

Technologizing Your Classroom

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Agenda

- Technology Integration Pre-assessment: 10 Mins
- Technology Integration Lesson Ideas: 30 Mins
- Technology Integration Post-assessment: 10 Mins
- Technology Integration Play Time: 10 Mins



Part 1: Pre-Assessment



Pre Assessment: What Do You Know?

1. You will be handed a QR code
2. You will notice each side of the card has a letter
 1. You will see a question on the screen
 1. Hold your card up with the answer you agree with or think is correct on the top

Objective | Based on the T-PACK (Technological Pedagogical, and Content Knowledge) model, you will be able to:

- Understand how to design lessons that integrate technology into adult ed instruction
- Identify fun and engaging technology assessment tools
- Share ideas and resources for future technology use in your own classroom
- Integrate one or two technology tools into your own adult ed classroom



Part 2: Technology Integration Lesson Ideas



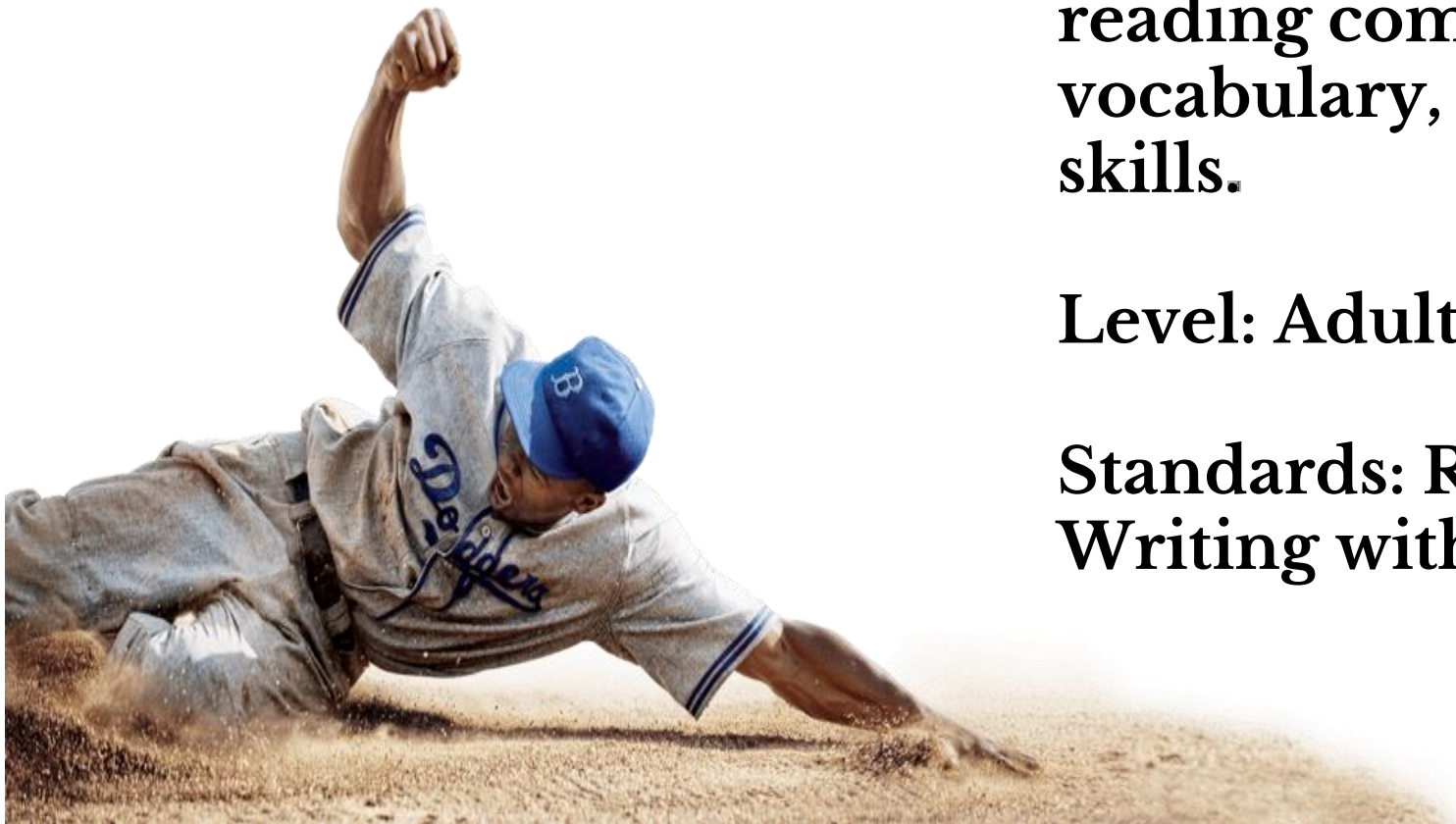
LESSON 1: Reading Lesson

The Importance of Sports in U.S. Culture

Objective: To help improve students' reading comprehension, expand vocabulary, and develop critical thinking skills.

