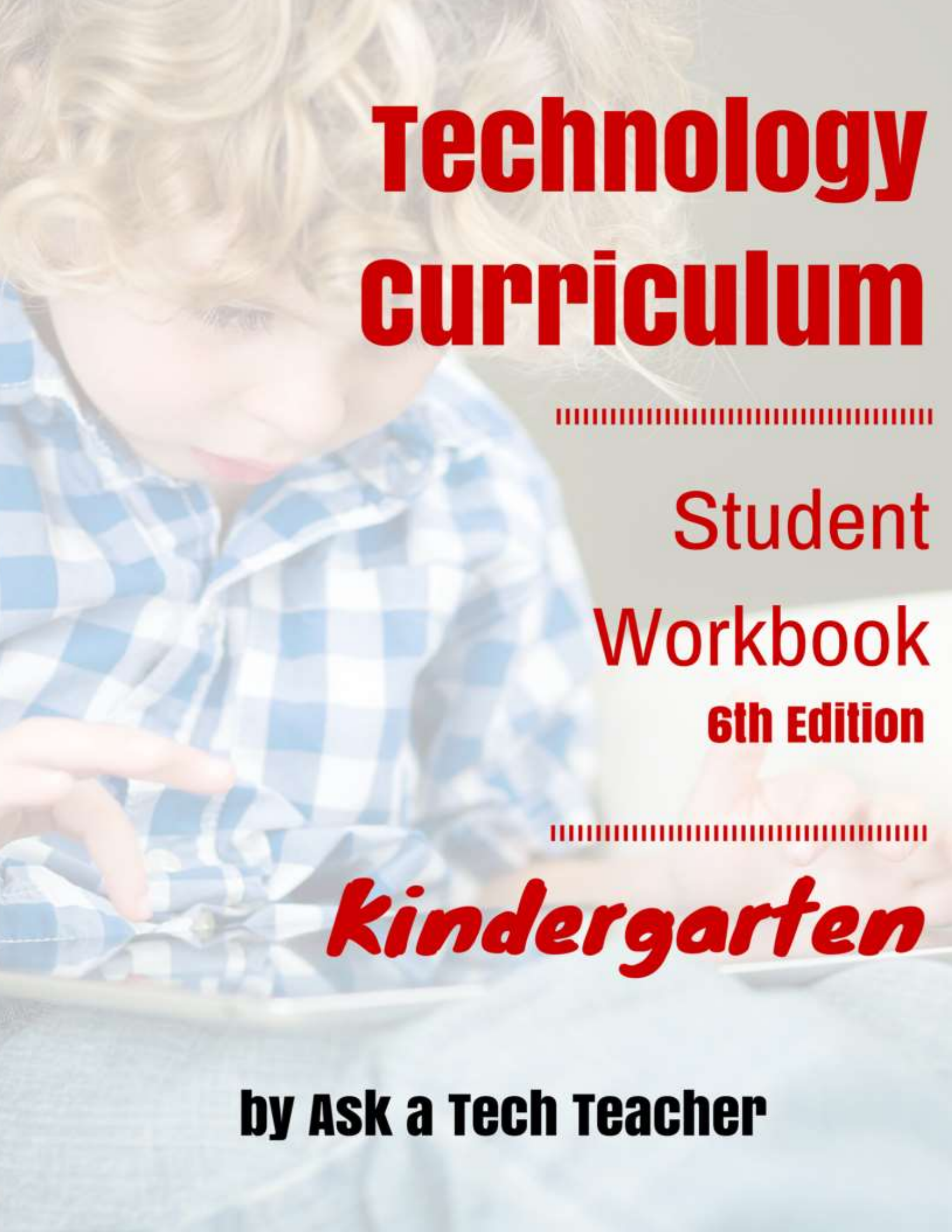

Technology Curriculum

Student Workbook

6th Edition

kindergarten

by Ask a Tech Teacher

Technology Curriculum Student Workbook

Kindergarten

Sixth Edition

By Ask a Tech Teacher©

Part One of Nine in the SL Technology Curriculum

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INTRODUCTION

This is Year One in an exciting journey to employ technology to enhance your learning. You won't be memorizing tools and struggling through new programs. You'll learn them as you use them—authentically, as part of your classroom activities. Your goal: Make school easier, more relevant, and more in tune with how you learn. We're going to help. All you need to do is follow this workbook.

How much time will that take? Here's an estimate:

Grades K-2	***15-30 min. a week***
Grades 3-8	***30-60 min. a week***

Are you surprised you can learn so much in such a short time? Wait till you see how much fun it is! We give you lots of choices. You can even work with a friend, both of you on laptops, Chromebooks, iPads (sometimes) or desktops, Windows or Macs.

Follow the plan. Execute it faithfully. It works.

PROGRAMS YOU'LL USE

Programs used in this curriculum focus on those that serve the fullness of your educational journey. Free alternatives are noted where possible:

General		K-2
Email	*Drawing tools*	*Productivity tools (Office, Google Docs)*
Google Earth	*Keyboard tools*	*Desktop publishing tools*
Web tools		*Photo editing tool(s)*

To become the person in *Figure 4* means you use technology as a learning tool. We'll show you how.

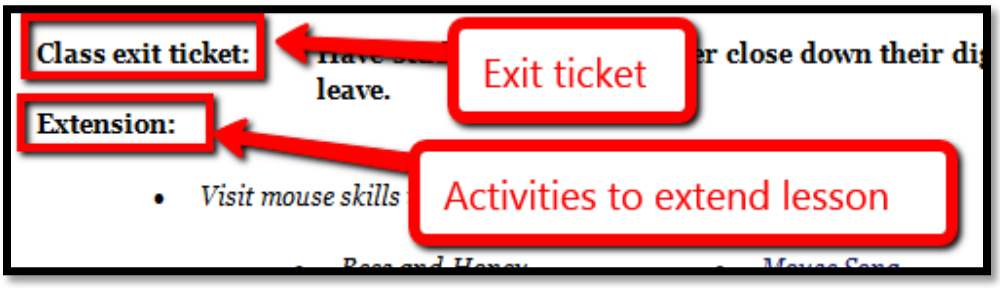
WHAT'S IN THIS WORKBOOK?

