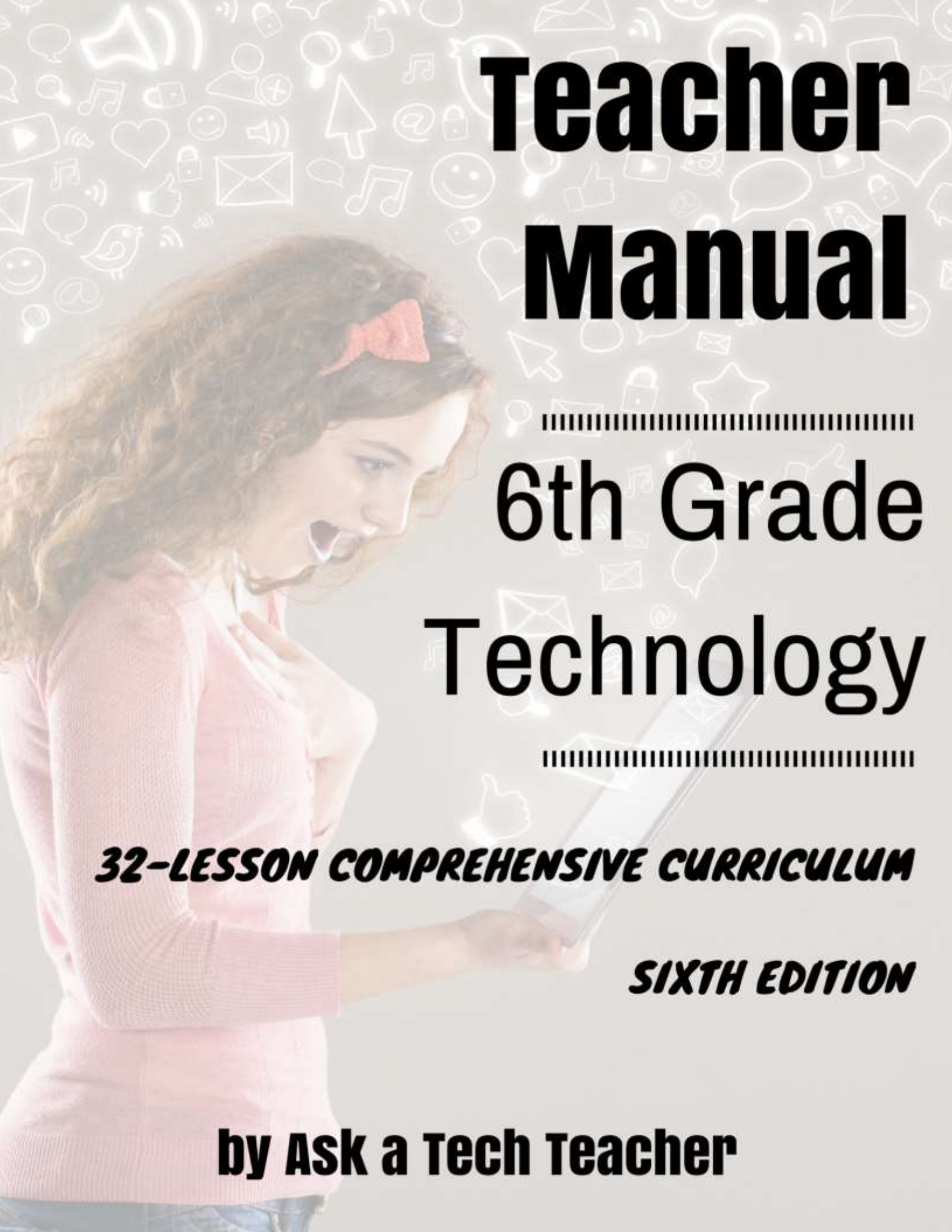

Teacher Manual

6th Grade Technology

32-LESSON COMPREHENSIVE CURRICULUM

SIXTH EDITION

by Ask a Tech Teacher

SIXTH GRADE TECHNOLOGY

32-LESSON COMPREHENSIVE CURRICULUM

SIXTH EDITION

Part Seven of the SL Technology Curriculum

Sixth Edition 2016
Visit the companion website at http://askatechteacher.com for more resources to teach technology

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Introduction

The educational paradigm has changed—again. Technology has become granular to learning, blended into educational standards from Kindergarten on, like these that expect students to:

- *demonstrate sufficient command of* ***keyboarding*** *to type at least three pages in a single sitting*
- ***evaluate different media*** *[print or digital]*
- ***gather information*** *from print/digital sources*
- *integrate and evaluate* ***information presented in diverse media*** *and formats*
- ***interpret information*** *presented visually, orally, or quantitatively [such as interactive Web pages]*
- *make* ***strategic use of digital media***
- *use* ***print/digital glossaries/dictionaries*** *…*
- *use information from* ***images and words in print/digital*** *text*
- *communicate with a* ***variety of media***
- ***use text features and search tools*** *(e.g., key words, sidebars,* ***hyperlinks****) to locate information*

But how is this taught?

With the nine-volume **Structured Learning Technology Curriculum**. Aligned with Common Core 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 skills 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.

For skills you don't know, visit our Help blog, AskATechTeacher.com. There's always someone there who can help.

"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

What's in the SL Technology Curriculum?

The SL Curriculum is project-based and collaborative, with wide-ranging opportunities for students to show their knowledge in the manner that fits their communication and learning style. Each grade level includes topics to be woven into 'most' 21st-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*

For more on this, see the article ***"4 Things Every Teacher Must Teach and How"*** at the end of Lesson 1.

Besides these four topics, 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 (3rd-8th only)*
- *posters to visually represent topics*
- *Scope and Sequence of skills taught*
- *step-by-step weekly lessons*

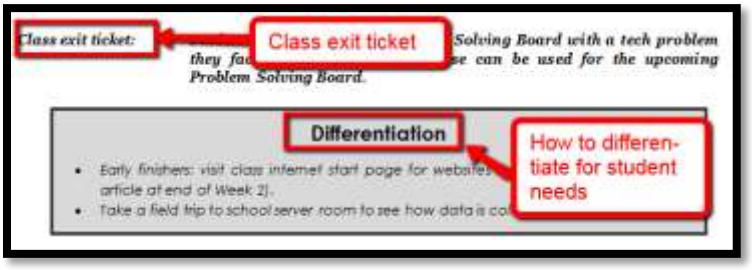
Each weekly lesson includes:

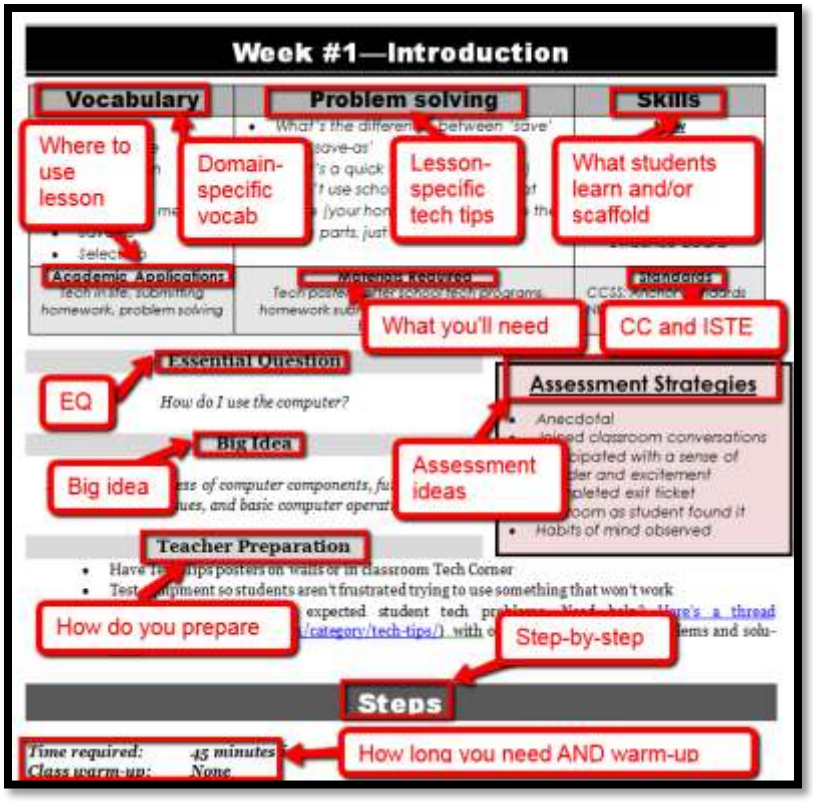
- *assessment strategies*
- *class warm-up and exit ticket*
- *Common Core and ISTE Standards*
- *differentiation strategies*
- *educational applications*
- *essential question and big idea*
- *examples, rubrics, images, printables*
- *homework (for students)*
- *materials/preparation required*
- *problem solving for lesson*
- *steps to accomplish goals*
- *supporting links*
- *time required to complete*
- *vocabulary used*

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. **BE AWARE:** Links die. If you find one that no longer works, contact 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.

