Resources and Activities in My Toolbox

Topic	Slide #	Toolbox Resource Used (* in Landing Pad)	Toolbox Example
Developing Online Resources	27	The Canadian Teacher http://www.thecanadianteacher.com/tools/assessment/ Online Rubric Maker http://www.rcampus.com/indexrubric.cfm	Online Rubric Development Forum ***Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Although educators tend to define the word "rubric" in slightly different ways, Heidi Andrade's commonly accepted definition is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.*** ***Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.*** ***Source*** Post #1: • You are a teacher trying to make a rubric that will help you grade your student's writing work. Choose the grade level you are interested in/are teaching and develop a quick and simple rubric to try out the program. **Use the rubric sites in the forum section OR find your own sites to develop your simple rubric.** • Also, find three pins on Pinterest that are about <u>developing</u> rubrics (how to make them) and pin them to your **Online Rubric Development** board. • Share the link to your Pinterest board with the class and state **why you liked these sites**. (3-5 sentences) • Include any challenges or strengths you saw in the website you used to create the rubric. If possible, share the rubric by attaching it. If not, just speak to the experience of making one. Be sure to note which website you used to try out online rubrics. (3-5 sentences) Post #2: Choose a peer who does not have a response yet. Read the peer's post. • Go to your peer's Pinterest board and give feedback about each resource he/she has posted. (6-8 sentences) • Pin a pin from that person's Pinterest board onto yours and explain why you liked it.

Topic	Slide #	Toolbox Resource Used	Toolbox Example
			Post #3: Choose a peer who does not have a response yet. Read the peer's post. • Go to your peer's Pinterest board and give feedback about each resource he/she has posted. (6-8 sentences) • Pin a pin from that person's Pinterest board onto yours and explain why you liked it After you have posted to another peer, see if anyone has posted to you. Read what the person wrote and thank them. Give a 2-3 sentence response to what he or she said and his or her rating. Be sure to check for spelling and grammar.
Developing Online Resources	27	http://www.surveymonkey.com/ http://www.kwiksurveys.com/ http://freeonlinesurveys.com/ http://www.onlinefreetools.com/2013/10/Online-Survey-Tools-Free.html	Online Surveys Forum For this week's forum, you will be developing a 5 question online survey using one of the tools found in the Forum Section for this week. Scenario: You are conducting a survey of the families in your school. You want to know various things about their thoughts about homework, lunch options, after school activities, playground equipment, and open house dates. Each of these topics will be a question on your survey. You will want to create a question about each topic. You will need to create the following types of questions: • Open ended/Text Box • Multiple Choice Then create a introduction for your survey for your participants to read. Each question will have a specific purpose to help you get information about what the families think about the various topics. The purpose of this forum is to create the questions and have us try each other's online surveys out. The questions should make sense and spelling/grammar should be correct. Be sure to try your survey yourself first! Post #1: • Find three pins on Pinterest that are about free online survey tools and pin them to your Online Surveys Board. • Then, using one of the tools you found or one of the free tools from the links given in the Forum section for this week, create a five question survey about the scenario about. • Then, post the link to your survey. • Finally, explain the process you went through and the challenges you experienced while making up the survey. Explain if you would ever use this in your classroom for families. (3-5 sentences)

Post #2:

Choose a peer who does not have a response yet. Read the peer's post. Take the survey the person has linked to.

- On a scale of 1-10 (10 being very well done), explain how well you think the survey tool worked and give feedback about the questions your peer developed, giving suggestions and encouragement. Be sure to ask any questions. (4-6 sentences)
- Finally, pin a pin from that person's Pinterest board onto yours and explain why you liked it.
-

Post #3:

Choose a peer who does not have a response yet. Read the peer's post. Read the article and watch the video given.

- On a scale of 1-10 (10 being very well done), explain how well you think the survey tool worked and give feedback about the questions your peer developed, giving suggestions and encouragement. Be sure to ask any questions. (4-6 sentences)
- Finally, pin a pin from that person's Pinterest board onto yours and explain why you liked it.
- **After you have posted to another peer, see if anyone has posted to you. Read what the person wrote and thank them. Give a 2-3 sentence response to what he or she said and his or her rating.**

Be sure to check for spelling and grammar.