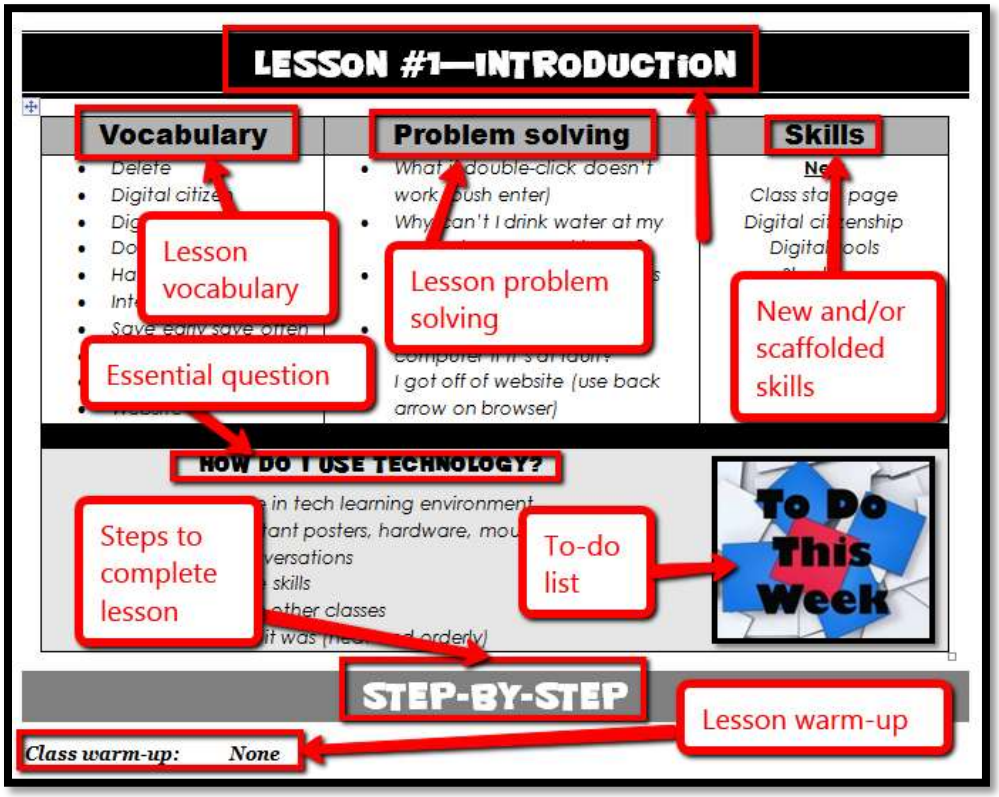
Each lesson includes:

- *activities to extend lessons*
- *class exit ticket*
- *class warm-up*
- *essential question*
- *examples, rubrics, images, printables*
- *problem solving*
- *skills—new and scaffolded*
- *steps to accomplish goals*
- *suggestions based on digital device*
- *supporting links*
- *to-do list*
- *vocabulary used*

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

Figure 1a-b—Detail of each lesson





How to use this book

Your teacher(s) (meaning all adults who direct your technology training) will work with you about forty-five minutes a week. You'll spend an additional fifteen-sixty minutes each week using tech skills—online, with software, teaching friends, for homework, or in class projects. If there is a skill you don't understand, get help, especially when you see it come up a second or third time. By the end of 8th grade, you'll have a well-rounded tech education that prepares you for college and career.

The curriculum map in *Figure 2* shows what's covered in which grade. Where units are taught multiple years, teaching reflects increasingly less scaffolding and more student direction.

Figure 2—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		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

Figure 3 is a month-by-month map. Highlight each with your PDF annotation tool when you finish it.

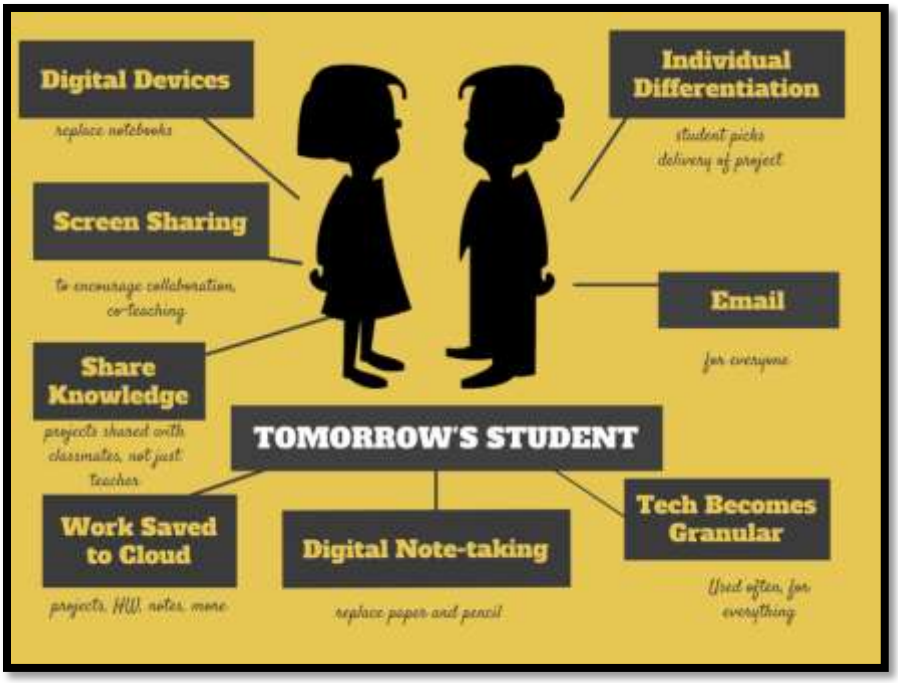
Figure 3—Curriculum Map—Kindergarten, month-to-month

