HOW TO ACHIEVE Common Core With Tech:

{ THE WRITING STRAND }

[9] Grades [208] Standards

[28] Projects

ASK A TECH TEACHER

How to Achieve Common Core With Tech

The Writing Strand

9 Grades

208 Standards

28 Projects

By Ask a Tech Teacher©

2014

Visit the companion website at http://askatechteacher.com© for more resources to teach K-12 technology

To receive free technology tips and websites, click here

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info@structuredlearning.net
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Introduction

Technology has become synonymous with education reform. Like starter on a barbeque, squirt around enough iPads and digital tools and classes start to sizzle.

Or so we hope. Everyone agrees it's a transformative tool, but there's little consensus on how to integrate it into a curriculum. Endless conversation. Spirited debate. An impressive number of pilot programs and great ideas all with decidedly mixed results.

That is, until Common Core State Standards arrived in classrooms across the country. Its rigorous approach to preparing students for college and career treats tech-in-ed as decided science. Of course teachers use it in classrooms, as one of many tools to deliver quality content to eager students.

Consider these tech-centric Standards spread throughout K-8 strands (truncated for brevity):

- *Expect students to demonstrate sufficient command of **keyboarding** to type a minimum of one page [two by fifth grade, three by sixth] in a single sitting*
- *Expect students to **evaluate different media** (e.g., 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 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 use a **variety of media** in communicating ideas*
- *Expect students to **use technology** and digital media strategically and capably*

> *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.*
>
> *--Common Core*

…and this from Common Core:

> ***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.*

The underlying theme can't be ignored: A 21st Century learner requires technologic proficiency. Proof enough is that Common Core summative assessments will be completed online—only possible if students use technology as comfortably as paper and pencil to demonstrate knowledge.

What's in the SL Common Core Tech Series

You want to use tech to deliver Common Core, but how do you do that? You don't have time for another subject in your already bloated curriculum?

You'll love this series—*How to Achieve Common Core with Tech*. We share easy-to-understand tech to accomplish Standards. The technology is always grade-appropriate, often intuitive, no more complicated to use than other educational tool like iPads or manipulatives.

Each volume addresses a separate Common Core strand:

- *Language*
- *Math*
- *Reading*
- *Speaking-listening*
- ***Writing***

Literacy Shifts

#2: Focus on process, not just content

#4: Teach argument, not persuasion

#5: Increase text complexity

You see how to use computers, websites, iPads, graphic art, web widgets and other tech tools to scaffold what you already teach, using tech to deliver Common Core's big ideas:

- *Provide practical strategies for students and teachers to publish and share*
- *Provide flexible learning paths*
- *Differentiate for varied student learning styles*
- *Provide scalable projects that suit many classroom demands*
- *Increase rigor*
- *Make students accountable for their own learning*

In this volume—*Writing*—are twenty-eight practical, inquiry-driven strategies for achieving 208 **Common Core Standards in reading, speaking/listening, language, math, and writing.**

Who Needs This Book

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

Or you are the classroom teacher, a tech enthusiast with a goal—and this time you mean it—to integrate the wonders of technology into lessons. You've seen it work. Others in your PLN do it. And especially now, you want technology to help meet standards like those listed earlier *(…use technology strategically and capably… …use digital resources…)*. But often, technology seems a puzzle added to your overflowing educational toolbox.

How do you do it? With these projects, where tech meets Common Core.

Big Idea of This Book

As with all books in the Common Core Strand series, **using technology for education goals is the Big Idea**. Sure, you can write with paper and pencil and achieve the goals of the Standards, but it's more efficient and student-centered with technology. That includes computers, printers, iPads, online tools, the internet, software, a keyboard.

*A note: This book is **not** intended to **teach** Common Core Standards. It assumes you have that training. What this book shows is how to **use technology** to teach your students.*

Equipment Needs

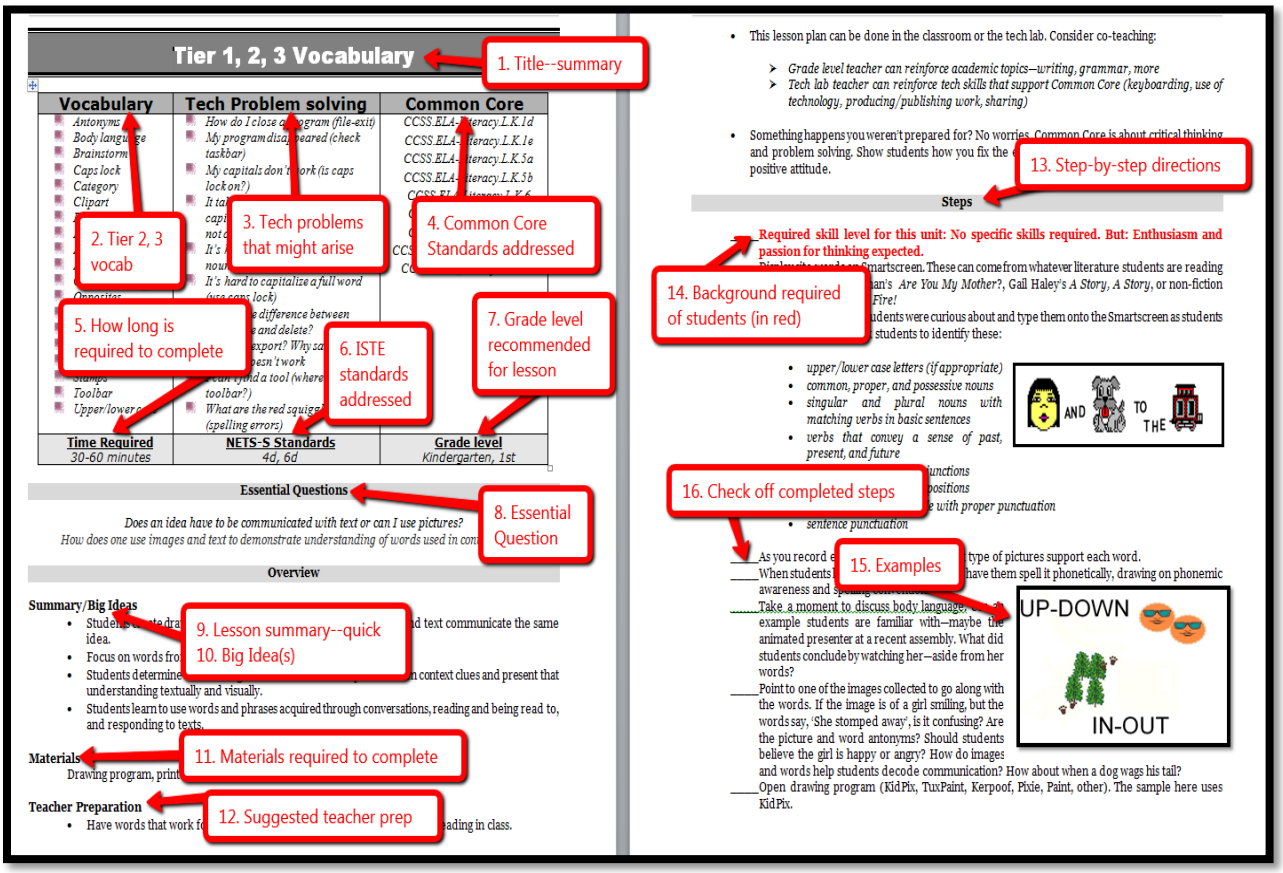
Tech infrastructure and equipment needs vary from school-to-school. This list is as basic as possible:

- *Digital camera (optional)*
- *Digital portfolios (online, GAFE, server)*
- *Headphones, speakers*
- *Internet access*
- *Microphone (optional)*
- *Permissions for online ed tools, student use*
- *Printer*
- *Productivity tools (Office, GAFE, OO)*
- *Projector, optional Smartscreen*
- *Student response system (Today's Meet, Socrative, Twitter, Padlet)*
- *Student digital devices*
- *Writing forums (blogs, wikis, websites)*