Topic	Slide #	Toolbox Resource Used	Toolbox Example
Using Online Resources to Build Curriculum	28	www.teacherspayteachers.com	**Online Teacher Resources** **For this week's forum, you will be researching free printable items online for the age group you want to work with. Many teachers are finding ways to make money and gain materials by creating and using the vast resources available on the internet. You will be looking at one site in particular.** Post #1: - Find three pins on Pinterest that are about free printables for your age level and pin them to your Online Teacher Resources Board. **Give the link to your Pinterest board**. - Explain why you chose these three items to put on your board (3-5 sentences) - Then, go to the TPT (TeachersPayTeachers) link given in the forum section for this week. - Create an account (free), then search for free items in your grade level about a particular topic you have taught or will teach to a certain age level. When

you find something, download it and **attach it to the forum**, explaining why you like it for your age level. (3-5 sentences)

- Explain two ways you could use this downloaded item in your classroom…be creative! (3-5 sentences)
- Finally, click on the picture of the person who developed the worksheet (above the download button). Go to his/her blog or website and look around a little. Explain what you like/dislike about his/her blog and why. If the person does not have a blog/website, find another person who teaches your age range. **Be sure to leave a link to the blog.** (3-5 sentences)

Post #2:

Choose a peer who does not have a response yet. Read the peer's post. Take the survey the person has linked to.

- Look at the uploaded product of your peer. Explain what you like/dislike about the product. (3-5 sentences)
- Then, take a look at the blog of that person and read your peer's comments, commenting back on what he/she said and giving your own comments. (4-6 sentences)
- Finally, pin a pin from that person's Pinterest board onto yours and explain why you liked it.

Post #3:

Choose a peer who does not have a response yet. Read the peer's post. Read the article and watch the video given.

- Look at the uploaded product of your peer. Explain what you like/dislike about the product. (3-5 sentences)
- Then, take a look at the blog of that person and read your peer's comments, commenting back on what he/she said and giving your own comments. (4-6 sentences)
- Finally, pin a pin from that person's Pinterest board onto yours and explain why you liked it.
- **After you have posted to another peer, see if anyone has posted to you. Read what the person wrote and thank them. Give a 2-3 sentence response to what he or she said and his or her rating.**

Be sure to check for spelling and grammar.

Topic	Slide #	Toolbox Resource Used	Toolbox Example
Using Online Resources to Enhance Lessons	29	Graphic Organizers http://www.eduplace.com/graphicorganizer/ Teacher Helper Graphic Organizers http://edhelper.com/teachers/graphic_organizers.htm List of Mind Mapping Tools http://mashable.com/2013/09/25/mind-mapping-tools/ Wise Mapping http://www.wisemapping.com/ Bubbl https://bubbl.us/	Graphic Organizers and Mind Mapping Graphic Organizers and Mind Mapping are two very interesting and visual ways to help students understand and sort concepts. Read the article and watch the video clips given in the Forum section for this week. You are going to search the internet including Pinterest for some great graphic organizer and mind mapping resources. You will want to have a Pinterest Board labeled Graphic Organizers and Mind Mapping. Post #1: • Search for sample graphic organizers to use in your classroom. Be sure to choose ones that are for your age group, so you may want to search for graphic organizers preschool, for example. Find three good sites. • Also, find three pins on Pinterest that are about graphic organizers and/or mind mapping and pin them to your Graphic Organizers and Mind Mapping board. • Share these sites and the link to your Pinterest board with the class and state **why you liked them**. • Also explain **what you may use these graphic organizers/mind mapping tools for**. (2-3 sentences) • Attach to this post a Graphic Organizer that you downloaded and explain why you like this organizer and would use it in the classroom. . Post #2: Choose a peer who does not have a response yet. Read the peer's post. Read the article and watch the video given. • On a scale of 1-10 (10 being very well done), explain how well you think the resources prepare you for using graphic organizers and Mind Mapping in your classroom. Be sure to explain your rating. • Also, explain what you like about each resource and what you would use it for. You should have at least 6-8 sentences in total. • Finally, pin a pin from that person's Pinterest board onto yours and explain why you liked it. Post #3: Choose a peer who does not have a response yet. Read the peer's post. Read the article and watch the video given. • On a scale of 1-10 (10 being very well done), explain how well you think the resources prepare you for using graphic organizers and Mind Mapping in your classroom. Be sure to explain your rating. • Also, explain what you like about each resource and what you would