	Sept *Wk1-4*	**Oct** *Wk5-8*	**Nov** *Wk9-12*	**Dec** *Wk13-16*	**Jan** *Wk17-20*	**Feb** *Wk21-24*	**March** *Wk25-28*	**April** *Wk29-32*
Blogs								
Class mgmt tools	X	X						X
Coding/Programming			X					
Communication			X	X	X	X		
Computer etiquette	X							
Critical thinking		X	X	X				
DTP								
Digital Citizenship	X		X	X		X	X	
Google Earth					X			
Graphics				X		X	X	X
Hardware/Software	X					X		
Internet		X	X					
Internet privacy			X				X	
(Pre)Keyboarding	X	X	X	X	X	X	X	X
Problem solving	X	X	X	X	X	X	X	X

Publishing/sharing					X	X	X	X
Research					X			
Slideshows							X	X
Speaking and Listening							X	X
Spreadsheets								
Visual learning			X	X			X	
Vocabulary	X	X	X	X	X	X	X	X
Webtools	X	X	X		X		X	X
Word Processing					X	X	X	X

Here's where you're headed (*Figure 4*)—zoom in if necessary:

Figure 4—Tomorrow's student



Here are a few hints on how this workbook will get you there:

- You can use this workbook on the following digital devices:

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

Figure 5a-h—Digital Devices for workbooks

...at school or at home

Figure 6—Use workbooks at school or home

- Check with your teacher on which of these are available with your program license.
- At your grade level, we expect you to have help from a teacher, parent, or another adult as you work. That's fine.
- When you see a section for 'Notes' at the end of some lessons, this is where whoever is helping you with your lessons can add their thoughts, ideas, comments, and suggestions.
- Each lesson starts with a *warm-up* to get you back into tech.
- Each class ends with an *Exit Ticket* to wrap up learning.
- Most lessons include *Extensions*, in case you get done early.
- Zoom in or out of workbook pages to get exactly the size that works for your needs. Don't worry if the PDF reader is at 80% or 120%. Set it to fit your learning style.
- You can work at your own pace, try skills and ask for help when you need it. There's a lot of detail in the book to explain how to complete projects and lessons.
- Follow lessons in the order presented (grades K-5). Lessons introduce, reinforce, and circle back on concepts. Certain skills scaffold others so you want them solid before moving on.
- Use lesson vocabulary in class and out. You gain authentic understanding by doing so.
- This icon  means there's a video to watch. **Be aware: Video links change**. Your teacher may replace the workbook links with others.
- This icon  means you'll work with a partner. Collaboration and working in groups is an important part of learning.
- This icon  means there is an activity that requires you (as student) to write something in the workbook. This may be recording information, using a sample project, or something else your teacher will explain.
- Focus on problems listed in the lesson, but embrace all that come your way. Be a risk taker.
- Check off items you finish (on the _____ in front of each task) so you know what you've completed. It's fine if you don't get everything done. Return to it when you finish a lesson ahead of time. With adult assistance, use an annotator like iAnnotate, Evernote, OneNote, Notability, or Adobe Acrobat. You can also use these tools to add notes to the lessons.
- Your teacher will assess your work based on the weekly 'To Do' list. Be sure you've completed items and submitted in the manner required.
- Remember: It takes five times working with a skill to get it—

- *First:* *you hope it'll go away*
  - *Second:* *you try it*
  - *Third:* *you remember it*
  - *Fourth:* *you use it outside of class*
  - *Fifth:* *you teach a friend*

- When you finish each lesson, transfer knowledge to projects at school, home, the library, a club—wherever you use digital devices.
- At the end of each tech session, leave your station as you found it—organized and neat.
- If you have an idea on how to complete a lesson using a different tool, suggest it. Your teacher will probably be happy to accommodate you.
- You'll find a lot of links in this ebook, but know this: **Links die.** If a link doesn't work, try a different one (if there are options). If that doesn't work, contact your teacher or ask us at Ask a Tech Teacher (with teacher permission). We'll help.

Figure 7—Tech use plan

Typical Lesson

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

- *In the grade-level classroom*
- *In the school's tech lab*

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

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

  Start with the warm-up when you arrive to class.
- **Warm up about 10 minutes**.
- Complete **Board presentations** (grades 3-8).
- Occasionally, review skills accomplished.
- If starting a **new project, your teacher will review it**. If in the middle of one, you'll get the balance of class to work towards completion. Monitor, answer questions, and help as needed.
- Before leaving, **complete the class exit ticket**.

