learning style. Each grade level in the curriculum includes five topics that should be woven into 'most' 21<sup>st</sup>-century lesson plans:

- *keyboarding—more than typing*
- *digital citizenship—critical with the influx of Chromebooks and iPads*
- *problem-solving—to encourage independence, critical thinking*
- *vocabulary—decode unknown words in any subject quickly with technology*
- *publishing-sharing—to promote collaborative learning*

In most grade-level curricula, you will find full lessons devoted to keyboarding, digital citizenship, and problem solving.

Here's a quick overview of what is included in the curriculum:

- *curated list of assessments and images*
- *articles that address tech pedagogy*
- *Certificate of Completion for students*
- *curriculum map of skills taught*
- *monthly homework (3<sup>rd</sup>-8<sup>th</sup> only)*
- *posters to visually represent topics*
- *Scope and Sequence of skills taught*
- *step-by-step weekly lessons*

Each weekly lesson includes:

- *assessment strategies*
- *class exit ticket*
- *class warm-up*
- *Common Core Standards*
- *differentiation strategies*
- *educational applications*
- *essential question and big idea*
- *examples, rubrics, images, printables*
- *ISTE Standards*
- *materials required*
- *pedagogic articles (if any)*
- *problem solving for lesson*
- *skills—new and scaffolded*
- *steps to accomplish goals*
- *suggestions to unpack*
- *suggestions based on digital device*
- *supporting links*
- *teacher preparation required*
- *time required to complete*
- *vocabulary used*
- *weekly how-to video (online)*
- *weekly real-time online question sessions*

Throughout the text are links to extend lessons, add enrichment, and/or provide flexibility in your teaching. No PDF? Usually the link is spelled out. If not, Google the name or contact our help site.

## Programs Used

Programs used in this curriculum focus on skills that serve the fullness of a student's educational career. Free alternatives are noted where available:

General		Specific	
Web tools	Drawing program	Word processing tools	Desktop publisher
Google Earth	Image editor	Spreadsheet tools	Presentation tools
	Keyboarding tool	Email program	

## What's New in the Sixth Edition?

A good tech curriculum is aligned with best practices in technology and education. That means it must be updated every few years. Consider the changes to technology in education since SL's Fifth Edition published in 2013:

- *Windows updated its platform—twice.*
- *iPads have been joined by Chromebooks as a common classroom digital device.*
- *There is greater reliance in the classroom on internet-based tools than software. This underscores the importance of teaching digital citizenship to even the youngest learners.*
- *Student work is often collaborative and shared.*
- *Student work is done anywhere, not just the classroom and home, meaning it must be synced and available across multiple platforms, multiple devices.*
- *Keyboarding skills are often critical, especially to summative year-end testing.*
- *Technology in the classroom is the norm, but teacher training isn't.*
- *Education is focused on college and career with tech an organic, transformative tool.*
- *Teachers have moved from 'sage on the stage' to 'guide on the side'.*
- *Students have been raised on digital devices. They want to use them as learning tools.*
- *Using technology is no longer what 'geeky' students do. It's what all students want to do.*
- *Printing is being replaced with sharing and publishing.*
- *More teachers are willing to try technology when used authentically.*

In response, here are changes you'll find in the Sixth Edition:

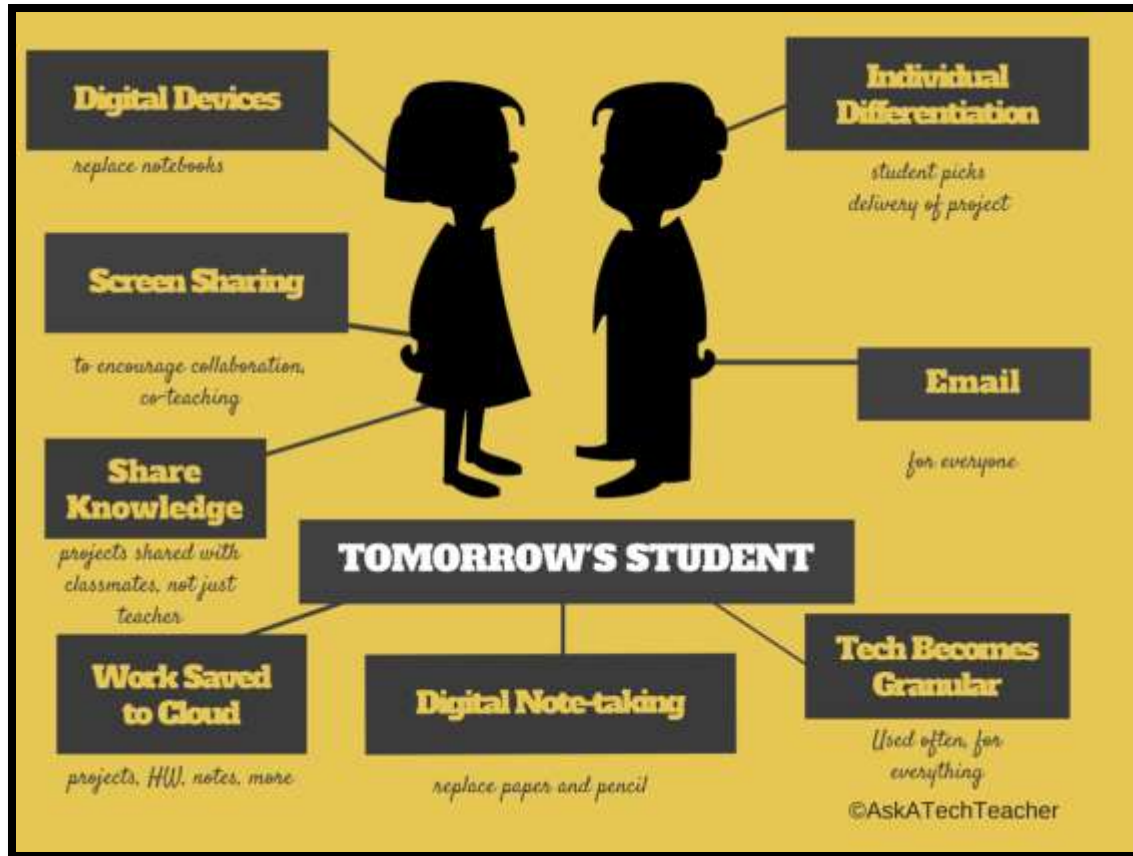
- *The lesson audience is now as likely to be the **grade-level teacher as the tech teacher**. You'll learn how to unpack the lesson regardless of which hat you wear.*
- *Ideas are provided to deliver lessons on all **popular digital devices** including desktop computers, Chromebooks, and iPads.*
- *The importance of **higher order thinking**—analysis, evaluation and synthesis—is called out.*
- *The importance of '**habits of mind**'—critical to college and career goals—is included.*
- *It's easy to recognize which **skills are scaffolded** from earlier lessons and which are new.*
- *Each lesson points out **academic applications** of technology.*
- *Students learn to **understand the process**, not just replicate a skill.*
- ***Collaboration and sharing** is often required.*

- **Differentiation** is encouraged. Teachers learn strategies to meet students where they learn.
- Each lesson includes a **warm-up and exit ticket**, to assess and reinforce student learning.
- A **Table of Images** and a **Table of Assessments** are included for easy reference.
- Updated **Scope and Sequence** includes more references to Common Core.
- **Curriculum Maps** shows which month topics are covered as well as which grade.
- Each grade-level curriculum includes **student workbooks** (sold separately).
- Each grade level has a **lesson on coding**. These are free-standing and can be moved to any spot in the curriculum—like December for Hour of Code.

## Who Needs This Book

You are the Tech Specialist, Coordinator for Instructional Technology, IT Coordinator, Technology Facilitator or Director, Curriculum Specialist, or tech teacher—tasked with finding the right project for a classroom. You have a limited budget, less software, and the drive to do it right no matter roadblocks.

Figure 1—Tomorrow's student



Or you are the classroom teacher, a tech enthusiast with a goal this year—and this time you mean it—to integrate the wonders of technology into lessons. You've seen it work. Others in your PLN are doing it. And significantly, you want to comply with Common Core State Standards, ISTE, your state requirements, and/or IB guidelines that weave technology into the fabric of inquiry.

You are a homeschooler. Even though you're not comfortable with technology, you know your children must be. You are committed to providing the tools s/he needs to succeed. Just as important: Your child WANTS to learn with these tools!

How do you reach your goal? With this curriculum. Teaching children to strategically and safely use technology is a vital part of being a functional member of society—and should be part of every school's curriculum. If not you (the teacher), who will do this? To build Tomorrow's Student requires integration of technology and learning. We show you how.

## How to Use This Book

Figure 2a shows what's at the beginning of each lesson. Figure 2b shows what you'll find at the end:

Figure 2a—Beginning of each lesson; Figure 2b—end of each lesson

**Week #1—Introduction**

Vocabulary	Problem solving	Skills
<p><b>Where to use lesson</b></p> <p><b>Domain-specific vocab</b></p>	<p><b>Lesson-specific tech tips</b></p>	<p><b>What students learn and/or scaffold</b></p>
<p><b>Academic Applications</b></p>	<p><b>Materials Required</b></p> <p><b>What you'll need</b></p>	<p><b>Standards</b></p> <p><b>CC and ISTE</b></p>
<p><b>EQ</b></p> <p><b>Essential Question</b></p>	<p><b>Big idea</b></p> <p><b>Big Idea</b></p>	<p><b>Assessment Strategies</b></p> <p><b>Assessment ideas</b></p>
<p><b>How do you prepare</b></p> <p><b>Teacher Preparation</b></p>	<p><b>Step-by-step</b></p> <p><b>Steps</b></p>	<p><b>Time required: 45 minutes</b></p> <p><b>Class warm-up: None</b></p> <p><b>How long you need AND warm-up</b></p>

- Academic Applications
- Assessment Strategies
- Big Idea
- Class Warm-up
- Essential Question
- Material Required
- Problem solving
- Skills
- Standards
- Steps
- Teacher Prep
- Time Required
- Vocabulary



- Class differentiation strategies
- Class exit ticket

The curriculum map in Figure 3 shows what's covered in which grade. Where units are taught multiple years, teaching reflects increasingly less scaffolding and more student direction.

Figure 3—Curriculum Map—K-8

	Mouse Skills	Vocabulary - Hardware	Problem-solving	Platform	Keyboard	WP	Slide-shows	DTP	Spread-sheet	Google Earth	Search/ Research	Graphics/	Co-ding	WWW	Games	Dig Cit
<b>K</b>	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
<b>1</b>	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
<b>2</b>		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
<b>3</b>		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
<b>4</b>		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
<b>5</b>		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
<b>6</b>		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
<b>7</b>		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
<b>8</b>		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

If you're the grade-level teacher, here's how to use the map:

- Determine what skills were covered earlier years. Expect students to transfer that knowledge to this new school year.
- Review the topics and skills, but don't expect to teach.

## 1<sup>st</sup> Grade Technology Curriculum: Teacher Manual

- If there are skills listed as covered prior years, confirm that with the grade-level team. If they weren't covered (for whatever reason), when you reach lessons that require the skills, plan extra time to scaffold lesson requirements.

Figure 4 is a month-by-month curriculum map for this grade level. In the student workbook, students complete this themselves or as a group when they finish each lesson.

*Figure 4—Curriculum Map—1<sup>st</sup> grade, month-to-month*

	<b>Sept</b> <i>Wk1-4</i>	<b>Oct</b> <i>Wk5-8</i>	<b>Nov</b> <i>Wk9-12</i>	<b>Dec</b> <i>Wk13-16</i>	<b>Jan</b> <i>Wk17-20</i>	<b>Feb</b> <i>Wk21-24</i>	<b>March</b> <i>Wk25-28</i>	<b>April</b> <i>Wk29-32</i>
<i>Blogs</i>								
<i>Class mgmt tools</i>	x							
<i>Coding/Programming</i>	x		x					
<i>Communication</i>			x	x	x	x	x	x
<i>Computer etiquette</i>	x							
<i>Critical thinking</i>	x		x	x	x		x	
<i>DTP</i>								
<i>Digital Citizenship</i>	x		x		x	x	x	x
<i>Google Earth</i>				x				
<i>Graphics</i>	x		x	x	x	x	x	
<i>Hardware/Software</i>	x	x			x			
<i>Internet</i>	x		x			x		
<i>Internet privacy</i>			x					
<i>(Pre)Keyboarding</i>	x	x						
<i>Problem solving</i>	x	x	x	x	x	x	x	x
<i>Publishing/sharing</i>								
<i>Research</i>								
<i>Slideshows</i>								x
<i>Speaking and Listening</i>					x	x		x
<i>Spreadsheets</i>				x				
<i>Visual learning</i>					x	x	x	
<i>Vocabulary</i>	x	x	x	x	x	x	x	x
<i>Webtools</i>	x	x	x		x	x		x
<i>Word Processing</i>	x	x	x	x		x		x

Some topics are covered every month. The strategy: spiral and scaffold learning until it's habit.

