Practical Solutions
For Effectively Managing
A Technology-Enriched Classroom

Presented by
Mary Dust, Jennifer Fox, Kathy Wormhoudt, and Robin Klosterman
Effingham Community Unit 40 Technology-Enriched Classroom (TEC) Project
http://www.effingham.k12.il.us/

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Vision for Unit 40's Technology-Enriched Classroom Project:

To create learning environments infused with powerful uses of technology

- Student-centered learning
- Collaborative work
- Active/exploratory/inquiry-based learning
- Critical thinking and informed decision-making
- Authentic, real-world context
- Differentiated learning opportunities
- Multi-sensory stimulation
- Technology tools integrated only to improve learning
- Experiences available not possible without the use of technology

Important Considerations for Effective Management of Technology-Enriched Classroom:

- Arranging the classroom
- Training students
- Scheduling centers
- Planning appropriate activities
- Evaluating student projects

Classroom Management Tips: Arranging the Classroom

Arranging the Classroom:

- Arrange computers in a pod, making instruction and meeting student needs as they work more efficient. (4 to 6 computers)
- Use wireless laptops, if available, to provide ultimate flexibility. Students can take them to any spot in the room to work, not limited by network cables and power cords. A cart with 6 laptops can take up considerably less space than 6 computer workstations. Laptop keyboards are also small and fit small hands well.
- Place SmartBoard so that it can be used for whole-group instruction, as well as small group activities. In kindergarten the SmartBoard area is placed away from the building and dramatic play center so that it is in a quieter area of the room.
- Be sure there is a gathering place in front of the SmartBoard so that students have room to use the board as a center. Also, young children can all sit in the gathering space so that it will keep their attention.
- Cover exposed cords with plastic cord cover to minimize tripping and playing with cords.
- Provide headphones at each computer workstation so that different activities on the computer do not disturb other students.
- Place peripherals—printer, scanner, etc.—in the same area for easy access.
- Try many different arrangements until you find an arrangement that allows the students to work collaboratively in small groups, with a partner at the computer, and gathered around the SmartBoard, if one is available.

Classroom Management Tips: Training Students

At the beginning of the year, a great deal of time must be spent training students to work effectively in centers and small groups. Rules, expectations, and consequences for the class must be established and communicated clearly to students. The students understand from day one that in order for the classroom to run efficiently and to utilize the available technology effectively, everyone must follow the rules and accept the consequences of their actions.

Managing the Classroom Environment:

- Establish procedures and expectations for the management of center time and materials. Expect students to know the routine, just as they would in a traditional setting.
- Establish noise limitations and expectations. Discuss the difference between "working noise" and "goofing off noise." Ask students to recognize the difference between the two.
- Make working in centers a privilege. If students do not behave or work appropriately during center time, one or all of the students may be required to return to their seats and work in a more traditional setting.

Promoting On-task Behavior for Students:

- Students are held accountable for time spent at the computer. If the activity is not interactive, students may be required to take notes or complete a graphic organizer.
- To redirect off-task behavior, the teacher asks students, "What are you doing? What should you be doing?"
- Students may lose the privilege of working in centers and may be required to spend time at their seats working on traditional assignments.

Promoting Positive Work Ethic in Groups:

- When working with a partner, both students are required to record information which eliminates the domination of one student.
- When working in a group, students are assigned roles. For example, one student might be the reader and the other the recorder.
- When working together, students are informed who will be the "mouse driver" at the computer. They are also instructed when that role will change. For instance, when creating a Power Point, students may be instructed to switch mouse drivers after the creation of every slide.

Promoting Student Independence with Computers:

- "Ask 3, Then Me" - When working with a small group, the teacher is "off limits" for any questions. Students must ask 3 students before asking the teacher for help.
- Binders – After teaching a technology skill, the teacher creates a screen shot of the activity with written directions and places them in a binder next to each work station. If students have a "how-to" question, they refer to the binder for help.
- Clipboards – For younger students, clipboards featuring a set of written directions for the current task are positioned at each workstation for the students to use as a reference while working.
- Student Experts – Different students in the class are taught specific skills and become the "expert" to whom other students may go to with questions or a refresher course on how to do something.
- Teach 2 – The teacher demonstrates a skill for two students. They are then responsible for teaching the next two, and the pattern continues.