Figure 8--Keep lessons in order

In your grade-level classroom, scatter the lesson pieces above throughout the week:

- ***3-10 minutes for the class warm-up—****at the start of the week*
- ***10-15 minutes keyboarding practice—****any day*
- ***10-15 minutes Board presentations—****any day*
- ***15-35 minutes for the project—****any day*
- ***2-3 minutes for class exit ticket****—to reinforce learning*

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About the Author

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 website articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education. They have published hundreds of ebooks, workbooks, articles, and have materials shared throughout the world.*

TABLE OF CONTENTS

TABLE OF IMAGES

TABLE OF ASSESSMENTS

LESSON #3—DIGITAL TOOLS IN THE CLASSROOM

Vocabulary	Problem solving	Skills
• *Annotation* • *App* • *Boot up* • *Class calendar* • *Click* • *Cloud* • *Digital portfolio* • *Enter* • *Home button* • *Hover* • *Instant on* • *iPad* • *Log-in (UN/PW)* • *Scroll* • *Swipe* • *Tablet* • *Webtool*	• *Mouse doesn't work (is it upside down?)* • *Mouse click doesn't work (left button)* • *Double-click doesn't work (push enter)* • *Volume doesn't work (check control, headphones, mute)* • *I can't log in* • *How do I open a program (tap it)* • *Where's start button? (it's called 'home' on iPads, 'launcher' on CB)* • *Where's iPad taskbar? (double tap Home to see open apps)* • *My iPad won't work (battery? WiFi?)* • *Students watch iPads when not using them (have them close cover)* • *How do I find my digital portfolio (your teacher will help)* • *Where's the Cloud?*	**New** *Annotation tool* *Class calendar* *Digital portfolios* *Internet start page* *Vocabulary decoding tool* *Web tools* **Scaffolded** *Hardware* *Mouse skills* *Letter websites*

HOW DO I USE TECHNOLOGY?

- *Logged in to at least one site*
- *Completed exit ticket*
- *Decoded vocabulary words, for practice*
- *Reviewed options available in annotation tool*
- *Saved to digital portfolio*
- *Joined class conversations*
- *Practiced mouse skills and/or letter sites (if time)*
- *Used tech skills in other classes*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***None***

_____The amount of digital tools used in the classroom increases every year. Today, you'll cover those needed for kindergarten. They will include:

- *annotation tool*
- *class calendar*
- *Internet start page*
- *student digital portfolios*
- *webtools*
- *vocabulary decoding tools*

_____Your teacher may add more that are unique to your group.

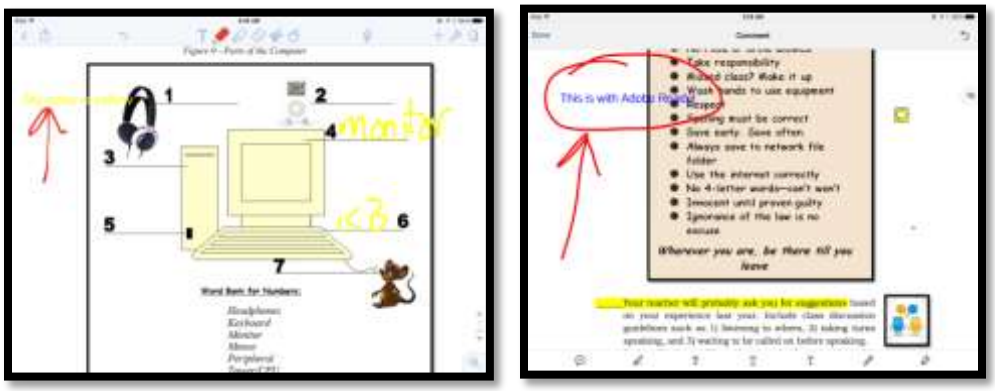
Student workbooks

_____Your teacher will review this workbook today. S/he'll show you how to page through it, access links, find rubrics and project samples, and take notes using the annotation tool. In addition, you'll be able to circle back to review concepts or forward to preview upcoming lessons.

Annotation Tool

_____You can write in your workbook with a tool such as Notability for iPads (*Figure 24a*), Notable for Chromebooks, Adobe Acrobat (*Figure 24b*), or another tool available in your school. At the end of the school year, you'll erase all of your notes.

Figure 9a-b—PDF annotation tools



_____Review options available in the annotation tool you use, such as:

- *audio/video notes*
- *freeform writing/drawing*
- *highlighting*
- *notes*
- *sharing*
- *text*

Class Calendar

_____Review how to access the calendar that tracks important class information.

Figure 10a-c—Samples of class calendars in GAFE, Padlet, and a template

_____You might use Google Calendar (*Figure 25a*—part of GAFE and Google Classroom), Office 365, a Padlet calendar template (*Figure 25b*), or another option (i.e., MS Publisher shown in *Figure 25c*). Ask your teacher if it's embedded in the class website for easier access.