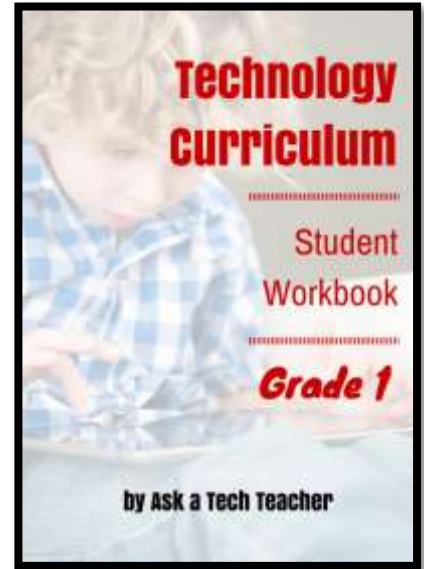
You can use this curriculum on its own—a manual for teaching technology—or in conjunction with the companion [student workbooks](http://bit.ly/1M0hFix) (sold separately) and [teacher videos](http://bit.ly/1VQGMbY) (free). Once you've selected the program that works best for you, contact Zeke Rowe at [admin@structuredlearning.net](mailto:admin@structuredlearning.net) for free start-up training.

If there is a skill students don't get, circle back on it, especially when you see it come up a second or third time through the course of the K-8 curricula. By the end of 8<sup>th</sup> grade, students have a well-rounded tech toolkit that serves their learning needs and prepares them for college and/or career.

Here are hints on using this curriculum:

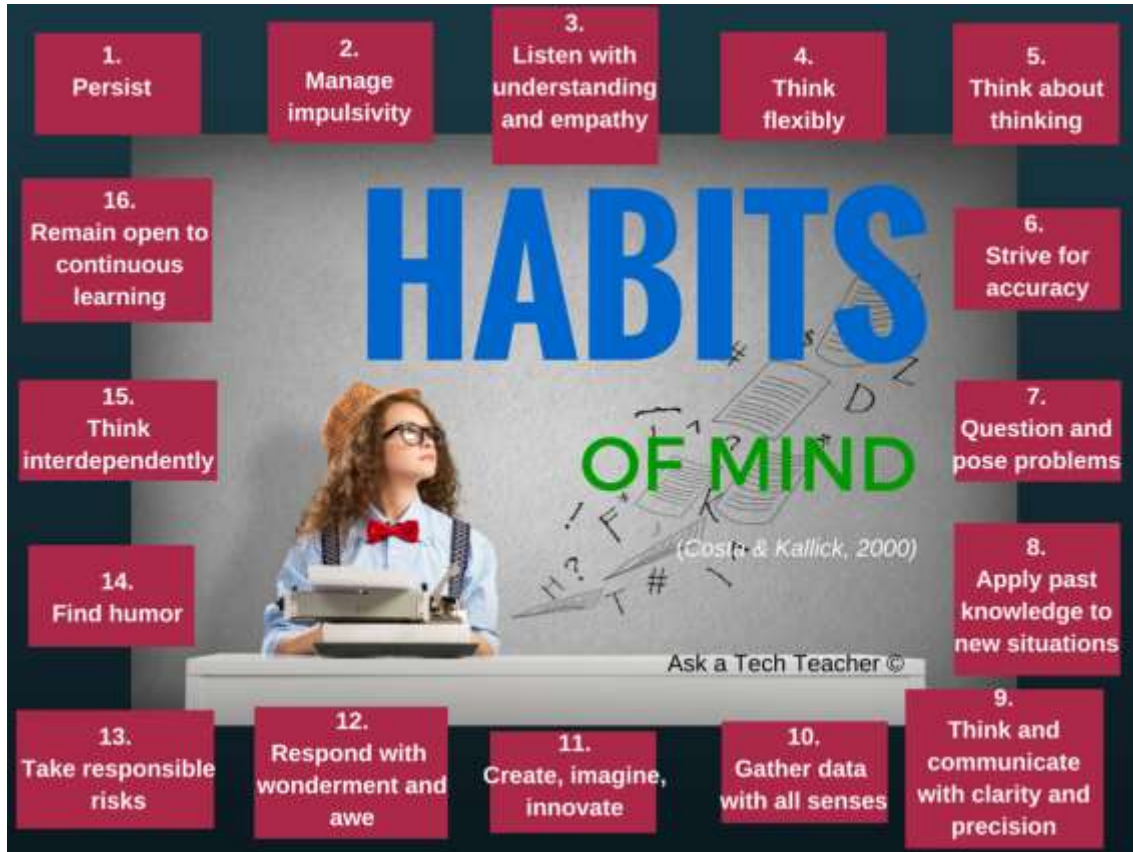
- Join the free grade-level companion wiki (websites listed earlier in this Introduction—grades K-5 only). Difficulty? Email [askatechteacher@gmail.com](mailto:askatechteacher@gmail.com) for a Join Code. Here, you get weekly videos on how to teach the lessons and free mentoring via our Office Hours Google Hangouts.
- Invest in student digital workbooks ([sold separately](#) — <http://bit.ly/1FVU6Sm>), a student-centric companion to the teacher guide:
  - *Full-color projects are at student fingertips complete with examples and directions (licensing varies depending upon the plan).*
  - *Embedded links enable students to click and go—no searching for the site, typing in addresses, or suffering through spelling errors.*
  - *Workbooks can be viewed and annotated through a reader.*
  - *Students can work at their own pace.*
- If you want to use student workbooks in your class, here's how:
  - *buy a [multi-user license](#) (room, school, or district) to install eworkbooks on multiple devices (even at student's home with some licenses).*
  - *provide a weekly preview by reviewing the lesson on the class screen.*
- Teach lessons in the order presented in the book (grades K-5). Lessons introduce, reinforce, and circle back on skills and concepts. Certain skills scaffold others so you want them solid before moving on. Resist the urge to mix up lessons, even if your perfect time for a particular project comes earlier/later than placement in the book. **One exception: Coding/Programming.** Unpack this lesson when it works best for you.
- Don't expect to get through all of these lessons the first time you teach the curriculum. Lessons rely on scaffolded knowledge from prior years. Until students have built that foundation, they will move more slowly through assigned activities. Adapt each lesson for the skill level of your student group. As they become more accomplished, expect more out of them.
- Some lessons are to be taught throughout the year, circling back often on content. These include keyboarding, digital citizenship, and problem solving.
- Some lessons offer several activities that will meet the lesson goals outlined in the Essential Question and the Big Idea. Pick the activity (or activities) that work well for your student group. Alternatively, you can let students pick the one they like best.

Figure 5--Student workbook



- Lessons expect students to develop 'habits of mind'. You can read more about Art Costa and Bena Kallick's discussion of these principles at <http://habitsofmind.org>, in Figure 6, and in the article at the end of Lesson #1. In a sentence: Habits of Mind ask students to engage in their learning, not simply memorize.






Figure 6—Habits of Mind



- Personalize the skills taught in each lesson to your needs with 'Academic Applications'. These are suggestions for blending learning into your school curriculum.
- Each lesson starts with a warm-up to get students back into tech and give you time to finish up a previous class. This is especially useful to the tech teacher and the LMS.
- Most lessons include an Exit Ticket to wrap up learning.
- 'Teacher Preparation' often includes chatting with the grade-level team. Why?
  - tie tech into their inquiry*
  - offer websites for early-finishers that address their topics*
- Check off completed items on the line preceding the activity so you know what to get back to when you have time. If you have the ebook, use iAnnotate, Goodreader, Subtext, Notable (Google for websites), or another annotation tool that works for your devices.
- Sometimes the class is too excited about what they're learning to move on. Take an extra week. Most schools run 35-40 weeks. This book includes 32 lessons.

- If a link doesn't work, copy-paste the address into your internet browser. **A note: Links die. If a link doesn't work even after copy-pasting, email us. We may have a work-around.**
- If there is no link, this means it was already provided or shows up readily in a Google search.
- Consider expecting students to back up their work—as a life habit. This can be onto a flash drive, by emailing the document to themselves, or saving to a secondary location.
- Expect students to be risk takers. Don't rush to solve their problems. Ask them to think how it was done in the past. Focus on problems listed in the lesson, but embrace all that come your way. These are important scaffolding for student critical thinking and tech troubleshooting when you won't be there to help.
- Expect students to direct their own learning. You are a 'guide on the side', a facilitator not lecturer. Learning is accomplished by both success and failure. Don't expect free time while students work. Move among them to provide assistance, and observations on their keyboarding, problem-solving, and vocabulary decoding skills.
- Encourage student-directed differentiation. If the Big Idea and Essential Question can be accommodated in other ways, embrace those.
- Always use lesson vocabulary. Students gain authentic understanding of word use by your example. A complete glossary of lesson vocabulary can be found in the Companion Wiki. Here, you'll find several hundred easy-to-understand definitions of domain-specific tech words.
- If you need resources on specific topics, click for websites (<http://askatechteacher.com/great-kids-websites/>) or apps (<http://askatechteacher.com/great-apps/>).
- If the poster you want is not in the Appendix, there are free printable copies of many [here](http://askatechteacher.com/getting-started/free-posters/) (<http://askatechteacher.com/getting-started/free-posters/>).



-  indicates video
-  indicates work with a partner
-  indicates an article
-  indicates a topical poster (in the Appendix)
-  indicates annotatable material available in student workbooks (like rubrics)

- Use as much technology as possible in your classroom—authentically and agilely. Make it adaptive and native. Encourage students to do the same whether it's a smartphone timing a quiz, a video of activities posted to the class website, or an audio file with student input. If you treat tech as a tool in daily activities, so will students.
- If you have the digital book, zoom in on posters, rubrics, lessons to enlarge as needed.
- Every effort has been made to accommodate most digital devices. You will often see examples in multiple platforms. If the activity is impossible in a particular digital device (i.e., iPads don't have mice; software doesn't run in Chromebooks), focus on the **Big Idea and Essential Question**—the skill taught and its application to inquiry. Adapt instructions to the tool you use as you work through the steps.

Figure 7—Compatible digital devices

A desktop PC, iMac, laptop, MacBook, Chromebook, iPad, or smartphone



- Throughout the year, circle back on concepts. It takes five times to get a skill (Figure 8)—
  - **First:** They barely hear you
  - **Second:** They try it
  - **Third:** They remember it
  - **Fourth:** They use it outside of class
  - **Fifth:** They tell a friend
- **Need more help?** Go to Ask a Tech Teacher© (<http://askatechteacher.com>) run by teachers using the curriculum or the discussion board on the grade-level companion wiki. Leave a comment or question. You can also email [admin@structuredlearning.net](mailto:admin@structuredlearning.net) or [askatechteacher@gmail.com](mailto:askatechteacher@gmail.com).

## Typical Lesson

Each lesson requires about 45 minutes a week, either in one sitting or spread throughout the week, and can be unpacked:

- in the grade-level classroom
- in the school's tech lab

Both are covered in each lesson. In general terms, here's how to run a lesson in **the tech lab**:

- Post a **simple written schedule** for the day on the class screen:
  - Warm up
  - Main activity
  - Exit ticket

This gives students a visual guideline to get started. Add it to your class blog or website to serve those students who aren't present. Expect students to start with the warm-up when they arrive to class.

- **Warm up about 10 minutes**, often with typing practice.
- Complete student **Board presentations** (grades 3-8).
- If it's the end of a grading period, review skills accomplished with **Scope and Sequence**.
- If starting a **new project, review it**. If in the middle of one, students use the balance of class to work towards completion. Monitor, answer questions, and help as needed.
- As often as possible, give **younger students two weeks** to finish a project—one to practice, one to save/export/share/print. This redundancy reinforces new skills and mitigates stress. If it's week two, start with the project and finish with typing so students have ample time to work.
- List age-appropriate websites on class internet start page that **tie into inquiry** for students who complete the current project. Students know these websites can be used during free time.
- **Class exit ticket** might include lining up in arrays, answering a poll posted on the class screen, or simply have classmates verify that neighbors left their stations as they found it.
- Always **use tech wherever possible**. Model what you ask of them.

Figure 8--It takes 5 times...



Here's how to run the lesson in **the grade-level classroom**:

- Take the lesson pieces mentioned above and scatter them throughout the week. For example:
  - **3-10 minutes for the class warm-up**—at the start of the week
  - **10-15 minutes keyboarding practice**—any day
  - **10-15 minutes Board presentations**—any day
  - **15-35 minutes for the project**—any day
  - **2-3 minutes for class exit ticket**—to reinforce learning
- **Check off accomplished activities** so you know what remains each week.
- In every class, **use tech wherever possible**.

