How to Use this Book!

This book follows the same format for Chapters 1-10. After Chapter 10, there is a section that contains sample units for 3rd, 4th, and 5th grades that were created to illustrate how technology can be used throughout a unit. For Chapters 1-10, each chapter begins by asking the following question about the **specific technology** that will be explored in the chapter:

What is [insert specific technology] and how can it be used to enhance your curriculum, engage all students, and share student thoughts and ideas?

A brief description is provided about the technology application.

The following question is asked:

How can [insert specific technology] be used as hooks, learning experiences, and summative (i.e. final) unit assessments to enhance curriculum and engage all of your students?

A brief explanation to the question follows.

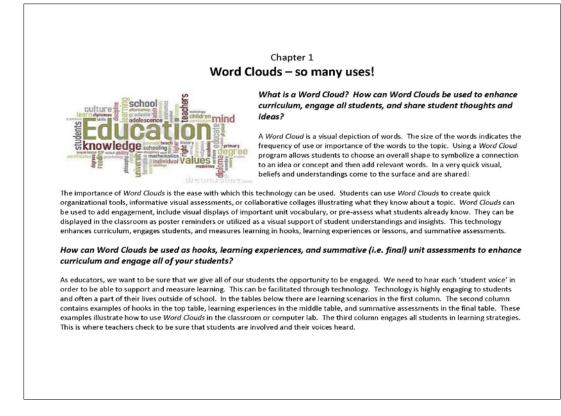


Figure 1 - Example of Questions

How to Use Hooks

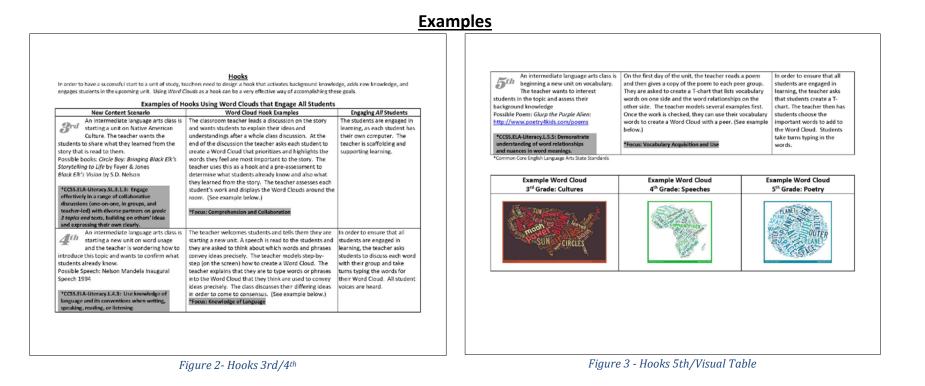
After this explanation, there is a 'Hook' section describing what a hook is and why it is important. Following this explanation are two conceptually connected tables. The top table gives written examples for 3rd, 4th, and 5th grade using a *specific technology* for a specific purpose. The second table is smaller with visual connections to the written information above for each grade as follows:

| New Content Scenario | [Specific Technology] Hook Examples | Engaging All Students |
|---|--|--|
| A specific scenario is given that introduces the reason behind this technology choice for the 3 rd grade hook. Below in a shaded area is the Next Generation Science Standard that is being addressed in the unit. This would be | This section describes how the teacher works with students on this specific technology to meet learning goals. Below in a shaded area is the performance expectation for the standard listed in the first column. | This section describes how the teacher uses strategies that allow all student voices to be heard by giving students the opportunity to be engaged in the |
| the standard title. *3-ESS2 Earth's Systems | | |
| Same as above for 4 th grade. | Same as above for 4 th grade. | Same as above for 4 th grade. |
| Same as above for 5 th grade. | Same as above for 5 th grade. | Same as above for 5 th grade. |