Figure 1a-b shows what's at the beginning and end of each lesson:

Figure 1a-b--What's included in each lesson





What's New in the Sixth Edition?

A good tech curriculum is aligned with best practices, which means frequent updates. Consider 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 available across multiple platforms, multiple devices.*
- *Keyboarding skills are critical, especially to 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:

- *Lessons are now as likely to be used by any member of the **grade-level team**. You'll learn how to unpack the lesson regardless of which hat you wear.*
- *Ideas are provided to deliver lessons on all **popular digital**.*
- *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.*
- *Each lesson points out **academic applications** of technology.*
- ***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.*
- *Each grade-level curriculum includes **student workbooks** (sold separately).*
- *Each grade level has a **lesson on coding**.*

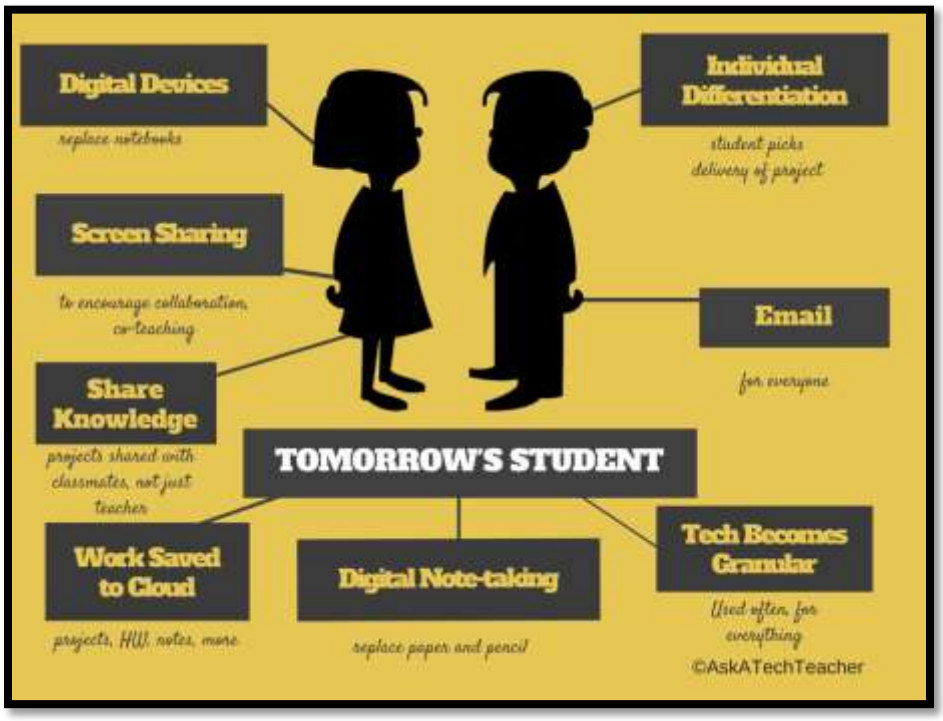
Programs Used

Programs used in this curriculum are dictated by the skill taught. Check each lesson to be sure you have the appropriate tools available in your classroom (Under 'Teacher Prep' and 'Materials Required').

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 2—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** (*Figure 2)* requires integration of technology and learning. We show you how.

How to Use This Book

You can use this curriculum on its own—as a teacher's manual—or in conjunction with the companion student workbooks (http://bit.ly/1M0hFix) (sold separately). Once you've selected the program, contact Zeke Rowe at 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 8th grade, students have a well-rounded tech toolkit that serves their learning needs and prepares them for college and/or career.

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. Here's how to use it:

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
K	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
1	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
2		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
3		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
4		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
5		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
6		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
7		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
8		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

- 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.

- If there are skills listed as covered prior years, confirm that was done. If they weren't (for whatever reason), when you reach lessons that require the skills, plan extra time.

Here are hints on using this curriculum:

- Don't be alarmed by the amount of material. There are 32 lessons—some take several weeks to complete--and 6 themes. Most lessons are stand-alones. Feel free to mix and match, pick what you want to cover. Lessons we highly recommend completing yearly are:

  - *#1 Introduction*
  - *#2 Digital Tools*
  - *#3 Digital Citizenship*
  - *#4 Keyboarding*
  - *#5 Problem Solving*
  - *#6 Screencasts and Screenshots*
  - *#14 Internet Search*
  - *#23 Web-based Tools*

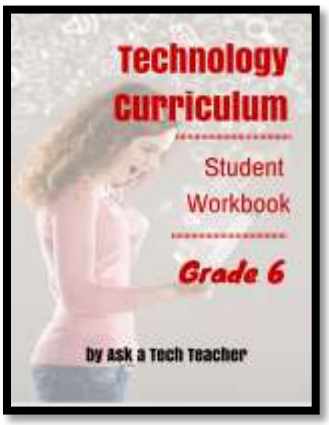
- A number of Lessons should be mixed throughout the year:

  - *#3 Digital Citizenship*
  - *#4 Keyboarding*
  - *#5 Problem Solving*
  - *#26 Khan Academy*

- Personalize skills taught in each lesson to your needs with 'Academic Applications'. These are suggestions for blending learning into your curriculum.
- Invest in student digital workbooks (sold separately — http://bit.ly/1FVU6Sm), a student-centric companion to the teacher guide. Why? Here are four reasons:

  - *Full-color projects are at student fingertips, complete with examples and directions (licensing varies based on plan).*
  - *Embedded links enable students to click and go—no searching for the site or typing in addresses.*
  - *Workbooks can be viewed and annotated.*
  - *Students can work at their own pace.*

Fig. 4--Student workbook



- If you need specific resources, click for websites (http://bit.ly/1KLeJm7) or apps (http://bit.ly/1kh73mf).
- Most lessons start with a warm-up to get students into tech and allow you to finish a prior class.
- Some lessons offer several activities that meet goals outlined in the Essential Question and Big Idea. Pick the one(s) that work for your student group. Alternatively, you can let students pick.
- '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 step 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.

- If a link doesn't work, copy-paste it 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.
- If a poster is not in the Appendix, check for a free printable copy here (http://bit.ly/1M6uyt0).

