

Sample ICL Updates

-Two new posts are up in the [iPad Pilot blog](#) highlighting the teaching of science in our 2nd and 7th grade classes. Kudos to Beth, LeeAnne and Lily. Scroll down the blog to see the second post on the 2nd grade.

-Lily also sat down in the new media lab (Sherry's office) to record her "shifted lesson" on cell division. Her lesson will soon be shared in the [Edtech Co-op podcast](#). Michelle is lined up to be the next contributor. Do think about contacting David to share your innovate lessons.

-LeeAnn shared a site that provides resources for a wide variety of [topics and themes](#) of study for elementary school. It has been added to the Teacher section of Web Resources.

-Don't forget that your **ICL Team** (Sherry, Elizabeth and David) are here to collaborate in developing lessons and units of study. Let us know when we can meet with you and your teaching teams.

-Those First Graders are up to lots of thinking and creating again. They not only make their thinking visible in text but also draw an image to share their thinking. Take a look at the [blog](#) to find out what they are up to and also view the short movie of some talented musicians.

-Speaking of "making thinking visible", here is a repeat of an earlier ICL tidbit...

Our Portrait of a Graduate has clear skills/dispositions for our students to attain. To support this effort, we might look at Harvard's Project Zero program that shares information on how to make one's thinking visible. [Making Thinking Visible](#) is the book that describes the program. They also have a [site](#) that lists very specific teaching strategies (downloadable PDFs) called **thinking routines** to help one's students think in different ways and with more depth. These thinking routines are being introduced in technology class.

-Lori has her students using a math site that like Xtramath records their progress. The site is called [Mangahigh](#) and it is more game-oriented than the drill and skill Xtramath. If you are interested in setting up a class account, please contact David or Sherry for more information.

-Sherry has a way to use iPad syncing with iPhoto on the iMacs to pull images and videos off the iPads. This is especially helpful if students shoot video on more than one iPad or also use a camcorder to then combine footage into one movie.

-We read about the distractibility of students having websites, chat screens, video windows, etc. open on their personal computers as they attempt to do work. This leads to poor reading habits and limited comprehension. ASCD posted an interesting [article](#) that covers the need for working with students to be better readers in our world of multi-tasking.

-A GATE teacher and his 4th grade students were recently featured in a [WP article](#) when the class visited the Department of Defense. They were there to share about the [World Peace](#) simulation game they play at their school in Charlottesville. The teacher, John Hunter, also gave a [presentation](#) at the annual TED Talk where he spoke about the 50 scenarios/problems the students must find solutions to when playing the game. I bring this up for three reasons. It is pretty neat when a teacher uses games/simulations to teach as games can be so engaging for students. Second, it is something for a K-12 educator to be invited to TED Talk. Third, we have students

role playing in simulations in Grade 5, 3 and 2. The next step might just be to do our own game. How does “Peace and Collaboration in the US Government” sound?

-TED now has a [TED Ed](#) site where educational videos are shared. This is posted at the [Teacher](#) section of Web Resources along with many other media resources.

-Your ICL team works with you to learn the student learning needs, the learning goals for lessons/units, etc. to then find ways technology can enhance the learning. In other words, the learning comes first, the tools second. But sometimes it is helpful to see what is out there that might meet an immediate need or give you an idea on how to structure a learning activity or assessment. With this in mind, look to go through the [102 Interesting Ways to Use the iPad](#) online slideshow.

-If you are looking to convert a PDF to Word, try the [PDF to Word](#) website converter.

-The rescheduled **Teachers Teaching Teachers (TTT)** is taking place this **Thursday at 3:15** in the computer lab. Michelle will lead out in sharing strategies to use various components in **Haiku** to expand the learning outside of the classroom thus supporting our blended learning efforts. This will be a valuable opportunity to share learning outcomes that you want your students to reach to then hear which Haiku modules/tools Michelle and other participants would recommend you use. Do come and join this meeting of our ACDS learning community.

-Here is another site if you are looking to use games in your curriculum. It is called the [Learning Games Network](#). They just posted a new game called [Quandry](#) which has players setting up a civilization on a planet and then working through multiple issues. The creators of the game state: “Players aged 8-14 shape the future of a new society while learning how to recognize ethical issues and deal with challenging situations in their own lives.” And guess who at ACDS has been doing a similar year long transfer activity called “Alien Civilization”? Be the first to e-mail your answer to David and see Robert tonight at the Smithsonian event for free drinks!

-[Knowmia](#) is a clearinghouse of **video tutorials** across all disciplines for high school students but many of the tutorials are appropriate for Middle Schoolers. Like Khan Academy and doing a search on YouTube, it offers support and enrichment opportunities for self-directed students. Students just need to use their information and visual literacies to compare and evaluate the sources they draw from. You can find this useful site listed in the **Teacher section** of Web Resources. As you look at the tutorials, do think about the learning activity of having your students create tutorials whether as screencasts, online slideshows, videos or podcasts. A California teacher created the [Mathtrain](#) website to house the math tutorials his students create. Elizabeth is on her own tutorial train working with students to create video tutorials for Noodle Tools. Look forward to a future ICL Update for the latest on Elizabeth’s efforts.