How Book is Organized

Each lesson shows how to use technology to achieve Common Core Writing Standards (*Figure 1*) as follows:

Figure 1—parts of each lesson



1. *Title—overview of what project addresses*
2. *Vocabulary-academic/domain-specific used*
3. *Tech Problem solving—most common tech problems faced—and solutions*
4. *Common Core—standards addressed*
5. *Time Required—how long lesson will take to complete*
6. *NETS-S Standards—ISTE standards addressed*
7. *Grade level—recommended grades*
8. *Essential Question—what should student understand from lesson*
9. *Summary—what student will do to accomplish Essential Question and Big Idea*
10. *Big Idea—what student gets from time spent on this topic*
11. *Materials—software, hardware, equipment teacher should have available to complete lesson*
12. *Teacher preparation—how should teacher be prepared*
13. *Steps—step-by-step directions*
14. *Required skill level—what tech background should students have to accomplish stated goals*
15. *Examples—where relevant*
16. *Check off—track what's accomplished. Why? Some lessons take more than a class session*

Tips for Using This Book

When you unpack this tome, you will find familiar strategies presented in Common Core ways. This means you aren't learning new programs, but a way to scaffold comprehension and optimize learning. Consider:

- Lessons are device-neutral. It doesn't matter if you're a Mac or PC school or use laptops, desktops, tablets, or Chromebooks. The Big Ideas and Essential Questions are valid. Yes, you might have to make a few adjustments—but, you're a techie. No worries.
- All teachers share responsibility for student literacy. Use strategies to demystify writing whether it's math, science, or literature.
- Lessons can be done in the classroom or lab. Consider co-teaching:
    - *Grade level teacher reinforces academic*
    - *Tech teacher reinforces tech skills*
- 'Tech Problem Solving' lists common show-stoppers. Don't rush in to solve problems. Help students do it themselves. Focus on listed problems, but embrace all that come your way.
- In fact, expect students to always try to solve techie problems themselves before asking assistance. The older students are, the more this will happen if you let it. For example, hardware issues (i.e., headphones don't work, monitor doesn't work) can often be solved by kindergarteners once you've provided the tools for analyzing problems.
- Use the 'Vocabulary' as you teach. This supports Standards and students learn by your example.
- Throughout lessons are instructions to '*pick which program works best*' and '*devise a plan to accomplish goals*'. It means exactly that: Differentiate instruction for your unique group. Be flexible, open-minded, and adventurous with choices.
- Lessons use free software and web-based tools where possible. If you can't access one, email us (info@structuredlearning.net) and a curriculum specialist will help you develop a work-around.

> *Digital materials that are smaller than a course can be useful. … adapted for clusters of standards or progressions within a cluster.*
>
> *--Common Core*

- Use the blank lines in front of each lesson item to track progress. Many lessons take several weeks. Check off items completed. This way, you'll know where to begin next class.
- Each lesson ends with a page of 'Assessments' that covers all grade levels and all steps. Copy the page and personalize it by picking what works for your group. Be inspired by the others.
- Use the fullness of this book as part of an ongoing effort to write routinely throughout the year, using a variety of approaches, including:

  - *blogs*
  - *book reports*
  - *brainstorming*
  - *debates*
  - *digital note-taking*
  - *digital storytelling*
  - *discussion boards*
  - *ebooks (writing them)*
  - *greeting cards*
  - *magazines*
  - *multi-media communication*
  - *newsletters*
  - *Quick Writes*
  - *Quick Stories*
  - *research*
  - *screencasts*
  - *tables*
  - *timelines*
  - *traditional reports*
  - *trifolds*
  - *visual organizers*
  - *web-based writing tools*

- Common Core standards are a cumulative progression designed to enable students to meet college and career expectations. They build year-to-year, scaffolding on prior knowledge, developing depth:

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades… (from Common Core)

Most lessons are for multiple grade levels. Pay attention to this as you implement the lesson.

- Consider a BYOD approach so students can use the device they are most comfortable with (if your IT folks and infrastructure support this). Because lessons cross content boundaries, learning is optimized by encouraging students to complete projects when convenient for their schedule.
- At every opportunity, use technology—to schedule projects, take a poll, read, time an activity. Expect students to devise tech alternatives to common activities.
- Don't know how to perform a tech skill? Get answers from the companion website, AskaTechTeacher.com, where you always find a teacher familiar with Structured Learning books. Let them know where you need help (book, lesson, page number) and they'll figure it out with you.

There's a hierarchy of learning something like this:

- ✓ *Student listens*
- ✓ *Student believes*
- ✓ *Student tries it*
- ✓ *Student remembers it*
- ✓ *Student shows others*
- ✓ *Student teaches others*

- Be aware: **Digital links change**. If you find one that's dead, let us know. We'll update it for you.
- Some of these lessons can be found in other SL books. The focus, though, will be different. It will fit the book's emphasis. For example: 'Presentation Boards' in this book focuses on the preparation, while 'Presentation Boards' in the Speak and Listening strand book focuses on presenting.
- Remember: Technology is a tool—not a learning outcome.

Assessment

Assessment is always challenging. In general, you assess: 1) to measure understanding, and 2) to help students prepare for college and/or career. How do you find this evidence? Rubrics? Group projects? Posters? None sound worthy of the Common Core environ. You need authentic assessments that are measurable and student-centered, promote risk-taking by student and teacher alike, are inquiry-driven, and encourage students to take responsibility for their own learning. Here are some that are scalable, age-appropriate and effective:

- **Anecdotal**
  Observe how students show learning. Are they engaged, making their best effort? Do they remember/apply skills taught prior weeks? Do they self-assess and make corrections as needed?
- **Transfer knowledge**
  Can students transfer learning to life? Do you hear fun stories from parents and teachers about how students used tech? Do students share how they 'helped mom use Google Maps …"
- **Teach others**
  There's a hierarchy of learning that goes like this:

  - ✓ *Student listens*
  - ✓ *Student believes*
  - ✓ *Student tries it*
  - ✓ *Student remembers it*
  - ✓ *Student shows others*
  - ✓ *Student teaches others*

  That's rigor.
- **Verbalize**
  Can students use the right words? No umms, hand motions, giggles. Can they share knowledge in succinct, pithy sentences?
- **Portfolio**
  Do students collect work to a digital portfolio via embeds or screen shots? Is it in the cloud where stakeholders can access it, never wondering what grade has been earned because they know?
- **Summarize knowledge**
  Can students use knowledge to create a magazine, a video, a how-to audio or screencast? Or does it sit in a mental file folder?
- **Oral presentations**
  Summative, formative, informational, formal, or informal--a quick answer to questions, solving a problem on the Smartscreen, helping classmates, or preparing a multimedia presentation to share.

> *To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.*
> *--Common Core*

In the end, assessment depends upon teaching goals. What's best for your students?

Companion Website

Books are static. The challenge is to keep them current—especially in a field like technology where nothing remains the same for more than ten minutes. Common Core recognizes this:

Digital texts confront students with the potential for continually updated content…

To address this reality, visit the companion website—Ask a Tech Teacher.com—that is always up-to-date, staffed by tech teachers using SL materials, and ready to answer your questions. Find:

- *Free lesson plans*
- *Targeted websites*
- *Free Newsletters with tech tips and weekly websites*
- *Teacher resources*
- *Free training videos on tools used in lesson plans*

Find insights into technology in education pedagogy. When should you start teaching keyboarding? How do you introduce computers to kindergarteners? What do you do when students know more than parents (or teachers)?

And more.