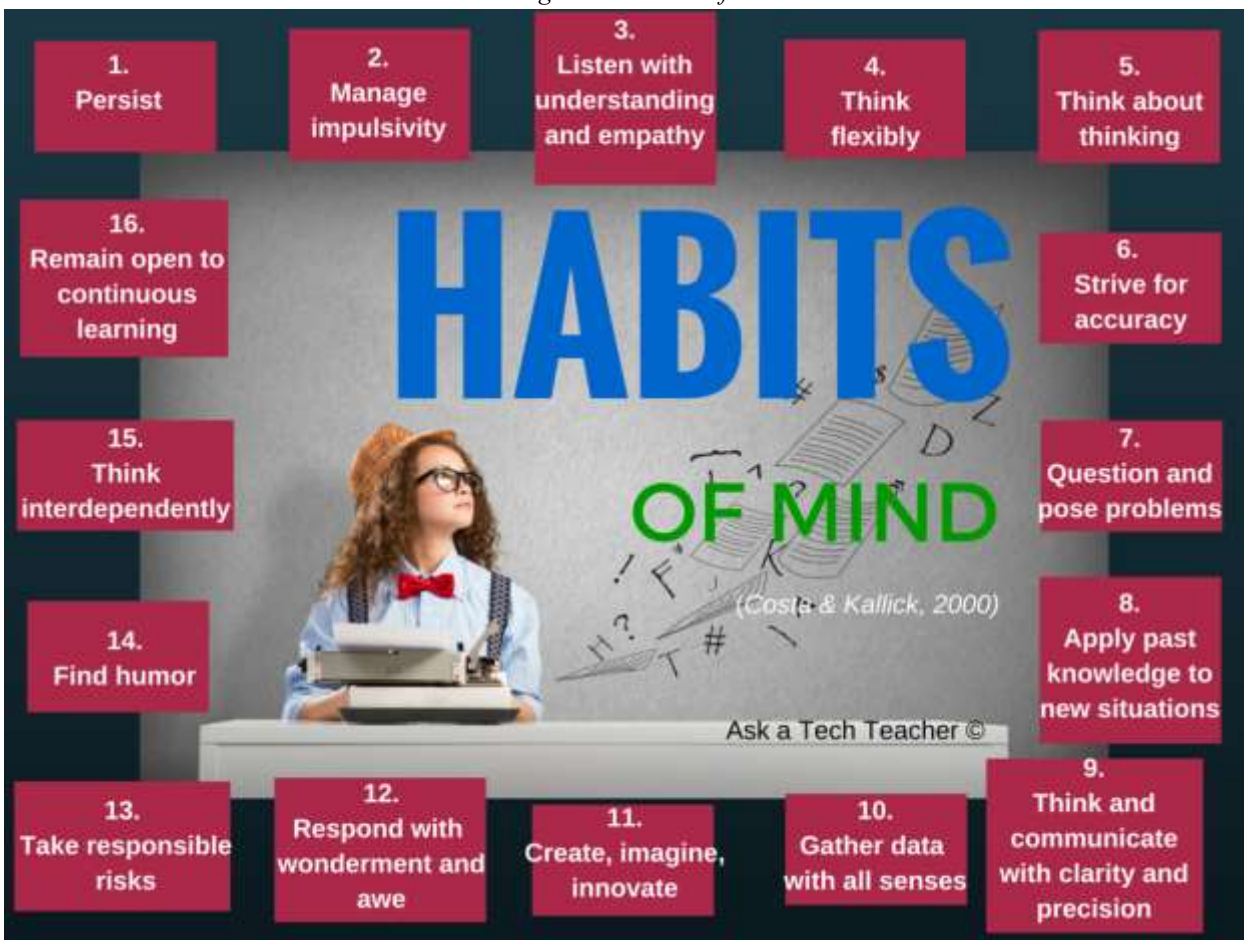
-  *indicates video*
-  *indicates work with a partner*
- 

indicates an article
- 

indicates a poster (in Appendix)
-  *indicates workbook material*

- 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 5*, 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 5—Habits of Mind



- 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.
- Always use lesson vocabulary. Students gain authentic understanding by your example.
- 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 direct their own learning. You are a 'guide on the side', a facilitator not lecturer. Learning is accomplished by both success and failure.
- 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. **This scaffolds critical thinking and troubleshooting when you won't be there to help.**
- 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.
- If you have the digital book, zoom in on posters, rubrics, lessons to enlarge as needed.
- Every effort has been made to accommodate 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 mouses; software doesn't run in Chromebooks), focus on the **Big Idea and Essential Question**—the skill taught and its application to inquiry. Adapt instructions as you follow steps.
- **Need more help?** Go to Ask a Tech Teacher© (http://askatechteacher.com) run by teachers using the curriculum or the grade-level companion wiki. Leave a comment or question. You can also email admin@structuredlearning.net or askatechteacher@gmail.com.

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*
- *Digital Citizenship curriculum (http://bit.ly/1JgKioZ)— if this is a school focus (sold separately)*
- *Keyboarding Curriculum (http://bit.ly/1JgKy7t)— if this is a school focus (sold separately)*
- *Class Internet start page—provides a class agenda, themed links, and more (created by you)*

Companion Website

Take advantage of the companion website—Ask a Tech Teacher.com—that is staffed by teachers using Structured Learning materials and ready to answer your questions on lesson plans, tools, strategies, and pedagogy. Drop by for a visit and find:

- *free lesson plans*
- *targeted websites*

- *free tech tips and weekly newsletters*
- *teacher resources*
- *free training videos on tools used in lesson plans*
- *great apps to include on iPads, digital devices*

And more.

Copyrights

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.*

Table of Contents

Articles

Table of Images

Table of Assessments

6th-8th Technology Scope and Sequence

Check each skill off as students accomplish it

('ISTE' refers to International Society of Technology Educators' Standard addressed by skill)

Common Core Standards noted as links where appropriate

Intentionally deleted

Lesson #3—Digital Citizenship

Vocabulary	Problem solving	Skills
• *Avatar* • *Cyberbullying* • *Cyberstalking* • *Digital citizen* • *Flaming* • *GPS* • *Netiquette* • *Plagiarism* • *Social media*	• *Can't find answer to problem (did you try all available options?)* • *Internet toolbar disappeared (click 'full screen mode' on CB)* • *I don't want parents to know where I am (why?)* • *Online's anonymous! Why do I have to follow so many rules? (important to do the right thing when no one's watching)*	**New** *Social media* **Scaffolded** *Speaking and listening* *Problem solving* *Keyboarding* *Digital citizenship*
Academic Applications *research, collaboration, sharing, online safety*	**Materials Required** *Digital citizenship sites and videos, student workbooks (if using)*	**Standards** *CCSS: CCRA.L.6* *NETS: 4a, 5a-d*

Essential Question

How should I act in the virtual neighborhood? What are the differences from my physical neighborhood?

Big Idea

Just as in the physical world, the digital world bestows rights and requires responsibilities.

Teacher Preparation

- Ask what tech problems students had difficulty with.
- Talk with the grade-level team to tie into conversations about using the internet.
- Integrate domain-specific technology vocabulary into the lesson.
- Know whether you need extra time to complete lesson.
- Collect words students don't understand for Speak Like a Geek presentations (if doing this Lesson).
- Know which tasks weren't completed last week and whether they are necessary to move forward.
- Something happen you weren't prepared for? Show students how you fix the emergency without a meltdown and with a positive attitude.

Assessment Strategies

- *Worked independently*
- *Used good keyboarding habits*
- *Completed warm-up, exit ticket*
- *Joined classroom conversations*
- *[tried to] solve own problems*
- *Decisions followed class rules*
- *Left room as s/he found it*
- *Higher order thinking: analysis, evaluation, synthesis*
- *Habits of mind observed*

Steps

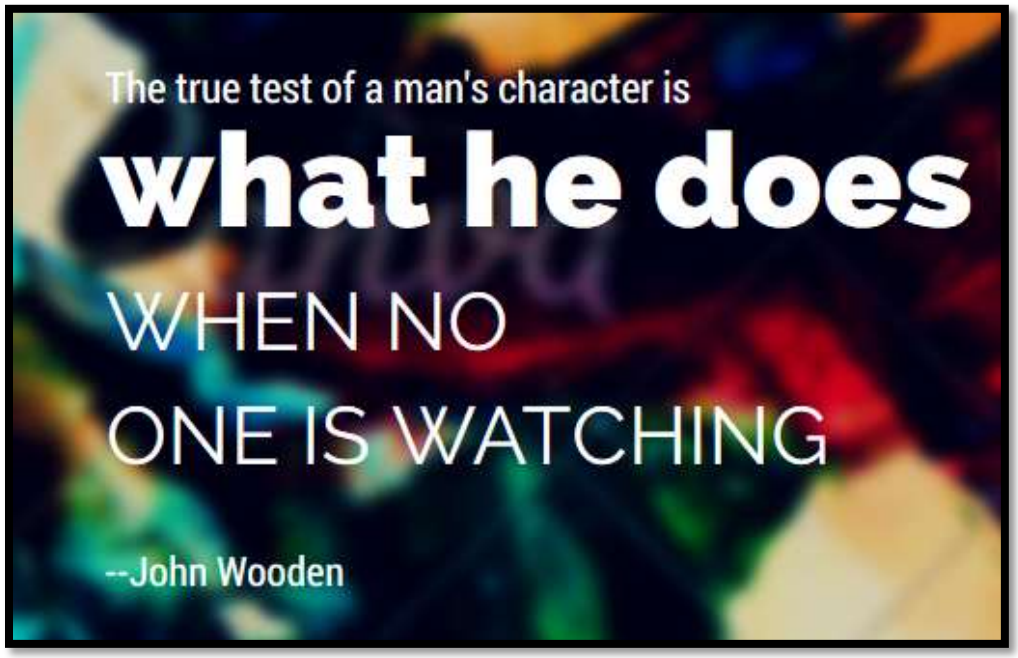
Time required: ***90 minutes or more, spread throughout the school year***
Class warm-up: ***Keyboarding on the class typing program, paying attention to posture***

_____**Required skill level: Basic understanding of digital rights and responsibilities**

_____Discuss what it means to be a good digital citizen? Why is this important if no one knows who you are? Must you be honest if you're anonymous? Who does it hurt?