			use it for. You should have at least 6-8 sentences in total.
			• Finally, pin a pin from that person's Pinterest board onto yours and explain why you liked it.
			• **After you have posted to another peer, see if anyone has posted to you. Read what the person wrote and thank them. Give a 2-3 sentence response to what he or she said and his or her rating.**
			Be sure to check for spelling and grammar.
			<u>BONUS 10 points!!</u>
			If you would like to try and make your own graphic organizer, please be sure to make a simple graphic organizer in a Word document and briefly explain how you would use it in the classroom. 10 points!

Microsoft WORD Project
Class Calendar

Problem: Many of your students' families have contacted you regarding information about your class assignments, activities, field trips, etc. The information does not seem to get home to them as it should. You decide that the best method is to send a monthly calendar home to your students' families. You want the calendar to be attractive but usable, with plenty of space to make entries.

You can make a Monday—Friday (school week) calendar or a Sunday—Saturday calendar (to include homework over the weekend).

You also want this to be in all the languages in the classroom. You have twelve English speaking families, twelve Spanish speaking families, and two Mandarin speaking families in your class. Using an online translator, be sure that all the language is in each language in the classroom. You may choose to put all the languages on one document, or three separate documents. You need to decide which way looks the best.

Instructions:

1. Using the Microsoft Word table function, prepare a calendar for your class. Set your margins to .6" left, right, top, and bottom to make good use of the **complete** page.

2. Carefully read the project instructions, review the rubric, and look at the examples before you begin.

3. Include a heading with your name, the class name (Mr. Jones' Math Class), and the month (your choice) and year. (See page 3 of this project handout)

4. Include the following information on your calendar:
   a. Show the due date for at least ten major assignments (tests, reports, poems, leaf collections, etc).
   b. Show the dates for at least three student birthdays.
   c. Show the date for at least one field trip, guest speaker, **or** special event.
   d. Show the date for at least one vacation day—no school for students (holiday or teacher in-service day). Be sure to include the "No School" notation.

5. Check to make sure that the information is readable and each type of entry is easily identifiable (i.e., birthdays in all capital letters and red font, assignments in green fonts, holidays in blue font, etc.). Be consistent and it will make the calendar more user friendly.

6. Insert at least five graphics on the calendar.

7. Save with the filename: First and Last Name Class Calendar (For example: Brenda Linn Class Calendar).

Notes:

You can see an example of a simple calendar in the Word Calendar File in the Assignment area for this week. You will also find the rubric there as well.   7

Microsoft WORD Project
FLYER

Problem: You are serving on the events committee at your school. You have been asked to make up flyers for two of the events this year. They are as follows:

- Fall Festival
- Spring Fling
- Open House
- End of Year BBQ

You need to make sure you have all the appropriate information that is easy to read and not too wordy. You need to decide the best format for the information as well as the most eye-catching and interesting graphics.

You also want this to be in all the languages in the school. You have English speaking families, Spanish speaking families, and Mandarin speaking families in your school. Using an online translator, be sure that all the language is in each language. You may choose to put all the languages on one document, or separate documents. You need to decide which way looks the best.

Instructions:

1. Download one of the flyer templates found in the Microsoft Office link in the Flyer Folder in the assignment section.

2. Read the project instructions, review the rubric, and look at any examples of flyers you can find on the internet before you begin.