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About the Publisher

Structured Learning *is the premier provider of technology instruction books and ebooks to education professionals including curricula, how-to guides, theme-based books, and one-of-a-kind online help—all to fulfill the tech demands of the 21st century classroom. Materials are classroom-tested, teacher-approved with easy-to-understand directions supported by online materials, websites, blogs, and wikis. Whether you are a new teacher wanting to do it right or a veteran educator looking for updated materials,* ***Structured Learning*** *and its team of technology teachers is here to assist.*

About the Author

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

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W3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **Event Sequences**
- **Timelines**
- **Digital Storytelling**

W3 5…Event Sequences

Vocabulary	Problem solving	Common Core
• *Brainstorm* • *Bubbles* • *Decision matrix* • *Event sequence* • *Embed* • *Flowchart* • *Graphic organizer* • *Matrix* • *Screencast* • *Screenshot* • *Sequence*	• *I don't have a video camera (use iPad or smartphone)* • *I don't have email to create an account (does teacher have a class account?)* • *I created project, but how do I embed it (on site, find 'embed', 'share', 'publish')* • *I don't know which tool to use (which suits your purpose?)*	*CCSS.Math.Practice.MP2-**6*** *CCSS.ELA-Literacy.CCRA.SL.4,5* *CCSS.ELA-Literacy.W.4.3-6* *CCSS.ELA-Literacy.W.5.1-6* *CCSS.ELA-Literacy.W.6.1,3-6* *CCSS.ELA-Literacy.W.7.,3-6* *CCSS.ELA-Literacy.W.8.1,3-6* *CCSS.ELA-Literacy.RST.6-8.3,4,7* *CCSS.ELA-Literacy.WHST.6-8.2,6*
Time *45 min.*	**NETS-S Standards** *2a,d, 4b*	**Grade Level** *4-8*

Essential Question

How do I sequence events in a clear, understandable way?

Overview

Summary

Students brainstorm a topic as a group. Depending upon grade, they then create an event sequence or a mindmap of how-to steps required to accomplish a goal or a decision. Students include a screencast, an audio program (like Voki), video (like Animoto), or another option of your choice.

Big Ideas

Students understand the sequence of steps required to accomplish a task and can explain it to others.

Materials

Internet, links to decision matrix tools, software required for creation of how-to decision matrix

Teacher Preparation

- Talk to grade-level teachers to see if students addressed 'event sequences'. If so, how? Depending upon their answer, plan to teach basics and/or tie into their curriculum with this project.
- Test all online tools to be sure links are still active from the last time you used them. Place them in a location that's easy for students to access (say, an internet start page).
- Collect how-to topics that will be useful in academic classes, such as how to create a QR code book report. These can come from class teachers, students, even parents.
- If you've taught this lesson before and have resources collected, do a quick Google search to see if anything new has arrived you want to know about and should share with students. This is especially important with online tools—they seem to come and go quickly in tech ed.
- Consider co-teaching with subject-specific teacher.
- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you fix the emergency without a meltdown.

Steps

_____**Required skill level: Understand online tools.**

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

_____Being able to explain the many baby steps that go into completing a task is an important precursor to doing them. Customize this to task, purpose and audience. Make it convincing with supporting evidence and sufficient detail.

_____This lesson can be tied in with sequencing, a short research project, speaking and listening activities. Research (where necessary) is accomplished outside of class, preferably by scaffolding existing knowledge. Wherever students acquire information, they should assess its credibility and accuracy and provide credit where necessary.

_____Here are four options for creating a how-to:

- *Audio*
- *Decision matrix*
- *Screencast*
- *Video*

_____Students might have ideas. Approve them if they satisfy project requirements:

- *relevant to educational journey*
- *complete in allotted time (several classes)*
- *event sequence unfolds naturally*

_____How-to includes the three points above, as well as:

- *transitional words to manage sequence*
- *decoded domain-specific phrases*
- *visual diagrams, multimedia, formatting*

_____Students work in groups.

_____Share examples from prior years, then students write a script. Include each step in as it unfolds in selected tool. Revise to suit audience, task, and purpose.

_____When project is completed, have groups peer review each other's work.

_____Publish how-tos to class website, blog, or wiki.

_____Give students time to comment on classmates' work if online platform allows.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation … They are able to identify important quantities … and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, formulas.

-Common Core

Decision Matrix

_____Create a simple decision matrix (also known as a 'decision tree') for an authentic problem students face. This can be a brainstorming tool like Bubbl.us (see *Figure 18a* for example) or iMindMap, or a graphic organizer in Word (*Figure 18b*) or from internet. It can even be drawn using Google App's drawing program (see *Figure 19*).

_____A decision tree guides student through decision-making process. At each step, student determines which of two choices s/he will make (commonly, 'yes' or 'no'). They follow path from answer to next decision, until they've completed matrix.

_____In all, matrix includes:

- *decision that needs to be made*
- *possible alternatives*
- *consequences associated with a 'yes' or 'no' decision*

Figure 2a and 18B—Mindmap created in Bubbl.us and MS Word

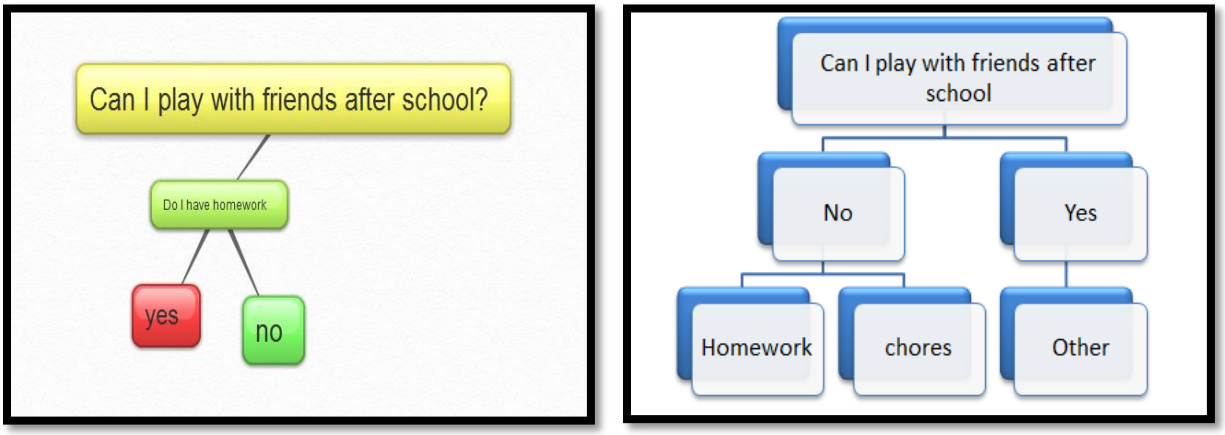
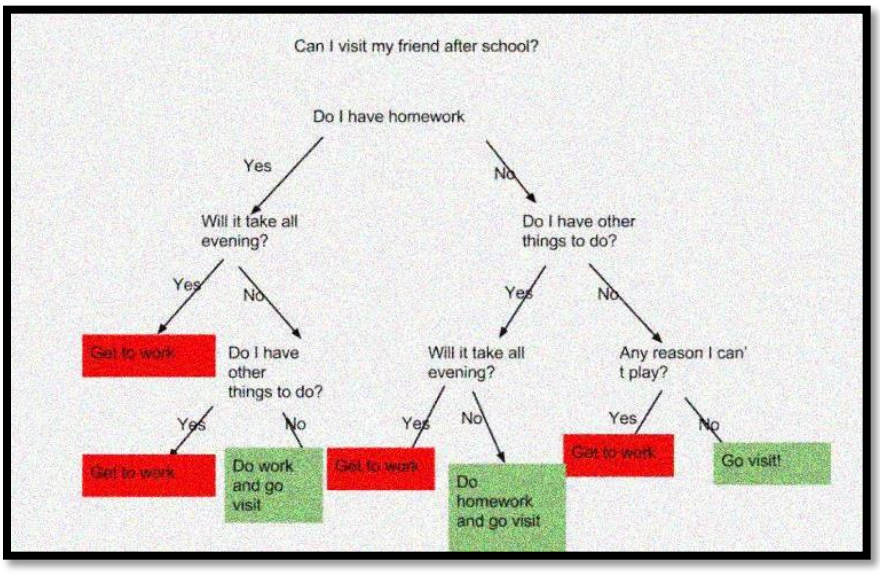


Figure 3—Mindmap created with Google App's drawing program



_____Develop a decision tree to evaluate decision choices and repercussions. Each step should have only two outcomes (e.g. "Yes" and "No").