_____What does the quote in *Figure 28* mean—by John Wooden, legendary football coach?

Figure 6--Personal responsibility quote



_____Throughout the school year when relevant, discuss the topics listed in the table under '6th grade' (*Figure 29*). If you haven't covered topics under K-5, discuss those before moving into 6th grade material. They scaffold learning, making lessons more authentic and relevant. Where possible, let students lead the discussion, set the pace, and ask questions that are native to them. Be prepared to spend extra time and adapt to student interests as needed.

Figure 7—Digital Citizenship topics

Digital Citizenship Topics	K	1	2	3	4	5	6
Cyberbullying	*x*	*x*	*x*	*x*	*x*	*x*	*x*
Digital citizenship	*x*	*x*	*x*	*x*	*x*	*x*	*x*
Digital commerce					*x*		*x*
Digital communications				*x*		*x*	*x*
Digital footprint and Online presence			*x*	*x*	*x*	*x*	*x*
Digital law				*x*			*x*
Digital privacy				*x*	*x*	*x*	*x*
Digital rights and responsibilities	*x*	*x*	*x*	*x*	*x*	*x*	*x*
Digital search and research				*x*	*x*	*x*	*x*
Fair use, Public domain			*x*	*x*	*x*	*x*	*x*
Image copyright			*x*		*x*	*x*	*x*
Internet safety	*x*	*x*	*x*	*x*	*x*	*x*	*x*
Netiquette		*x*	*x*	*x*	*x*	*x*	*x*
Online Plagiarism				*x*	*x*	*x*	*x*
Passwords	*x*	*x*	*x*		*x*	*x*	

Social media					*x*	*x*
Stranger Danger	*x*	*x*	*x*			

_____Preview the topics to be sure they're appropriate for your unique student group.

_____Before beginning, put backchannel device onto class screen (Today's Meet, Socrative, Padlet, class Twitter account, GAFE form page) to track student comments throughout class. Show students how to access it on their devices.

_____Note: All links are included in the student workbooks, if you use them.

Cyberbullying

_____Expand last year's discussion with http://bit.ly/1ke3T2Q or http://bit.ly/1QEWbJn. Review statistics in Think Time: How Does Cyberbullying Affect You (http://bit.ly/1VInR6C).

_____Watch and discuss You Can't Take it Back. What precautions can students take to insure they are kind and supportive online? (http://www.netsmartz.org/RealLifeStories/CantTakeItBack).

_____If students have blogs, with this discussion fresh, have them comment on classmate blogs. Include a compliment, suggestion, or question. Keep conversation on topic and relevant.

Digital Communications

_____This includes email, blog comments, texting, cell phones, and discussion forums. Many of these topics are discussed elsewhere.

_____Discuss **texting** (**article at end of lesson**). Watch video on Texting (https://youtu.be/aWT-BDKPKsY).

_____Is it rude to **text** around other people?

_____Does your school allow **cell phones**? What are reasons to have one?

- *stay in touch with parents*
- *for emergencies*
- *so parents know where students are (via GPS)*
- *to collaborate and share*

_____What are reasons students shouldn't?

_____How many student parents try to control cell phone use by:

- *limiting their time on it*
- *limiting plan*
- *having them share in cost*
- *set up text-free zones, like dinner*
- *???*

_____Does this work? What might? Discuss student responsibilities with cell phones, including:

- *don't overuse them; don't over-text*
- *don't let them interfere with classwork*
- *don't use them for academic dishonesty*
- *don't use them for cyberbullying; don't share inappropriate information*

_____Watch and discuss http://www.schooltube.com/video/31ce0fcb83a64139af1f/. Kids who walk with heads down as they text, talk, play games aren't paying attention to their surroundings. This dangerous habit lingers as kids get older.

Digital footprint

_____What is a 'digital footprint'? Last year, students Googled their names to discover their digital footprint. Do this again. Has it changed?

_____Watch and discuss these videos on Digital Footprints:

- *What's a digital dossier (footprint)* -- *http://bit.ly/1PkXKh6*
- *Digital Footprint* -- *http://bit.ly/1MiwGKc*
- *Digital Life 101* -- *http://bit.ly/1JXsJsv*

Digital Law and Plagiarism

_____Discuss copyright law. Review summation of law in *Figure 30* (see the full-size poster in Appendix). Share an anonymous research project (maybe one just completed by students in a different class) that innocently broke law. What are consequences of infringing copyrights?

_____Some people want to share their work and collaborate with others to create bigger and better things. Watch and discuss Wanna Work Together (http://bit.ly/NoySbU) about Creative Commons licensing.

_____Watch and discuss A Fair(y) Use Tale about digital security, copyrights, and fair use. (http://www.youtube.com/watch?v=CJn_jC4FNDo&feature=youtu.be).

_____What does '**plagiarism**' mean? Why give credit to original authors/artists? What can/can't be 'borrowed' from online sites? Discuss image copyrights, fair use, and public domain.What are re-percussions of 'plagiarism'?

_____Watch this Plagiarism video (http://bit.ly/NoySbU).

_____Discuss how to cite a website. Visit EasyBib or Citation Machine. Google for addresses.

Figure 8--Digital law--rephrased

The law states that works of art created in the U.S. after January 1, 1978, are automatically protected by copyright once they are fixed in a tangible medium (like the internet) BUT a single copy may be used for scholarly research (even if that's a 2nd grade life cycle report) or in teaching or preparation to teach a class.

Digital privacy

_____Watch and discuss 6 Degrees of Information. How easy it is to find about anyone through crumbs left online. (http://www.netsmartz.org/RealLifeStories/6DegreesOfInformation).
_____Watch and discuss the online life of a photo posted by an unknowing student. (http://www.netsmartz.org/RealLifeStories/YourPhotoFate).
_____Watch Eduardo when he posts pictures he considers innocent—Two Kinds of Stupid (http://bit.ly/1QF6VYo).
_____Discuss use of avatars to protect online privacy. For more, see Lesson on Digital Tools.
_____Expand discussion into Online Reputations. Watch and discuss http://bit.ly/1sFIPzG.
_____Wrap up with a discussion on hacking and privacy. Kids 'hack' game codes. Talk about this. Should they do it? Is it a victimless crime? What other issues should they consider? What is the difference between 'hacking' and 'cracking'? Black Hat and White Hat?

Digital rights and responsibilities

_____What are 'digital rights and responsibilities'? Most students come up with 'rights'—access to internet, use of information, creation of documents to be published and shared, freedom of expression—but what are 'responsibilities' of a digital citizen? Help students come up with:

- *Don't share personal information. Don't ask others for theirs.*
- *Be aware of your cyberspace surroundings. Act accordingly.*
- *As in your community, be kind to others. Anonymity doesn't protect you.*
- *If someone is 'flaming' another, help stop it within your abilities.*

_____Review rights and responsibilities inherent to using resources from virtual world.
_____Watch this YouTube video (https://youtu.be/oTf-EHOI1To).