3. Include the following information on your brochure:
    ### *Note: You may invent any information for this brochure, but try and be as realistic as possible.*
    - Name of Business or Organization
    - Address
    - Website
    - Time
    - Date
    - Brief Description of what will happen
    - Logo for school
    - Graphic Image(s) (including purely decorative elements) – Should include at least three

4. Insert at least three graphics/pictures in the flyer. One picture should be of your logo for the school.

5. Be creative with your flyer, but be simple. Be sure to note all the information, but do not overwhelm the reader. Be sure to give a creative headline to grab people's attention.

6. Save with the filename: First and Last Name Flyer (For example: Brenda Linn Flyer).

Microsoft WORD Project
NEWSLETTER

Problem: Your principal has decided that each teacher will develop a monthly class newsletter that will be printed, distributed to the students, and posted to the school's website. This newsletter will help to keep families informed about your class projects and deadlines, special events, and school holidays. It could also direct families to websites or toll free numbers for help with homework. The newsletter could also include student reports, student artwork, and/or announcements. You plan to develop the newsletter format one time and update/revise it each month.

You need to make sure you have all the appropriate information that is easy to read and not too wordy. You need to decide the best format for the information as well as the most eye-catching and interesting graphics.

You also want this to be in all the languages in the classroom. You have twelve English speaking families, twelve Spanish speaking families, and two Mandarin speaking families in your class. Using an online translator, be sure that all the language is in each language in the classroom. You may choose to put all the languages on one document, or three separate documents. You need to decide which way looks the best.

Instructions:
1. Download one of the newsletter templates found in the Microsoft Office link in the Newsletter Folder in the assignment section.

2. Read the project instructions, review the rubric, and look at any examples of newsletters you can find on the internet before you begin.

3. Include the following information on your brochure:
       Note: You may invent any information for this brochure,
       but try and be as realistic as possible.
    *   Name of Newsletter (i.e. Fourth Grade Fundamentals or Sixth Grade Updates, etc)
    *   Review of what students are doing in the following areas
         o   Math
         o   Language Arts
         o   History
         o   Music
         o   Art

4. Article text should be no smaller than 12 point and no larger than 14 point. Be careful to select "article" font that is easy to read.
5. All "article" titles should be consistent in font style, size, and type but they can be different from the article text size, style, and type. For example: Comic Sans; bold; 14 point.

6. **Special Project:** Decide on a class project that could be completed in the area you will be teaching. For example, the art class might be preparing for a show of students' sculptures, or the history class could be making family trees for display. Elementary students might be preparing for a read-a-thon. Special education teachers might be preparing for Special Olympics. Include information about this special class project in your newsletter. Include a graphic, if appropriate. This one project or assignment should not dominate the newsletter—it is an element or item that is included.

   Be sure to provide:
   - Description of the class project or assignment
   - Necessary information concerning what is expected of the student to complete the class project or assignment
   - The project due date
   - If families are invited to see an exhibit of the class project or assignment, or if there will be a public display of the class project, provide the necessary information (date, time, place)
   - Other essential details as needed
   - REMEMBER: THIS CLASS PROJECT ARTICLE IS ONLY ONE ELEMENT OF THE NEWSLETTER!!!!

7. Add at least **five** graphics that are appropriate for the "articles" within the newsletter. Use similar style graphics and be careful not to distort when resizing. Place the graphics so that text will flow around the graphics (top, bottom, left, and right). Refer to the file named Text Wrapping Around a Graphic behind the Handouts and Exhibits tab in your portfolio.

8. Save with the filename: First and Last Name Newsletter (For example: Brenda Linn Newsletter).

Microsoft WORD Project
BROCHURE

Problem: Congratulations! You have decided to open your own educational company! You may be opening an in-home childcare, a childcare facility in a building, an after school program, a tutoring program, or another type of educational company. You need to advertise and be able to give interested families information about your program. You will certainly need a brochure.