_____In completing project, students notice linear (or non-linear) nature of decision making process. They engage higher-order thinking skills, recognize patterns, and determine causality.

_____Popular mind mapping tools include:*Bubblus–simple to use; free*

- *Mind42–online, free*
- *MindMeister–free trial*
- *Popplet—for iPads and web*
- *Scapple--downloaded tool*
- *Spicy Nodes*
- *SpiderScribe–free sign-up, fee for > 3*

_____Students can use whatever approach works for them. Once a method is selected, model thought processes through the tool's elements. Walk through matrix and see if each choice bears out.

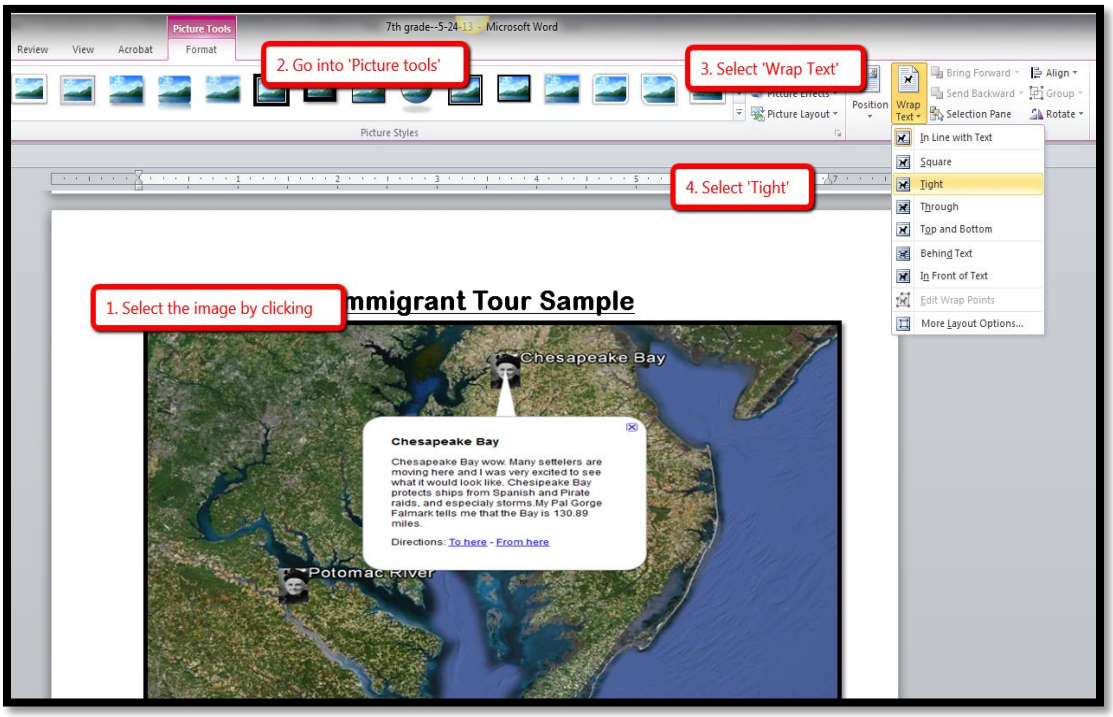
Screencast

_____A screencast is a quick video that shows student completing a task on their desktop as the screencast program videotapes. It can be simple or sophisticated. For example, if student shows how to wrap text around an image, *Figure 20* illustrates a screenshot of what is actually a 30-second video. Viewers quickly see how to complete the four steps required.

_____Several free online screencast tools include:*Jing*

- *Screen Capture—full webpage*
- *Screen capture–Screenr*
- *Screencast-o-matic*

Figure 4—Image of a screencast



_____Some of these programs require a student account. Some require a minimum age. Preview options before offering them to students. If possible, set up class account.

Audio

_____Students use a web-based audio tool to tape their how-to. This can be a simple program like QuickVoice Recorder or more involved like VoiceThread (both apps). Here are more options:

- *Audioboo*
- *Audio Memos Free (free with ads or $0.99 without ads)*
- *DropVox*
- *PCMRecorder (free) – requires Soundcloud account*
- *Puppet Pals HD (free)– shows with animation and audio in real time*
- *Sock Puppet–record movement and voice–changes voices to funny ones*
- *Sonic Pics–voice-over slideshow of pictures*
- *Talking Tom Cat–repeats what students say*

_____Some of these programs require student account and some require a minimum age. Preview options before offering them to students. If possible, set up class account.

Video

_____Students create a simple how-to video and share it with classmates. Students can use camcorder on smartphone or iPads to tape, then share with students (*Figure 21* is a screencast of video).

Figure 5—Image of video

_____Options for iPads:

- *Mixbit.com–create up to a one-hour video and share from iPad*
- *PicSay– take screenshots of each step. Add word balloons, titles, graphics, effects*
- *ScreenChomp–free*
- *Tellagami–create short video avatars*
- *Videolicious–include images from iPad, with student voice*

_____Other options:

- *Animoto—mix screenshots with music, text*

- *Google Hangouts—use Google account to access Google Hangouts (free). Tape live to YouTube, toggling between student and their desktop to teach*
- *Snagit (fee)—screen capture program that uploads directly to many video libraries*
- *Wideo*
- *YouTube—tape directly to YouTube using camera on laptop, iPad, desktop, Chromebook (no uploading because you're already there)*

_____This project can be a summative assessment for a unit that has ended or a pre-assessment to determine how much students know before beginning.

_____When students finish, ask them what digital tools were used (Hint: software, internet, online tools). How did technology accomplish goals better than other approaches?

_____If students have blogs or online journals, reflect on what they learned.

_____As you teach, incorporate domain-specific language.

_____Remind students to transfer knowledge to class or home.

_____Expect students to solve problems as independently as possible. Problems at beginning of lesson are the most common students face during lesson.

_____Expect students to make decisions that follow class rules.

_____*A note: Every chance you get, use technology to facilitate teaching. Students will follow your good example. They want to use tech.*

> *Mathematically proficient students…know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. [They[are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.*
>
> *-Common Core*

Extension:

- *Have students orally present their how-to and take questions from class.*
- *Assign a student to enter due date into online calendar.*

More Information:

- *Lesson questions? Go to Ask a Tech Teacher*
- *Full digital citizenship curriculum for K-8 here*

Assessment

Pick what works for your grade level

_____Did student join class conversations? Work well in a group?

_____Did student safely and effectively use the internet (where required)?

_____Did student understand the juxtaposition of 'technology' and 'education'?

_____Did student use backchannel device when necessary?

_____Did student use correct keyboarding while typing?

_____Did student transfer knowledge from other lessons?

_____Did student try to solve problems (tech and otherwise) independently before requesting assistance from classmates and/or you?

_____Is student engaged, making a best effort to accomplish lesson goals?

_____Was student event sequencing accurate and thorough?

_____Did student use academic and domain-specific language, as well as correct language conventions, in how-to project?

_____Was student how-to clear, understandable? Were students able to accomplish task?

_____Was student a risk-taker, curious about new technology (i.e., backchannel devices, note-taking tools)?

_____Did student understand that digital tools used were alternatives to paper-and-pencil used other times (for example, the mind map)?