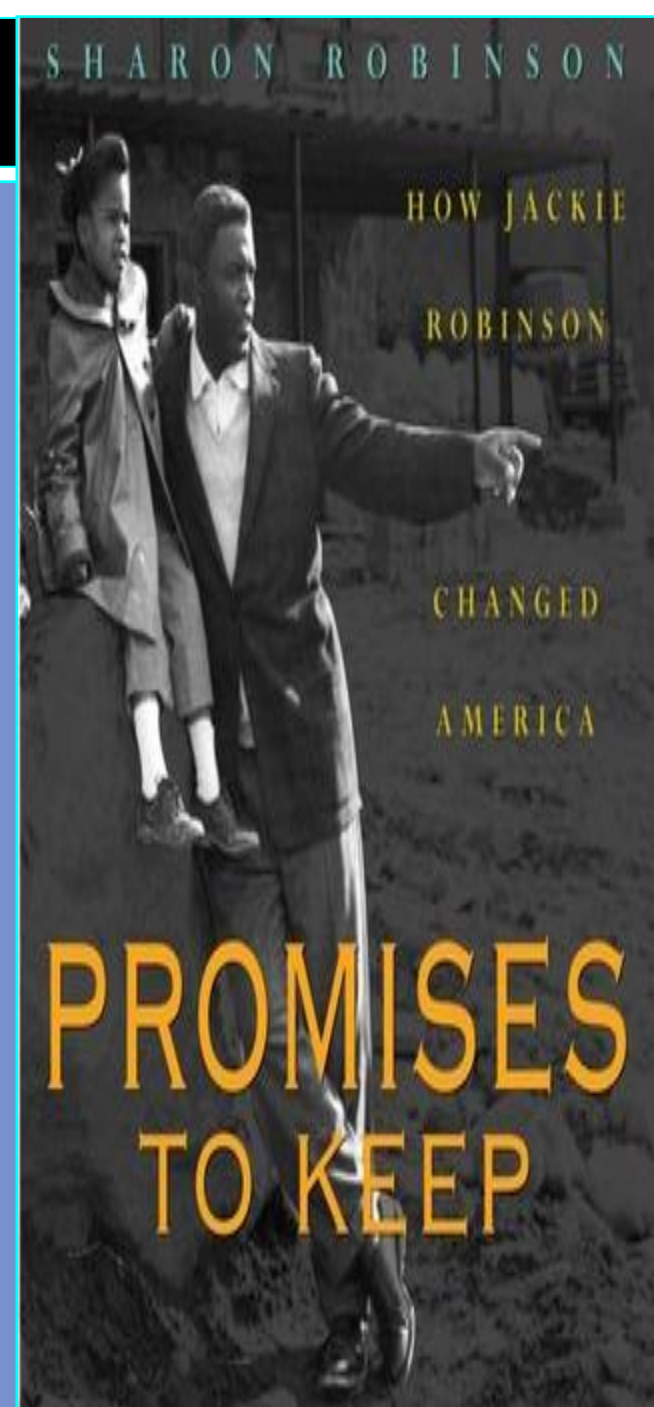
Level: Adult Basic Education

Standards: Reading with Understanding, Writing with Proficiency



How a Traditional Lesson Might Look:

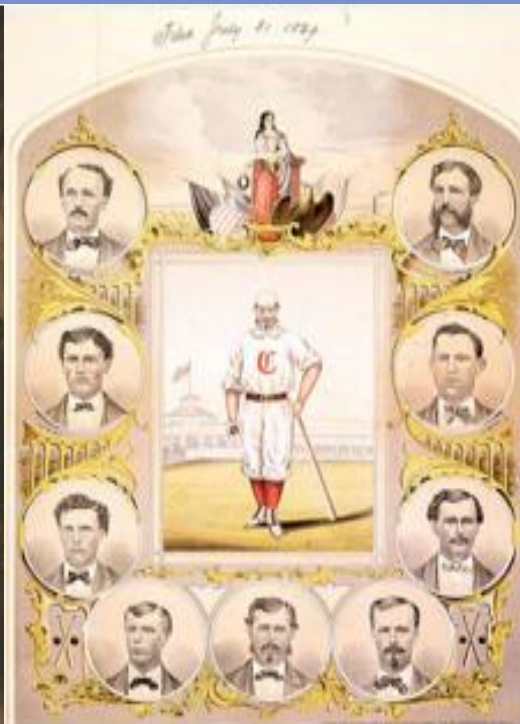
- 1. Introduce:** background of historical significance of sports in the U.S. by incorporating visual literacy strategies, such pictures from books or a movie, and have discussion about student observations
- 1. Read:** the book *Promises to Keep – How Jackie Robinson Changed America*
- 1. Discuss:** read and summarize text between chapters to ensure understanding
- 1. Assess:** give reading comprehension questions/quizzes throughout the reading, followed by a comprehension test at the end of the book



1. **Introduce** Historical significance of Sports in the U.S. with a Gallery Walk!

- Edit images of historical sports figures with Jing, then display them around the room
- Students will walk around and make observations and inferences based on the pictures they view

Jing is screen capturing computer software that allows one to manipulate pictures!



2. **Discuss** with Both Face-to-Face and/or Online Discussions!

- Using a **Google Slide Show**, the teacher engages students with discussion of the observations they made, and how they might be significant to U.S. Culture
- Students will then log into their LMS, **Schoology**, which provides a forum for online discussion regarding the students' observations and how they think sports impacts U.S. Culture. This is an excellent way for students to share ideas and compare findings

Similar to PowerPoint, **Google Slides** automatically saves your work to a cloud, so there is no need for flash drives or risk of losing your work!



Slides in Google Drive



3. **Read** the book *Promises to Keep – How Jackie Robinson Changed America*



- Make sure each section is numbered so that each section can be reviewed for comprehension.
- After each chapter, engage students in an activity to ensure deeper learning and understanding of the material and content.

3. **Engage** Students with Activities Involving Online Tools to Promote Deeper Understanding

- Working in pairs, students are assigned either characters from the book or quotes by historical sports figures
- Students then research the person and/or the quote to gain a better understanding of who these athletes were and how they impacted U.S. culture
- Students then **make a MEME (an online captioned photo), poster, or even a sports card using Big Huge Labs** that includes a quote they think would represent their person well



4. **Assess** Understanding of Reading Material through a formative assessment tool called **Go Formative**

Add Content:



Embed



Image



Text Block

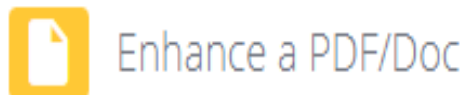


White Board



Video

Upload & Transform:



Enhance a PDF/Doc

Add Question:



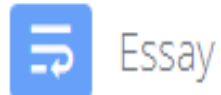
Multiple Choice



Multiple Selection



Short Answer



Essay



Show Your Work



True Or False

Add Advanced Question:



Audio Response



Categorize



Resequence

Teachers can:

- Add content
- Upload and transform a PDF or document
- Add up to 9 different types of formative assessment questions
- Provide real-time formative assessment while students are learning

Students are able to demonstrate their understanding by typing, drawing, or submitting images