Here are useful pieces to extend this curriculum:

- *Teacher manual—the roadmap. That's this book.*
- *Student workbooks* (<http://bit.ly/1FVU6Sm>)—allow students to be self-paced
- *Companion videos—preview before lesson. Free with K-5 books*
- *Digital Citizenship curriculum* (<http://bit.ly/1JgKioZ>)—if this is a focus of your school
- *Keyboarding Curriculum* (<http://bit.ly/1JgKy7t>)—if this is a focus of your school

- Class internet start page—provides a class agenda, themed links, and more. Created in Protospace (Figure 9a), LiveBinders (Figure 9b), Symbaloo (Figure 9c) or another option.

Figure 9a—Start page using Protospace; 9b—LiveBinders; 9c—Symbaloo



## Copyrights

You have a single-user license of this book. That means you may reproduce copies of material in this textbook for classroom use only. Reproduction of the entire book (or an entire lesson) is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

## About the Authors

**Ask a Tech Teacher** is a group of technology teachers who run an award-winning resource [blog](#). Here they provide free materials, advice, lesson plans, pedagogical conversation, website reviews, and more to all who drop by. The free newsletters and articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education.

\*Throughout this text, we refer to Common Core State Standards, and [a license granted for](#) "...a limited, non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for purposes that support the CCSS Initiative. These uses may involve the Common Core State Standards as a whole or selected excerpts or portions. **CCSS:** © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.



# Table of Contents

[Introduction](#)

[Curriculum Maps](#)

[Technology Scope and Sequence K-6](#)

[Table of Images](#)

[Table of Assessments](#)

[Lessons](#)

1	<a href="#">Introduction</a>	17	<a href="#">Reading on Digital Devices</a>
2	<a href="#">Digital Tools</a> <b>Error! Bookmark not defined.</b> <a href="#">in the Classroom</a>	18	<a href="#">Habitats</a>
3	<a href="#">Tools and Toolbars</a>	19	<a href="#">Open House Drawing #1</a>
4	<a href="#">Symbols</a>	20	<a href="#">Open House Drawing #2</a>
5	<a href="#">Software</a>	21	<a href="#">Holiday Letter</a>
6	<a href="#">Problem solving</a>	22	<a href="#">Open House Drawing #3</a>
7	<a href="#">Pre-Keyboarding</a>	23	<a href="#">Edit Writing</a> <b>Error! Bookmark not defined.</b>
8	<a href="#">Introduction to Operating Systems</a>	24	<a href="#">Writing With Digital Tools</a> <b>Error! Bookmark not defined.</b>
9	<a href="#">Internet and Digital Citizenship</a>	25	<a href="#">Open House Drawing #4</a>
10	<a href="#">Hour of Code</a>	26	<a href="#">Architecture and Design</a> <b>Error! Bookmark not defined. I</b>
11	<a href="#">Digital Letter Writing</a>	27	<a href="#">Architecture and Design</a> <b>Error! Bookmark not defined. II</b>
12	<a href="#">Fills</a>	28	<a href="#">Visual Learning and Reading</a>
13	<a href="#">Holiday Greetings</a>	29	<a href="#">Cover Page</a>
14	<a href="#">Shapes</a> <b>Error! Bookmark not defined.</b> <a href="#">in the World</a>	30	<a href="#">Tell a Story with Comics</a>
15	<a href="#">Introduction to Spreadsheets</a>	31	<a href="#">Share a Slideshow</a>
16	<a href="#">Introduction to Google Earth</a> <b>Error! Bookmark not defined.</b>	32	<a href="#">Graduation</a>

## Appendices

- [Certificate of Completion](#)
- [Posters](#)

## Articles

Article 1 "21st Century Lesson Plan" .....	36
Article 2 "Habits of Mind vs. Common Core vs. IB" .....	38
Article 3 "Which Class Internet Start Page is Best" .....	40
Article 4 "6 Tech Best Practices for New Teachers" .....	64
Article 5 "10 Ways to be an Inquiry-based Teacher" .....	66
Article 6: What Parents Should Know About Computers and Internet .....	68
Article 7: Do You Make These 9 Mistakes.....	69
Article 8: Should Lefties Use Right Hands for Mousing Around.....	<b>Error! Bookmark not defined.</b>
Article 9: 18 Techie Problems Every Student Can Fix .....	<b>Error! Bookmark not defined.</b>
Article 10: How to teach students to solve problems .....	<b>Error! Bookmark not defined.</b>

Article 11: *The secret to teaching tech: delegate* ..... **Error! Bookmark not defined.**  
Article 12: *Is keyboarding dead?* ..... **Error! Bookmark not defined.**  
Article 13: *How to Teach Digital Citizenship* ..... **Error! Bookmark not defined.**  
Article 14: *How do I Teach a Program I Don't Know How to Use?* ..... **Error! Bookmark not defined.**

## Table of Images

Figure 1—Tomorrow's student.....	7
Figure 2a—Beginning of each lesson; Figure 2b—end of each lesson.....	8
Figure 3—Curriculum Map—K-8.....	9
Figure 4—Curriculum Map—1 <sup>st</sup> grade, month-to-month.....	10
Figure 5--Student workbook.....	11
Figure 6—Habits of Mind.....	12
Figure 7—Compatible digital devices.....	14
Figure 8—It takes 5 times.....	15
Figure 9a—Start page using Protospace; 9b—LiveBinders; 9c—Symbaloo.....	16
Figure 10—Digital student.....	25
Figure 11a-d—Posters: save and save-as; delete; portrait; landscape.....	25
Figure 12a—Undo; 12b—Save early; 12c—Select-do.....	26
Figure 13—Computer lab rules.....	26
Figure 14a—Keyboarding posture; 14b—position.....	27
Figure 15a-c Hardware assessments for computer, iPad, Chromebook.....	<b>Error! Bookmark not defined.</b>
Figure 16—Log-in card.....	<b>Error! Bookmark not defined.</b>
Figure 17a—Mouse hold; 17b—mouse skills.....	<b>Error! Bookmark not defined.</b>
Figure 18a-c: Practice mouse skills.....	<b>Error! Bookmark not defined.</b>
Figure 19—Windows desktop.....	<b>Error! Bookmark not defined.</b>
Figure 20—Chromebook screen.....	<b>Error! Bookmark not defined.</b>
Figure 21—iPad parts.....	<b>Error! Bookmark not defined.</b>
Figure 22—How to use an iPad.....	<b>Error! Bookmark not defined.</b>
Figure 23—Compare-contrast digital devices.....	<b>Error! Bookmark not defined.</b>
Figure 24—Tour of Chromebook.....	<b>Error! Bookmark not defined.</b>
Figure 25a—Annotate PDFs with Notability; 25b—Acrobat.....	<b>Error! Bookmark not defined.</b>
Figure 26a—Class calendar using GAFE; 26b—Padlet; 26c—Publisher.....	<b>Error! Bookmark not defined.</b>
Figure 27—Sample of class internet start page.....	<b>Error! Bookmark not defined.</b>
Figure 28a-b—Webtools to create avatar and badges; 28c—write comics; 28d—read RAZ Kids.....	<b>Error! Bookmark not defined.</b>
<b>defined.</b>	
Figure 29—Hardware problems.....	<b>Error! Bookmark not defined.</b>
Figure 30a-c—Toolbars in Paint, ABCYa, and KidPix.....	<b>Error! Bookmark not defined.</b>
Figure 31—Windows taskbar.....	<b>Error! Bookmark not defined.</b>
Figure 32a-b—Kindergarten drawings with text.....	71
Figure 33a-c—Symbols to be interpreted.....	71
Figure 34a-c—Varied symbols.....	72
Figure 35a—ABCYaPaint toolbar; 35b—KidPix toolbar.....	72
Figure 36a—Math symbols; 36b—numbers symbols.....	72
Figure 37a-b—Drawing symbols.....	73
Figure 38—Compare-contrast software and online tools.....	<b>Error! Bookmark not defined.</b>
Figure 39—Pros and cons of software vs. online tools.....	<b>Error! Bookmark not defined.</b>
Figure 40—How to solve a problem.....	<b>Error! Bookmark not defined.</b>
Figure 41—Hardware problem solving.....	<b>Error! Bookmark not defined.</b>
Figure 42—Troubleshooting computer problems.....	<b>Error! Bookmark not defined.</b>
Figure 43—Shortkeys.....	<b>Error! Bookmark not defined.</b>
Figure 44a—Problem-solving board; 44b—FREE; 44c—Pondering problems.....	<b>Error! Bookmark not defined.</b>
Figure 45—K-5 Keyboarding stages.....	<b>Error! Bookmark not defined.</b>

Figure 46—Why learn keyboarding? .....	<b>Error! Bookmark not defined.</b>
Figure 47—Important non-letter keys.....	<b>Error! Bookmark not defined.</b>
Figure 48—Keyboarding posture .....	<b>Error! Bookmark not defined.</b>
Figure 49—Keyboarding hints for K-2.....	<b>Error! Bookmark not defined.</b>
Figure 50a—PC; 50b—Chromebook .....	<b>Error! Bookmark not defined.</b>
Figure 51a—iPad; 51b—Mac.....	<b>Error! Bookmark not defined.</b>
Figure 52—Windows troubleshooting .....	<b>Error! Bookmark not defined.</b>
Figure 53—Tabbed browsing.....	<b>Error! Bookmark not defined.</b>
Figure 54—Parts of internet page .....	<b>Error! Bookmark not defined.</b>
Figure 55—Digital neighborhood.....	<b>Error! Bookmark not defined.</b>
Figure 56—What to avoid on a webpage.....	<b>Error! Bookmark not defined.</b>
Figure 57—Digital citizenship topics.....	<b>Error! Bookmark not defined.</b>
Figure 58—Digital safety .....	<b>Error! Bookmark not defined.</b>
Figure 59a—Netiquette rules; 59b—Digcit topics pyramid; 59c—virtual wall .....	<b>Error! Bookmark not defined.</b>
Figure 60a-b—What coding looks like .....	<b>Error! Bookmark not defined.</b>
Figure 61a-b—Kindergarten coding.....	<b>Error! Bookmark not defined.</b>
Figure 62a-f—Human robot parts.....	<b>Error! Bookmark not defined.</b>
Figure 63a-i—Human algorithm .....	<b>Error! Bookmark not defined.</b>
Figure 64a-c—Letters from kindergarten.....	<b>Error! Bookmark not defined.</b>
Figure 65a—Letter using 2Create a Story; 65b—KidPix; 65c—Paint .....	<b>Error! Bookmark not defined.</b>
Figure 66—Correct misspellings.....	<b>Error! Bookmark not defined.</b>
Figure 67—Connections between art and CCSS Math.....	<b>Error! Bookmark not defined.</b>
Figure 68a-b—Coloring book pages .....	<b>Error! Bookmark not defined.</b>
Figure 69a-b—Fills from kindergarten .....	<b>Error! Bookmark not defined.</b>
Figure 70a-b—Same image, varied fills.....	<b>Error! Bookmark not defined.</b>
Figure 71—Fills: One color; different texture.....	<b>Error! Bookmark not defined.</b>
Figure 72—Fills: Many styles.....	<b>Error! Bookmark not defined.</b>
Figure 73—Fills: Realistic.....	<b>Error! Bookmark not defined.</b>
Figure 74—It takes 5 times.....	<b>Error! Bookmark not defined.</b>
Figure 75a-b—Kindergarten greeting cards.....	<b>Error! Bookmark not defined.</b>
Figure 76a—Greeting in ABCYaPaint, 76b—ScreenChomp .....	<b>Error! Bookmark not defined.</b>
Figure 77a-b—Two ways to create a greeting.....	<b>Error! Bookmark not defined.</b>
Figure 78a—Greeting with a background; 78b—stamps.....	<b>Error! Bookmark not defined.</b>
Figure 79a-b—Greeting card with a template.....	<b>Error! Bookmark not defined.</b>
Figure 80a-b—Shapes in the classroom .....	<b>Error! Bookmark not defined.</b>
Figure 81a-b—Where are the shapes?.....	<b>Error! Bookmark not defined.</b>
Figure 82—Shapes template .....	<b>Error! Bookmark not defined.</b>
Figure 83—Holiday shapes I.....	<b>Error! Bookmark not defined.</b>
Figure 84a-b—Holiday shapes II.....	<b>Error! Bookmark not defined.</b>
Figure 85—Holiday shapes III .....	<b>Error! Bookmark not defined.</b>
Figure 86—Holiday shapes IV .....	<b>Error! Bookmark not defined.</b>
Figure 87a—How to draw a triangle; 87b—draw a diamond .....	<b>Error! Bookmark not defined.</b>
Figure 88—Parts of spreadsheet.....	<b>Error! Bookmark not defined.</b>
Figure 89a-b—Spreadsheet pictures .....	<b>Error! Bookmark not defined.</b>
Figure 90a—Paint by numbers: 90b—completed .....	<b>Error! Bookmark not defined.</b>
Figure 91a—Paint by numbers II; 91b—sample .....	<b>Error! Bookmark not defined.</b>
Figure 92a-c—Freehand drawings .....	<b>Error! Bookmark not defined.</b>
Figure 93a-b—Freehand drawing with shapes.....	<b>Error! Bookmark not defined.</b>
Figure 94—Directions for hidden picture.....	<b>Error! Bookmark not defined.</b>
Figure 95—Hidden picture completed.....	<b>Error! Bookmark not defined.</b>
Figure 96a-d—Common symbols.....	<b>Error! Bookmark not defined.</b>