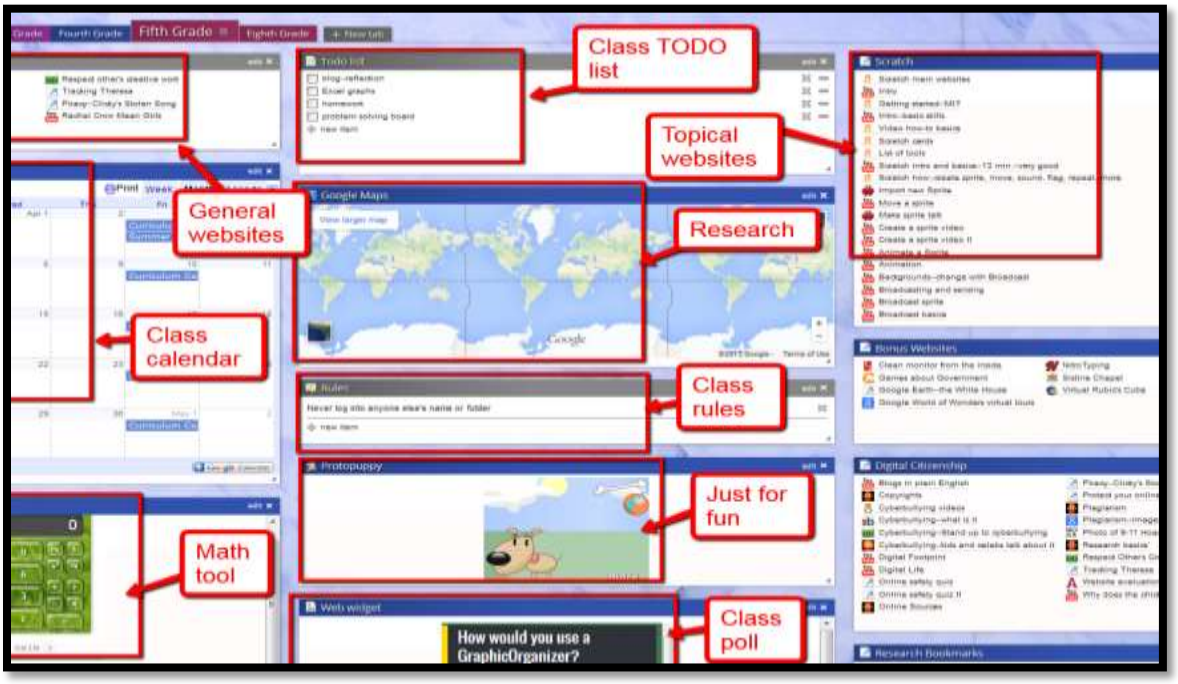
Class Internet Start Page

_____An Internet start page is a website that comes up when you open the Internet. It organizes critical content into a single location and curates links you use on a weekly basis.

_____Included on yours will be information you use daily (i.e., guidelines, calendar, 'to do' list, typing websites, research locations, and sponge sites) as well as some specific to the current project.

_____*Figure 26* shows nine features to include, using Protopage.com (zoom in if necessary):

Figure 11—Sample of class Internet start page



Student digital portfolios

_____A digital portfolio is a central location where you save most of your digital documents. This could be in the cloud (which means it can be accessed from anywhere) or on a school server (which means it is only accessible from the campus). Once you know where your personal digital portfolio is, it will be the same every year—through eighth grade.

_____Discuss how you will use digital portfolios:

- *store work required in other classes or at home*
- *interact and publish with peers or others*
- *contribute to project teams*
- *edit or review work in multiple locations*
- *submit class assignments*
- *access classwork at home (if possible)*
- *backup important classwork*
- *collect favorite projects for end-of-year viewing*

_____Practice using your personal digital portfolio by uploading something to that location.

Class Webtools

_____Your teacher will discuss the wide variety of digital tools you will use this year to complete projects. If you have a favorite that fits a project being completed in class (for example, you're practicing pre-keyboarding and would like to use Brown Bear Typing instead of Type to Learn Jr.), let your teacher know. S/he'll probably allow it if you can build your case with evidence and draw logical conclusions.

_____Here are examples of webtools you might use:

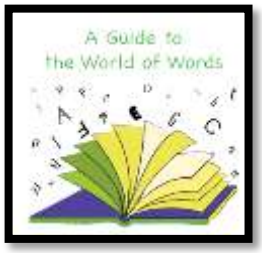
- *online math program (i.e., Everyday Math)*
- *digital keyboarding program (i.e., Type to Learn Jr., Typing Web)*
- *an avatar creator (Figure 27a)*
- *a badge to assess progress (Figure 27b)*
- *digital storytelling*
- *RAZ Kids (Figure 27c)*

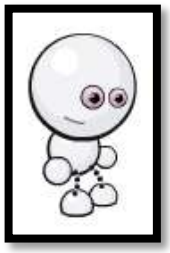
Figure 12a-c—Useful class webtools

_____If any tool requires a log-in (i.e. RAZ Kids), test your log-in before moving on.

Vocabulary Decoding Tools

_____As you read online books or websites, you'll come across words you don't understand. You'll quickly decode them with the class vocabulary decoding tool so you can return to your reading. Your teacher will show you how to access the native apps or webtools available on your digital device for that purpose. You might also use *Kids Wordsmyth*, *Merriam-Webster for Kids*, *or Picture Dictionary* (click image or link to go to website):



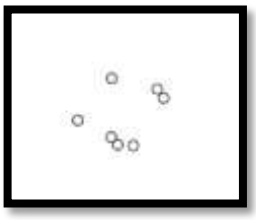


_____Depending upon the device, these will be on the homepage, the browser toolbar, a shortkey, or a right click. You'll probably get some time to practice with several words in this lesson's *Vocabulary* list.

Class exit ticket: **Show neighbor your digital portfolio.**

Extension: **If you finish early, try some of these websites from prior lessons:**

- *Visit mouse skills websites practiced earlier (click image or link to go to website):*
  - *Bees and Honey*
  - *Mouse practice*
  - *Mouse Song*
  - *Mouse click Skills*


- *Go to 'letter' websites to support class discussions. Click image or link to go to website:*
  - *Alphabet Doors*
  - *Bembo's Zoo*
  - *Geogreeting*
  - *Alphabet Animals*
  - *Find the letter—caps and lower case*
  - *Starfall Letters*



Computer User's Haiku

Chaos reigns within.
Reflect, repent, and reboot.
Order shall return.

LESSON #9—DIGITAL CITIZENSHIP

Vocabulary	Problem solving	Skills
• *Back button* • *Browser* • *Cyberbullying* • *Digital citizen* • *Internet* • *Digital neighborhood* • *Links* • *Netiquette* • *Tabbed browsing* • *Toolbar*	• *Program disappeared (taskbar)* • *Website address didn't work (spelled correctly? Is there a link?)* • *I got off website by accident (click back arrow or start page tab)* • *I hear music that isn't from my website (close other tab)* • *I won a computer (that's an ad)* • *The site is asking for my name (never give personal information)*	**New** *Pre-keyboarding* *Digital citizenship* *Internet safety* *Cyberbullying* *Passwords* *Digital rights and responsibilities* **Scaffolded**

HOW DO I USE THE INTERNET RESPONSIBLY?