LESSON 2| Reading and Vocabulary

The Sniper by Peter O'Flaherty

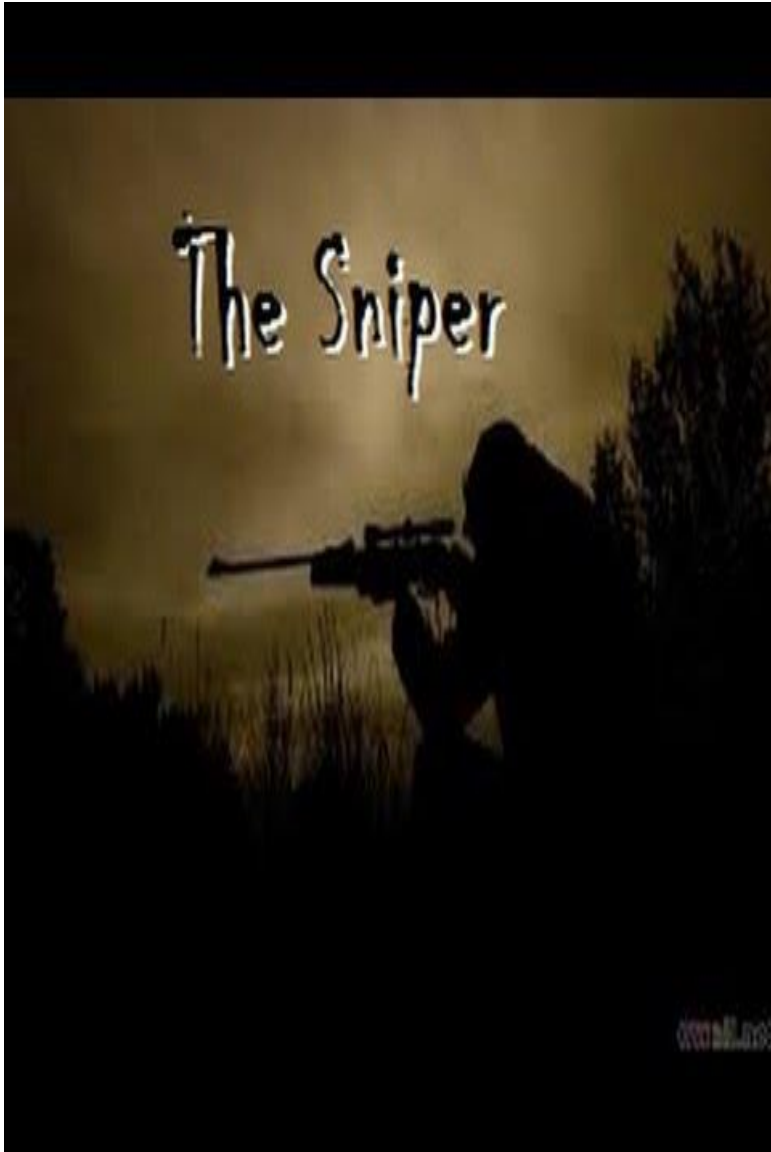
Objective: To help improve students' reading comprehension, expand vocabulary, and develop critical thinking skills

Level: Adult Basic Education

Standards: Reading with Understanding, Writing with Proficiency



How a Traditional Lesson Might Look:



1. **Introduce:** Provide students with reading purpose explaining as they read to think about what motivates the sniper's actions and if the result is worth the cause
2. **Read:** the short story, *The Sniper*, by Peter O'Flaherty
3. **Discuss:** read silently or aloud, identifying vocabulary as you go
4. **Assess:** give reading comprehension questions and/or vocabulary list to memorize or practice

Read the Short Story & Practice Vocabulary

- First have students look through the reading to identify the words they do not understand, write words on the board
- Read story out loud, discussing vocabulary and story details after each section
- Have students choose 10 of the words from the board that they are not familiar with, log in to vocab.com, create a list to practice vocabulary skills

Vocabulary.com allows students to not only memorize words, but **MASTER** them. There are over 500,000 lists already made or you can create your own by copying up to 100 pages of text or just making your own!

There are several GED lists already available to help students with terminology found on HSE tests

paroxysm means:

- sensing an odor by inhaling through the nose
- a sharp high-pitched cry
- a sudden uncontrollable attack
- a retaliatory action against an enemy in wartime

