

Use Technology for Common Core Standards Learning Kay Scheidler, Ed.D.

Why use Technology for Common Core Standards Learning:

- Students know tech
- Students love tech
- It's students' world today
- Co-opt technology skills for learning
- Easy to differentiate
- Students help peers with tech and with content
- Teachers can better assess to assist in improvement
- Digital literacy is required for college and career
- Lack of technology expertise leaves students behind;
- Expertise promotes learning growth



Success takes time

Use graphics, visuals, video clips, internet searches, blogs, powerpoint presentations, e-mail groups for discussions



HOW: Emphasis on Common Core Standards Learning in Reading and Writing

Tech is a tool for needed Understandings

Avoid wasting time on unnecessary presentation details: no frills, no twitter, no Facebook. This is learning media, not social media.

Good use: Prezi, Glogster, Google Docs, Blogging, MOODLE, Text, Visuals, Web Research

Next Practice learning activities for Standards learning:

Mentor Text reading skills exemplars, Peer Editing to develop student metacognition on writing, Student Centered learning activities (PBL), Differentiation, More Time on learning for struggling students, Baby Steps, Match reading with student ability and interests, Kindles, iPads for multiple texts, inexpensive or free e-books, Visuals for student interest and learning, personalized reading



Teacher as Coach

Common Core Reading and Writing Learning with Technology

1. Video presentations (Google search for YouTube education sites)
2. PowerPoint presentations to teach skills and understandings
3. Machu Picchu Visual match text
4. Create video or PowerPoint to present learning
5. Webquests with easier sites, more challenging sites. Rubric to guide work
6. Integrate visuals to convey meaning, enlighten heavy text to be reader friendly
7. Teacher web site to post materials for on-line learning
8. Post Mentor Texts. Students highlight words to create tone (R 4), context clues for vocabulary meaning (R 4), words for point of view shapes content and style (R 6) delineate, evaluate argument word choice and detail (R 8). Students write on topic.
9. Students select visuals to match text (R 7)
10. In Mentor Text such as "Harvest Moon" poem (next page), students highlight similes in yellow, metaphors in turquoise, using Word tools R 4, R MA 8A)
11. For advanced students, teacher posts course on web site, paperless course with readings and assignments posted, papers submitted and evaluated electronically.
12. Inexpensive access to wide range of readings: Kindle (0 or little cost), iPads. Carefully select best texts for students. Let students choose readings.
13. Students create no frills basic powerpoints to report on how individuals, events develop over a text for meaning. May allow two graphics that match text.(R 4)
14. Students peer edit peer's writing on-line. Provide language to use and rubric to follow, such as, Can you make your conclusion better fit your argument? Check your apostrophes for correctness, What's a better title? Anonymous works well.
15. Students create in small groups video film trailer of a book studied (Time limit)
16. Select on-line text for needs. Sites have same text at different reading levels.
17. Blog via e-mail on text discussion of key ideas that lead to central idea or a theme or other standards such as delineate and evaluate argument (R 8).
Discussion Board on Blackboard allows students to create their own discussion Thread. Posted comments give each student a voice, not drowned out by others.
Moodle (free) and Edmodo are good distance-learning programs to teach understandings and skills, and provide Discussion areas for students to ask questions (may be anonymous) Teacher may participate in a positive way to set the tone. Teacher may use monitoring of posts to keep posts positive and appropriate.

First think, what are the learning needs? Then use tech to develop these needs.

To integrate graphics into text for reader-friendly, visually appealing, to convey meaning.

Go to Google home page, Select "Images" from upper right. These are free, no copyright.

- Type in key words to search for specific image, such as "winter scene," "kids writing," book stacks," animals, happy scenes, children, technology
- Select your preferred graphic by clicking on the graphic and do Control C to copy.
- Paste your graphic on a blank page with Control V (Save all graphics in folder for later use!)
- Click on the graphic to select dots that change the shape: enlarge, shrink
- To insert in text, click on graphic. Select "format" in tool bar. Select "text wrap" (dog graphic). Select "tight" for wordwrapping of text around the visual.
- To crop a visual click on graphic, select "Format", Select "Crop" at far right
- Heavy lines appear on your graphic. Drag the lines in and your graphic becomes cropped.

Warning: This is addictive!



Harvest Moon

Drowsy after a day of carnival fun,
Rocked gently homeward in the car,
I have almost fallen asleep
when the moon rises like a dream
outside my back-seat window.
It is the world's largest Ferris wheel,
bright as a beacon,
welcoming all riders.
It is a giant pumpkin slowly ripening,
Outgrowing its protective ground cover.
It is the face of a smiling friend
who wants to play hide-and-seek
behind the highway's bare trees.
I smile back at my friend
And drift off to sleep.
Maybe I'll play when I awaken.

Highlight similes in yellow, highlight metaphors in turquoise. How do these add to meaning?