Figure 97—Google Earth virtual tour in K.....	<b>Error! Bookmark not defined.</b>
Figure 98a-c—Amazing visits through Google Earth.....	<b>Error! Bookmark not defined.</b>
Figure 99—White House via Street Guy.....	<b>Error! Bookmark not defined.</b>
Figure 100—Golden Gate Bridge via GE.....	<b>Error! Bookmark not defined.</b>
Figure 101a-c—GE with 3D locations.....	<b>Error! Bookmark not defined.</b>
Figure 102—Tabbed browsing.....	<b>Error! Bookmark not defined.</b>
Figure 103—Careful use of the internet.....	<b>Error! Bookmark not defined.</b>
Figure 104a-c—Guided reading collections.....	<b>Error! Bookmark not defined.</b>
Figure 105a-b—Use background and images.....	75
Figure 106a—Folders for thumbnails: 106b—exploded folder.....	76
Figure 107—Annotate a website.....	77
Figure 108a-c—Habitat websites.....	156
Figure 109—Edit word processing.....	<b>Error! Bookmark not defined.</b>
Figure 110a-b—Open House drawing #1.....	<b>Error! Bookmark not defined.</b>
Figure 111a-b—Open House #2.....	<b>Error! Bookmark not defined.</b>
Figure 112a-c—This is my family.....	<b>Error! Bookmark not defined.</b>
Figure 113a-b—Holiday letters I.....	<b>Error! Bookmark not defined.</b>
Figure 114a-e—Symbols 1st graders may know.....	<b>Error! Bookmark not defined.</b>
Figure 115a-b—Holiday letter samples II.....	<b>Error! Bookmark not defined.</b>
Figure 116a-b—Holiday greetings.....	<b>Error! Bookmark not defined.</b>
Figure 117a-b—Open House #3.....	<b>Error! Bookmark not defined.</b>
Figure 118a-c—How would you correct this grammar?.....	<b>Error! Bookmark not defined.</b>
Figure 119—Edit this drawing.....	<b>Error! Bookmark not defined.</b>
Figure 120--8 digital writing activities.....	<b>Error! Bookmark not defined.</b>
Figure 121a-c—Digital quick write examples.....	<b>Error! Bookmark not defined.</b>
Figure 122a-c—Digital letter writing examples.....	<b>Error! Bookmark not defined.</b>
Figure 123a-c—Collaborative writing examples.....	<b>Error! Bookmark not defined.</b>
Figure 124a—Use a digital tool; 124b—on a browser-based tool.....	<b>Error! Bookmark not defined.</b>
Figure 125a-c—Digital storytelling examples.....	<b>Error! Bookmark not defined.</b>
Figure 126a-c—Digital cards examples.....	<b>Error! Bookmark not defined.</b>
Figure 127a-c—Brainstorming and mindmapping examples.....	<b>Error! Bookmark not defined.</b>
Figure 128a-b—Timeline examples.....	<b>Error! Bookmark not defined.</b>
Figure 129a-b—Open House #4.....	<b>Error! Bookmark not defined.</b>
Figure 130a-c—#4 examples.....	<b>Error! Bookmark not defined.</b>
Figure 131a-d—Two dimensions or three?.....	<b>Error! Bookmark not defined.</b>
Figure 132—Safe internet use.....	<b>Error! Bookmark not defined.</b>
Figure 133a-b—Classroom architect.....	<b>Error! Bookmark not defined.</b>
Figure 134—Design the neighborhood.....	<b>Error! Bookmark not defined.</b>
Figure 135—Sample architecture file folders.....	<b>Error! Bookmark not defined.</b>
Figure 136—Home clipart.....	<b>Error! Bookmark not defined.</b>
Figure 137a-c—Room design in drawing tools.....	<b>Error! Bookmark not defined.</b>
Figure 138a-c—Holiday cards.....	<b>Error! Bookmark not defined.</b>
Figure 139—Safe internet use.....	<b>Error! Bookmark not defined.</b>
Figure 140a-b—Graphic Organizers for story parts.....	<b>Error! Bookmark not defined.</b>
Figure 141a-c—Brainstorming samples.....	<b>Error! Bookmark not defined.</b>
Figure 142a—Story without a cover: 142b—with a cover.....	<b>Error! Bookmark not defined.</b>
Figure 143a-c—Cover page samples.....	<b>Error! Bookmark not defined.</b>
Figure 144—Decoding a comic strip.....	<b>Error! Bookmark not defined.</b>
Figure 145a-c—Comic samples.....	<b>Error! Bookmark not defined.</b>
Figure 146a—2nd grade comic: 146b—ReadWriteThink comic.....	<b>Error! Bookmark not defined.</b>
Figure 147a—Run slideshow in PC's; 147b—on Macs.....	<b>Error! Bookmark not defined.</b>

Figure 148a—Run slideshows on Chromebooks; 148b—iPads..... **Error! Bookmark not defined.**  
Figure 149a-d—Picture story..... **Error! Bookmark not defined.**  
Figure 150a-e—Projects for Open House slideshow..... **Error! Bookmark not defined.**  
Figure 151a-e—Greeting cards for Open House..... **Error! Bookmark not defined.**  
Figure 152a-c—Holiday cards ..... **Error! Bookmark not defined.**

---

## **Table of Assessments**

---

1—Parts of the computer..... **Error! Bookmark not defined.**  
2—Parts of an iPad ..... **Error! Bookmark not defined.**  
3—Parts of a Chromebook..... **Error! Bookmark not defined.**  
4--Follow directions..... **Error! Bookmark not defined.**

## **K-6 TECHNOLOGY SCOPE AND SEQUENCE©**

*Aligned with ISTE Standards*

*Check each skill off with I/W/M/C under 'ISTE' as students accomplish it  
(‘ISTE’ refers to the ISTE Standard addressed by the skill)*

**Intentionally  
deleted**

# Lesson #1 Introduction

Vocabulary	Problem solving	Skills
<ul style="list-style-type: none"> <li>• Back button</li> <li>• Digital citizenship</li> <li>• Digital student</li> <li>• Habits of Mind</li> <li>• Internet start page</li> <li>• Landscape</li> <li>• Poll</li> <li>• Portrait</li> <li>• Select-do</li> <li>• Shortkey</li> <li>• Tech-infused</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• I got off assigned website (click start page tab)</li> <li>• Why do we need rules?</li> <li>• Why can't I eat at the computer? I can at home</li> <li>• I can't find the class internet start page (do you remember instructions?)</li> <li>• I can't find the suggested websites (where did teacher say they were?)</li> <li>• What's the difference between learning to draw and communicating with drawings?</li> </ul>	<p style="text-align: center;"><b><u>New</u></b></p> <p style="text-align: center;">Shortkeys Digital tools Server room (if taking field trip)</p> <p style="text-align: center;"><b><u>Scaffolded</u></b></p> <p style="text-align: center;">Class internet start page Tech rules Digital citizenship Visiting websites</p>
<p><b><u>Academic Applications</u></b> General overview</p>	<p><b><u>Materials Required</u></b> Computer safety websites, class internet start page, posters on walls</p>	<p><b><u>Standards</u></b> CCSS: Anchor Standards NETS: 4a, 6a</p>

### Essential Question

*How do I use the computer?*

### Big Idea

*Students develop an awareness of computer components, fundamental hardware issues, and basic computer operations*

### Teacher Preparation

- Have a list of class rules that worked in past years.
- Have class internet start page set up.
- Have several parent helpers (if possible) on early lessons.
- Integrate domain-specific tech vocabulary into lesson.
- Test equipment so no students are frustrated trying to get something to work.

### **Assessment Strategies**

- Anecdotal observation
- Joined class conversations
- Transferred knowledge from kindergarten
- Made decisions that followed class rules
- Left room as s/he found it
- Higher order thinking: analysis, evaluation, synthesis
- Habits of mind observed

## Steps

**Time required:** 45 minutes in one sitting or spread throughout the week

**Class warm-up:** None

\_\_\_\_\_ Start class by explaining your expectations for student time with you. Keep in mind framework discussed in the **21st Century Tech-infused Lesson Plan** and **Habits of Mind** (articles at the end of the lesson)—that you expect persistence, thoughtful work, independence and more.

\_\_\_\_\_ Discuss student tech goals in terms of blended learning. How does tech support student education and life goals? What are student goals? Help them phrase goals organically, as authentic tasks:





*Not:* I want to learn to draw online.  
*Rather:* I want to communicate better with tech tools.

\_\_\_\_\_ Clarify technology in student lives by drawing a silhouette of a student on the class screen and ask students what they use technology for in their lives. As they mention activities, add them to your drawing. It may look like *Figure 10*:

*Figure 10—Digital student*



\_\_\_\_\_ Tour classroom. Show students where everything is. Review important posters, i.e., the difference between ‘save’ and ‘save-as’ (*Figure 11a*), between ‘backspace’ and ‘delete’ (*Figure 11b*), between portrait and landscape orientation of documents (*Figures 11c and 11d*). Full-size posters for *Figures 11a-d* and *12a-c* are in Appendix.



*Figure 11a-d—Posters: save and save-as; delete; portrait; landscape*



\_\_\_\_\_ Point out the Undo shortkey (*Figure 12a*).

\_\_\_\_\_ Point out ‘save early save often’ (*Figure 12b*). What’s this mean? Why is it a good idea? More on that later.

\_\_\_\_\_ Review ‘Select-Do’ (*Figure 12c*). What does that mean? (Hint: You must select something before you can do to it).

Figure 12a—Undo; 12b—Save early; 12c—Select-do



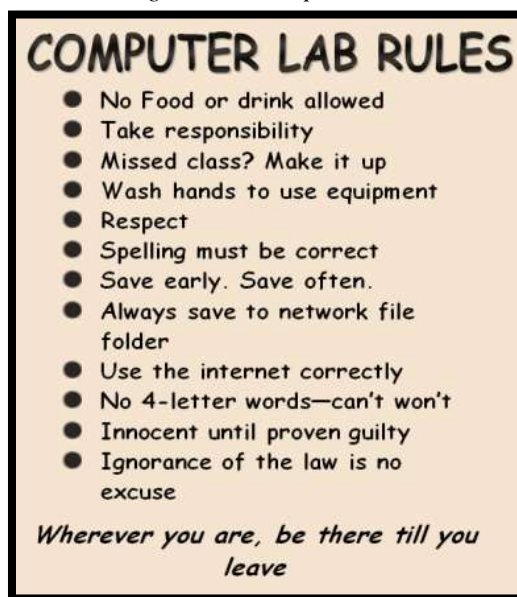
\_\_\_\_\_ As these topics come up organically in lessons, point out the posters as reference.  
 \_\_\_\_\_ Collect rules from students to guide classroom actions, including:



- *no excuses; don't blame others; don't blame the digital device*
- *save early, save often—about every ten minutes*
- *no food or drink around digital devices*
- *respect the work of others and yourself*
- *keep hands to yourself; help neighbors, but with words only*
- *listen politely to classmates*
- *don't interrupt classmates*
- *arrive to class prepared for activities*
- *take turns while speaking*

\_\_\_\_\_ You may start with a list like Figure 13 from the prior year:

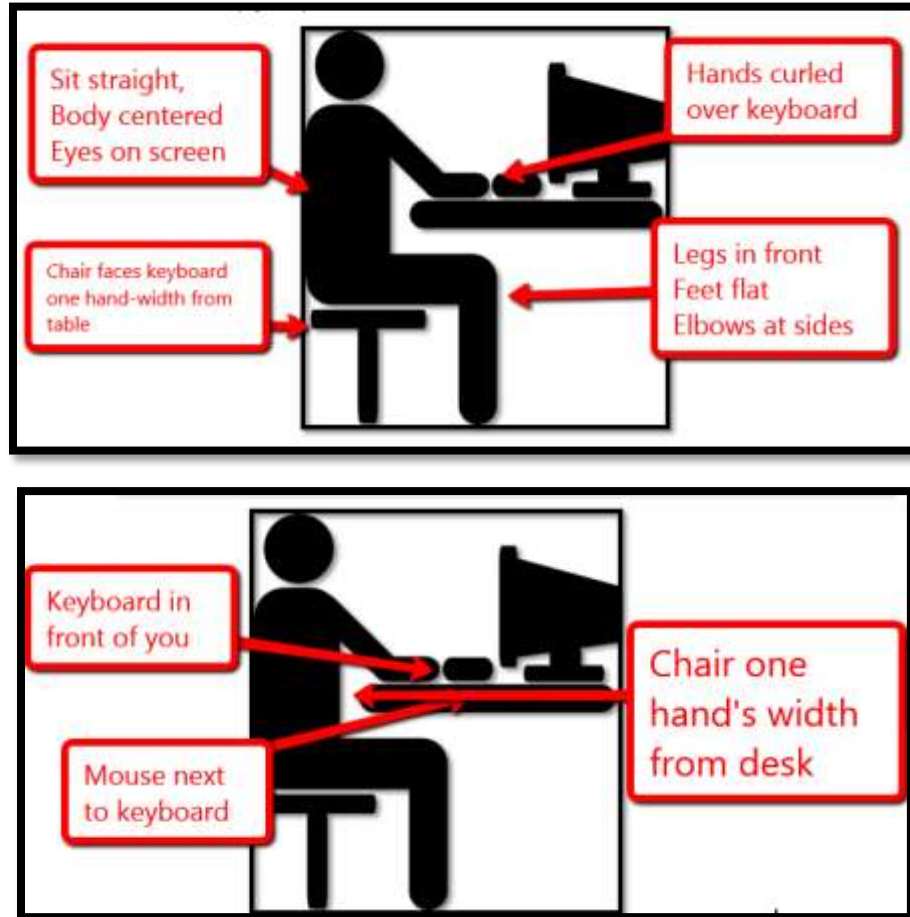
Figure 13—Computer lab rules



Discuss **digital citizenship**. You'll cover it later this year and discuss it every time students use the internet. If you want more depth, see [K-8 Digital Citizenship curriculum \(http://bit.ly/1JgKioZ\)](http://bit.ly/1JgKioZ), a companion to this curriculum. Remind students any time they visit the internet, they do so safely and legally.