- *Annotated workbooks*
- *Completed warm-up, exit tickets*
- *Know what to do if you find a cyberbully*
- *Understand Internet netiquette*
- *Know where my passwords/user names are*
- *Watched appropriate videos and discussed*
- *Joined class conversations*
- *Used digital citizenship in other classes*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard on a typing tool that focuses on key placement.***

_____Discuss **digital citizenship**. What do you remember from last year? You'll cover it repetitively throughout the year, as it authentically arises during lessons.

_____In this lesson, you'll be introduced to four topics (which will be scaffolded over the next five years):

- *Cyberbullying*
- *Digital rights and responsibilities*
- *Internet safety*
- *Passwords*

Cyberbullying

_____What is **cyberbullying**? What does 'cyber' mean? What is the same/different about bullying and cyberbullying?

_____Use tools similar to those employed to deal with neighborhood bullies on cyberbullies.
_____Watch these videos (click image or link to go to website):

- *Common Sense—cyberbullying*
- *six videos from kids like you*

Digital rights and responsibilities

_____What are the **digital rights and responsibilities** of a kindergartner? Watch this YouTube video. Discuss these concepts:

- *Act the same online as you do in your neighborhood.*
- *Don't share personal information. Don't ask others for theirs.*
- *Be aware of your surroundings. Know where you are in cyberspace.*
- *Always show your best side online.*
- *Anonymity doesn't protect you.*
- *Share knowledge online.*
- *If someone is 'flaming', stop it if possible or walk away.*

_____Discuss what the Internet neighborhood is (remember the lesson on *Explore the Internet*). Read poster on *Figure 54a* as a class and discuss.

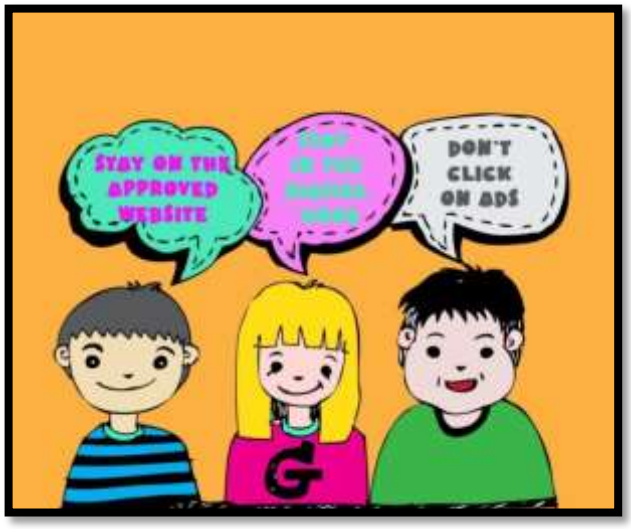
Figure 13a—Digital neighborhood; 54b—Netiquette rules; 54c—What we've done

_____You have many digital rights and responsibilities associated with using the Internet. One important responsibility is to apply the same etiquette you use in the physical world—treat people with respect and care—to the online epeople you meet. This is called 'Netiquette'. What do you know about this topic (*Figure 54b*)?

Internet safety

_____Review how to correctly use the website (*Figure 55a*—zoom in if necessary). Include the following three ideas:

Figure 14a-b—-Online safety



- *don't click on other websites*
- *don't click ads*
- *stay in the digital neighborhood*

_____Watch Internet safety video. Take quiz as a group. If you don't have a BrainPop subscription, watch and discuss one of these videos on safe Internet use (click image or link to go to website):

- *Internet Safety for K-3*
- *read-along book*
- *play Bad Guy Patrol*

_____Open up a website your teacher has added to the class Internet start page. Do this as independently as possible, but ask a neighbor for help if necessary or your teacher). Volunteer to point out warnings in *Figure 55b* to your classmates.

_____Now visit and discuss *My Online Neighborhood.* Do you see yourself in the little boy? How about rules from your parents?

Passwords

_____Discuss how **passwords** protect privacy. Remember to never share passwords, even with friends.
_____Watch video on passwords.

Class exit ticket: **Have neighbors make sure they leave their stations neat and orderly.**

Extensions: **Visit as many websites as possible on digital citizenship and Internet privacy (click image or link to go to website):**

- *Disney Surf Swell Island*
- *NetSmart Kids—Princess*
- *Internet Safety*
- *Clicky's NetSmart Kids*
- *Clicky's II NetSmart Kids*
- *Clicky III*

LESSON #10—READING ON THE INTERNET

Vocabulary	Problem solving	Skills
• *Ctrl+F* • *Digital citizen* • *Digital neighborhood* • *Guided reading* • *Icon* • *Major events* • *Reader* • *Scrollbar* • *Tabbed browsing*	• *Program froze (is dialogue box open?)* • *Double-click doesn't work (push enter)* • *Computer doesn't work (power on)* • *Can't remember log-in (where did you save it?)* • *My group won't let me talk (are you following group discussion rules?)*	**New** *Reading on the Internet* *Pre-keyboarding* **Scaffolded** *Digital citizenship* *Safe internet use* *Tabbed browsing* *Shortkey*

HOW CAN I READ ON THE INTERNET?

- *Practiced keyboarding*
- *Able to identify story parts*
- *Completed warm up and exit ticket*
- *Used Internet safely and as a good digital citizen*
- *Successfully used online libraries*
- *Successfully engaged in close-reading of a story*
- *If necessary, decoded unknown words in story*
- *Joined class conversations*
- *Use domain-specific vocabulary outside of tech*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard with [Brown Bear Typing] or another class typing tool***

_____Practice keyboarding. Use correct posture and hand position as adapted for your class digital device (suggestions in *Figures 56a-b).*

_____Today, you'll read an Internet story while practicing safe Internet use. Think about Internet safety discussions from last week.