Training Very Young Students (Kindergarteners):

- Model in whole group with interactive whiteboard or small group setting with a computer. Teacher models and students participate before being placed independently on the computer.
- Provide one-on-one assistance by utilizing volunteers (high school helper, parent, grandparent).
- Teach 2: After teaching two students, they teach 2 other students.
- Ask a friend. Check with a friend before coming to the teacher with a question.

Kindergarten Technology Integration Ideas

Language Arts Websites
http://www.starfall.com/
http://www.sesameworkshop.com/sesamestreet/
http://www.thekidzpage.com/learninggames/learningonline.htm
http://www.thekidzpage.com/learninggames/put-it-on-the-shelf/ontheshelf005.html
http://www.thekidzpage.com/learninggames/put-it-on-the-shelf/animal-game-online.html
http://www.thekidzpage.com/learninggames/put-it-on-the-shelf/colors-game-online.html
http://www.thekidzpage.com/learninggames/shelfshapes.htm
http://www.thekidzpage.com/onlinejigsawpuzzles/index.html
http://www.bbc.co.uk/schools/laac/words/dg3.shtml
http://www.scholastic.com/learningarcade/
http://teacher.scholastic.com/activities/bll/reggie/index.htm

Science/Social Studies Websites
http://www.groundhog.org/ (groundhog)
http://www.abcteach.com/RainforestFacts/layerpics.htm (rainforest)
http://www.sandiegozoo.org/animalbytes/t-turtle.html (turtles)
http://www.nasa.gov/audience/forkids/kidsclub/flash/games/levelone/KC_Grab_It.html (space)
http://www.city.davis.ca.us/fire/pct/ (fire safety)
http://www.city.davis.ca.us/fire/tour/ (fire safety)
http://www.siec.k12.in.us/west/proj/claus/index.html (reindeer)
http://reindeer.salrm.uaf.edu/ (reindeer)
http://www.hi.is/~oi/antarctica_photos.htm (Antarctica)
http://www.nationalgeographic.com/crittercam/antarctica/index.html (Antarctica, Arctic, Deep Sea)
http://www.galenfrysinger.com/king_penguins.htm (penguins)
http://www.siec.k12.in.us/~west/proj/penguins/main.html (penguins)
http://www.eoni.com/~neener/rabbits/rabbits0.html (rabbits)

Software
Kidspiration
In the Dark - Living Books
Just Grandma and Me – Living Books
Little Monster at School – Living Books
Arthur's Reading Race – Living Books
Arthur's Reading Games – The Learning Company
Arthur's Math Games – The Learning Company
Arthur's Thinking Games – The Learning Company
Thinkin' Things: Toony the Loon's Lagoon - Edmark
Trudy's Time and Place House - Edmark
Millie's Math House – Edmark
Bailey's Book House – Edmark
Sammy's Science House - Edmark
I Spy Junior: Puppet Playhouse – Scholastic

Ready for Math with Pooh –Disney
Franklin's Reading World – Sanctuary Woods
Learn About Plants - Sunburst
Learn About Five Senses – Sunburst
Learn About Weather - Sunburst

Class Projects

- Signs of Fall – Small groups of students take a Fall Walk. Each student takes a photo of a sign of fall. Each student dictates words about his/her photo. A "Signs of Fall" power point presentation is made with the pictures.
  IL Early Learning Standards: L Arts Goal 3; Science Goals 11 & 12

- Five Senses Book – Teams of students choose one of the five senses. On a Five Senses Walk throughout the school, each student takes a picture of something that represents that sense. The students type a label for their picture. A Five Senses Book is made using Publisher or a book about each sense is made.
  IL Early Learning Standards: L Arts Goal 3; Science Goals 11 & 12

- Read Rudolph, the Red-Nosed Reindeer to the class. A digital picture is taken of each student with a red circle nose taped on his/her nose. Students write or dictate words to complete the sentence, "If I had a red nose like Rudolph…."
  IL Early Learning Standards: L Arts Goals 1, 2 & 3

- Drawing a Snowman – Read Snowmen at Night, by Caralyn Buehner. . Ask the students, "What do you think snowmen do at night?" Using the drawing tools in Kidspiration, students draw a snowman and then choose a picture from the Gallery to represent what the snowman does at night. Students dictate or type the sentence, "My snowman _____." The teacher, a volunteer, or the student cuts around the snowman and words. On black construction paper, the students draw snow on the ground with a white crayon, glue on the snowman with words, and add sticky stars in the sky.
  IL Early Learning Standards: L Arts Goals 1, 2 & 3