Childcare facilities, schools, and other educational companies often write simple brochures that explain their services and what they provide to families. Often they have people put their brochure together for them, but in the beginning, it is often more inexpensive to design your own.

You are going to create a brochure about your educational company that educates and explains your business to families. The brochure is not an indepth look, but it should give enough information that the families can understand the business.

In addition to what your brochure says, you must decide the best format to present your information. Different formats work best for brochures with lots of text, lots of pictures, small blocks of text, lists, charts, or maps. You'll need to find the format that works best for your information.

You also want this to be in all the languages in your area. You have English speaking families, Spanish speaking families, and Mandarin speaking families in your area. Using an online translator, be sure that all the language is in each language in the classroom. You will need to have three separate documents, one for each language.

Instructions:
1. Download one of the brochure templates found in the Microsoft Office link in the Brochure Folder in the assignment section.

2. Read the project instructions, review the rubric, and look at any examples of trifold brochures you can find on the internet before you begin.

3. Include the following information on your brochure:
   Note: You may invent any information for this brochure,
   but try and be as realistic as possible.

   - *Name of Business or Organization*
   - *Address*
   - *Phone Number*
   - *Fax Number*
   - *Email Address*
   - *Web Page and Social Media Address (Twitter, Facebook, etc.)*
   - *Testimonial from a happy family member or child – this is a direct statement in quotations and italicized.*
   - *Key Benefits (2-3)*   **11**

- *Features of service*
- *Biography (of business owner, key members of organization, officers, etc.).*
- *Mission Statement*
- *History of Business*
- *Logo*
- *Grid/Chart showing ages served, hours and days available to families OR pricing grid*
- *Call to Action (What you want the reader to do: call, visit, fill out a form, etc.) This may also be a coupon if you would like for a special offer.*
- Headline that creates curiosity, states a major benefit, or otherwise entices the reader to open and read your brochure
- Headline that states the name of the Educational Company
- Subheadings – in a different sized font (these are areas under each given larger area)
- Short, easy to read blocks of text
- Bulleted lists
- Graphic Image(s) (including purely decorative elements) – Should include at least five
- One graphic image should be photographs of product, place, or people on the front of the brochure
- One graphic image should be a photograph of yourself next to your biography.
- Optional: Diagram, flow chart
- Optional: Map

4. Insert at least five graphics/pictures in the brochure. One picture should be of you by your biography.

5. Be creative with your brochure, but be simple. Be sure to have what you are offering clear and concise and don't overwhelm the reader.

6. Save with the filename: First and Last Name Brochure (For example: Brenda Linn Brochure).

Microsoft Multimedia Project
POWERPOINT

Problem: You need to design a multimedia PowerPoint presentation to be used for one of the following scenarios:

- Your school is having an Open House for prospective families and you want to give them some information about either your classroom (if you are the teacher) or your school in general (if you are an administrator)
- You are presenting a lesson to your elementary-high school class (your choice of grade). You want to include an engaging and interesting lesson.

Instructions:

7. Read the project instructions, review the rubric, and look at any examples of PowerPoint Presentations you can find on the internet before you begin.

8. Include the following information in your presentation:
   > *Note: You may invent any information for this brochure,*
   > *but try and be as realistic as possible.*

   - *At least 16 slides*
   - *At least 5 different transitions*
   - *Title slide with name, course name, and assignment/topic title*
   - *Footer with notes for each slide about what you are going to say*
   - *At least one graphic/picture per slide*
   - *Use of different fonts and color*
   - *Use of different effects*
   - *Add one video and/or audio*
   - *Add one vertical caption to a picture on the slide*
   - *Add one chart or graph*
   - *Add one Smart Art usage*
   - *Use at least one quotation*
   - *Bulleted lists to group related material*
   - *BONUS: Add audio of yourself on one slide captured by podcast (Google how to do this)*

9. Save with the filename: First and Last Name Multimedia Presentation (For example: Joe Smith Multimedia Presentation). Upload to TaskStream.