_____Using *Figure 57* (zoom in if necessary), volunteer to go over the correct way to stay safe on the Internet. What should you avoid? What is OK to click?

_____There are two topics to be covered in this lesson. Depending upon what your teacher selects, you will cover one or both:

- *Internet reading collections*
- *Guided reading*

Figure 15a-b--Keyboarding posture

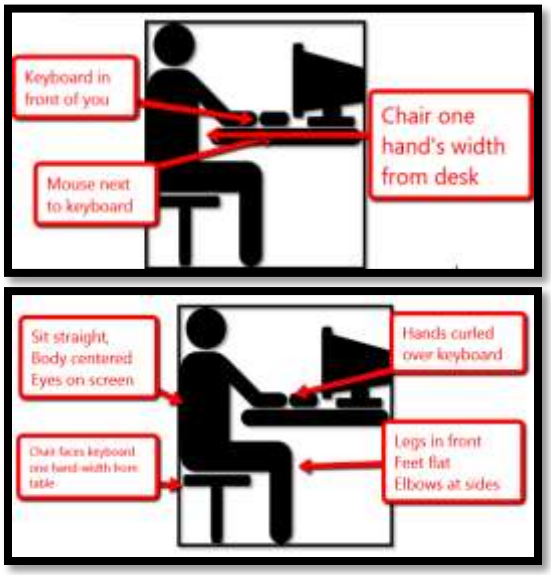


Figure 16—Internet safety II

Internet-based reading

_____Click on the class Internet start page, and then click on the reading site suggested by your teacher. Do you see how it opens in a new tab? To get back to the main list, use the class start page tab on the browser. See *Figure 58* for detail (zoom in if necessary):

Figure 17—Tabbed browsing for reading

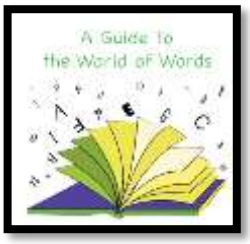
_____Notice how the Internet page is more than what you see—it is the entire **scrollbar**.

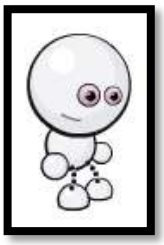
_____Your teacher will suggest a reading website—say, Starfall.com—and you'll read a story as a group using the class screen. Volunteer to identify the following parts of the story:

- *setting*
- *main characters*
- *major events (or main character experiences)*
- *key details and central message*
- *phrases identifying key feelings of the characters*

_____Be ready to decode vocabulary you don't understand with one of these online dictionaries (or another suggested by your teacher—click image or link to go to website):

- *Kids Wordsmyth*
- *Merriam-Webster for Kids*
- *Picture Dictionary*






Guided Reading Digital Collections

_____As you read, be prepared to:

- *answer open-ended questions with evidence*
- *answer questions that require you think about and understand what you're reading*
- *consider only information in the selection you're reading, not outside sources*

_____There are many websites and apps designed to guide and assess close-reading. You may have one of these (click image or link to go to website):

- *Penguin Level Readers*
- *RAZ Kids* – *Figure 59a*
- *Reading A-Z*
- *Reading Rainbow*
- *SNAP! Learning* —*Figure 59b*
- *Subtext* — *Figure 59c*

Figure 18a-c—Guided reading collections



_____If there's time, choose another story you'd like to read from the list below (click image or link to go to website):

- *Dr. Seuss Seussville*
- *Kinder Stories*
- *Magic Keys*
- *Mighty book storybooks*
- *PBS Stories*
- *Starfall*

Figure 19a—Kinder Stories; 60b—Mighty Book; 60c—PBS

_____Or read stories on iPads if available. You might use the app version of one of the websites above or (with teacher permission—click image or link to go to website)):

- *Berenstein Bears*
- *Blue Planet Tales*

Figure 20a—Berenstein Bears; 61b—Blue Planet Tales

_____You might also use a non-fiction reader like Newsela.

_____These collections are more than libraries of books. They help you dig into stories, find evidence to support ideas, make connections to bigger ideas, and decode complex text.

Class exit ticket: **Show classmate how you used vocabulary tool to decode a word in the story.**

Extension:

- *In groups, read the story aloud to each other, then discuss the setting, characters, and major events (or character experiences).*
- *Use Ctrl+F to search for, say, a character's name in the digital story to find every occurrence of the word.*
- *Read stories on iPads if available. Remember best practices.*

Lesson #23—Digital Quick Writes

Vocabulary	Problem solving	Skills
• *Annotate* • *Collaborate* • *Digital* • *Export* • *Grammar* • *Online tool* • *Quick write* • *Sequence* • *Slideshow* • *Virtual wall*	• *What's the difference between save and export?* • *Writing is difficult (try one sentence)* • *Drawing program won't allow saving (take a screenshot and save)* • *My volume doesn't work (check volume control)* • *I don't like writing (try the audio tool)* • *There's no text tool in my drawing program (how about freewriting?)*	**New** *Audio digital tools* *Digital quick writes* **Scaffolded** *Using online tools* *Pre-keyboarding* *Digital citizenship* *Digital letter writing* *Digital storytelling*

WHAT WRITING CONVENTIONS MUST I FOLLOW?

- *Anecdotal observation*
- *Completed warm-up and exit ticket*
- *Completed at least one digital quick write project*
- *Tried to solve own problems*
- *Joined class conversations*
- *Practiced good keyboarding habits*
- *Used tech skills in other classes*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard on class typing tool.***

Figure 21--6 digital quick writes

_____Sure, you can write with paper and pencil, but maybe you've already decided that a tech tool is easier. That's important because the easier it is to write, the more you will do it and the better writers you become.