_____While investigating, did student enjoy the experience?

_____Can students transfer learning to life?

_____Other_____

_____

_____

_____

_____

_____.

ASSESSMENT

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Write with Twitter**
- **Letter Writing**
- **Write with Tables**
- **Write with Graphic Organizers**
- **Write with Magazines**

W4 8…Write with Twitter

Vocabulary	Problem solving	Common Core
• *140 characters* • *Ampersand* • *Backchannel* • *Characters* • *Digital footprint* • *Digital rights* • *Hashtag* • *Headlining* • *PLN* • *Social media* • *Stream* • *Tweet* • *Tweet-up* • *Twitter* • *Virtual*	• *I can't find tweet stream (use #hashtags)* • *Message is longer than 140 characters (edit it)* • *I posted my notes but they didn't show on stream (use #hashtag?)* • *How do I write to just my class (use @ and user name)* • *I'm poking friends with #hashtags—they understand (anyone with #hashtag can read)* • *Why won't my teacher let me check Twitter during class?* • *My parents won't let me use Twitter at home. What do I do?*	*CCSS.ELA-Literacy.CCRA.W.1,4,6* *CCSS.ELA-Literacy.CCRA.W.8-10* *CCSS.ELA-Literacy.W.6.3d,4,6* *CCSS.ELA-Literacy.W.7.3d,4,6* *CCSS.ELA-Literacy.W.8.3d,4,6* *CCSS.ELA-Literacy.WHST.6-8.2b* *CCSS.ELA-Literacy.WHST.6-8.2d* *CCSS.ELA-Literacy.WHST.6-8.6-8*
Time *45 min, 5 min x ?*	**NETS-S Standards** *2, 4, 5*	**Grade** *6-8*

Essential Question

How do I tailor my writing to task, purpose, and audience?

Overview

Summary

Introduce the brevity of Twitter's 140-character limit in writing a communication. Use it in a variety of tasks where that sort of pithiness is best-suited.

Big Ideas

Writing is adapted to the task at hand, the communication goal, and audience being addressed.

Materials

Internet, class Twitter account, iPads (if using these), Chromebooks or other digital devices

Teacher Preparation

- Test online tools to be sure links are still active from the last time you used them.
- If you've taught this lesson before and have resources collected, do a quick Google search to see if anything new has arrived you want to know about and should share with students.
- Know what other teachers and parents think about using social media in class
- Have a thorough discussion with all stakeholders on using Twitter (and other social media), best practices, considerations. Consider co-teaching with other teachers.
- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you fix the emergency without a meltdown.

Steps

_____**Required skill level: Understand social media; familiarity with Twitter**

_____Before beginning, put backchannel device onto Smartscreen (Today's Meet, Socrative, Padlet, class Twitter account, GAFE form) to track student comments throughout class..

_____Twitter is one of the most popular forms of social media, but there is a loud discussion going on about students using it in education—not just Twitter, but Facebook, Pinterest, and their ilk. There is no doubt technology is an important educational tool in the classroom, but expanding to social media requires more—supervision? Training? Guidance? Attention. For example, as of this printing, Twitter doesn't have age requirements. That doesn't mean use it for all ages—it means use your discretion.

_____ Top reasons why teachers use Twitter include:

- *To stay in touch with parents*
- *To stay in touch with students*
- *For last-minute updates on classwork*
- *An innovative approach to teaching writing*
- *Student collaboration on classwork*

5 ways Teachers think Twitter helps education:

1. *Brings the world into class*
2. *Aids communication between home and school*
3. *Becomes a personal learning network for teachers, administrators, even (older) students*
4. *Collects and memorializes conversations, notes, ideas*
5. *Encourages use of precise words and phrases*

_____These make sense. Middle school students are more likely to be on social network than their class webpage. Isn't it more efficient to reach them where they 'live'?

_____Discuss Twitter—and why students think Twitter might help their writing skills. Include:

- *Writing short messages helps perfect "headlining" (why is that important?)*
- *Just 140 characters per message builds discipline. You can't ramble.*
- *Tweeple expect brief, bright, pithy, pointed tweets. That takes skill.*
- *PhD words are great for Scrabble, but horrible for many forms of writing.*
- *With practice, it takes only a few words to make a point.*
- *Tweets need to be written knowing tweeple can @reply.*
- *Messages may be part of a larger theme via #hashtags.*

_____Besides these practical reasons, there are more pluses to using Twitter in the classroom:

- **Twitter isn't intimidating--**A blank white page that holds hundreds of words, demanding to be filled is intimidating. 140 characters isn't.. Students write that and more, learn to whittle back, leave out emotional words, cull adjectives, pick better verbs instead of adverbs—because they need room. Instead of worrying what to say on that empty page, they feel successful.
- **Tweets are written knowing tweeple @reply—**In this world, people read what you say and comment. That's good. It's feedback. Students learn to construct arguments expecting others to provide feedback. Not only does this develop the skill of persuasive writing, students learn to take comments with a grain of salt (and two grains of aspirin).

- **#Hashmarks develop a community--**Create #hashmarks that help students organize tweets--#help if they have a question, #homework for homework help. Establish class #hashmarks to deal with subjects that you as teacher want students to address.
- **Students are engaged--**Twitter is exciting, new, hip. Students want to use it. It's not the boring worksheet. It's a way to engage students in ways that excite them.

_____Before using Twitter, discuss digital citizenship topics that form the foundation for 'social media'. Prepare students for online communication by grounding them in an understanding of cyberbullying, digital citizenship, digital law, internet safety, and netiquette. **Do NOT allow students on Twitter without thorough discussions of the following topics:**

- *cyberbullying—what they write can be hurtful. How can they avoid that?*
- *digital citizenship—what are (age appropriate) rights and responsibilities students should be aware of as they use the internet?*
- *digital footprint—what is a 'digital footprint'? How do students create one? How does it impact their lives? What part does 'writing' play in this?*
- *digital privacy—How could anyone find a student based on digital bread crumbs?*
- *internet safety—how do students stay safe in the neighborhood?*
- *netiquette—what is proper internet etiquette?*
- *social media—How old should students be to use social media? Why are there age limits?*
- *writing in virtual venues—is this like texting? Or a book report? How do students write for the specific audience and purpose associated with Twitter?*

_____Here's a breakdown of when to start discussing each topic:

Digital Citizenship Topics	K	1	2	3	4	5	6	7	8
Cyberbullying	x	x	x	x	x	x	x	x	x
Digital citizenship	x	x	x	x	x	x	x	x	x
Digital commerce					x		x	x	x
Digital communications				x		x	x	x	x
Digital footprint/Online presence			x	x	x	x	x	x	x
Digital law, plagiarism				x	x	x	x	x	x
Digital privacy				x	x	x	x	x	x
Fair use, Public domain, copyright			X	x	x	x	x	x	x
Internet safety	x	x	x	x	x	x	x	x	x
Netiquette		x	x	x	x	x	x	x	x
Passwords	x	x	x		x	x			
Social media						x	x	x	x

_____Resources you might find helpful in these discussions can be found here.
_____Set up a Twitter account for your class. Make it private so only members can view tweets.
_____Explain ground rules: 1) students use good grammar and spelling, 2) tweets are G rated, 3) tweets must be school-specific.
_____Remind students: Social networks require netiquette. People thank others for assistance, ask politely for help, encourage contributions. Teach students how to engage in a community–be it physical or virtual.

_____Remind students: Be tolerant of all opinions. Why? Because Tweeple aren't afraid to voice their thoughts. Because the Twitter stream is public (private in class, but visible to all students). Because what is written in the stream is there forever. That's daunting.

_____Ideas on how class can use Twitter:

- *Backchannel device*
- *Collaborate on assignments*
- *Journaling—reflection*
- *Quick assessments*

Backchannel

_____The 'backchannel' is communication happening in the classroom not from the presenter.

_____'Backchannel devices' are communication methods that encourage students to share thoughts and ideas, even questions, while a lesson is going on. Typically, comments show up on class Smartscreen, shared with all classmates. Students read and respond. Teacher uses them to notice when students get/don't get a topic s/he is covering.