-The ICL team is ready to meet individually, with grade levels and in subject area meetings to help support your use of technology and to integrate the ICL standards into your curriculum to help support the learning of your students. Please contact Sherry, Elizabeth or David to collaborate. David is starting to go through the handouts from the ICL presentation in August when folks listed inquiry and project-based lesson ideas that they are thinking about doing this year. He is now starting to make contact to set up meetings. But don't wait for the direct contact, e-mail the ICL team today! :)

-Our **learning community** has so many members with their various areas of expertise. One can find some examples of their handy work in the school blog. As we move forward with everyone learning together in using the iPads, Haiku, Web 2.0 tools, do please see David to share your instructional strategies, assessments, and creative ways that you are helping your students learn. We really want to highlight and celebrate your work in the school blog.

-Thanks to the TLC team for bringing in the differentiation experts. They shared the [Teaching Channel](#) site which is an excellent resource for finding examples of **differentiated instruction** and assessment strategies. You can now find a link to it in the Teacher section of Web Resources.

-Speaking of differentiation, the [Universal Design for Learning](#) (UDL) construct provides a framework to adapt instruction to **give students equal opportunities to learn**. Examples would be providing alternatives for information input as in having audio instead of text as well as looking to give students the opportunity to create a mind map instead of taking a test to assess them. The bottom line is that UDL is all about differentiation and much of the adaptations involve information use and technology. So look to contact your ICL team to help design lessons and units to use UDL to support all of our learners. You can find UDL resources at the Teacher section of Web Resources. One very helpful site is the [UDL Tech Toolkit](#).

-A helpful strategy for young students in their **reading fluency** is to have them record themselves reading either using the iPad with a recording app or a computer using Audacity. They can then play back the recording to hear themselves to reflect and improve their fluency. This strategy is also helpful with our older students in their **essay writing** where they read and record their essays to playback for flow and fluency. And don't forget that the iPad 3s on the cart have voice to text built into them. This is a terrific adaptation for students who struggle in keyboarding their ideas to text.

-The summer reading and writing program demonstrated the value of having **students journal**. One platform that naturally supports journaling is blogging. Our 5th graders get a feel for blogging in their work with Michelle and the class blog. A potential next step is to have the 5th graders progress to having their own blogs as they move through the Middle School. Another avenue is to use Haiku and create one to one discussions between you and each of your students. This supports privacy concerns and is easy to get started as Jim is doing with his students. Do let your ICL team know if you would like to use Haiku to provide a **digital journal tool** for your students.

-A terrific resource for historical maps is the [Map as History](#) site which provides **animated and narrated historical maps**.

-Did you know that our Middle School students and their buddies will be taking **art field trips** together? Suzy is developing a series of field trips which will have the students using their analysis skills as they discuss art in various museums. On this note, the ICL team would like to support your field trip efforts. Whether it be in helping your students do research to prepare for the trips or helping them use technology to document their learning (e.g., photo taking, audio and video recording, digital drawing/sketching, etc.), do keep us in mind. One assessment idea is to have the students create **virtual exhibits** to help them be designers, authors and teachers as way to provide a transfer task for the learning from the trips. We can also work with your classes to create virtual exhibits even if they are not doing a real field trip. Here is a [sample project](#) completed by last year's 2nd graders.

-Another way to have students demonstrate their learning while doing an authentic task is to have them use a screen capture app on the iPad to use images, their diagramming skills and narration to create video tutorials. You might have heard of teachers creating math and other **subject matter tutorials** using this technique in their efforts to “flip their classrooms” providing direct instruction to be viewed at home by the students. One teacher in California has his students creating and publishing math videos for his class. They developed a website called Mathtrain where the tutorials are housed for a larger audience. Here is a [sample tutorial](#) made for kindergarten students. In visiting the Mathtrain site go to the [Categories](#) section to find a listing of student and teacher created tutorials that you can post to your Haiku site for students to learn from. If you would like to learn more about using a screen capture app or have other ideas to share that put your students in the role of content creators, please contact the ICL team to collaborate.

-**Thank you to Michelle** and the many teachers who showed up for our first **Teachers Teaching Teachers** (TTT) of the year. Michelle gave us some excellent take aways in using Haiku to expand the learning beyond the regular school day further supporting our **blended learning** initiative. Here are a few tips:

- *Look to use the Haiku forums for Literature Circles and expanded book discussions for students who want to continue the discussion outside of school.

- *Study Guides: We want to put our students in the role of content creators to be the "experts" on topics that other students can turn to for help. One can post links to the online content the students create (e.g., VoiceThread) in the forum module to develop a study guide area where students can ask the content creator questions as they prepare for tests and other assessments.

- *Documents: Store all of your handouts in Haiku so that students have 24/7 access.

- *Online Resources: List websites and links to video, podcasts, images, primary sources and other media to support your regular curriculum but to also engage student curiosity to look for even more information.

- *Polls: An easy way to see what students think about a topic. The results are displayed in graphs and percentages are a great way to connect to math.

- *Student Personal Calendar: If you have students who are very digital in their lives, look to have them use their personal calendar in Haiku to manage their study and co-curricular dates as well as "to do's"

- *Student Journaling: Build in a digital alternative to paper and pencil journaling.

-Don't forget to catch up on the adaptive and innovative instructional strategies highlighted at the [school blog](#). You will find other examples of our students using ICL to create and publish their ideas.