Digital search and research

_____*Discussed in lesson on Internet Search and Research.*

Fair use, Public domain, Image Copyright

_____*Discussed in lesson on Graphics.*

Internet safety

_____Discuss password guidelines and rules. Remind students they never share passwords.
_____Watch and discuss Broken Friendship . (http://bit.ly/1NNNosu).
_____Watch video on passwords (http://bit.ly/1HElOHy).
_____Ask students how they protect their passwords and online safety when using the Internet.
_____What's the difference between 'http' and 'https'? How important is this level of security?

Netiquette

_____What is '**netiquette**' to a sixth grader?
_____Discuss the list of criteria in *Figure 31a* (full-size poster in appendix).

Figure 9a—Netiquette Rules; 31b—Digital pyramid

Social Media

_____Discuss **Twitter** (see **article at end of lesson**) and hashtags—watch https://youtu.be/abgRCmkm6No.
_____Break into groups and discuss **FB, YouTube,** other social media. What are challenges of so much openness? Then discuss as a class and share thoughts via a blog post or class Twitter feed. Thoughts should be objective, on-point, with precise and domain-specific language appropriate to the task, audience, and purpose.

_____Post the pyramid in *Figure 31b* on the wall in your classroom (there's a full-size poster in the appendix). Every time you've discussed a topic, check it off.
_____Circle back on these concepts throughout year when appropriate.
_____Throughout class, check for understanding.

Class exit ticket: ***Tweet on class Twitter account (or add a comment to class blog) about how student stays safe online.***

Differentiation

- *Assign a student to enter classwork and homework due date into class calendar.*
- *Full digital citizenship curriculum for K-8 available here (http://bit.ly/1GAC896)*

Article 1—11 Ways Twitter improves education

11 Ways Twitter Improves Education

A teacher must communicate with students in a way they will hear. Twitter might be perfect for your class.

Twitter can easily be dismissed as a waste of time in the elementary school classroom. Students get distracted. They might see inappropriate tweets. How does a teacher manage a room full of Tweeple?

But, you've read a lot about Twitters usefulness in writing skills and sharing information so you—of the Open Minded Attitude—want to try it. Here's ammunition for what often turns into a pitched, take-sides verbal brawl as well-intended educators try to reach a compromise on using Twitter (in fact, many Web 2.0 tools—blogs, wikis, discussion forums, and websites that require registrations and log-ins—can be added to the list) that works for all stakeholders:

You learn to be concise

Twitter gives you only 140 characters to get the entire message across. *Letters, numbers, symbols, punctuation and spaces all count as characters on Twitter.* Wordiness doesn't work. Twitter counts every keystroke and won't publish anything with a minus in front of the word count.

At first blush, that seems impossible. It's not. It challenges students to know the right word for every situation. People with a big vocabulary are at an advantage because they don't use collections of little words to say what they mean. All those hints from English teachers about picture nouns and action verbs and getting rid of adverbs and adjectives take on new importance to the Twitter aficionado.

Twitter isn't intimidating

A blank white page holds hundreds of words, demanding you fill in each line margin to margin is intimidating. 140 characters aren't. Anyone can write 140 characters about a topic. Students write their 140 characters and more, learn to whittle back, leave out emotional words, adjectives and adverbs, pick better nouns and verbs because they need the room. Instead of worrying what to say on all those empty lines, they feel successful.

Students learn manners

Social networks are all about netiquette. People thank others for their assistance, ask politely for help, and encourage contributions from others. Use this framework to teach students how to engage in a community—be it physical or virtual. It's all about manners.

Students learn to focus

With only 140 characters, you can't get off topic or cover tangential ideas. You have to save those for a different tweet. Tweeple like that trait in writers. They like to hear the writer's thoughts on the main topic, not meanderings. When forced to write this way, students will find it doesn't take a paragraph to make a point. Use the right words, people get it. Consider that the average reader gives a story seven seconds before moving on. OK, yes, that's more than 140 characters, but not much.

Here's an idea: If you must get into those off-topic thoughts, write them in a separate tweet.

Students learn to share

Start a tweet stream where students share research on a topic. Maybe it's Ancient Greece. Have each student share their favorite website (using a #hashtag — maybe #ancientgreece) and you've created a resource others can use. Expand on that wonderful skill learned in kindergarten about sharing personal toys. Encourage students to RT (retweet) posts they found particularly relevant or helpful.

Writing short messages perfects the art of "headlining"

Writers call this the title. Bloggers and journalists call it the headline. Whatever the label, it has to be cogent and pithy enough to pull the audience in and make them read the article. That's a tweet.

Tweets need to be written knowing that tweeple can @reply

This is a world of social networks where people comment on what you say. That's a good thing. It's feedback and builds an online community, be it for socializing or school. Students learn to construct their arguments expecting others to respond, question, and comment. Not only does this develop the skill of persuasive writing, students learn to have a thick skin, take comments with a grain of salt and two grains of aspirin.

#Hashtags develop a community

Create #hashtags that will help students organize their tweets—#help if they have a question, #homework for homework help. Establish class hashtags to deal with subjects you want students to address.

Students learn tolerance for all opinions

Why? Because Tweeple aren't afraid to voice their thoughts. They only have 140 characters—so they spit it right out. Because the Twitter stream is a public forum (in a classroom, the stream can be private, visible to only class members), students understand what they say is out there forever. That's daunting. Take the opportunity to teach students about their public profile. Represent themselves well with good grammar, good spelling, and well-chosen tolerant ideas. Don't be emotional or spiteful because it can't be taken back. Rather than shying away from exposing students to the world, use Twitter to teach students how to live in it.

Twitter, the Classroom Notepad

I tried this out after I read about it through my PLN. Springboarding off student engagement, Twitter can act as your classroom notepad. Have students enter their thoughts, note, and reactions while you talk. By the time class is done, the entire class has an overview of the conversation with extensions and connections that help everyone get more out of the inquiry.

Twitter is always open

Inspiration doesn't always strike in that 50-minute class period. Sometimes it's after class, after school, after dinner, even 11 at night. Twitter doesn't care. Whatever schedule is best for students to discover the answer, Twitter is there. If you post a tweet question and ask students to join the conversation, they will respond in the time frame that works best for them. That's a new set of rules for classroom participation, and these are student-centered, uninhibited by a subjective time period. Twitter doesn't even care if a student missed class. S/he can catch up via tweets and then join in.

Article 2—Will texting destroy writing skills?

Will Texting Destroy Writing Skills?

Across the education landscape, student text messaging is a bone of contention among teachers. It's not an issue in the lower grades because most K-5 schools successfully ban cell phones during school hours. Where it's a problem are grades 6-12, when teachers realize it's a losing battle to separate students from their phones for eight hours.

The overarching discussion among educators is texting's utility in providing authentic experiences that transfer learning from the class to real life. Today, I'll focus on a piece of that: Does text messaging contribute to 1) shortening student attention span, or 2) destroying their nascent writing ability

Let's start with attention span. TV, music, over-busy daily schedules, and frenetic family life are likely causes of a student's short attention span. To fault text messaging is like blaming the weather for sinking the Titanic. Texting has less to do with the inability to spit out a full sentence than a student's 1) need for quickness of communication, 2) love for secrecy, and 3) joy of knowing a language adults don't.

What about writing? In the thirty years I've been teaching everyone from kindergarteners to college, I can tell you with my hand on a Bible that children are flexible, masters at adjusting actions to circumstances (like the clothes they wear for varying events and the conversations they have with varying groups of people). There is no evidence to support that these elastic, malleable creatures are suddenly rigid in their writing style, unable to toggle between casual texting shorthand with friends and a professional writing structure in class.

In general, I'm a fan of anything that encourages student writing, and there are real benefits to giving students the gift of textual brevity rather than the stomach-churning fear of a five-paragraph structured essay. I've done quite a few articles on the benefits of Twitter's 140-character approach to writing and my teacher's gut says the same applies to text messaging. Truth, studies are inconclusive. Some suggest that because young students do not yet have a full grasp of basic writing skills, they have difficulty shifting between texting's abbreviated spelling-doesn't-matter language and Standard English. But a British study suggested students classify 'texting' as 'word play', separate from the serious writing done for class so it results in no deterioration of writing skills. Yet another study found that perception of danger from texting is greater than reality: 70% of the professionals at one college believed texting had harmful effects on student writing skills. However, when analyzed, the opposite was true: Texting was actually beneficial.