_____Why use a 'backchannel? Here are a few reasons:

- *Know what engages students*
- *Extend ideas students are interested ins*
- *Provide a voice to shy students*
- *Prevent monopolizing of class by gregarious students*

Twictionary

- *#--Hashtags*
- *@--call out usernames, like: Hello @Twitter!*
- *DM--private Tweets between sender and recipient*
- *FF--"Follow Friday."*
- *Follow--subscribe to someone's Tweets*
- *Handle--username*
- *Hashtag--used to mark keywords*
- *Protected/Private Accounts--Tweets only seen by approved followers*
- *RT--retweeted message*
- *Stream--list of user's tweets*
- *Tweet (verb)--act of posting a message*
- *Tweet (noun)--message posted via Twitter*

_____Popular options are Google Forms (if you are a GAFE—Google Apps for Education—school), Padlet, Socrative, Today's Meet. And Twitter. Students bring up class account on iPads, Chromebooks, or other class digital device and communicate questions, concerns, ideas during class.

_____Consider this: You're doing the lecture part of your teaching (we all have some of that), or you're walking the classroom helping where needed. Students tweet questions/comments that show up on Smartscreen. You see where everyone is stuck, which question stumps them, and answer it in real time. The class barely slows. Not only can you see problems, students get/give instant feedback without disrupting class.

Collaboration with classmates

_____As students work on homework or a project after school, they collaborate with team members or classmates via Twitter using #hashtags. As they're working, they read the stream to see what's been said and then join in.

_____Students learn to share--Start a tweet stream to share research websites. Have each student share their favorite (using a #hashtag —*#ancientgreecewebsite*). Encourage them to RT posts they found relevant or helpful.

Journaling

_____If students will be journaling, Twitter is a great way to summarize ideas and thoughts. Because Tweets are so short, most students won't mind coming up with a reflection (of 140 characters).

_____ This can be a summative assessment, a study guide for an upcoming quiz, or a simple way to inform yourself on whether students understood the lesson.

Note-taking

_____Why take notes (from Common Core):

- *determine central ideas*
- *provide accurate summary*
- *identify key steps*
- *cite text evidence to support analysis*
- *analyze author's purpose*
- *analyze structure used to organize text*

_____There are a variety of approaches to digital note-taking (i.e., Google Apps, Evernote, Notability). Twitter allows short responses to focused questions, where tweets demonstrate understanding of subject. Students gather and share information from print and digital sources, assess the credibility and accuracy of each source by commenting on each other's tweets, and integrate information into their finished product. It's almost impossible to copy-paste text into a Tweet—what are the chances it will be short enough? Likely, students will have to rephrase in age-specific language.

_____Links and images can be shared. Links are easily activated and images stand out.

_____Have students enter thoughts, note, reactions while you talk. By the time class is done, there's a lesson overview with connections that help everyone.

_____Establish a #hashtag for each topic. Students add notes with #hashtag. At only 140 characters, it's quick, pithy, substantive—a great for sharing information.

To build a foundation for college and career, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

--Common Core

Quick Assessments

_____Post a question and ask students to respond via Twitter. Their answer is shared with all students and you'll see if they understand the lesson.

_____Twitter is always open—Inspiration can strike after class, after school, after dinner, even after midnight. Twitter doesn't care. Whatever schedule is best for students works for Twitter. That's a student-centered classroom, where students are not subjectively judged by a time period.

_____When you ask a question during class, often the same people answer. Others may know the material, but are too shy to answer. Twitter breaks down barriers to talking to other people. Students are less worried about typing 140 characters than raising their hand in class, all eyes on them, and having to spit out the right answer. With Twitter, students type an answer, delete it, edit it, add to and detract from, all before they push send. Plus, it's more anonymous, with no body language or facial expressions. Just words–and not many of those. Students have their say, see how others respond, have a chance to clarify. What could be safer?

A 2012 study by the Pew Internet and American Life Project notes that "20% of 18-24 year olds use Twitter on a daily basis," that's a 400% increase from 2010. It's likely that the percentage has increased since then.

_____This project can be part of an ongoing effort to write routinely and over extended time frames throughout the year, using a variety of approaches, including:

- *blogs*
- *cards*
- *graphics*
- *magazines*
- *multi-media communication*
- *newsletters*
- *screencasts*
- *tables*
- *timelines*
- *traditional reports*
- *trifolds*
- *visual organizers*

Young people's use of Twitter in learning settings was found to support positive educational outcomes including ***increased student engagement, active learning, improved relationship*** *between students and instructors, and* ***higher grades*** *(Junco, Heiberger, and Loken 2011).*

In a second study, Junco, Elavsky, and Heiberger found structured use of Twitter … led to ***increased engagement and higher grades****.*

_____When students finish, ask them what digital tools were used today (Hint: internet, Chromebooks, online tools). How did the use of technology to produce and publish writing and to interact and collaborate with others accomplish goals better than other approaches (say, a study guide)?

_____If students have blogs or online journals, reflect on what they learned in this lesson.

_____As you teach, incorporate domain-specific language into lesson.

_____Throughout class, check for understanding.

_____Remind students to transfer knowledge to classroom or home.

_____Expect students to solve problems as independently as possible. Problems at beginning of lesson are the most common students face during lesson.

_____Expect students to make decisions that follow class rules.

_____*A note: Every chance you get, use technology to facilitate teaching. Lead by example. Students will see you use tech quickly and facilely and follow your good example. They want to use tech.*

Extension:

- *Assign a student to enter due dates into online calendar.*
- *Organize a #tweetup (assign someone to research what that is and how to do it).*
- *Include parents in Twitter discussion. Invite them to join class Twitter stream. This provides transparency and eliminates Twitter Fear by non-Tweeple.*

More Information:

- *Lesson questions? Go to Ask a Tech Teacher*
- *Full digital citizenship curriculum for K-8 here*

If you don't get through everything, check off completed items. I find when I focus on a lesson's central idea, clarifying questions may take more time than I expected. I'm fine with that. There'll be lessons later that move faster than I planned.

Assessment

Pick what works for your grade level

_____Can students transfer learning to life?

_____Did student join class conversations? Work well in a group?

_____Did student safely and effectively use the internet (where required)?

_____Did student use academic and domain-specific language, as well as correct language conventions, when speaking to class, classmates and you?

_____Did student understand the juxtaposition of 'technology' and 'education'?

_____Did student use correct keyboarding while typing?

_____Did student use Twitter outside of class?

_____Did student use Twitter as a backchannel and/or note-taking device during class?

_____Did student use #hashtags and join #specific conversations?

_____Did student participate in a Tweetup (if there was one?

_____Did student transfer knowledge from other lessons?

_____Did student try to solve problems (tech and otherwise) independently before requesting assistance from classmates and/or you?

_____Is student engaged, making a best effort to accomplish lesson goals?

_____Did student follow all Common Core writing conventions in using Twitter?

_____Was student a risk-taker, curious about new technology (i.e., backchannel devices, note-taking tools)?

_____Did student understand that digital tools used were alternatives to paper-and-pencil used other times?

_____While investigating, did student enjoy the experience?

_____**Other**_____

_____

_____

_____.

ASSESSMENT

W10 26…Digital Quick Writes

Vocabulary	Problem solving	Common Core
• *Animoto* • *Apps* • *Closure* • *Digital* • *Edit* • *Export* • *Font* • *Grammar* • *Icon* • *Online tool* • *Palette* • *Quick writes* • *Software* • *Task*	• *Drawing doesn't look good/real? Remind student that each drawing is unique. It shouldn't look like others.* • *This is hard (that's why we practice)* • *I ran out of room (next time, plan layout so it fits the way you write)* • *I can't save on the iPad (teacher will show you how—or a classmate)* • *I used to think writing was difficult. Now it's fun. What happened?* • *I made card for school, but Dad used it for home. Is that OK? (let's talk)* • *Drawing tool doesn't have text tool (use pencil)*	*CCSS.ELA-Literacy.CCRA.W.6,10* *CCSS.ELA-Literacy.W.K.3,5,6,8* *CCSS.ELA-Literacy.W.1.5,6,8* *CCSS.ELA-Literacy.W.2.6,8* *CCSS.ELA-Literacy.L.K.1,2,6* *CCSS.ELA-Literacy.L.1.1,2,6* *CCSS.ELA-Literacy.L.2.1-3,6*
Time *45 minutes*	**NETS-S Standards** *1a, 2b*	**Grade** *K-2*

Essential Questions

How does writing often and briefly improve skills?