- Class Alphabet Book - Each student is assigned an alphabet letter and is given a digital camera to take home for one night. The assignment is to choose four items that begin with the letter assigned to them and to take a picture of each object. When the camera is returned to school, the teacher and the student discuss the photographs and decide how many will be included on their alphabet page. The student also chooses the color of the alphabet letter and types labels for the pictures on the alphabet page. Publisher is used to make the Alphabet Book. A Power Point presentation can also be made for the class to view on the interactive whiteboard or individual computers.
  IL Early Learning Standards: L Arts Goals 1 & 3

- My Photo Story. Photo Story 3 is downloaded. Each student chooses a topic for his/her Photo Story. Pictures are selected from Flickr by an adult. Students choose 4 or 5 pictures,

type a sentence for each, and add music to their Photo Story. If the child chooses a topic relating to home, a digital camera can be sent home for the child to use.
http://flickr.com/
http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx
IL Early Learning Standards: L Arts Goal 3; Science Goal 11

- Field Trip Photo Story - Digital pictures are taken on the trip. Students are assigned one picture to label or partners can work together to complete one slide. The class decides on background music. The presentation can be shared with other classes or parents.
  IL Early Learning Standards: L Arts Goal 3; Science Goal 11

Sample All-Day Kindergarten Class Schedule

8:00 – 8:20 - Arrival, Breakfast,
Get Ready Centers (1 center each day; grouping changes each week)

- Books – theme books, nonfiction books, Childcraft encyclopedias, class books, beginning readers
- Writing – dry erase boards, paper, markers, colored pencils, word lists, word wall, names, alphabet books, picture dictionary, sentence strips
- Word – magnet letters, magnet words, sight word cards, paper, newspapers, scissors, glue, sentence strips, alphabet stamps, stamp pads, alphabet books, file folder games, picture dictionary
- Games – phonics and math games
- Computers/Interactive Whiteboard – websites, software, typing words, whiteboard activities

8:20 – 8:50 - Attendance, Lunch Count, Pledge to the Flag, Helpers, Calendar Activities, Sharing, Greeting Song, Morning Message

8:50 – 9:10 - Whole Group Reading – Story and Discussion

9:10 – 9:30 - Instructional Centers (groups of 6-8 rotate through centers)

- Teacher Table: Reading, Phonics, Writing instruction
- Title Aide Table: Reading & Phonics activities
- Volunteer Table: Art, Graphing, Cooking, Computer/Interactive Whiteboard – Kidspiration activities, websites, projects

9:30 – 9:50 - Instructional Centers

9:50 – 10:10 - Instructional Centers

10:10 – 10:25 - Writing – Modeled and Interactive Writing, Journals

- Use interactive whiteboard for modeled and interactive writing.

10:25 – 10:45 - Recess
10:45 – 10:55 - Ready for Lunch
10:55 – 11:40 - Lunch, Recess

11:40 – 12:00 - Theme Story and Discussion

12:00 – 12:20 - Rest Time, Individual Computer Activities
- Accelerated Reader Tests
- Work on projects

12:20 – 1:00 - Math
- Use interactive whiteboard for introduction, teaching of lesson, and number formation.

1:00 – 1:25 - Science, Social Studies
- Websites based on Theme/Lesson
- Sunburst software for 5 Senses, Plants, and Weather

1:25 – 1:45 - Recess

1:45 – 2:20 - Free Choice Centers
(Students choose where they want to go and length of time they will stay. Most centers, except for snack and computer, have a limit of four students.)
- Snack
- Game – checkers, ring toss, board games, bingo games, phonics and math games, puzzles
- Books – theme books, nonfiction books, Childcraft encyclopedias, class books, beginning readers
- Building – blocks, Legos, K'nex, Lincoln Logs, Thomas the Train, vehicles
- Writing – dry erase boards, paper, markers, colored pencils, word lists, word wall, names, alphabet books, picture dictionary, sentence strips
- Science – magnets, macaroni tub for finding objects, magnifying glasses
- Math – unifix cubes, tangrams, pattern blocks, bears, dominoes, sorting objects and trays
- Dramatic Play – kitchen, food, doll house, dolls, telephones, My Little Ponies
- Art – play-doh, cookie cutters, rollers, markers, dot dabbers, paper, glue, scissors,
- construction paper, tracing patterns
- Computer/interactive whiteboard
    - Websites
    - Kidspiration activities
    - Typing
    - Interactive whiteboard activities
    - Work on projects

2:20 – 2:45 - Clean Up, Get Ready for Home, Discuss Day
2:45 – 3:00 - Bus/Parent Pick-up Dismissal
Schedule varies on Music and P.E. days.