Becoming a Savvy Consumer of Technology

Challenge: You have been asked by the director of your childcare facility to research a topic for the next staff meeting. You will be working with another teacher in your classroom (another colleague in this course) to put together a list of five websites that give a variety of information and strategies in that topic area. You will want to find some excellent resources that you will be presenting to the staff (other classmates) so they can learn and grow from your research.

You get to choose from the following topics:
- Appropriate Screen Time for Children Age Five and Under
- The Role of Technology in Early Childhood Classrooms
- Use of Technology to Support Young Dual Language Learners
- Assistive Technology (five different examples)
- Effect of Technology on Physical, Social and Emotional Development of Young Children
- Concrete vs Abstract Thinking with Technology and Young Children
- Advice for Parents and Families About Technology
- Using Technology to Enhance Science and Math in the Early Childhood Classroom
- Using Technology to Assess in Preschool Classrooms

Instructions:
1. Working with your partner from class, choose a topic and relay the topic to the instructor.
2. Together, read and discuss *6 Criteria for Websites* **http://libraries.dal.ca/using_the_library/evaluating_web_resources/6_criteria_for_websites.html**).
3. Then, together find five websites that address your topic **AND also meet all six criteria**. Use the chart below to keep track of whether the websites you are considering meet the six criteria or not.
4. Once you have identified five websites that meet the criteria, create a one page annotated bibliography (see sample below).
5. Finally, explain how becoming savvy online is critical to your growth as an educator.

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	Website 1 URL:	Website 2 URL:	Website 3 URL:	Website 4 URL:	Website 5 URL:
Criterion 1: Authority					
Criterion 2: Purpose					
Criterion 3: Coverage					
Criterion 4: Currency					
Criterion 5: Objectivity					
Criterion 6: Accuracy					

Format for annotated bibliography

Your Topic:

Website 1 Name:

Website 1 URL:

2-3 sentence overview of the content and resources featured on this website (e.g., target audiences, type of resources, variety of resources)

Repeat for Websites 2 - 5

Guidelines for Mini-Debate

Activity designed by Carilyn Raymond, South Piedmont Community College

Topic: Computers in the Preschool Classroom

Student Steps in the Mini-Debate Process:

You will be placed on a team in class. There will be an online "group discussion" site available to you. Please use it to correspond about your opinions and develop your draft summary. You will have 15 minutes at the start of class next week (*date*) to finalize your draft and notes.

Conduct research online for information supporting your assigned role in the debate. The mini-debate format provides a way to use this information so that real learning takes place both for the presenters and for the audience. Be sure to coordinate with your team on the following:

- Each member should select at least 1 article and they should be different from the others
- Each of you will select at least 1 fact and 1 expert opinion that supports your side of the issue – *bring this with you on (date) on a note card*
- Each side will have sufficient information for a 2 to 3-minute presentation

- Choose 3 "Speakers" from your team to deliver the information below.

On *date*, we will hold the debate as follows:

Mini-Debate Sequence of Activities—Mini-debate activities include presentation by both teams. Both teams must also be prepared for a series of 3 *Crossfires* that give you the opportunity to question each other between presentations.

> **Round 1**
> > Team A Speaker **1** – 3-minute limit (make logical points for your side of the issue)
> > Team B Speaker **1** – 3-minute limit (your opponent makes opposing points)
> > Each side makes notes to prepare questions for the first *Crossfire*
> > Timeout – 1 minute (Create the questions for the *Crossfire*)
> *Crossfire* (between **A1 & B1**) – 2-minute limit (use the questions you created from the Timeout)
>
> **Round 2** (Repeat the instructions for Round 1)
> > Team A Speaker **2** – 3-minute limit
> > Team B Speaker **2** – 3-minute limit
> > Timeout – 1 minute
> *Crossfire* (between **A2 & B2**) 2-minute limit
>
> **Round 3**
> > Timeout – 2 minutes (your team should decide only the most important points to present)
> > **A1** Conclusion summary; Speaker **3** -- 3 minute limit
> > **B1** Conclusion summary; Speaker **3** -- 3 minute limit