Reading and Writing Across the Curriculum: Empowering Students with Technology

Meg@megormiston.com
Missouri

State bird: bluebird
State tree: oak
State flower: rhododendron
State animal: mule
State fish: sunfish
State capitol: Jefferson City
State motto: "Empire of the West"
State song: "The Star-Spangled Banner"
State nickname: "Show Me State"

Ozark Mountain
Missouri

State bird: the bluebird

Ozark Mountain
Helping Mrs Wishy-Washy

Which spray will clean the best?
Big Question
What material would protect an egg in an egg-drop the most, bubble wrap, plastic wrap, or aluminum foil?

Materials
1. egg
2. bubble wrap
3. plastic wrap
4. aluminum foil
5. eggs

Procedures
1. I went to an apartment complex on the second floor and measured up to two feet with a tape measure.
2. I taped the eggs to the things I was going to test them on.
3. I then dropped the eggs.

Hypothesis
Hypothesize that bubble wrap will protect an egg the most because bubble wrap is mostly made for sending fragile items to different places.

Background Research
Plastic wrap is a free piece of plastic usually used for making food in order to keep it fresh.

Conclusions
The results did not match my hypothesis. I decided that the bubble wrap worked the best.

Results
Unfortunately, all of the eggs crumbled in half. My mother said it was because I didn’t exactly cover all of the sides. I only got to measure for twelve feet because my tape measure broke went up to six feet. I had to combine the tape measures and the highest I could go was twelve feet.
Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change

Nancy Niessen @Wor... 12m
@avivaloca #kinderchat
Thanks! Best PD going is on Twitter!! #reGgioPic
View

Aviva Dunsiger @aviva... 14m
@World_of_K Thanks! I'm so inspired by what you & my awesome #kinderchat friends do!
View

Miss Night @happyca... 30m
Just e-mailed ALL my staff to come to tonight's campfire chat w/ @OoeyGooeyLady. They don't even KNOW what they might miss! #kinderchat
Details

Geralyn B McLaughli... 39m
How Young Is Too Young for Multiple-Choice Tests? (A) 5 (B) Never - Working In These Times
inthesetimes.com/working/entry/... #ece #kinderchat #earlyed
Details
Kinderchat 123

#Kinderchat is an International conversation among Early Childhood Educators! Join us Mondays 9PM EST and 8:30PM London time on twitter! Submit blog to be pinned here http://kinderchat-kinderchat...

Global · www.kinderchat123.net ·  

27 Boards · 137 Pins · 29 Likes · Follow All · 461 Followers · 97 Following

Fall Festival Scavenger Hunt

Kinderchat

The Campfire

Follow

Follow

Follow
Students choosing to group read lessons on their own. Gotta love Learner Centered Class. #atplc #ucsdqci pic.twitter.com/qgeo4yh2Z9
Market Seo @market_seo now
There’s an app for everything these days -- some that change lives -- but what about life changing accessories? bit.ly/1d6OBEC
Details

DestinationsTravLa... now ow.ly/qarl8 Going to try it - Sesame Seed Crusted Big Eye Tuna Steak! Looks amazing! Recipe, p.59- ow.ly/i/3wJ32
Details

myEDmatch @myEDma... now Technology in the Hands of a Great Teacher: buff.ly/1hfzxXS edchat edtech via @HuffPostEdu
Details

edReformer @edReformer now Teaching the Common Core Standards Means Designing Real and Engaging Learning Experiences nblo.gs/Qq6PF
Details

Kelley Theodocion @... 17h The Kelley Theodocion Daily is out! paper.li/ktheodocion/13... Stories via @megormi
Details

Meg Ormiston @megormi 1d RT @rcleary: @megormi will this be archived? Yes, in about a month.
Details

Meg Ormiston @megormi 1d RT @rcleary: @megormi will this be archived? Yes, but it will be in about a month.
Details

Rona Chisholm-Cle... 2d @megormi will this be archived?

Patricia Hermanowski ... 2d @megormi any way it will be recorded to YouTube for later viewing?