Examples of Hooks Using [Insert Specific Technology] that Engage All Students

*NGSS 2013: http://www.nextgenscience.org/next-generation-science-standards

| Example <i>Specific Technology</i> 3 rd grade Reference to Scenario or Standard above | Example <i>Specific Technology</i> 4 th grade Reference to Scenario or Standard above | Example <i>Specific Technology</i> 5 th grade Reference to Scenario or Standard above |
|--|--|--|
| A visual created using the <i>specific technology</i> or a | A visual created using the <i>specific technology</i> or | A visual created using the <i>specific technology</i> or |
| borrowed image with website, label, and | a borrowed image with website, label, and | a borrowed image with website, label, and |
| resource information will be found here. | resource information will be found here. | resource information will be found here. |



This double-table format repeats with a 'Learning Experiences' section and then a 'Summative Assessment' section.

| | Daily Lessons or Learning Experien | |
|---|---|--|
| the hook to the summative assessment and becomes meaningful. Each step needs to in growth, understanding, and success. | build knowledge toward the unit's successfu clude rigor, challenge, scaffolding, and the cl | ning experiences need to be sequenced to connec I completion. Through this sequencing, the content nunking of information in order to support student |
| Examples of L Learning Experience Scenario | earning Experiences Using Word Clouds tha Word Cloud Learning Experience Ideas | Engage All Students Engaging ALL Students |
| An intermediate teacher is at a generation and waters to check connections and waters to check for understanding. In order to do this, a formative assessment is created. "CCSC.R.J.Liverse, W.J.L.Write options plotes on topics or toxts, seeoning a point of view with reasons. | The teacher asks students to create a Wood Coud using linking words and phrases (e.g., and), another, and, more, but, in the unit on making connections, the teacher words to be sure that the students understand that linking words and phrases connect loads within categories of information. (See example below). Exocut Teo Tapes and Purpose | The teacher has all students working independently on the Word Cloud to engage them and measure their learning before moving on in the units. |
| Since this unit may be difficult for students, the reacher wants them to complete a Wood Coul on the importance of different words that they have been learning in the unit. This is to be used as a formative assessment. "CCSS.EA-liteney,RF.A.B. Incover anyby profelerooks and word anybys skills in decoding word. | The backer and students to create a Wood Could using words that are poted on the Same Took. The teadour sata them to place the suffixer and affines in them Wood Could and wants to be sore that students recognize these in order to increase their decoding sulfits. (See example below). | As each student creates their own Word (Stud), bey are engaged in the activity, once the Wan Clouds are completed the teacher uses the "expand" function on the site to enlarge and discuss specific sufficies and afficies with students. The teacher uses the think-per-share strategy to knep students engaged in the vocability. "Once the Wand Cloud is completed, the moust is rolled over a mord and geninges. |

Figure 4 – Learning Experiences 3rd/4th

| A intermediate happage arts intermational text. The texture intermational text. The texture indentional text. The texture indention have will the matchest can select the main ideas in the exet. Natisfie texts: National Geographic Kids "COSS.USCLEWERS' NAS.2: Determine two ar mater main ideas of a text and explain here they are supported by key detain; summarise the text. | The teacher asks the students to work in small groups on discorein computers to create a Word Gload that lists the main fields from an indemictional test that they just have completed. They are to create summarizing the information from the test. The tracher suites the students to discuss their ideas with their groups and present them using their completed Word Close. (See earningle below.) Mission Key Johan and Details | To be sure that all students are engaged in learning, the teacher ask that students take turns typing the words into the computer, linems to student conversations, and railers per anonanced anecdoral notes on their individual work. |
|--|---|--|
| *Common Core English Language Arts State Standor | | |
| Example Word Cloud 3 rd Grade: Making Connections | Example Word Cloud 4 th Grade: Reading Skills | Example Word Cloud 5th Grade: Informational Text |
| And the stand of standing st | and | Call of the second seco |