Third Grade Technology Integration Ideas

Note: I have created my own website which I update regularly to provide my students with access to the sites which they will frequently use. I also use this as a means of distributing activities, particularly in Kidspiration, to my students. It provides quick and easy access.

http://www.effingham.k12.il.us/tech/model/fox/

General Websites
http://www.teach-nology.com/
http://smarttech.com/ (Smart Board Resources)
http://www.gaillovely.com/
http://www.educationalpress.org/educationalpress/ (make flashcards, Bingo Boards, matching games, word searches, word scrambles, and more)
http://www.puzzlemaker.com/ (make many kinds of puzzles)
http://4teachers.org/
http://rubistar.4teachers.org/index.php (rubrics)
http://corporate.classroom.com/
http://school.discovery.com/
http://www.brainpop.com/
http://www.funbrain.com/
http://funschool.com/
www.unitedstreaming.com
http://www.internet4classroom.com/ (links to many games)
http://webquest.sdsu.edu/ (webquests)
http://school.discovery.com/schrockguide/ (Kathy Shrock's Guide for Educators)
http://www.gamequarium.com/ (Links to numerous games and activities/cross-curricular)
http://its.leesummit.k12.mo.us (Technology Integration Site)
http://www.coolmath4kids.com/
http://www.theteacherscorner.net/index.htm

Reading and Language Arts Websites
http://www.better-english.com/easier/theyre.htm (their, they're, and there practice)
http://www.bes.fayette.k12.il.us/reading.htm (reading links tied to the state standards)
http://www.quia.com/cb/7146.html (analogies)
http://members.aol.com/Eleehart/catchme1.html (Funny Poems)
http://www.agameaday.com/ (A Game A Day Phonics Games)

Math Websites
http://www.harcourtschool.com/menus/math2004/math2004_gr3.html (Harcourt Math Site)
http://www.bes.fayette.k12.il.us/math.htm (math links tied to the state standards)
http://www.mathplayground.com/ (Math Playground)
http://www.aaamath.com/

Rounding

http://www.aplusmath.com/Flashcards/rounding.html (rounding flashcards)
http://www.funbrain.com/tens/index.html (rounding)
http://www.aaamath.com/est27a-rounding.html (rounding)

Money
http://www.myparentime.com/games/games42/games42.shtml (counting money)
http://www.toonuniversity.com/flash.asp?err=569&engine= (counting money)
http://www.quia.com/mc/4918.html (matching money amounts to amount in words)
http://www.playtolearn.com/coins.asp (counting coins)
http://www.aplusmath.com/cgi-bin/flashcards/money (money flashcards)
http://www.mrnussbaumgames.com/cashout/index.html (making change/leveled practice)

Time
http://www.harcourtschool.com/activity/telling_time_gr1/ (time to the half hour)
http://www.harcourtschool.com/activity/telling_time_gr2/ (time to the nearest five minute)
http://www.harcourtschool.com/activity/telling_time_gr3/ (time to the nearest five minute)
http://www.harcourtschool.com/activity/telling_time_gr4/ (time to the nearest minute/second)
http://www.oswego.org/ocsd-web/games/BangOnTime/clockwordres.html (set the clock)
http://www.harcourtschool.com/activity/elab2004/gr3/17.html (time to the minute)
http://www.harcourtschool.com/activity/elab2004/gr3/18.html (elapsed time)
http://www.harcourtschool.com/activity/willy/willy.html (time to the minute/partner game)

Measurement
http://www.funbrain.com/measure/index.html (measuring with inches or centimeters)
http://www.globalclassroom.org/rulergame200/index.html (ruler game - inches)
http://www.ictgames.com/mostlyPostie.html (grams and kilograms)
http://www.bbc.co.uk/schools/starship/maths/aliencookbook.shtml (capacity)
http://www.harcourtschool.com/activity/elab2004/gr3/22.html (measuring inches)
http://www.harcourtschool.com/activity/con_math/g04c24.html (matching customary units)

Multiplication
http://www.harcourtschool.com/activity/elab2004/gr3/6.html (exploring multiplication)
http://www.aplusmath.com/games/matho/MultMatho.html (multiplication math-o)
http://www.teachingtables.co.uk/tm/chall/tmchall.html (multiplication by levels)
http://www.aplusmath.com/Flashcards/multiplication.html (math flashcards)
http://www.thegreatmartinicompany.com/multiplication.html (multiplication flashcards)

Fact Practice
http://www.thatquiz.com/tq/practice.html?arithmetic (addition, subtraction, mult., & div.)