Laura Conley @iconley86 12h
Sara Hunter @ICETeach... 12h #flippedpd chat 10-24-13 storify.com/iceteachersara... via @ICETeacherSara cc: @iconley86 @kadaniels
Details

Sara Hunter @ICETeach... 12h #flippedpd chat 10-24-13 storify.com/iceteachersara... via @ICETeacherSara cc: @iconley86 @kadaniels
Details

Ryan Cox retweeted
Lisa Sjogren @lissajogren 12h Final thought from me... Boring is Not Acceptable bit.ly/1ab0918 #flippedpd
Details

Laura Conley @iconley86 12h @S_MinterEDU @TXCSS Join us again for #flippedpd!! We are here every Thursday (except on holidays) (no chat next Thurs on Halloween night)
Details
Pre k-2
In the 21st Century classroom, students find, navigate through, and evaluate large amounts of information. Teachers provide guided and independent research opportunities for students to make informed, ethical decisions and create products.

<table>
<thead>
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<tr>
<td>Student</td>
<td>Acquire information using provided resources. Follow teacher direction to complete class assignments. Respond to, but do not extend teacher prompt.</td>
<td>Apply search techniques demonstrated by teacher. With teacher guidance, determine accuracy of sources. Analyze information in order to complete assignments</td>
<td>Find, organize, and combine information to address authentic tasks. Use tools to powerfully display and interact with information. ISTE Standards for Research &amp; Information</td>
</tr>
<tr>
<td>Teacher</td>
<td>Provides resources for research and information acquisition. Directs student use of limited/pre-selected information sources. States topic and questions.</td>
<td>Directly instructs on search techniques and analysis of various information sources. Directly instructs on how to determine the authority and accuracy of sources.</td>
<td>Facilitates and formatively assesses authentic tasks where students are engaged in research and using information fluently.</td>
</tr>
</tbody>
</table>
Find, organize, and combine information to address authentic tasks.

Use tools to powerfully display and interact with information
CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
My creation

It is a thing that dinosaurs can stay in.
I Beld at Mvelo. and et wus Fun. I Beld a Plaun.
Good morning KinderPals!

Today I would like you to CREATE something, PHOTOGRAPH it and WRITE about it. You can make your creation out of anything you wish. I can’t wait to see and read about what you make!

Love,

Mrs. Hiebert 😊
Kidblog

Safe and Simple Blogs for Your Students
Over 3 million K-12 students have a voice at Kidblog. Kidblog is trusted by teachers around the world.
Set up your class for free in 20 seconds - no student email addresses, no ads.
Create a Class!
Free teacher signup.
Secret Code?
Students, join your class here!

For K-12 Teachers, Students and Schools
Built for Teachers, Easy for Students, Great for Schools

Kidblog on Twitter
Sharing Our Thoughts and Feelings Through Poetry

On this blog you will find our poetry. We have learned that poets use many different poetic devices to help them express themselves through their writing. We have been hard at work creating poems using what we have learned. It is our hope to use this blog to help us share OUR thoughts and feelings with YOU.

We used the Explain Everything app on our iPads to record and share our own adaptations of Van Gogh’s ‘Starry Night’ to compliment our “Starry Night Poems.” Our poetry anthologies were created using the Scribble Press app. This allows us to share our poems on a more global scale so that people (like you) all over the world can share in our learning and enjoy our creations.

We would love to hear from you! As you read our poems please consider commenting. The video below has great ideas for writing positive and thoughtful comments.
5 Little Pumpkins setting on a gate. The first said, "It's getting late."
The second said, "We don't care!"
The third said, "We run and run!"
The fifth said, "It's just Halloween fun!"
Woo, wet! The Pumpkins rode et if site.

http://kidblog.org/KinderPals/author/8305e41d-b40e-4203-a862-1bafab6d3af7/
http://www.youtube.com/watch?v=geODspZUnMU&feature=share&list=PL_uL36t4NV0ei7VvZf-g7S6jFC_i-oIWN
Grades 6-8
Edge21 Creativity & Innovation Skills Rubric - Grades 6-8
"Make It"

In the 21st Century classroom, students develop original ideas and create products by applying critical thinking, research methods, communication tools, and collaborative processes. Teachers provide experiences that allow students to create unique ideas and products.