LESSON 3| Math

My Vacation Plan

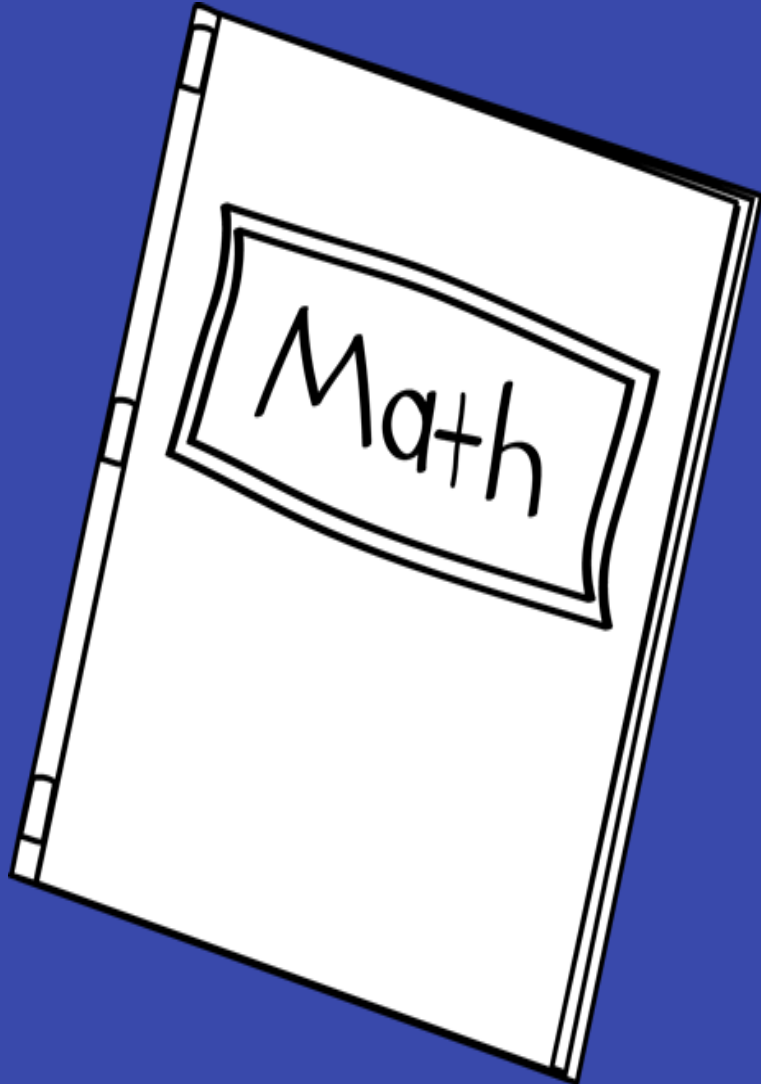
Objective: To teach students how to calculate real – life math problems, problem-solving, and research skills.

Level: Adult Basic Education

Standards: Using Math to Solve Problems



What a Traditional Math Lesson Might Look Like:



- Teacher hands out worksheets.
- Teacher will model how to do math problems on the board.
- Students then try the math problems on their own.
- Teacher assesses through a test.

1. **Introduce** Lesson with a Document on Google Docs

- Share a sample travel budget through Google Docs.
- Have students review the information.
- Discuss observations about types of budgets, expenses, etc.

Sharing on Google Docs, eliminates the need for paper, and allows students an opportunity to develop computer skills

The screenshot shows a Google Docs interface with a document titled "Sample Travel Budget.doc". The document contains a spreadsheet with the following data:

Category	Expense	Amount	Total
Destination of trip:			
Goal of trip:			
Dates of trip:			
Number of nights:			
Number of days:	7		
Total trip allowance:		1200	
Per day allowance:		171	
Hotel		75	525
Meals		20	140
Gasoline/Tolls		15	105
Entertainment		40	280
Gifts/Souvenirs		25	175
		175	1225

Below the spreadsheet, there is a pie chart showing the distribution of expenses. The legend for the pie chart is as follows:

- Hotel
- Meals
- Gasoline/Tolls
- Entertainment
- Gifts/Souvenirs

The pie chart shows that the largest portion of the budget is for the Hotel, followed by Entertainment, Gifts/Souvenirs, Meals, and Gasoline/Tolls.

2. Engage Student Learning with Activity

Travel Budget Allowance Sheet

File Edit View Insert Format Table Help | Last edited on 10/10/2013 10:50 AM

TRAVEL BUDGET ALLOWANCE

Destination of trip:		
Goal of trip:		
Dates of trip:		
Number of nights:		
Number of days:		
Total trip allowance:		
Per day allowance:		
Item		
Hotel		
Air fare		
Car rental		
Bus/Taxi		
Entertainment		
Gifts and souvenirs		
Meals		

When a Google Doc is shared with a student, they can not fill in the document until they make a copy, and rename it

- Students will choose a vacation destination.
- Using a Travel Budget Allowance Document on Google Docs, students will then do internet research to determine various costs involved in planning their trip.

3. Engage Student Learning with Activity

- Next, students will use a Trip Planning document on Google Docs as they look for information about the following:

1. Three attractions they want to visit and why

2. Which hotel they chose and what appealed to them

3. At least two restaurants and what they want eat there

4. At least three things about their destination they did not already know

Once documents are shared with the teacher, the teacher is able to monitor students' progress from his or her own monitor

Trip Planning Worksheet

1. Find 3 attractions that you want to visit and information about each one. Name the attractions:

Why do you want to visit these sites? What did you learn about these sites?