Overview

Summary

Students use digital Quick Writes to integrate writing and critical thinking practice into any discipline. They use a variety of age-appropriate digital tools to prepare their work. Through these short, fun writings, students develop fluency, build the habit of reflection, and informally assess thinking.

Big Ideas

Writing routinely for short periods of time, for a range of tasks, purposes, and audiences, makes students better writers.

Materials

Internet, drawing program, quick write links

Teacher Preparation

- Test all tools to be sure they work since the last time you used them.
- If you've taught this lesson before and have resources collected, do a quick Google search to see if anything new has arrived you want to know about and should share with students.
- Collect Quick Write topics from grade level teachers (and other subject teachers). Let them know when students will be using one of these topics.
- Consider co-teaching with subject-specific teacher.
- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you fix the emergency without a meltdown.

Steps

_____**Required skill level: drawing program basics, writing basics.**

_____Learning Common Core writing skills doesn't have to be accomplished with pen-and-paper, or keyboard. Thanks to technology, students hone writing skills by creating videos, comics (Lego comics), audios (Voki). Here's a list of options for writing with technology:

- *Comic Creator*
- *Fotobabble*
- *Get Writing*
- *Make a Story*
- *Make Believe Comix*
- *A newspaper clipping story*
- *Shidonni*
- *Story Maker*
- *The Story Starter Jr.*
- *Web-based Madlibs*
- *What-if questions for stories*
- *Zooburst--create pop up stories (log-in)*

_____For this lesson, we focus on digital quick writes—technology that students use for writing, say, 10-20 minutes. In K-2, this involves two communication approaches students are familiar with—text and art. These mix art and words—perfect for younger writers. We'll save video, audio, and more sophisticated storytelling tools for the lesson on Quick Stories.

_____Here are some good options:

- *Art.com*
- *Draw.to*
- *Dreezle.com*
- *Kerpoof*
- *KidPix*
- *Mutapic*
- *Paint (free program with Windows)*
- *SumoPaint*
- *TuxPaint*
- *Word processing program*

> *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*
>
> *—Common Core*

_____'Quick writes' are short projects, completed repetitively throughout the year, that vary depending upon task, audience, and purpose. Students surreptitiously review skills with an authentic, student-directed approach.

_____Discuss the difference between software (i.e., KidPix, Paint, TuxPaint) and online programs (i.e., Kerpoof, Draw.to). Can students name a few of each that they have used? Which are digital tools? (Hint: Both—why?)

_____Before class, preview each tool and select a variety that fits your student group. Use as many as possible throughout the school year—a different tool for each card is perfect. Get students thinking about how the tool operates, what's similar to previous tools, what the symbols used in the program mean, how they can get it to work without waiting for teacher assistance.

_____Demo several tools for students.

_____Whichever you select, be sure you've vetted them for age- and skill-appropriateness to your unique student group, as well as the defining characteristics of this lesson—that writing will be quick, efficient, and satisfying.

_____A good approach is to emphasize certain tech tools (paint brushes, text styles, backgrounds, stamps) and/or specific writing conventions (letter writing, sentences) with each project. These can increase in complexity as the year progresses.

_____For youngers: Take two weeks on each project. The first week, students practice, but don't save or print. The second week, have one or more students review what was done the prior week using the class Smartscreen. Then, students complete the quick write and save/print/share/publish.

_____For 2nd grade: Show a sample on the SmartScreen and ask a student to come up and show in the school drawing program where each of the parts came from--paint brush, paint bucket, text tool, backgrounds. This serves as a formative assessment of student knowledge, transferred from kindergarten and first grade, and reminds students that they are expected to remember how to use the tools productively in their work.

_____Each time student completes a quick write, share it with a neighbor and get feedback. Does it communicate the idea? Does picture say same message as words? Does neighbor notice any spelling/grammar/syntax errors (as are age-appropriate)?

_____If students will be using online images, discuss how to use the internet safely in an age-appropriate way—avoid ads, ignore bling, go only to the links specified by teacher.

_____Discuss the legality of using online resources, like images. When can they use them? When not? Give specific examples of when it's OK—say, for school reports, academic work. In general terms (not intended to be a legal explanation—for that please consult relevant qualified personnel):

Yes—can be used for the exercise of learning
No—cannot be used in other places (must be for the academic purpose of learning

_____Have this discussion in an age-appropriate way and build knowledge every year. For ideas on how to do this, see SL K-8 Digital Citizenship Curriculum.

Figure 6a and 109b—Digital Quick Writes using TuxPaint

_____You can use quick writes as formative or summative assessments of both tech skills and writing skills.

_____Before beginning, discuss what it means when you ask students to do a 'quick write'. They are brief, timed writing opportunities that integrate writing and critical thinking practice into any discipline. They develop writing fluency, build the habit of reflection, and to informally assess student thinking. They are expected to:

- *Activate prior knowledge*
- *Promote reflection about*

- *Encourage critical thinking*
- *Organize ideas*
- *Be completed in a brief amount of time and/or by a deadline*

_____What types have students done in the past? Can they describe them? What was the purpose?

_____Anytime you employ digital quick writes, make them casual, spontaneous, stress-free. Students should come to consider writing as fun, natural, simply part of their learning—not a process that requires hours of preparation, many rewrites, and causes stress.

_____Always have students open program as independently as possible. For this young grade level, a writing tool that relies on art as well as text is ideal. Consider *KidPix, Paint, Pixie, TuxPaint*. If using IPads: *Doodle Buddy*, *Doodle Cast*, *Draw*, *Drawing Pad*, *Screen Chomp*.

_____Where possible, **writing is completed before formatting occurs**—font selection and colors, drawing, stamps, and similar.

_____These projects require an interweaving of art and text. Do students notice how drawings communicate differently than words. In Figure 111a and 111b, what do students know about the girl based on the two drawings?

_____When student thinks they are done with a quick write, evaluate whether it has required details to uniquely represent the idea.

_____Done evaluating? Ask a neighbor for assistance. What does this second person see when they look at drawing? What do they think would make it clearer? Have student revise based on input.

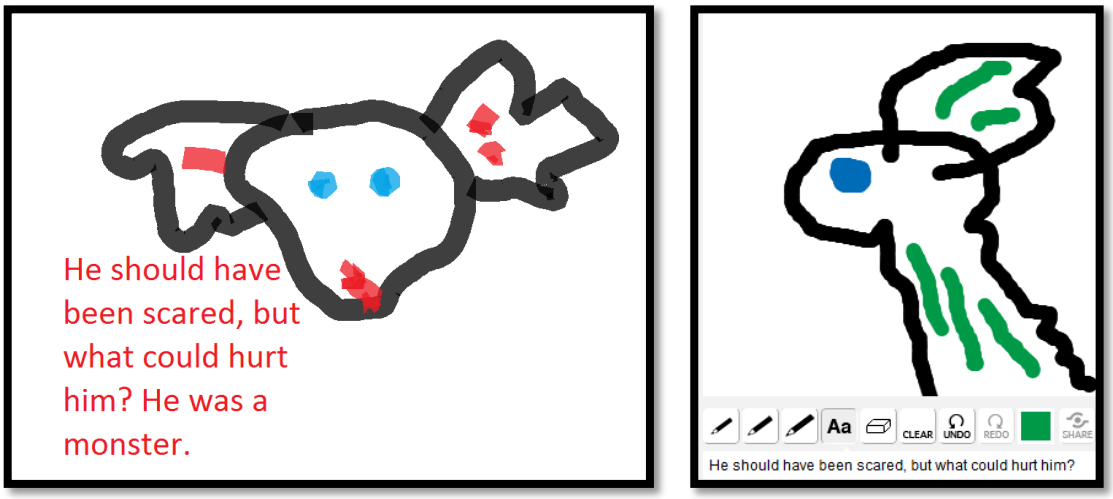
_____If necessary, remind students of agreed-upon rules for class conversations.