It's interesting to note that texting can be a boon to children who struggle with face-to-face situations. These 'special needs' students flourish in an environment where they can write rather than speak, think through an answer before communicating it, and provide pithy conversational gambits in lieu of extended intercourse. In the texting world, socially-challenged children are like every other child, hidden by the anonymity of a faceless piece of metal and circuits.

To blame texting for student academic failures is a cop-out by the parents and teachers entrusted with a child's education. Treated as an authentic scaffold to academic goals, teachers will quickly incorporate it into their best-practices pedagogy of essential tools for learning.

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Lesson #6—Screenshots, Screencasts, Videos

Vocabulary	Problem solving	Skills
▪ *Add-on tool* ▪ *Annotation* ▪ *Embed* ▪ *PDF* ▪ *Screencast* ▪ *Screenshot* ▪ *Storyboard* ▪ *Voice-over* ▪ *Webtool*	▪ *I can't find the screencast tool (use search function on digital device)* ▪ *Can't figure it out (breathe deeply, check screen, you can do it)* ▪ *How do I edit a video (either start over or use native video editing tools)* ▪ *I can't download tool (use web-based or add-on)* ▪ *My partner isn't helping*	**New** *Screencasting* *Videos* **Scaffolded** *Digital citizenship* *Keyboarding* *Screenshots* *Speaking/listening*
Academic Applications *Writing, research, sharing, publishing, critical thinking*	**Materials Required** *keyboard program, Evidence Board badges, student workbooks (if using)*	**Standards** *CCSS: SL.6.4* *NETS: 6a, 6d*

Essential Question

How do I help classmate solve a problem?

Big Idea

A visual is much easier to understand for some than words

Teacher Preparation

- Ask what tech problems students had difficulty with.
- Integrate domain-specific tech vocabulary into lesson.
- Ensure required links are on student digital devices.
- Collect words for Speak Like a Geek Board.
- Have screencast and screenshot tools available as software, web-based tools, or add-ons.
- 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

- *Completed project*
- *Worked well in a group*
- *Worked independently*
- *Used good keyboarding habits*
- *Completed warm-up, exit ticket*
- *Joined classroom conversations*
- *[tried to] solve own problems*
- *Decisions followed class rules*
- *Left room as s/he found it*
- *Higher order thinking: analysis, evaluation, synthesis*
- *Habits of mind observed*

Steps

Time required: ***90 minutes***
Class warm-up: ***Keyboarding on the class typing program, paying attention to posture***

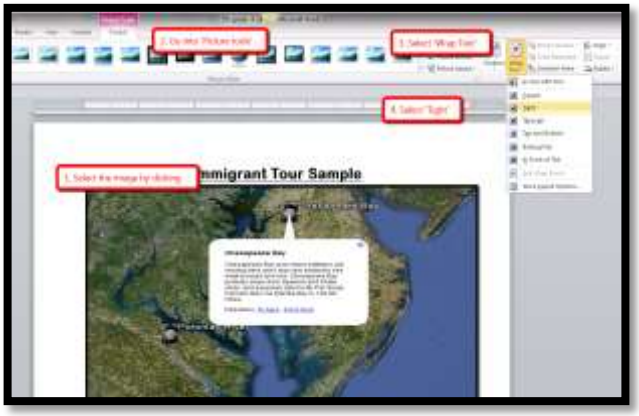
_____This lesson should follow *Problem Solving* as it expects familiarity with what was discussed.
_____What are screenshots and screencasts? They are digital recordings of what appears on your screen, with or without audio, video, and notes.
_____We talk about three options:

- *screenshots*
- *screencasts*
- *video recording*

Screenshot

_____A screenshot is a still photo of your screen, likely annotated. Students already use this process to annotate their student workbooks (if you use the companion PDFs). Additionally, if they followed this curriculum in 1st-5th grade, they'll remember *Figures 45a-b*:

Figure 10a--1st-grade screenshot; 45b—5th-grade screenshot



_____This lesson shows how to use screenshots for sequencing (like *Figure 45b*) and note-taking.
_____Most digital devices come with a built-in screenshot tool:

- ***Windows**: Snipping Tool (Figure 46b)*
- ***Chromebook:** hold down the control key and press the window switcher key*
- ***Mac**: Command Shift 3 to do a full screenshot and Command Shift 4 for a partial*
- ***Surface tablet**: hold down volume and Windows button at the same time*
- ***iPad**: hold Home button and power button at same time*

_____Options for iPads:

- *PicSay – http://bit.ly/1eVcuzT*
- *ScreenChomp–free -- http://apple.co/1kX7eAH*

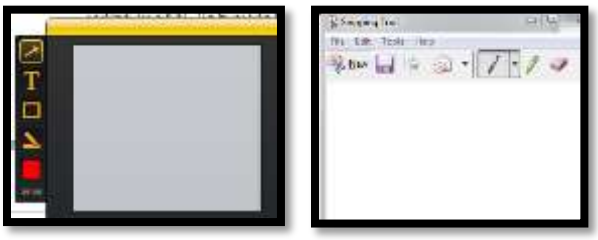
_____Other options:

- *Jing (https://www.techsmith.com/jing.html) – downloaded software; Figure 46a*
- *Snagit — (http://bit.ly/13zhhGh) Chromebook add-on, software, takes screencasts*
- *Nimbus — (http://bit.ly/1FxWdN1) Chromebook add-on, screencasts too (Fig. 45a)*
- *Screen Capture — (http://ctrlq.org/screenshots/)*

_____Depending upon the tool, it also includes annotation tools like:

- *arrows*
- *blur tool*
- *boxes*
- *freehand drawing*
- *highlighting*
- *shapes*
- *stickies*
- *text*

Figure 11a--Jing; 46b--Snipping Tool



_____Screenshot tips:

- *pick a clear image*
- *make annotations easy to read*
- *check grammar and spelling*

_____*Figure 47* shows how to run a slideshow on an iPad:

Figure 12--Sequencing in a screenshot

Screencast

_____A screencast is a quick video of a student completing a task. It can be simple or sophisticated. For example, *Figure 48* illustrates a screenshot of what is actually a 30-second video. Viewers quickly see how to join a Twitter Chat.

_____A screencast is a video of what's happening on your screen. *Figure 48* is an image of one:

Figure 13--Sample screencast

_____These may include any of the following:

- *a spotlight for the mouse*
- *the presenter picture, usually in the lower right corner*
- *ability to edit, upload to YouTube, the Cloud, or another file sharing location*

_____Popular screencasting tools include:

- *Snagit (http://bit.ly/1R3Y3uY) – downloaded software*
- *Screencast-o-matic (http://www.screencast-o-matic.com/) – software or online*

_____If you're a Chromebook class, try:

- *Snagit (http://bit.ly/1R3Y3uY) – free browser add-on*

_____For iPads, try:

- *Educreations (http://apple.co/1VL5ONj)*
- *Screenchomp (http://apple.co/1Nxi53e)*
- *Explain Everything (http://apple.co/1Nxi53e)*
- *Show Me (http://apple.co/QSotX7)*

Screencast-o-matic; ShowMe; Nimbus

_____Screencasting tips:

- *keep screencasts short—a couple of minutes*
- *speak conversationally, but avoid slang, umm, and giggles*
- *don't worry about mistakes—you can re-record*
- *use diverse materials—you can pause the video, find a resource, and start again*
- *keep on topic; don't get distracted*
- *use a simple background that doesn't distract*

Video

_____A video can use the native recorder in the digital device used in the school. It may be a video of the student talking and holding up items that they want the audience to see. At your option, it may also be a student using a traditional camcorder as they talk into the camera.