What is the cost of admission for each one? The total cost for all 3?

How much would it cost to go to all 3 attractions?

Which attraction will be visiting that has the best value for your money. Name it and why?

What is the total cost per trip?

What are some expenses such as a room tax? How much? (Include your hotel costs.)

What is the city where you would like to eat. Name each one.

How much would it cost for each restaurant? Could you afford to eat here every day?

What are three things about the city that you didn't know before.

4. Engage Student Learning with Activity

- Students will then get driving directions to their destination through MapQuest or Google maps.



5. Engage Student Learning with Activity

Calculating Miles Per Gallon

as mileage means the number of miles a vehicle will travel on one gallon of gas.

1. Write down the odometer reading when the gas tank is filled up.
2. The next time the gas tank is filled, write down how many gallons of gas it takes.
3. Then write down the odometer reading again.
4. Subtract the first odometer reading (step 1) from the second odometer reading (step 3).

This will tell you the number of miles traveled between the two fill-ups.

5. Divide the number of miles traveled (step 4) by the number of gallons of gas used (step 2).

This number equals the gas mileage of your car.

- Students will then complete a Calculating Miles Per Gallon on **Google Docs**.
- Students will be provided with a formula sheet to figure calculations.
- They can use real readings from their vehicles, or make it up!

6. **Engage** Student Learning with Activity

- Students will then complete a travel budget on Google Docs, answering the following:
 1. Length of time to get there
 2. Number of miles travelled after four hours (rounding to nearest hundredth)
 3. Which direction they will primarily be going
 4. Then calculate: if they average 60 miles per hour, how many hours it would take to get there, then figure for 65 miles per hour.



7. **Assess** comprehension through a slide show.



- Have students create **Google Slides** to share their findings from their research.
- Have students present their slides in front of the class as a final step in this lesson.

Lesson 4 | ESL

Job and Workforce Vocabulary

- **Objective:** Students will be able to explain the meaning of ten new vocabulary words about jobs.
- **Class:** ESL
- **Standards:** Speaking III.2.G & Reading III.3.G: Acquire vocabulary progressively according to student proficiency



How a Traditional Lesson Might Look: Have Students Write on Board As a Warm Up



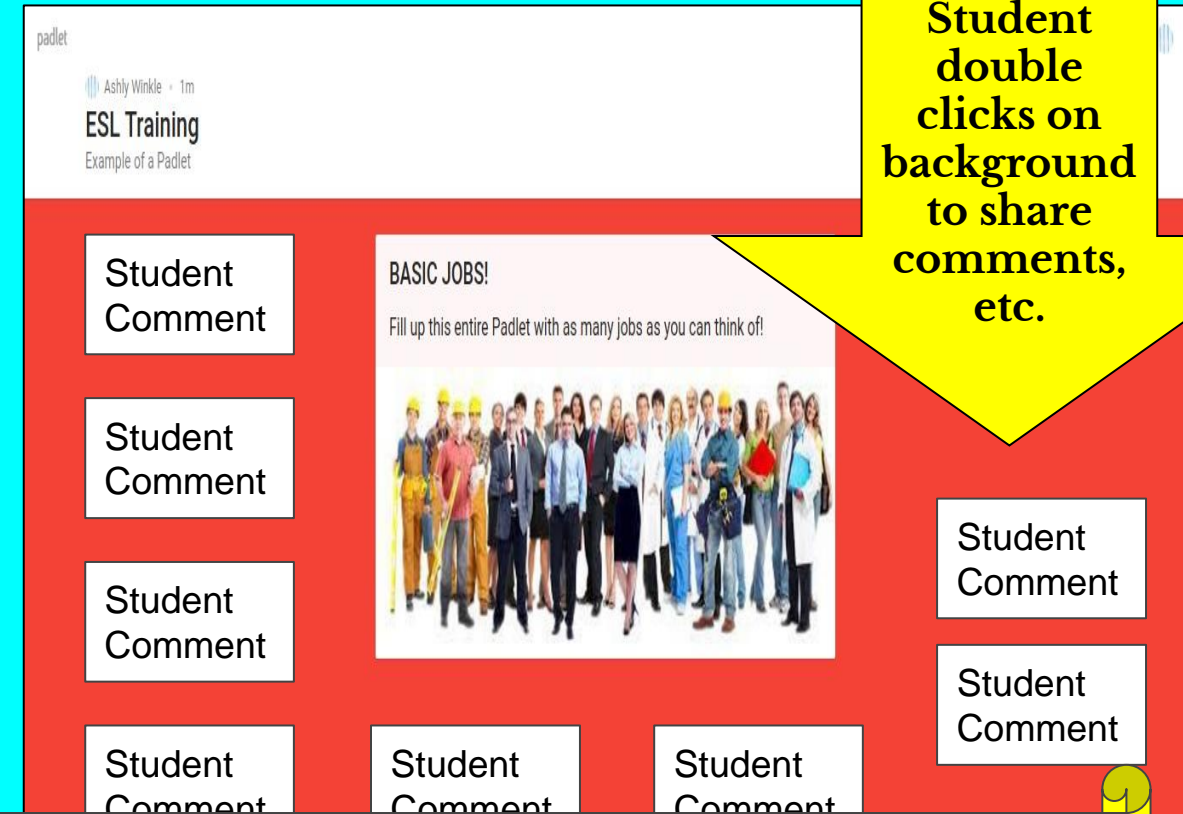
A traditional lesson might have students do a warm up on the board