Have students sit at their stations as though they were using the computer. Review posture and position (*Figure 14a* and *Figure 14b*):

*Figure 14a—Keyboarding posture; 14b—position*



Open the class internet start page on the class screen (read “**Which Class Internet Start Page is Best**” article at the end of the lesson). This is where students find websites to be used during the current week, bundles of themed websites, and more. Do students remember it from last year?

With whatever time is left, have students visit these websites:

- [Computer basics \(http://www.abcya.com/input\\_output.htm\)](http://www.abcya.com/input_output.htm)
- [Computer Insides \(http://bit.ly/1I2HDxU\)](http://bit.ly/1I2HDxU)
- [Computer puzzle \(http://bit.ly/1D3jTgg\)](http://bit.ly/1D3jTgg)
- [Find the Technology \(http://bit.ly/1qXaw7V\)](http://bit.ly/1qXaw7V)

For more on teaching tech, see the articles at the end of the lesson, “**6 Tech Best Practices for New Teachers**” and “**Do You Make These 9 Mistakes?**”



**Class exit ticket:** *Load a poll on the class screen where students click their answer to ‘How I used tech this summer’ as they leave class. You can use PollDaddy (<http://polldaddy.com>) or Google Forms.*

### Differentiation

- Add a field trip to the server room-- open up the ceiling and track all the cables from various classrooms back to the switches and servers, and then to the modem.
- We often suggest discussing issues with students. This is part of an inquiry-based classroom. For more on that, check “**10 Ways to be an Inquiry-based Teacher**” at the end of this lesson.
- Consider parents full-fledged stakeholders in 1<sup>st</sup> graders’ tech education. For more on that, read “**What Parents Should Know About Computers and the Internet**” at end of this lesson.
- If this lesson doesn’t work for students, use one from [How to Jumpstart the Inquiry-based Classroom](#). It has 5 projects aligned with curriculum.

**Computing**—the art of calculating how much time you wasted and money you spent in a doomed attempt to master a machine with a mind of its own.



---

---

---

---

---

---

---

---

Article 1 "21<sup>st</sup> Century Lesson Plan"

## **21<sup>st</sup> Century Lesson Plan**

Technology and the connected world put a fork in the old model of teaching—teacher in front of the class, sage on the stage, students madly taking notes, textbooks opened to a particular chapter being reviewed, homework as worksheets based on the text, tests regurgitating important facts. Did I miss anything? This model is outdated **not because it didn't work** (many statistics show students ranked higher on global testing years ago than they do now), **but because the environment changed**. Our classrooms are more diverse.

Students are digital natives, already in the habit of learning via technology. The 'college and career' students are preparing for is different so the education model must be different.



Preparing for this new environment requires radical changes in teacher lesson plans. Here are seventeen concepts you'll want to include in your preparation:

1. Students are graduating from high school unable to work in the [jobs that are available](#). It's the teacher's responsibility to insure students **learn over-arching concepts** such as how to speak to a group, how to listen effectively, how to think critically, and how to solve problems. The vehicle for teaching these ideas is history, science, literature, but they aren't the goal.
2. To focus on the over-arching concepts above, make learning **platform-neutral**. For example, when teaching spreadsheets, make the software or online tools a vehicle for practicing critical thinking, data analysis, and evidence-based learning, not for learning one brand of software or a particular spreadsheet tool. Besides, what you use at school may not be what students have at home. You don't want students to conflate your lessons with 'something done at school'. You want them to apply them to their life.
3. **Morph the purpose from 'knowing' to 'understanding'**. Teach the process, not a skill. Students should understand why they select a particular tool, not just how to use it. Why use a slideshow instead of a word processing program? Or a spreadsheet instead of a slideshow? Expect students to be critical thinkers, not passive learners.
4. **Transfer of knowledge is critical**. What students learn in one class is applied to all classes (where relevant). For example, *word study* is no longer about memorizing vocabulary, but knowing how to decode unknown academic and domain-specific words using affixes, roots, and context.
5. **Collaboration and sharing** is part of what students learn. They help each other by reviewing and commenting on projects before submittal to the teacher (GAFE makes that easy). The definition of 'project' itself has changed from 'shiny perfect student work' to *review-edit-rewrite-submit*. You grade them on all four steps, not just the last one. This makes a lot of sense—who gets it right the first time? I rewrote this article at least three times before submitting. Why expect differently from students? **Plus:** No longer do students submit a project that only the teacher sees (and then a few are posted on classroom bulletin boards). Now, it is shared with all classmates, so all benefit from every student's work.
6. **Self-help methods** are provided and you expect students to use them. This includes online dictionaries and thesauruses, how-to videos, and access to teacher assistance outside of class. These are available

- 24/7 for students, not just during classroom hours. This happens via online videos, taped class sessions, the class website, and downloadable materials so students don't worry that they 'left it in their desk'.
7. **Teachers are transparent** with parents. You let them know what's going on in the classroom, welcome their questions and visits, communicate often via email or blogs when it's convenient for them. That doesn't mean you're on duty around the clock. It means you differentiate for the needs of your parents. Your Admin understands that change by providing extended lunch hours, compensatory time off, or subs when you're fulfilling this responsibility.
  8. **Failure is a learning tool.** Assessments aren't about 'getting everything right' but about making progress toward the goal of preparing for life
  9. **Differentiation is the norm.** You allow different approaches as long as students achieve the Big Idea or answer the Essential Question. You aren't the only one to come up with these varied approaches—students know what works best for their learning and present it to you as an option.
  10. The **textbook is a resource**, supplemented by a panoply of books, primary documents, online sites, experts, Skype chats, and anything else that supports the topic. This information doesn't always agree on a conclusion. Students use habits of mind like critical thinking, deep learning, and evidence-based decisions to decide on the right answers.
  11. The **lesson plan changes from the first day to the last**—and that's OK. It is adapted to student needs, interests, and hurdles that arise as it unfolds, while staying true to its essential question and big idea.
  12. **Assessment** includes a quiz or test, but it also judges the student's transfer of knowledge from other classes, their tenacity in digging into the topic, their participation in classroom discussions, and more.
  13. **Vocabulary is integrated into lessons**, not a stand-alone topic. Students are expected to decode words in class materials that they don't understand by using quickly-accessed online vocabulary tools, or deriving meaning from affixes, roots, and context.
  14. **Problem solving is integral** to learning, not a stressful event. It's viewed as a life skill. Who doesn't have problems every day that must be solved? Students are expected to attempt a solution using tools at their disposal (such as prior knowledge, classmates, and classroom resources) before asking for help.
  15. **Digital citizenship is taught**, modeled and enforced in every lesson, every day, and every classroom. It's no longer something covered in the 'tech lab' because every class has as much potential for working online as offline. Every time the lesson plan calls for an online tool or research using a search engine or a YouTube video, teachers review/remind/teach how to visit the online neighborhood safely. It's frightening how students blithely follow weblinks to places most parents wouldn't allow their child to visit in their neighborhood. Just as students have learned how to survive in a physical community of strangers, they must learn to do the same in a digital neighborhood.
  16. **Keyboarding skills are granular.** They aren't used only in the computer lab, but in every class students take. If students are using iPads, Chromebooks, laptops, or desktops for learning, they are using keyboarding—which means they must know how to do so efficiently, quickly, and stresslessly. Since keyboarding benefits all classes, all teachers—including the librarian—become partners in this effort. I go into classrooms and show students the broad strokes; the teacher reinforces it every time the student sits down at the computer.
  17. **Play is the new teaching.** It is a well-accepted concept for preschoolers and has made a successful leap to the classroom, relabeled as 'gamification'. Use the power of games to draw students into learning and encourage them to build on their own interests. Popular games in the classroom include Minecraft, Mission US, Scratch, and others on [this list](#). If your school is new to this concept, clear it with admin first and be prepared to support your case.

## **Habits of Mind vs. Common Core vs. IB**

Pedagogic experts have spent an enormous amount of time attempting to unravel the definition of 'educated'. It used to be the 3 R's—reading, writing, and 'rithmetic. The problem with that metric is that, in the fullness of time, those who excelled in the three areas weren't necessarily the ones who succeeded. As long ago as the early 1900's, Teddy Roosevelt warned:

*"C students rule the world."*

It's the kids without their nose in a book that notice the world around them, make connections, and learn natively. They excel at activities that aren't the result of a GPA and an Ivy League college. Their motivation is often failure, and taking the wrong path again and again. As Thomas Edison said:

*"I have not failed. I've just found 10,000 ways that won't work."*

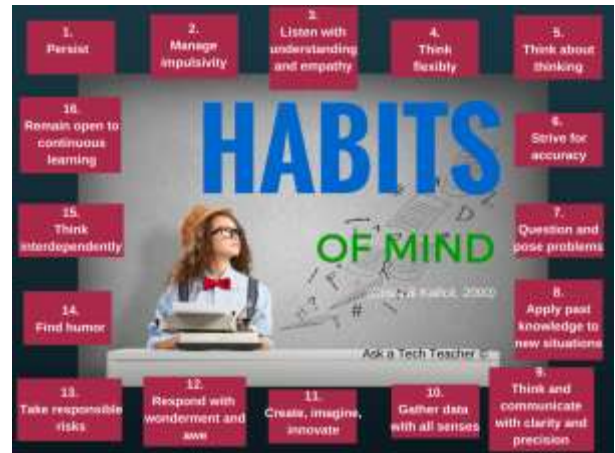
Microsoft founder, Bill Gates, and Albert Einstein are poster children for that approach. Both became change agents in their fields despite following a non-traditional path.

In the face of mounting evidence, education experts accepted a prescriptive fact: student success is not measured by milestones like 'took a foreign language in fifth grade' or 'passed Algebra in high school' but by how s/he thinks. One curated list of cerebral skills that has become an education buzz word is Arthur L. Costa and Bena Kallick's list of sixteen what they call [Habits of Mind](#) (Copyright ©2000):

- |   |   |
|---|---|
| 1. <i>Persisting</i>                                | 9. <i>Thinking and Communicating with Clarity and Precision</i> |
| 2. <i>Managing impulsivity</i>                      | 10. <i>Gathering Data through All Senses</i>                    |
| 3. <i>Listening with Understanding and Empathy</i>  | 11. <i>Creating, Imagining, Innovating</i>                      |
| 4. <i>Thinking Flexibly</i>                         | 12. <i>Responding with Wonderment and Awe</i>                   |
| 5. <i>Thinking about Thinking</i>                   | 13. <i>Taking Responsible Risks</i>                             |
| 6. <i>Striving for Accuracy</i>                     | 14. <i>Finding Humor</i>  |
| 7. <i>Questioning and Posing Problems</i>           | 15. <i>Thinking Interdependently</i>                            |
| 8. <i>Applying Past Knowledge to New Situations</i> | 16. <i>Remaining Open to Continuous Learning</i>                |

Together, these promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.

But they're not new. They share the same goals with at least three other widely-used education systems: 1) Common Core (as close as America gets to national standards), 2) the International Baccalaureate (IB) program (a well-regarded international curriculum, much more popular outside the



US than within), and 3) good ol' common sense. Below, I've listed each Habit of Mind with a brief explanation of what that means (in italics). I then point out connections to Common Core, the IB Program, and the common sense your grandma shared with you. The result is a compelling argument that education is less a data download and more a fitness program for our brains.