_____Options for iPads (Google names for addresses if you don't have the PDF):

- *Mixbit.com–create up to a one-hour video and share from iPad*
- *Tellagami–create short video avatars*
- *Videolicious–include images from iPad, with the student's voice*

_____Other options:

- *Animoto—mix screenshots with music, text*
- *Wideo*
- *YouTube—tape directly using camera on laptop, iPad, desktop, Chromebook*

Activity

_____Whichever option students select, their goal is the same: to show how to solve one of the problems discussed in the Problem Solving lesson. Students will be expected to:

- *sequencing ideas logically*
- *be clear about the process, not simply the goal*
- *understand all steps required to complete a task*
- *know how to clearly explain a sequence of events*

_____Students can work in small groups. They should select one (or more) of the problems group members solved during the problem-solving lesson.
_____Students can write a storyboard to help them cover all topics or simply use notes.
_____Students should expect to practice several times before recording.
_____Students will share their screencast, screenshot, or video with classmates by publishing or embedding them to the class common areas (blog, website, wiki).
_____By the end of this Lesson, students will have a library of how-to videos for tech problems.

Class exit ticket: ***Watch a neighbor's screencast, screenshot, or video.***

Differentiation

- *Make audio how-tos. Here are programs that work well (Google for addresses):*
  - *QuickVoice Recorder*
  - *VoiceThread (both apps)*
  - *Audioboo*
  - *Sonic Pics–voice-over slideshow of pictures*
- *Add homework due date to class online calendar for each month.*

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Lesson #8—Writing with Comics, Twitter, More

Vocabulary	Problem solving	Skills
▪ *Avatar* ▪ *Bubbles* ▪ *Captions* ▪ *Comic strip* ▪ *Installments* ▪ *Panel* ▪ *Serialized novel* ▪ *Twitter novel* ▪ *Vignette*	▪ *How can I follow best writing practices in 140 characters? (check lesson examples)* ▪ *Can I string together a group of tweets to cover a topic (maybe—each must stand alone)* ▪ *I don't read comics (try creating one—they are a different style of writing)* ▪ *Comics communicate with pictures. How about Twitter (add images there, too)*	***New*** *Writing with comics/cartoons* *Writing a Twitter novel* *Writing a serialized novel* ***Scaffolded*** *Word processing tools*
Academic Applications *Writing, research, publishing*	**Materials Required** *Comic creator, Twitter, sample of a serialized and Twitter novel, student workbooks (if using)*	**Standards** *CCSS: W.6.6* *NETS: 6a, 6d*

Essential Question

How do I communicate with less text and more other media?

Big Idea

Students learn writing skills with nominal word processing

Teacher Preparation

- Have examples of Twitter novels and comics.
- Talk with the grade-level team so you tie into inquiry.
- Ask what tech problems students had difficulty with.
- Ensure required links are on student digital devices.
- Collect words for Speak Like a Geek Board.
- Integrate domain-specific tech vocabulary into lesson.
- Know whether you need extra time to complete lesson.
- Something happen you weren't prepared for? Show students how you fix without a meltdown and with a positive attitude.
- Know which tasks weren't completed last week and whether they are necessary to move forward.

Assessment Strategies

- *Annotated workbook (if using)*
- *Worked independently*
- *Completed project*
- *Used good keyboarding habits*
- *Completed exit ticket*
- *Joined classroom conversations*
- *[tried to] solve own problems*
- *Decisions followed class rules*
- *Left room as s/he found it*
- *Higher order thinking: analysis, evaluation, synthesis*
- *Habits of mind observed*

Steps

Time required: ***90+ minutes—varies by activity; may be spread over one class or several***
Class warm-up: ***None***

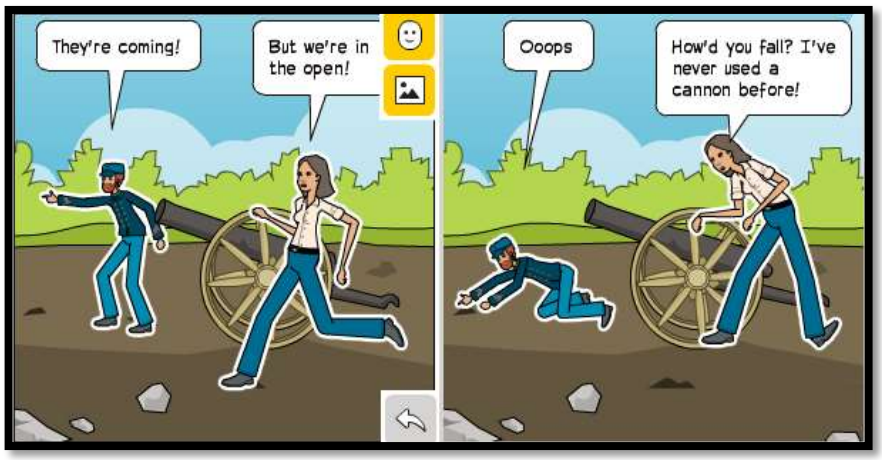
_____Students use unconventional word processing tools to write fiction or non-fiction (whatever works best for your unique group). These include:

- *Comics/Cartoons*
- *Twitter novel*
- *Serialized novel*

Comics/Cartoons

_____Students have used comics to explore a topic, develop a story, and/or share empathy and perspective. Writing with comics is appropriate for both fiction and nonfiction. *Figures 55a-c* are examples of comics students created 1st -5th grade (if you've been using this curriculum):

Figure 14a-c—Comic samples



_____Discuss how comics relay a story differently from other storytelling methods. Why focus on drawings? Do they make a serious theme light-hearted? What do students like about comics?

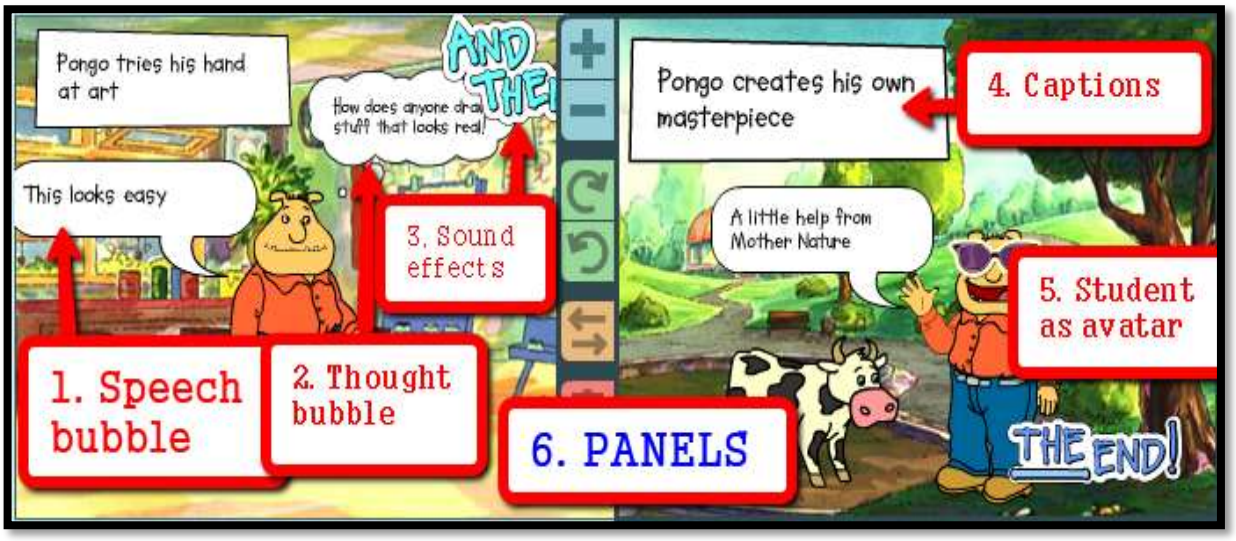
_____Writing with comics includes the same elements students include in a story:

- *Each panel includes detail to support the plot, characters, and setting.*
- *Each panel flows into the next, just as story paragraphs and scenes flow.*
- *Images, text, bubbles, and captions communicate ideas, story, and empathy.*

_____Comics include these parts:

- *3-4 panels—as fits your group (#6 in Figure 56)*
- *dialogue—delivered via speech bubbles (#1 in Figure 56)*
- *thoughts—delivered via thought bubbles (#2 in Figure 56)*
- *captions—to summarize the action in the panel (#4 in Figure 56)*
- *sound effects—delivered via bubbles like 'Blam!' or 'And then' (#3 in Figure 56)*
- *student avatar—a character that represents the student. Fold this into a discussion of digital citizenship (#5 in Figure 56)*

Figure 15—Decoding a comic strip



_____Before starting, chat with students about the topic they'll be covering in their comic strip. How does it fit into class discussions?