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<td>Student</td>
<td>Respond to teacher direction to complete class assignments.</td>
<td>Work on class assignments that blend technology and limited aspects of personal choice to generate new ideas and products.</td>
<td>Analyze trends and make predictions that inspire new solutions to authentic tasks.</td>
</tr>
<tr>
<td></td>
<td>Work on products following teacher direction.</td>
<td>Question, summarize and make predictions on existing knowledge using provided digital tools.</td>
<td>Create meaningful, original work within the assignment parameters.</td>
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<td></td>
<td>Directs a learning environment with limited options for student choice or</td>
<td>Directly instructs to accommodate a limited range of learning styles, interests, and abilities.</td>
<td>Models strategic risk taking, creativity and craftsmanship.</td>
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<td>Models strategic risk taking, creativity and craftsmanship.</td>
<td></td>
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<tr>
<td></td>
<td>Develops, facilitates and assesses a learning environment where students are engaged in</td>
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Back to 6-8 Rubrics
Creating a Snapshot of Digital Media Use

Grades 6-8, Math, Data

Lesson Objective
Collect and graph information about students' use of digital media

Questions to Consider
- In what ways does the open discussion inform the creation of the bar graph?
- How might students use technology to improve their graphical representation and presentation?
- How does the graphical display help students uncover?
Lesson: My Media (6-8)

In the Unit 2 for Grades 6-8

What are your personal media habits, and how much time do you spend with different forms of media?

Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.

[download lesson materials]

Learning Overview and Objectives

Related resources

Other lessons in this unit
A Creator's Responsibilities (6-8)
Gender Stereotypes Online (6-8)
Safe Online Talk (6-8)
Which Me Should I Be? (6-8)

Curriculum Materials
Scope & sequence
Curriculum overview
Standards Alignment Charts
Curriculum toolkits
Teaching Plans  Estimated time: 45 minutes

Warm-up (10 minutes)

HAVE students close their eyes and put their heads on their desks. Tell them you are going to take them on a mental journey through a day in their media lives. For the exercise, tell them to think about their average day using digital media and to respond silently to the questions you are asking.

LEAD students through a typical day. Prompt them to imagine what digital media they use, if any, when they first get out of bed. Do they check to see if they have text messages? Do they watch TV or listen to MP3s in the morning? What do they do with digital media as they are going to school? During the school day, do they use digital media for class or for entertainment? How so? Now ask them to picture what they do after school. Do they use digital media for their homework, to socialize with others, or to gather information? Do they multitask, using two or more forms of digital media at the same time?

DEFINE the Key Vocabulary term habit.

INVITE students to share what they discovered about their media habits based on the mental journeys.
Graphs and charts are great because they communicate information visually. For this reason, graphs are often used in newspapers, magazines and businesses around the world.

NCES constantly uses graphs and charts in our publications and on the web. Sometimes, complicated information is difficult to understand and needs an illustration. Graphs or charts can help impress people by getting your point across quickly and visually.

Here you will find five different graphs and charts for you to consider. Not sure about which graph to use? Confused between bar graphs and pie charts? Read our:

Create A Graph Tutorial

http://nces.ed.gov/nceskids/createagraph/
**Start a new graph:** starts a new graph project that contains no data or settings.

**Erase this graph:** erases all data or settings from the current graph project.

**Copy to new graph:** copies all data or settings to a new graph project, where changes can be made without affecting the original graph project.

**Print:** display this graph in a format suitable for printing.

**Download:** download this graph to your computer in six different file formats.

**Email this Graph:** send an email with a preview and link to your graph project. Click Send to deliver the email to the valid email address you specified.

**Project Tools**
- Start a new graph
- Erase this graph
- Copy to new graph

**Print**

**Download**

*NOTE: Pop-ups must be enabled in your browser in order to print or download.*

**Email this graph**

To: ___________

You will be emailed a link to your saved graph project where you can make changes and print.

**Lost a graph?** Click here to email you a list of your saved graphs.

**TIP:** If you add kidszone@ed.gov to your contacts/address book, graphs that you send yourself through this system will not be blocked or filtered.
Graph Preview: shows you the current state of your graph. To make changes, click the Design, Labels, and Data tabs. To print or download this graph, click the Print/Save tab.

It is recommended that you have Macromedia Flash Player installed for the best quality preview with the fastest loading time.
Digital Media Use by Middle School Students

How many hours per day do you spend using a cell phone?

0 1 2 3 4 5

No time

How many hours per day do you spend watching television?

0 1 2 3 4 5

No time

How many hours per day do you spend using the Internet?

https://docs.google.com/forms/d/1gNpSLG7pu84IkHl_bskqBrpcqq5fuuTsawydzWdDpf0/viewform
Grades 3-5
## Edge21 Communication & Collaboration Skills Rubric - Grades 3-5

"Share It"

In a 21st Century classroom, students communicate and collaborate ethically and effectively to reach a common goal or create a product. The teacher uses a variety of communication methods, structures student interaction in groups, and engages students in collaborative projects.