Teacher writes the word “JOBS” and tells students they need to come up with as many words as they can until they fill up the entire board

Afterwards they are given lists to memorize vocabulary

Lesson Idea: Warm Up With **Padlet** Activity

- Share Padlet link with students
- Students can then add their own comments and ideas to the Padlet simply by double-clicking on the back ground
- Padlet also allows them to add images, videos, and links



Padlet is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. Padlet allows users to create a hidden wall with a custom URL. Padlet creators can also moderate posts, remove posts, and manage their board 24/7. Padlet is free and easy to use!

To View this Padlet go to:
<http://bit.ly/2mXMuhk>

Lesson Idea: Integrate Vocabulary Websites Into Lesson

- After the warm-up activity students go to learningchocolate.com
- Students choose the category, “jobs”
- Students then review the jobs, and play the games that follow

- After the Learning Chocolate activity, students choose a job that interests them to learn more about
- Provided with a job description, students choose ten words that they do not understand
- Students then go to vocab.com, and type those words into a list to practice those words online, from their phones, or any device, both in class and at home

About Learning Chocolate: As Fun As a Piece of Chocolate!

Learning Chocolate

baker

bartender

caterer

cook

delivery driver

dishwasher

manager

server

[Appointment Questions](#)

[Appointment Words](#)

[Artist Safety Awareness](#)

[At the Office](#) new

[Basic Jobs #1](#)

[Building Trades](#)

[Child Care Jobs](#)

[Childcare Supplies](#)

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[Entertainers](#)

[Factory Equipment](#)

[Factory Jobs](#)

[Food Service Jobs](#)

[Interview Questions](#)

[Job Ad Abbreviations](#)

[Job Application](#)

[Job Duties in My](#)

[Job](#)

[Job Search](#)

[Job Skills](#)

[Jobs](#)

- Designed to help students memorize English vocab in an easy and fun way
- Students review words, then play up to 5 games
- All exercises use pictures, sounds, and games
- For best success, it is recommended that students log in for at least 15 minutes a day

Learning Chocolate

Part 3: Technology Integration Post-Assessment



Post-Assessment with Kahoot!

- From your device go to Kahoot.it
- Enter the pin
- Enter your name or a nickname
- Wait for the rest of the class to log in to the game



Activity| Technology Integration Play Time

During the last part of this session, you can either:

- Participate in the exit tickets below:

1. Go Formative:

goformative.com

Use Code DMZAWZ

2. Quizizz: join.quizizz.com

Use code 773051

If you would like a document with direct links to additional resources, please email me or provide me with your email

- Explore one of the technology tools presented to you today

Kahoot!

Google

Vocab.com

Padlet

LearningChocolate

Plickers

Schoology

Formative

Big Huge Labs

Word Tagul

Quizizz

"TECHNOLOGY WILL NEVER
REPLACE GREAT TEACHERS,
BUT TECHNOLOGY IN THE HANDS
OF GREAT TEACHERS IS
TRANSFORMATIONAL."

- GEORGE COUTROS @GCOUTROS

WWW.BAMTRADIONETWORK.COM/QUOTED

Presenter Information



lit•er•a•cy



LITERACY COUNCIL of TYLER

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