## Persisting

*Stick with a problem, even when it's difficult and seems hopeless.*

Winston Churchill said, "Never, never, in nothing great or small, large or petty, never give in..." The same decade, Albert Einstein said:

*"It's not that I'm so smart, it's just that I stay with problems longer."*

The Common Core is not a curriculum, rather a collection of forty-one overarching Standards in reading, writing, language, math, and speaking/listening that shape a student's quest for college and career. Sprinkled throughout are fundamental traits that go beyond the 3R's and delve deeply into the ability of a student to think. The math standards require students learn to 'persevere in solving problems'.

The IB Program has twelve attitudes that are fundamental to every learner: *appreciation, empathy, commitment, enthusiasm, confidence, independence, cooperation, integrity, creativity, respect, curiosity, and tolerance*. Students exhibiting the attitude of commitment persist in their own learning, persevere no matter the difficulties.

## Managing Impulsivity

*Consider options. Think before speaking.*

Among his endless words of wisdom, Benjamin Franklin said:

*"It is easier to suppress the first desire than to satisfy all that follow it."*

Common Core Standards tell us to 'Use appropriate tools strategically'.

Besides the twelve attitudes listed above, the IB Program names ten traits that profile a learner: *inquirer, knowledgeable, thinker, communicator, principle, open-minded, caring, a risk-taker, balanced, and reflective*. Students who are reflective give thoughtful consideration before acting.

***For the rest of the article, click <http://wp.me/pZUgb-coJ>***





Article 3 “Which Class Internet Start Page is Best”

## Which Class Internet Start Page is Best?

The internet is unavoidable in education. Students go there to research, access homework, check grades, and a whole lot more. As a teacher, you do your best to make it a friendly, intuitive, and safe place to visit, but it's challenging. Students arrive there by iPads, smartphones, links from classroom teachers, suggestions from friends—the routes are endless. The best way to keep the internet experience safe is to catch users right at the front door, on that first click.



How do you do that? By creating a **class internet start page**. Clicking the internet icon opens the World Wide Web to a default page. Never take your device's default because there's no guarantee it's G-rated enough for a typical classroom environment. Through the 'settings' function on your browser, enter the address of a page you've designed as a portal to all school internet activity, called an 'internet start page'. Sure, this takes some time to set-up and maintain, but it saves more than that in student frustration, lesson prep time, and the angst parents feel about their children entering the virtual world by themselves. They aren't. You're there, through this page. Parents can save the link to their home digital device and let students access any resources on it, with the confidence of knowing you've curated everything.

In searching for the perfect internet start page, I wanted one that:

- *quickly differentiates for different grades*
- *is intuitive for even the youngest to find their page*
- *is customizable across tabbed pages to satisfy changing needs*
- *presents a visual and playful interface to make students want to go there rather than find work-arounds (a favorite hobby of older students)*
- *includes an immediately visible calendar of events*
- *hosts videos of class events*
- *provides collaborative walls like Padlet*
- *includes other interactive widgets to excite students about technology*

Here are four I looked at:

### **Symbaloo**

A logo-based website curation tool with surprising flexibility in how links are collected and displayed. It's hugely popular with educators because collections are highly-visual and easy to access and use. Plus, Symbaloo collections made by one teacher can be shared with the community, making link collections that much easier to curate.

The downside: Links are about all you can collect on Symbaloo.

### **Only2Clicks**

Great for youngsters with their big bold buttons, colorful interface.

The downside: Too often, I have technical glitches as I try to set up collections. Maybe it's just me.

Another downside: Like Symbaloo, Only2Clicks is focused mostly on link curation. If I want to add widgets, I have to select from their list. With kids, no matter how comprehensive the list, it misses the one I really really need.

### **Ustart**

Offers a good collection of useful webtools for students including links, news, calendar, notes, even weather. It provides tabs for arranging themed collections (like classes) and is intuitive to set up and use. It even includes options for embeddable widgets like Padlet. This is the closest to what I needed of all three.

Overall: This is a good alternative to the one I selected.

### **Protopage**

Protopage did everything on my list. It's flexible, customizable, intuitive, and quick to use with a scalable interface that can be adjusted to my needs (2-5 columns, resize boxes, drag widgets between tabs—that sort). I set up a separate tab for each grade (or you can set up tabs for subjects). The amount of tabs is limited only by space on the top toolbar. Resources included on each tab can be curated exactly as you need. Mine includes:

- *oft-used websites*
- *themed collections of websites*
- *a To Do list*
- *an interactive map*
- *a calculator*
- *a calendar of events*
- *edit-in-place sticky notes*
- *pictures of interest*
- *rss feeds of interest*
- *weather*
- *news*
- *widget for polling the class (Padlet)*

In addition, the Protopage folks are helpful. Whenever I have a problem (which is rare), they fix it quickly. If you're looking for more details on how to set up a Protopage start page, here's a [longish video](https://youtu.be/h5GQeva4zGU) with lots of details on setting up your Protopage internet start page (<https://youtu.be/h5GQeva4zGU>).



Article 4 "6 Tech Best Practices for New Teachers"

## **6 Tech Best Practices for New Teachers**

A study released last year by the [National Council on Teacher Quality](#) found that nearly half of the nation's teacher training programs failed to insure that their candidates were STEM-capable. That means new teachers must learn how to teach science, technology, engineering and math on-the-job. Knowing that, there are six Best Practices teachers in the trenches suggest for integrating technology into classroom instruction:



### **Digital Citizenship**

Many schools now provide digital devices for students, often a Chromebook or an iPad. Both are great devices, but represent a sea change from the Macs and PCs that have traditionally been the device-of-choice in education. While I could spend this entire article on that topic, one seminal difference stands out: Where PCs and Macs could be used as a closed system via software, materials saved to the local drive, and native tools, Chromebooks and iPads access the internet for everything (with a few exceptions) be it learning, publishing, sharing, collaborating, or grading. There's no longer an option to hide students from the online world, what is considered by many parents a dangerous place their children should avoid. In cyberspace, students are confronted often—if not daily—with questions regarding cyberbullying, digital privacy, digital footprints, plagiarism, and more.

The question is: **Who's teaching students how to thrive in this brave new world?** Before you move on to the next paragraph, think about that in your circumstance. Can you point to the person responsible for turning your students into good digital citizens? When second grade students use the internet to research a topic, do they know how to do that safely and legally?

When asked, most educators shrug and point at someone else. But it turns out too often, no one is tasked with providing that knowledge.

The answer to *who's responsible*: Everyone's responsible, starting with you, the New Teacher. Adopt this topic as your own, blend it into your teaching. Don't assume students know until they provide evidence of that.

### **Problem Solving**

Lots of new teachers are intimidated by technology in their classrooms. Besides so many digital tools—how does anyone stay up to date on them—there's a worse problem: What happens when something doesn't work? Waiting for the school's IT folks can quickly derail a tech-infused lesson.

New teachers need to learn rudimentary tech troubleshooting like these [25 common problems](#), and then teach them to students. It shouldn't be a stand-alone lesson, rather teach it organically as it arises in class. When a student's headphones don't work, figure out how to solve it as a class. When a website freezes, show how to unfreeze and then move on with the lesson. Once a problem is solved, ask students to retain that knowledge, transfer it to other classes, and teach their friends. Surprisingly quickly, students will no longer be slowed down by tech problems. Sure, they'll happen, but everyone will know the solution.

### **Keyboarding**

PARCC and SBAC may have convinced many educators that keyboarding is a critical, granular skill, but it can't be taught by a once-a-week tech lab session of 10-15 minutes. Think how often keyboarding is part of student

work—entering website addresses, adding comments to blogs, typing docs into GAFE, and taking online assessments. All of these require keyboarding skills, yet no one is responsible for teaching them.

Students who can keyboard well blossom. Those who can't—well, you know. Teaching keyboarding requires two steps: 1) an overarching curriculum map of what to teach when, and 2) reinforcement every time students sit at the computer. No matter the class, that teacher—be s/he history, literacy, social studies, math, reading, writing, or tech—reminds students of the right way to keyboard. It adds minutes to her teaching and saves students hours as practice and skill eventually (by about 4th grade) allows their typing fingers to keep pace with their thinking brain.

As the New Teacher, set the example. Blend keyboarding training into your lesson plans.

### **Vocabulary**

An important part of succeeding in core classes is understanding the language. Common Core has three levels of vocabulary:

- *basic*
- *academic*
- *domain-specific*

Current best practices embrace students **learning by using**. This isn't accomplished with memorized word lists. Instead, when students uncover unknown words, they decode them and then use them throughout the lesson. This is accomplished by addressing basic and academic vocabulary across all subjects, whether students are in history, science, math, or reading. Every digital device should be preloaded with instantly-available age-appropriate dictionaries that allow students to quickly research a word almost without leaving the academic topic.

### **Tenacity**

Try, fail, try again. A lot of learning is accomplished by failure. Make this a strategy in the classroom. No longer have students submit a final project and get a grade. Instead, recognize Common Core's plan-revise-edit-rewrite as a flexible learning path that is both practical and transformative. This isn't just for writing, though. Use it for all projects—a science poster, a history magazine, and math homework. Always give students the opportunity to edit and resubmit work that's granular to their learning.

### **Student Choice**

You teach the Big Idea; let students pick how they share their learning. You make an effort to teach using as many of the multiple intelligences as possible—audio, visual, tactile, kinesthetic, logical, or linguistic. Let students pick which approach best serves them in conveying what they've learned. They might write a report, share a movie, add music and color, draw a picture, or build an infographic. Introduce this wide variety of options early in the school year and make them available for as many assessments as possible.

These six topics integrate technology—a tool students want to use—into everything, making your teaching authentic, scalable, motivating, and rigorous.

## **10 Ways to be an Inquiry-based Teacher**

It's hard to run an inquiry-based classroom. Don't go into this teaching style thinking all you do is ask questions and observe answers. You have to listen with all of your senses, pause and respond to what you heard (not what you wanted to hear), keep your eye on the Big Ideas as you facilitate learning, value everyone's contribution, be aware of the energy of the class and step in when needed, step aside when required. You aren't a Teacher, rather a guide. You and the class move from question to knowledge together.



Because everyone learns differently.

Where your teacher credential classes taught you to use a textbook, now it's one of many resources. Sure, it nicely organizes knowledge week-by-week, but in an inquiry-based classroom, you may know where you're going, but not quite how you'll get there—and that's a good thing. You are no longer your mother's teacher who stood in front of rows of students and pointed to the blackboard. You operate well outside your teaching comfort zone as you try out a flipped classroom and the gamification of education and are thrilled with the results.

And then there's the issue of assessment. What students accomplish can no longer neatly be summed up by a multiple choice test. When you review what you thought would assess learning (back when you designed the unit), none measure the organic conversations the class had about deep subjects, the risk-taking they engaged in to arrive at answers, the authentic knowledge transfer that popped up independently of your class time. You realize you must open your mind to learning that occurred that you never taught—never saw coming in the weeks you stood amongst your students guiding their education.

Let me digress. I visited the Soviet Union (back when it was one nation) and dropped in on a classroom where students were inculcated with how things must be done. It was a polite, respectful, ordered experience, but without cerebral energy, replete of enthusiasm for the joy of learning, and lacking the wow factor of students independently figuring out how to do something. Seeing the end of that powerful nation, I arrived at different conclusions than the politicians and the economists. I saw a nation starved to death for creativity. Without that ethereal trait, learning didn't transfer. Without transfer, life required increasingly more scaffolding and prompting until it collapsed in on itself like a hollowed out orange.

So how do you create the inquiry-based classroom? Here's advice from a few of my efriend teachers:

1. *ask open-ended questions and be open-minded about conclusions*
2. *provide hands-on experiences*
3. *use groups to foster learning*
4. *encourage self-paced learning. Be open to the student who learns less but deeper as much as the student who learns a wider breadth*
5. *differentiate instruction. Everyone learns in their own way*
6. *look for evidence of learning in unusual places. It may be from the child with his/her hand up, but it may also be from the learner who teaches mom how to use email*
7. *understand 'assessment' comes in many shapes. It may be a summative quiz, a formative simulation, a rubric, or a game that requires knowledge to succeed. It may be anecdotal or peer-to-peer. Whatever approach shows students are transferring knowledge from your classroom to life is a legitimate assessment*
8. *be flexible. Class won't always (probably never) go as your mind's eye saw it. That's OK. Learn with students. Observe their progress and adapt to their path.*
9. *give up the idea that teaching requires control. Refer to #8—Be flexible*
10. *facilitate student learning in a way that works for them. Trust that they will come up with the questions required to reach the Big Ideas*

In the end, know that inquiry-based teaching is not about learning for the moment. You're creating life-long learners, the individuals who will solve the world's problems in ten years. Your job is to ensure they are ready.