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<td><strong>Teacher</strong></td>
<td><strong>Student</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>Work in small groups toward a common product with collaborating.</td>
<td>Provides information and assignment expectations with limited student interaction.</td>
<td>Directly instructs on use of approved communication methods and associated digital tools.</td>
<td>Facilitates and formatively assesses authentic tasks where students are engaged in meaningful communication and collaboration.</td>
</tr>
<tr>
<td><strong>Back to 3-5 Rubrics</strong></td>
<td><strong>ISTE Standards for Communication &amp; Collaboration</strong></td>
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</tr>
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</table>
1. Classroom Resources | Grades 9 - 12 | Lesson Plan | Standard Lesson
Novel News: Broadcast Coverage of Character, Conflict, Resolution, and Setting
This twist on readers theater has students prepare original news programs based on incidents in a recent reading, as they explore standard literary elements of character, conflict, resolution, and setting.

2. Classroom Resources | Grades 6 - 12 | Student Interactive | Inquiry & Analysis
Literary Elements Map
Students can map out the key literary elements of character, setting, conflict, and resolution as prewriting for their own fiction or as analysis of a text by another author in this secondary-level interactive.

3. Classroom Resources | Grades 9 - 12 | Lesson Plan | Standard Lesson
And the Question Is... Evaluating the Validity of a Survey
In this lesson, students learn to ask the right questions about the validity of surveys.
Lesson Plan

Novel News: Broadcast Coverage of Character, Conflict, Resolution, and Setting

Grades: 9 - 12
Lesson Plan Type: Standard Lesson
Estimated Time: Five 50-minute sessions
Lesson Author: Traci Gardner, Blacksburg, Virginia
Publisher: NCTE

OVERVIEW

This twist on readers theater invites students to prepare original news programs based on incidents in a recent reading. Along the way, students explore standard literary elements of character, conflict, resolution, and setting. After reading a book, students brainstorm the things that go into a news program. Then, in small groups, they produce news segments related to a novel read by all the group members. Finally, completed segments are performed for the class.
SESSION FIVE

1. Allow students a few minutes at the beginning of the class to make last-minute preparations, get into costumes, and assemble their props.

2. (Optional) If you are going to videotape the segments, set up your video equipment and ensure that you're ready to film the events.

3. If students are to write letters to the network as part of their assessment of this lesson, explain the writing task and suggest that they may take notes during the performances.

4. Have each group perform their news segment, keeping strict watch of time to ensure that all groups have adequate time to share their work.

5. Between segments, invite students to discuss what they've seen. This activity should be enjoyable for students; place the emphasis on positive feedback and reinforcement.
Colorado. To start things off here is Logan with to tell you what we learned during iTraining. <Logan>Hi, my name is Logan and I am here to tell you what we learned during iTraining. We learned how to use an iDevice to create a video. We were able to record our own voices and actions and then edit our video. We also learned how to create a title card and how to post our video on a website. Overall, it was a great experience and we had a lot of fun creating our video. Thank you for watching.</Logan>
Teaching Students with iPads
Posted by Brad Flickinger on Jun 4, 2012 in school technology | 2 comments

Welcome
Welcome to my blog full of my ramblings and muses about my crazy life as an elementary tech teacher. I blog about anything and everything that has to do with young kids and technology and for some reason this has attracted over 70,000 educators a month that stop by to check things out. Please do me a favor and comment when you agree or disagree with what I say, follow me on Twitter and become a fan on Facebook.

http://www.schooltechnology.org/2012/06/04/teaching-students-with-ipads/
So I found a teleprompter app and started to have the students do a live news show. We soon realized that the mic on the iPad was a little too good, it picked up everything in the room, so we plugged in the iRig mic which turned out to be perfect. I am thinking about adding training on shooting news with iPads as cameras and teleprompters as part of my Teaching with iPads workshops. Here are some photos of the kids using their iPads to film their own news show.

We added a flag to the iRig mic to make it look more professional.
We filmed our news show with an iPhone.

The teleprompter is controlled by another iPad through the WiFi.
The loved using the teleprompter.

Hi, my name is Logan
and I want to tell you what we learned during iTrain.

Hi, my name is Logan
and I want to tell you what we learned during iTrain.
FRCS Explore Students' Super School News Broadcast

Published on May 24, 2012
Several students from Front Range Christian School's elementary campus had the chance to record a newscast with