_____Have students open an online comic creator like:

- *Powtoons (http://www.powtoon.com/edu-home/) Figure 56*
- *Storyboard That (http://www.storyboardthat.com/) Figure 55c*

_____If you're an iPad school, try:

- *Pixton (https://www.pixton.com/) – Figure 55a*

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

_____Students can work in pairs, small groups, or as a large class group to write narratives that recount a sequenced event. Include opening, plot, details, temporal words to signal event order, and a sense of closure.

_____If you have workbooks, students can use included panels to sketch out their comic.

_____Done? Open the comic tool and select the desired number of panels. Use available tools to select any or all of:

- *background*
- *captions*
- *characters*
- *props*
- *sound effects*
- *speech bubbles*
- *text*
- *thought bubbles*

_____Follow classroom writing conventions including good grammar and spelling. An exception may be in speech bubbles. Explain why.

_____When done, students read their comic with a partner before publishing. Revise and edit as needed, then save as a PDF and print/publish/share as is the custom in your classroom. Students may find it easier to save it as a screenshot using the appropriate tool in your digital device.

Twitter Novel

Figure 16--Twitter novel sample

_____There's a lot Twitter brings to education:

- *it's non-intimidating; anyone can get through 140 characters*
- *it forces writing to be concise and pithy*
- *wasted, fluff words aren't an option*
- *students want to try 'forbidden fruit'*

_____In this activity, students write a novel in Twitter. Just to be clear: We're talking about squeezing all those novel parts required for a manuscript—

- *plot/pacing*
- *character development*
- *theme*
- *story arc*
- *scene*

_____...into 140 characters. *Figure 57* is David Mitchell's Twitter novel in 288+ tweets (http://bit.ly/1FxWdN1).

_____Here's a sampling of Twitter novels you can find on the internet:

'He said he was leaving her. "But I love you," she said. "I know," he said. "Thanks. It's what gave me the strength to love somebody else." ***James Meek***

I opened the door to our flat and you were standing there, cleaver raised. Somehow you'd found out about the photos. My jaw hit the floor. ***Ian Rankin***

Rose went to Eve's house but she wasn't there. But Eve's father was. Alone. One thing led to another. He got 10 years. ***Rachel Johnson***

Clyde stole a lychee and ate it in the shower. Then his brother took a bottle of pills believing character is just a luxury. God. The twins. ***Andrew O'Hagan***
"It's a miracle he survived," said the doctor. "It was God's will," said Mrs. Schicklgruber. "What will you call him?" "Adolf," she replied. ***Jeffrey Archer***

_____Here are tips on Twitter novels to review with students:

- **Think token action,** dialogue and description. Not this*: He sat and looked at the computer for a full ten minutes before he grasped it and experienced the icy weight of his first laptop.* Rather: *Laptop in hand, he wrote.*
- **Think installments.** Releasing the novel over time increases suspense. Douglas Sovern released 1600 tweets at the rate of about 5 to 12 a day.

- **Think multimedia** and add links to images, video, articles or anything else that will add meaning to the story. A Twitter novel allows you to combine text with other media.
- **Think movement.** Every tweet should advance the plot. You don't want your readers ignoring tweets out of boredom.

Serialized novel—one author

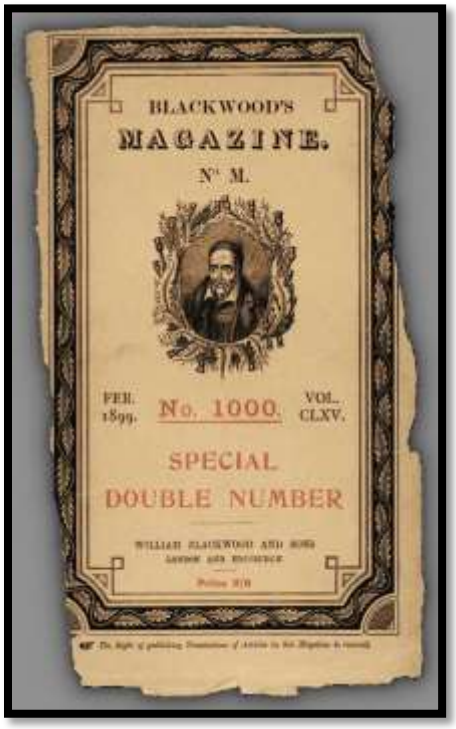
_____Discuss the meaning of a serialized novel—a normal length novel published by chapter—smaller bites for people to read. Many early writers were published this way including Leo Tolstoy, Joseph Conrad, and Charles Dickens.

_____Show examples of serialized novels from authors students are reading (say, Charles Dickens).

_____Why are serialized novels making a resurgence? Consider these two statistics:

- *The average person's attention span is 8.8 seconds.*
- *The average goldfish attention span is 9 seconds.*

Figure 17--Serialized novel by Conrad



_____This can be a stand-alone activity or use it as an optional approach to the lessons on *Writing and Publishing an Ebook*.

_____Here's how this will work:

- *Write an outline of the planned story.*
- *Write a character study of each character.*
- *Develop a plot line of what is happening when.*
- *Research any setting characters will visit.*
- *Every class, students write one installment of their serialized novel and publish it to their blog. They can use a word processing tool, a comic creator, or even an audio tool, but it must be embeddable into their blog (there are many tools in each category that will work). Let them select the best tool for their communication style.*

_____When done, students will visit and comment on three of the stories written by classmates.

Serialized novel—multiple authors

_____Discuss the meaning of 'vignettes'. Help students understand it is a verbal sketch, a brief essay, or carefully crafted short work of fiction or nonfiction. Well-known authors include:

- *Dickens' Sketches by Boz*
- *Cisneros' The House on Mango Street*

_____In this option, students work in groups to write vignettes around a cast of characters and a

central atmosphere. Discuss what *atmosphere* means. Why is this important to a vignette—so important that it sets it apart from other forms of writing?

_____Here are basic rules to follow when writing vignettes:

- *Each vignette abides by the collection's atmosphere*
- *Each vignette is approximately 800 words. They can be shorter, but not usually longer*
- *The vignette must evoke emotion.*
- *The vignette shares a moment (including its power and emotion) rather than a plot line.*
- *The vignette collection is tied together by a common mood.*

_____There are lots more rules, but these will vary depending upon your curriculum. Share what is necessary to fit your unique student group.

_____Here's how this works:

- *Students work in groups of five organized on how they wish to write their vignettes. For example, those who wish to use a comic creator would join the same group.*
- *As a group, write a character study of each character.*
- *As a group, decide on setting and atmosphere.*
- *Develop a schedule of who will publish their vignette when. Alternatively, students have three-five weeks to write their vignette, and then use the balance of the time to meld all the pieces into one book.*
- *These will be published in a collaborative student blog or another location you have selected to curate these stories.*

_____When done, students visit and comment on three of the stories written by classmates.

Class exit ticket: ***Tweet a comic or a link to a blog of a novel student created.***

Differentiation

- *Add homework and classwork due dates to class online calendar for each month.*
- *Use Twitter novels with ESL students as a less-intimidating approach to dialogue and stories.*

Differentiation

- *Have students stage a famous debate, like Lincoln-Douglas or Southern cessation from the union, as part of inquiry into those topics.*
- *If this is election time, debate presidential or local politics.*
- *Virtually debate another school. For example: http://virtualdebate.weebly.com/.*

Intentionally deleted

Classroom Posters

1. Digital Law
2. Digital Neighborhood
3. Email etiquette
4. Here's What We've Done
5. How to Save—4 Ways
6. How to solve problems
7. I Can't Find My File
8. Netiquette Rules
9. Popular Shortkeys
10. Shortkeys—Chromebook
11. Shortkeys--Internet
12. Shortkeys—iPad
13. Shortkeys—PCs
14. Steps for Internet Research

Posters Intentionally deleted

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

Fill out this form (prices subject to change).
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