*Article 6: What Parents Should Know About Computers and Internet*

## **What Parents Should Know About Computers and Internet**

After fifteen years teaching tech in a classroom and online, I can tell you without a doubt that educating your child can be done more efficiently and with better results by **using technology to extend their scholastic reach**. Why?

- *Research is more productive. Students find information they want from home or the library on the topic being covered.*
- *Communication is easier using collaborative tools like [wikis](#), [Google Tools](#). Multiple students can work on a project at once, and then embed the result into a digital portfolio.*
- *Web tools like [Twitter can teach writing skills](#) in ways kids will hear.*



So how do you make sure your child's internet experience is positive? Here are a few simple rules to help you maneuver that minefield:

- Youngsters should go on the internet only around you until they're mature enough to understand the concept of pulsing, sparkly ads. That's fifth grade, maybe Middle School. When they get distracted, be there to rein them in. Explain what happened and how to not let it repeat in the future. Show them the Back button that will return them to the screen they came from. Show them what ads look like on their favorite pages so they know what to avoid.
- Have a collection of ad-free child-friendly websites like [Starfall](#) for reading, and [Zoopz](#) and [Game Goo](#) for logical thinking. I try to offer only ad-free sites in the classroom, but they're hard to find. These three are exceptional.
- Filter internet sites. I never recommend unlimited internet access for any age.
- If your child has been online without you (because you considered them mature enough), don't be afraid to check history to see where they went. You're not spying; you're making sure everything is OK.
- Don't worry that your child will physically break the computer or delete an important program. It's harder than you think to mess up a computer. I have twenty-six in my lab and it's rare that students have forced me to reformat a drive (what you must do if the computer gets really messed up).
- As you see which sites your child likes to visit, put them on Favorites or an [internet start page](#). At some point, you can allow them to access any websites on either. They'll appreciate knowing these websites are safe. Do continue to supervise. They still could have pop-ups or links to dangerous locations.

*Article 7: Do You Make These 9 Mistakes*

## **Do You Make These 9 Mistakes?**

...with your students/child's computer education?

1. Show how to do something rather than allowing her/him to discover
2. Do for them rather than let them do it
3. Say 'no' too often (or the other enthusiasm-killer, Don't touch!)
4. Don't take them seriously
5. Take technology too seriously. It's a tool, meant to make life easier. Nothing more.
6. Underestimate their abilities
7. Over-estimate their abilities
8. Give up too quickly
9. Think there's only one way to do stuff on the computer



I promise—none of these are necessary to thrive in technology. Children walk in the classroom loving learning. They can't break most computer parts. They *want* to try things out and do it themselves.

Let them. They may discover a Better Mousetrap.

After fifteen years, I still learn from my students. Children are serious about having fun. It's one of their jobs. Technology is how they do this. Feel free to join them. You'll be surprised how much they know.

But, sometimes, they need help. Offer it with a guiding hand.



## Lesson #4 Symbols

Vocabulary	Problem solving	Skills
<ul style="list-style-type: none"> <li>'X'</li> <li>Click</li> <li>Double-click</li> <li>File folder</li> <li>Monitor</li> <li>Mouse</li> <li>Network</li> <li>Power button</li> <li>Right-click</li> <li>Shift key</li> <li>Symbol</li> </ul>	<ul style="list-style-type: none"> <li>Double-click doesn't work (push enter)</li> <li>I can't read (can you identify the symbol?)</li> <li>Why must my name be in file name?</li> <li>Greeting didn't fit? Discuss the importance of layout and planning with students—map out a drawing before committing.</li> <li>Drawing program won't allow saving? Take a screen shot and save</li> </ul>	<p style="text-align: center;"><b><u>New</u></b></p> <p style="text-align: center;">Symbols Pre-word processing</p> <p style="text-align: center;"><b><u>Scaffolded</u></b></p> <p style="text-align: center;">Hardware problems Problem solving Computer care Drawing program Saving work Pre-keyboarding</p>
<b><u>Academic Applications</u></b> Math, art	<b><u>Materials Required</u></b> Internet, drawing software, keyboarding program, student workbooks (if using)	<b><u>Standards</u></b> CCSS: St. for Math.Pr #2 NETS: 3a, 6a

### Essential Question

*How do symbols help share ideas faster and more efficiently?*

### Big Idea

*Communicate information and ideas effectively to multiple audiences using symbols and texts*

### Teacher Preparation

- Check with grade level team on math symbols students know.
- Have parent helpers (if possible) on early tech lessons.
- Know which tasks weren't completed last week and whether they are necessary to move forward.
- Integrate domain-specific tech vocabulary into lesson.
- Know whether you need extra time to complete this lesson with your student group.

### Assessment Strategies

- Anecdotal observation
- Completed warm-up and exit ticket
- Completed project
- Understood purpose of symbols
- Joined class conversations
- [tried to] solve own problems
- Made decisions that followed class rules
- Left room as s/he found it
- Higher order thinking: analysis, evaluation, synthesis
- Habits of mind observed

## Steps

**Time required:** 45 minutes in one sitting or spread throughout the week

**Class warm-up:** Keyboard on typing tool used in class. Use good habits.

\_\_\_\_\_ Review problems associated with hardware. Students should start to feel comfortable with basic hardware problem solving.

\_\_\_\_\_ Review care and feeding of computer:

- No food or drink around the digital device.

- *No banging on the keyboard.*
- *No touching other students' mouse, keyboard, or screen. Help them with words.*

Open drawing program used in your school (KidPix, Paint, Pixie, TuxPaint, or an online program like ABCYaPaint—Google names for website addresses if necessary). Assist students as needed. Since this is the program students used last year, expect them to transfer that knowledge to this year.

If you're an iPad class, try [KidPix Deluxe](http://apple.co/1LecACE) (fee—<http://apple.co/1LecACE>) or any drawing app that allows text and drawing (like [Wixie](http://apple.co/1MY83Gr) if you use Pixie — <http://apple.co/1MY83Gr>).

Students do much digital drawing in first grade and get better at it each time.

Refrain from jumping in to help when they seem stuck. A lot of learning is accomplished by trying-failing-trying again. If you have parent helpers, let them know this strategy.

Remind students of the pictures they drew in Kindergarten—(if you used the SL curriculum) (*Figures 32a-b*).

*Figure 15a-b—Kindergarten drawings with text*



What symbols are represented in these? Discuss the idea a picture is worth a thousand words. What does that mean? How does a picture symbolize words and thoughts?

Discuss some 'symbols' students are familiar with—icons, tools, signs, etc. Look at *Figures 33a-c*. Which puppy looks happy? Sad? Why?

*Figure 16a-c—Symbols to be interpreted*



- *color*
- *setting*
- *eyes*
- *the ears and tail*
- *cocked head*
- *stance*
- *tears*

- \_\_\_\_\_ Does a dog wagging his tail symbolize *happy*? Does an animal hanging its head symbolize *sad*?
- \_\_\_\_\_ If you add text (*Figure 33c*), does that make it clearer? Is it necessary?
- \_\_\_\_\_ What do the pictures in *Figures 34a-c* symbolize?

*Figure 17a-c—Varied symbols*



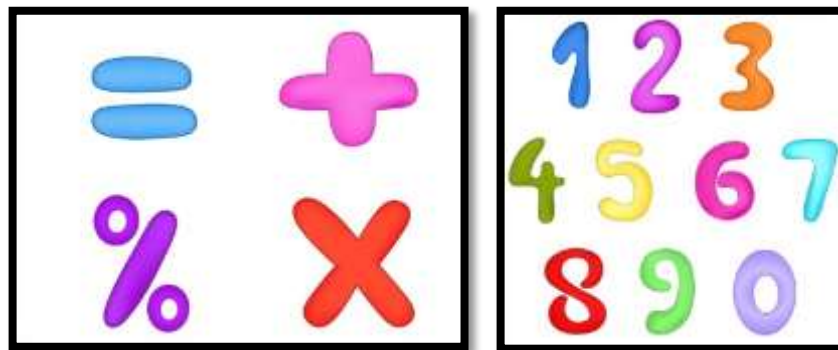
- \_\_\_\_\_ Discuss the tools on digital toolbars that symbolize the action to be taken (*Figure 35a* in ABCYaPaint and *Figure 35b* in KidPix):

*Figure 18a—ABCYaPaint toolbar; 35b—KidPix toolbar*



- \_\_\_\_\_ Discuss math signs (*Figure 36a*) and numbers (*Figure 36b*). How are these symbols? Why are 'numbers' symbols?

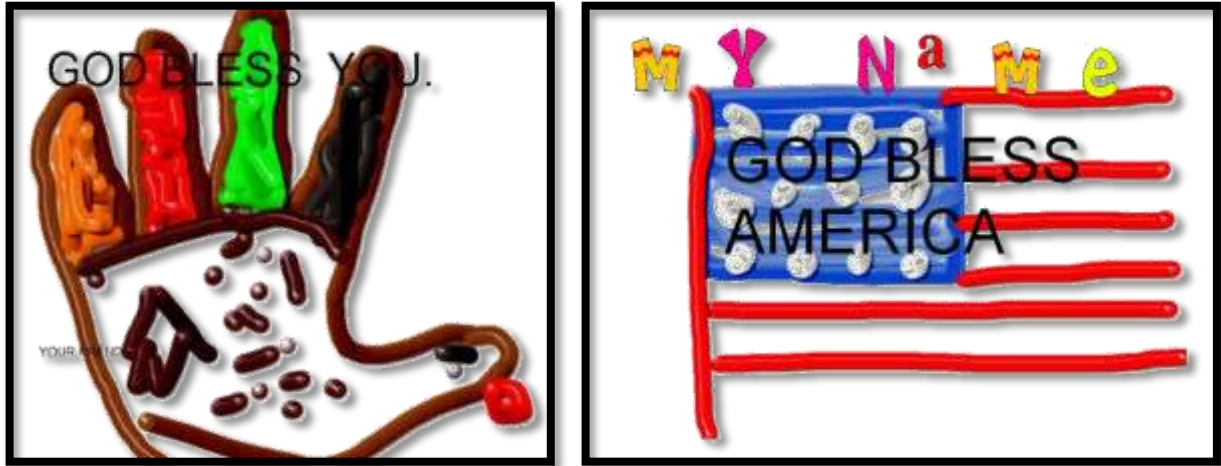
*Figure 19a—Math symbols; 36b—numbers symbols*



- \_\_\_\_\_ Students will draw a symbol that represents a theme you've suggested. Brainstorm for a list students can use. If necessary, students can practice one week, redo the next.

- \_\_\_\_\_ Open the drawing tool students use. Draw a symbol using paint or pencil tools. Use five colors.
- \_\_\_\_\_ Add student name.
- \_\_\_\_\_ Add a sentence or phrase (early word processing) explaining what the picture represents. Use CAPS LOCK to avoid worry about Shift+letter (or not—whatever fits best your student group). See *Figures 37a-b* for two examples.

Figure 20a-b—Drawing symbols



- \_\_\_\_\_ Print/publish/share with assistance as needed. Save to the student digital portfolio with student last name and project name.
- \_\_\_\_\_ Why is it important to put the student name in the file name? Demonstrate a search for student name. See how their files show up even if not saved right (i.e., under *My Documents* instead of digital portfolio)—as long as student saved it to a network-accessible location or a cloud-based folder. Putting a last name in file name makes it harder to lose their work.
- \_\_\_\_\_ Continually throughout class, check for understanding.

**Class exit ticket:** *Have neighbor verify student left their station as they found it.*



### Differentiation

- Add stamps and/or stickers themed to the symbol.
- Replace this lesson with Kindergarten lesson #4 Mouse Practice in [curriculum\\_extenders](http://www.structuredlearning.net/book/k-6-curriculum-extender/) (<http://www.structuredlearning.net/book/k-6-curriculum-extender/>)
- Replace this lesson with 1<sup>st</sup> Grade lesson #2 Brainstorm Ideas in [curriculum\\_extenders](http://www.structuredlearning.net/book/k-6-curriculum-extender/) (<http://www.structuredlearning.net/book/k-6-curriculum-extender/>).