Figure 6 – Learning Experiences 5th/Visual Table

| Su Once the unit is at a close. Word Clouds can be used in crea | immative (Final) Assessments | an harring the base of the desired of Tarian |
|--|---|--|
| summative projects are complex and therefore Word Cloud | Is are appropriate as a delivery method for | the final assessment. They keep students engage |
| and support different types of learners. These assessments make supportive and offerentiated additions to student portfolios. Examples of Summative Assessments Using Word Clouds that Engage All Students | | |
| Summative Assessment Scenario | Word Cloud Summative Assessment Ideas | Engaging ALL Students |
| Completing a unit on Charlotte's Web by E.B. White. The teacher has a summative assessment checkeds that includes the creation of a student Word Cloud as one of the final assessment stations. | At one of the summaritive assessment stations the teacher asks students to create a Word Cloud listing one character and his or her track, motivators, and referings. (See example below.) Theorem Sky Mean and Details | In order for the teacher to assess individue mastery, the students work independent on this station. The teacher wants the stadents to find the summable assessment engaging, in order to truly measure what they know when they are involved in the process and feath this will activate the knowledge needed to support success on the rest of the assessment. |
| 4 ⁽¹⁾ to a close the teacher wants the students to create a Word Cloud as part of the summative assessment. The teacher uses a final assessment project menu for students with rocational centers. Each menu option has a Word Could as part of the checklint. | The teacher asis students to create a Word Cload that lists the durancter, setting, severits, and a character's thoughts, words, and a character's thoughts, words, or actions in the story that they read. (See example below.) Teace: Key Maar and Detuits | Students work independently, on this Ware Could. They route and the content as a pa of the summative assessment. This assur- that this appet of the standard has been mastered and all student voices are heard |

Figure 5 - Summative Assessments 3rd/4th

| The intermediate language arts class comprehension. The teacher wants chivate background knowledge as the student bejon the summative assessment. | of words and asks that they type the ones from the list that were s commonly used in the reading that they just completed. (See example below). These words are be used to | All students are engaged in the creation of a Word Cloud. This assessment ensures that all student voices are measured. |
|--|--|---|
| costs concording to texts, including using adjusted through conversations, reading and bein read to, and responding to texts, including using adjustives and adverts to describe. | | |
| Common Care English Language Arts State Standards Example Word Cloud 3*6 Grade: Charlotte's Web | Example Word Cloud 4 th Grade: Reading Like a Writer | Example Word Cloud |
| | a training and the second | A CONTRACTOR |
| | | |

Figure 7 - Summative Assessments 5th/Visual Table

A '<u>Technology</u>' section follows in which supportive websites are offered about the specific technology.

And lastly, in the '<u>Practice Area</u>' section teachers can go step-by-step through the process of creating a scenario and choosing a *specific technology* for a hook, learning experience, or summative assessment for their class using a template!

| | Technology | | |
|--|--|--|--|
| o learn more about Word Cloud websi | tes and Word Cloud uses, go to: | | |
| | ren't Wordle: http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle/ | | |
| 10 Word Cloud Generators You I | Have Probably Never Tried: http://www.edudemic.com/word-cloud-generators/ | | |
| | Practice Area | | |
| 1. Choose a Common Core English | Write the standard(s): | | |
| Language Arts State Standard(s). | | | |
| 2. Decide if you will work on a | Hook, Lesson/Learning Experience/Summative Assessment or Part of the Summative | | |
| hook, learning experience, or the | Assessment | | |
| summative assessment. | (Circle your choice) | | |
| 3. Create a scenario for the | Write out the scenario as a work in process that may be changed later as needed: | | |
| students in your classroom using | | | |
| the examples in the tables above. | | | |
| 4. Describe the specific idea for this | Specific Idea for Classroom Technology Use: | | |
| technology using the examples in | | | |
| the tables above. | | | |
| 5. Describe how you will be sure to | Specific Ideas to Engage ALL Students: | | |
| engage all students. | | | |
| 6. Describe how students will | Specific benefits to learning: | | |
| benefit from using this technology. | | | |
| | | | |
| 7. Reflect on this process and | Reflection: | | |
| decide if any changes need to be | | | |
| made prior to using your idea with | | | |
| | | | |

Figure 8 - Technology and Practice Area