_____Here are six options for using technology to teach writing (*Figure 134*):

- *digital quick writes*
- *digital letter writing*
- *collaborative writing*
- *audio 'writing'*
- *image annotating*
- *digital storytelling*

_____Remember to use good keyboarding habits while writing.

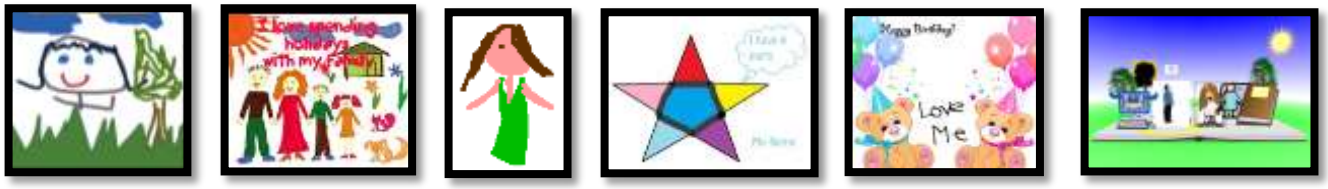
Digital Quick Writes

_____Quick writes are short projects that can be completed in five-ten minutes. They are a great tie-in to class inquiry be it history, literacy, or vocabulary. You write a few sentences on a selected topic and then draw a picture, paying attention to grade-level writing conventions. The focus is on writing, not understanding the digital tool or constructing perfect sentences. These are often used as formative assessments by your teacher to get a sense of where you are in language and writing skills.

_____Here are six quick write tools you'll like (*Figures 135a-f*—click image or link to go to website):

- *Art.com (Figure 135a)*
- *Draw.to (Figure 135b)*
- *Paint (Figure 135d)*
- *SumoPaint (Figure 135e)*
- *TuxPaint (software—Figure 135c)*
- *Zooburst (iPads) Figure 135f*

Figure 22a-g—Digital quick writes



_____Pick one of these tools or use one suggested by your teacher. Write on a topic you feel passionate about or one suggested by your teacher that supports class inquiry. Use only skills you already know. If you aren't sure how to use the digital tool, think back to how similar tools have worked, for other projects you've done this year.

_____When you complete your quick write, show it to a neighbor. Does it accomplish the goal? Does it reinforce the topic being discussed? Does picture communicate the same message as the words? Are writing conventions accurate? If your neighbor has suggestions, edit using backspace-delete or another available tool.

Digital Letter Writing

_____By the end of kindergarten, you should quickly be able to create letters like *Figures 136a-c* in the class drawing tool or a pre-word processing program.

_____Write a letter to anyone you choose using the class drawing tool or one of the tools mentioned under digital quick writes.

Figure 23a-c—Digital letter writing

Collaborative Writing

_____Collaborative writing expects you to work with classmates on a project that is then published for all. These are popular and easily accomplished with nominal direction.
_____Three options are:

- **Padlet.com** *(Figure 137a)*—share thoughts by writing on a virtual wall set up by your teacher. It may be embedded into the class website or blog, or your teacher may post it on the class screen. If you choose this option, find out where the Padlet wall is located.
- **Twitter.com** *(Figure 137b)*—at the end of each day (or week), collaborate with classmates to use the class Twitter account to tell parents what you accomplished—in 140 characters. Work as a group to delete wasted words, correct grammar and spelling, and communicate a quick summary for parents.
- **Slideshow** *(Figure 137c)*—using the class slideshow tool, create a summary of class activities over a period of months. Post a headline on the slide and then add a picture, a photo, and text.

Figure 24a-c—Collaborative writing

Audio

_____Sometimes, writing with pen and paper is so difficult, you no longer want to write. At those times, use a web-based audio tool to discuss a book you're reading, the science project, and another topic.
_____Here are some great options (click image or link to go to website):

- *DropVox (Figure 138a)*
- *Sock Puppet (Figure 138c)*
- *Sonic Pics (Figure 138b)*
- *QuickVoice Recorder (Figure 138d)*
- *Talking Tom Cat (Figure 138e)*

Figure 25a-e—Audio quick writes

_____Your teacher will preview these for you. You probably have a class account.

Image Annotating

_____Select an image that reinforces class inquiry. Add text to enhance its message. Depending upon the tool, you can also add stickers, shapes, audio, and even video.

_____*Figure 139c* shows an image with a thought bubble. This is great for stories being read in class or historic figures. *Figure 139d* is a picture of a topic being studied in class. Using Nimbus, a website extension, you take a screenshot and add text identifying parts of the jungle.

_____Other popular tools include (click image or link to go to website):

- *ChatterPix – add moving mouth that speaks (Figure 139a)*
- *SonicPics – add audio to pictures (Figure 139b)*
- *Fotobabble – add talking bubbles (Figure 139c)*
- *Nimbus — browser add-on (Figure 139d)*

Figure 26a-d—Image annotation examples

Digital Storytelling

_____Digital storytelling is similar to quick writes, but you include story characteristics—plot, character, setting, and more. It's referenced often in this curriculum.

_____Popular options include (click image or link to go to website):

- *2Create a Story — Figure 140a*
- *Storybird — Figure 140b*
- *StoryKit (iPads) — Figure 140c*

Figure 27a-c—Digital storytelling examples

Class exit ticket: **Spend only five minutes on a quick write and either save, share or print.**

Extension: **Do a different digital quick write. Spend no more than five minutes.**

MORE FROM STRUCTURED LEARNING

If you're looking for other student workbooks that accompany the K-8 technology curriculum, try these:

Ask your teacher how you can use this ebook on:

IPads… PCs… iMacs… Laptops… Macbooks… Netbooks… Chromebooks… Smartphones… At home