## Lesson #18 Habitats

Vocabulary	Problem solving	Skills
<ul style="list-style-type: none"> <li>• Annotate</li> <li>• App extension</li> <li>• Background</li> <li>• Desktop</li> <li>• Export</li> <li>• Mashup</li> <li>• Screen</li> <li>• Screenshot</li> <li>• Simulation</li> <li>• Stamps</li> <li>• Text tool</li> <li>• Thumbnail</li> <li>• Toolbars</li> <li>• Tools</li> </ul>	<ul style="list-style-type: none"> <li>• My monitor doesn't work (wake up mouse, check power)</li> <li>• My computer doesn't work (check power, plug)</li> <li>• My volume doesn't work (check headphones and connection)</li> <li>• I can't find my file folder (are you logged in correctly)</li> <li>• I can't save my picture (take screenshot)</li> <li>• I pushed 'print screen' but it didn't work (ask for help)</li> <li>• I can't do the option selected (try a different one)</li> </ul>	<p style="text-align: center;"><b><u>New</u></b></p> <p style="text-align: center;">Annotate websites (if doing this option) Screenshot (if not done before)</p> <p style="text-align: center;"><b><u>Scaffolded</u></b></p> <p style="text-align: center;">Online art Keyboarding Digital citizenship</p>
<b>Academic Applications</b>	<b>Materials Required</b>	<b>Standards</b>
Science, writing, critical thinking	drawing program with backgrounds and stickers, habitat thumbnails in a file folder	CCSS: W.1.8 NETS: 2b, 3b

### Essential Question

*What kinds of plants and animals live in a habitat?*

### Big Idea

*Many different species of animals make homes in varied habitats*

### Teacher Preparation

- Talk with grade level team so you tie into their conversations about current inquiry (say, habitats).
- Have a folder of thumbnails that fit the inquiry you're connecting with available for students (if required for the drawing program you use).
- Integrate domain-specific tech vocabulary into lesson.
- Know which tasks weren't completed last week and whether they are necessary to move forward.
- Know whether you need extra time to complete this lesson with your student group.

### Assessment Strategies

- Anecdotal observation
- Completed warm-up, exit ticket
- Completed project
- Recalled information
- Joined class conversations
- [tried to] solve own problems
- Made decisions that followed class rules
- Left room as s/he found it
- Higher order thinking: analysis, evaluation, synthesis
- Habits of mind observed

## Steps

**Time required:** *45 minutes in one sitting or spread throughout the week with 30 minutes set aside for rainforest project*

**Class warm-up:** *Keyboard using class typing tool. Observe posture and good keyboarding habits (elbows at sides, feet flat on floor, and both hands on keyboard). Or, check mouse skills of neighbor.*



\_\_\_\_\_ Discuss life in the planet's varied habitats (or a topic that works well for your grade-level inquiry). What are these habitats? Why is life so different in each?

\_\_\_\_\_ Pick one of the three options below that works with a mashup of images, text, and webtools. Or pick several—whatever works best for your student group:

- *use a drawing tool*
- *annotate a website*
- *use a habitat simulation/game/website*

\_\_\_\_\_ These may be done individually or in small groups.

## Use a Drawing Tool

\_\_\_\_\_ Have students open drawing program as independently as possible (KidPix, TuxPaint, ABCYa Paint, or another option used in your school).

\_\_\_\_\_ If you're an iPad school, try:

- [StoryKit \(http://apple.co/P5v7ck\)](http://apple.co/P5v7ck) – Take a photo of the habitat student is interested in, then add the animals, text, even audio to discuss their place in that environ.
- [Chatterpix \(http://apple.co/1jBb2Yq\)](http://apple.co/1jBb2Yq) – Use a habitat picture and add voice overlay to discuss the characteristics

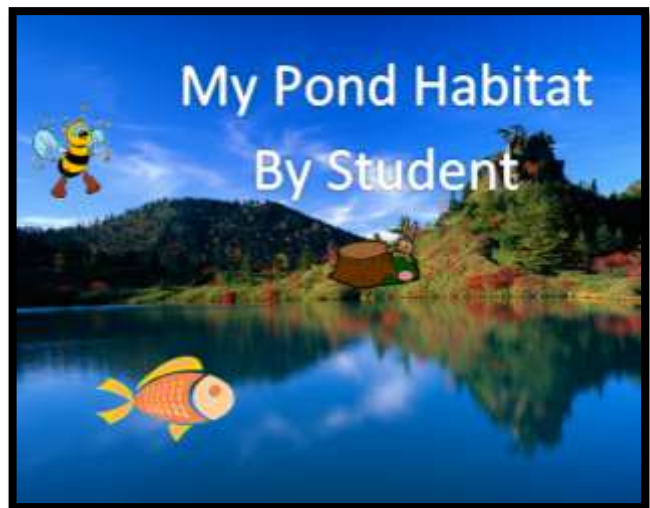
\_\_\_\_\_ If you're a Chromebook school, use a drawing website that allows a mix of text, backgrounds, images, and stickers. This will vary with your unique needs. Some you might like:

- [Sketchpad \(https://sketch.io/sketchpad/\)](https://sketch.io/sketchpad/)
- [ABCYa Paint \(http://www.abcya.com/abcya\\_paint.htm\)](http://www.abcya.com/abcya_paint.htm)

\_\_\_\_\_ Open the drawing tool used in your class. Either bring up a habitat background or add an image of the habitat student is using.

\_\_\_\_\_ Add title and student name with a text tool, similar to *Figures 105a-b*. Use a large font.

*Figure 21a-b—Use background and images*



\_\_\_\_\_ Demonstrate how to add stamps and stickers that support the topic. These may come from a collection native to the drawing tool (as is available in KidPix, Pixie and ABCYaPaint) or from file folders you provide with animals found in different habitats. Put these where students have

access from their digital device (for example, *Figure 106a* is a collection of folders on the school server; *Figure 106b* is one of the folders opened, so students can view the thumbnails). Show students how these are added to the background/image already in place.

*Figure 22a—Folders for thumbnails: 106b—exploded folder*



- \_\_\_\_\_ If inserting images from a different program, discuss this with students as a ‘mashup’ of digital tools. What’s a ‘mashup’ (using multiple digital tools to complete a project)?
- \_\_\_\_\_ When you demo placement of animals around the selected habitat, place several in the wrong place. Ask students to help you move them to their correct home. How do they know where these animals belong (learned it in class, read a book, watched a video)? Resize the stamp/sticker/image as needed. Don’t have more than five to a picture.
- \_\_\_\_\_ Observe student work and ask authentic questions about selections. Do they live where the student has put them? How do they know this?
- \_\_\_\_\_ When finished, export or save as is appropriate to the tool being used. Why would you export (if the file is saved in a format native only to the drawing tool)?
- \_\_\_\_\_ You might also take a screenshot of the completed image and save it to the student digital portfolio. This could work around the need for students to create website accounts, save to the website server, or get only a link to the completed image rather than the full project.
- \_\_\_\_\_ If students haven’t before used screenshots, take this opportunity to show them how to perform this skill and expect them to use it for this project.
- \_\_\_\_\_ Screenshot options depend upon your digital device:

- **Windows:** Snipping Tool
- **Chromebook:** hold down control key and press window switcher key
- **Mac:** Command Shift 3 for a full screenshot; Command Shift 4 for a partial
- **Surface tablet:** hold down volume and Windows button
- **iPad:** hold Home button and power button at same time
- **Online:** a screenshot tool like Jing, Nimbus, or Snagit

\_\_\_\_\_ Note: Any time you use the internet in your class, remind students how to do that safely and privately.

## Annotate a website

\_\_\_\_\_ This option is well-suited to Chromebooks. Here’s what you do:

- Have students find an image of the habitat they are interested in through a Google search or by using a trusted age-appropriate source.
- Take a screenshot with an app/extension available on your digital device. There are many options. We use *Nimbus* (<http://bit.ly/1Lwvh7K>) in Figure 107.
- Annotate the image with text, notes, arrows—whatever is available with the screenshot tool.

Students learn about habitats while using screenshots and annotation as an education tool.

Figure 107 is from PBS' *Jungle Journey* (<http://to.pbs.org/1h9He5L>).

When students finish the annotation, save to the student digital portfolio.

Note: Any time you use the internet in your class, start with a reminder of how to do that safely and privately.

Figure 23—Annotate a website



### Use a Habitat Simulation/Game/Website

Rather than drawing a habitat, students can construct one using a website simulation.

There are a variety of websites that enable students to build a habitat, and by doing that, learn the characteristics of that environ. Here are examples:



Figure 24a-c—Habitat websites



- [Build a Habitat](http://switchzoo.com/games/habitat.swf) (<http://switchzoo.com/games/habitat.swf>) – Figure 108a
- [Design a habitat](http://bit.ly/1serK5d) for a specific animal (<http://bit.ly/1serK5d>) – Figure 108b
- [Animal homes](http://bit.ly/1MOZG1r) (<http://bit.ly/1MOZG1r>) – Figure 108c
- [Habitat Game](http://bbc.in/TTBSkh) (<http://bbc.in/TTBSkh>)
- [Habitats—match them](http://bit.ly/1NwD45D) (<http://bit.ly/1NwD45D>)
- [Wolves changed the rivers](https://youtu.be/ysa5OBhXz-Q)—video on how re-introducing wolves to Yellowstone Park changed the rivers (<https://youtu.be/ysa5OBhXz-Q>)



\_\_\_\_\_ When done, take a screenshot of the completed image and save it to the student digital portfolio using one of the tools mentioned above.

\_\_\_\_\_ Note: Any time you use the internet, remind students how to do that safely and privately.

\_\_\_\_\_ Continually throughout class, check for understanding.

\_\_\_\_\_ Those who finish can visit websites from this lesson's three activities.

\_\_\_\_\_ **Note about end-of-class:** Do students turn monitors off so they don't have to figure out how to close down programs? Have students leave monitors on at the end of class. This will force them to learn the shut-down procedure used in your school.

**Class exit ticket:** *Have neighbor check drawing to insure rainforest animals are in the proper position.*



### Differentiation

- Let students pick the activity that works best for their learning style.
- Anytime you can inject tech into the class, do it! Students love seeing gadgets in action. For example—take a video of students completing a skill and upload to class website/blog/wiki.
- If this lesson doesn't work for students, use one from [How to Jumpstart the Inquiry-based Classroom](http://bit.ly/1FryFN8) (<http://bit.ly/1FryFN8>). It has 5 projects aligned with curriculum.

"If it's really a supercomputer, how come the bullets don't bounce off when I shoot it?"

# **CLASSROOM POSTERS**

1. 10 Steps to Become a Better Geek
2. 15 Ways to Get Your Geek On
3. Assume the Position
4. Backspace-Delete
5. Digital neighborhood
6. Digital online image law (reworded)
7. Here's what we've done
8. How to solve a problem
9. How to use an iPad
10. I can't find my file
11. Important keys
12. It takes 5 times...
13. K-5 Keyboarding Stages
14. Keyboarding Hints
15. Landscape
16. Mouse Control
17. Netiquette rules
18. Portrait
19. Save and save-as
20. Save early, save often
21. Select-Do
22. Undo is your friend
23. Use keyboard shortcuts
24. Want to use this image?





<b>Which book?</b>	<b>Price</b>
<i>K-8 Tech Textbook (each grade level—print, digital, or both)</i>	\$32.99/25.99//53.08 + p&h
<i>K-8 Student tech workbooks (with video, teacher manual)</i>	\$199 per grade level
<i>35 More Projects for K-6 (aligned w curriculum—digital only)</i>	\$31.99/25.99/52.18 + p&h
<i>55 Tech Projects—Volume I, II, or both (digital only)</i>	\$18.99/\$32.49 + p&h
<i>K-8 Keyboard Curriculum (print, digital, or both)</i>	\$25.99-\$64
<i>K-8 Student keyboarding wkbks (with video, teacher manual)</i>	\$199 per grade level
<i>K-8 Digital Citizenship Curriculum</i>	\$29.95/25.99/50.38 + p&h
<i>K-8 Common Core Lessons</i>	FREE-\$48.55 + p&h
<i>Pedagogic Articles</i>	\$6.99 (digital only)
<i>K-8 Tech Scope and Sequences (Word doc)</i>	\$9.99 each (digital only)
<i>Posters for the Tech Lab</i>	\$2.99 each (digital only)
<i>16 Holiday Projects</i>	\$4.99 (digital only)
<i>98 Tech Tips From Classroom</i>	\$9.99 (digital only)
<i>Classes (certificate and college credit)</i>	\$260-\$450
<i>Project-based learning (lesson plans)</i>	\$1.99 each on varied topics
<i>New Teacher Survival Kit (K-5)</i>	\$360 and up (+ p&h)
<i>New Teacher Survival Kit (K-6)</i>	\$380 and up (+ p&h)
<i>New Teacher Survival Kit (6-8)</i>	\$330 and up (+ p&h)
<i>Homeschool Tech Survival Kit</i>	Starts at \$99.00
<i>Bundles of lesson plans</i>	\$7.99 and up
<i>Mentoring (1 hr. at a time)</i>	\$50/hour and up
<i>Year-long tech curriculum help (via wiki)</i>	\$145
<i>Consulting/seminars/webinars</i>	Call or email for prices
<b>Total</b>	

**Fill out this form (prices subject to change).**

**Email [Zeke.rowe@structuredlearning.net](mailto:Zeke.rowe@structuredlearning.net).**

**Use PayPal, Amazon, TPT, pre-approved district PO**

**Questions? Contact Zeke Rowe**