Story Pieces as Quick Writes

_____Students tell a story in four drawings to celebrate tech skills accomplished during the school year. They use tech basics (tools, toolbars, fills, drag-and-drop, backgrounds, clipart, text) and established writing conventions learned throughout year. All four will be ready by Open House. Be prepared to allow one week to practice, one to export if necessary.

_____Digital quick writes address story parts, i.e., main character (*Figure 109a, 110a*), supporting characters (*Figure 111b*), setting (*Figure 111a*), and plot (*Figure 110a* and *110b*). They are created in a variety of drawing tools, both software and online.

Figure 7a and 110b—Digital Quick Writes using Paint and Draw.to



_____Open drawing program—we'll use KidPix, but you can use Paint, TuxPaint, Kerpoof, online tool.
_____Use ABC tool, caps lock, font size 72, to write a sentence that introduces story to viewers. Include appropriate grammar, capitalization, spelling.
_____Most students need to edit their sentence. Explain how to do this (place cursor where mistake is and backspace or delete—what's the difference).
_____When writing completed, draw images to reinforce text using a variety of colors.
_____Observe students as they work to be sure they hold the mouse correctly (palm at bottom, pointer and middle fingers on buttons, thumb on side) and use correct posture.

Figure 8a and 111b—Digital Quick Writes using KidPix

_____Save/share/publish/print with help to student digital portfolio.
_____Space these drawings throughout the year to scaffold learning—both tech and writing. By the time they're done with sequence, they have an exciting story to share with parents at Open House (or another end-of-year celebration).

Independent Quick Writes

_____Digital Quick Writes are great for stand-alone writing topics. Whatever is being discussed in class—history, a story, literacy, even vocabulary—have students write a few sentences and then draw a picture that communicates same information as the words. See *Figure 112a* and *112b*.

Figure 9a and 112b—Digital Quick Writes using Kerpoof

_____Students open drawing program as independently as possible. Add a sentence or two in font size 48, choice of font and color. Pay attention to age-appropriate writing conventions.

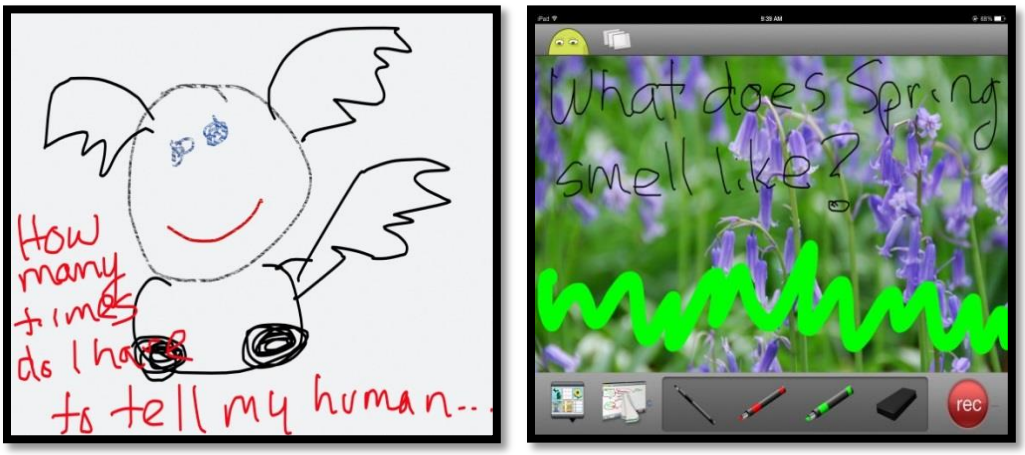
_____ Create picture to wrap up story. No rush—enjoy the process. Use different brushes and colors.

_____Remind student to use good keyboarding habits, like backspace and delete to edit from where cursor blinks (what's the cursor? Why does it blink? This is a good opportunity to reinforce domain-specific vocabulary during class.).

_____When student has completed both writing and drawing, show it to a neighbor. Does it accomplish goal? Does it reinforce the topic being discussed? Does picture communicate same message as words? Are writing conventions accurate? If neighbor has suggestions, student can make changes before finalizing drawing.

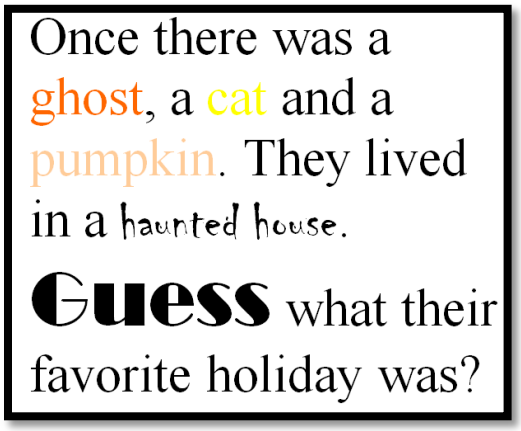
_____If using IPads, explain the basics of this tech tool to students before beginning. You want them to enjoy it. Include: how to **save screen picture** (*push power* and *home* at the same time) and how to find the tool that allows **publishing/sharing**. But don't over-explain—leave room for discovery and experimentation.

Figure 10a and 113b—Digital Quick Writes on IPad using Doodle and ScreenChomp



_____Second graders can complete quick writes with a traditional word processing program like Word, Notes, Open Office, Google Docs (if you use GAFE). Be sure to review basics of this program—tools, toolbars, opening canvas—before proceeding. This will be a relatively new skill for them.

Figure 11a and 114b—Digital Quick Writes using word processing program



_____Start with word processing skills required for a quick write—text, text formatting, inserting images. Work one step at a time—text first, then formatting (fonts, colors, sizes), then images. *Figure 114a and 114b* show two digital quick write formats completed in MS Word.

_____When students finish, ask what digital tools were used. How did technology to produce writing accomplish goals better than other approaches (say, a crayon drawing)?
_____How to use the wide variety of digital quick write tools is outside the scope of this book, but there are many websites you can access (by Googling the name) on that topic.

_____This project can be part of an ongoing effort to write routinely throughout the year, using a variety of approaches, including:

- *blogs*
- *cards*
- *graphics*
- *multi-media communication*
- *traditional reports*
- *visual organizers*

_____As you teach, incorporate domain-specific language into lesson.
_____Throughout, check for understanding. Remind students to transfer knowledge to class or home.
_____Expect students to solve problems as independently as possible. Problems at beginning of lesson are the most common students face during lesson.
_____Expect students to make decisions that follow class rules.
_____*A note: Every chance you get, use technology to facilitate teaching. Lead by example. Students will see you use tech quickly and facilely and follow your good example.*

Extension:

- *Don't use caps lock. Expect student to use shift key to capitalize as needed and add a period to end of sentence.*
- *Discuss 'grammar' with students.*

More Information:

- *Lesson questions? Go to http://askatechteacher.com*

Assessment

Pick what works for your grade level

_____Can students transfer learning to life?

_____Did student join class conversations? Work well in a group?

_____Did student safely and effectively use the internet (where required)?

_____Did student use academic and domain-specific language, as well as correct writing conventions?

_____Did student use correct keyboarding while typing, in an age-appropriate way?

_____Did student picture match text, so both communication methods shared the same message?

_____Did student review, revise and edit as required with the help of a neighbor?

_____Did student correctly edit text and drawing where required—using proper tech tools?

_____Did student transfer knowledge from other lessons?

_____Did student try to solve problems (tech and otherwise) independently before requesting assistance from classmates and/or you?

_____Is student engaged, making a best effort to accomplish lesson goals?

_____Was student a risk-taker, curious about new technology (i.e., online drawing tools)?

_____Did student understand the juxtaposition of 'technology' and 'education'?

_____Did student understand that digital tools used were alternatives to paper-and-pencil used other times?

_____While investigating, did student enjoy the experience?

_____**Other**_____

_____

_____▪

ASSESSMENT

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