Geometry
http://www.crickweb.co.uk/Flash%20Studio/cfsmaths/quad/quad.html (polygon sort)
http://www.mathplayground.com/Matching_Shapes.html (shape concentration)
http://www.harcourtschool.com/activity/elab2004/gr6/15.html (symmetry)

Social Studies and Science Websites
http://www.sandiegozoo.org/animalbytes/index.html (animal research site)
http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=3792 (animal research)
http://www.seaworld.org/animal-infox/animal-bytes/index.htm (Sea World-animal research)
http://www.endangeredspecie.com/ (endangered animals)
http://www.bagheera.com/ (endangered animals)
http://olc.spsd.sk.ca/DE/webquests/desertanimals/ (desert web project)
http://www.desertusa.com/ (deserts and desert life)
http://www.vtaide.com/png/foodchains.htm (food chains and food webs)
http://earth.google.com/ (Google Earth – virtual trip to any location)

Software
Kidspiration
Inspiration
CCC – Success maker Reading and Math tutorial
Microsoft Office
Scott Foresman Fluency Coach

Class Projects – Directions follow for the majority of the projects listed below.

- My Place In Space PowerPoint (used as an introduction to PowerPoint, clip art, importing pictures from the Internet, formatting font, and word art)

  STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

- Communities PowerPoint – Students create a Power Point presentation for new families moving into our community to highlight important place they might need to know about – use of a digital camera enhances this project

  STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Desert Web Project (highlighted in science/social studies website list)

  STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Planet Research Project – Students work in groups to research the planets in the solar system. They, then, present their research to the class in the form of a commercial, poster, news report, or travel brochure.

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Animal Habitat Project – Students are hired by the local zoo to build a habitat for a new animal the zoo will soon acquire. Students choose animal to research its characteristics, habitat, and food sources. They then present their findings to the zoo's board of directors through a typed report and a diorama depicting the animal's habitat.

  STATE GOAL 3: Write to communicate for a variety of purposes.

  STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Endangered Animals Project – Students research an endangered animal and create a PowerPoint to inform the local community about the endangered animals around the world.

  STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Three Branches of Government PowerPoint – used as an alternative to a test. Students create a four slide Power Point describing the people working for each branch of government, the job of that branch, and the building in which that branch operates.

  STATE GOAL 14: Understand political systems, with an emphasis on the United States.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Cultural Heritage Festival Project – Students work in groups to research the culture of a different country or ethnic group. They present their findings to the class through a variety of choice projects. Details of the unit are included.

  STATE GOAL 18: Understand social systems, with an emphasis on the United States.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Intriguing Inventions Unit – Students research different inventors. They are required to write a report which is displayed in a person book designed to look like their inventor. Students then work on choice projects.

  STATE GOAL 3: Write to communicate for a variety of purposes.

STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Who Am I PowerPoint? – Students create a Who Am I PowerPoint? to teach the rest of the class about the inventor they researched.

  STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Simple Machines Brochure – used as an alternative to a test. Students compile a brochure describing the six different kinds of simple machines with pictorial examples of each.

  STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- Timeline Project – Students create a timeline of their lives in Kidspiration (may also be done in Microsoft word) using pictures that have been scanned in.

  STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

- Scrapbook Activity – Two versions of the scrapbook activity have been used in my classroom. One was used in conjunction with The Lion, the Witch, and the Wardrobe as a culminating project. The other was used with The Island of the Skog as a culminating project in social studies at the end of the year.

  STATE GOAL 14: Understand political systems, with an emphasis on the United States.

  STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

  STATE GOAL 3: Write to communicate for a variety of purposes.

  STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Third Grade Class Schedule

8:15-8:30

- Students arrive and complete Daily Oral Language and Daily Oral Math Lessons
- Students are each assigned a computer day. If it is the student's computer day, they are exempt from the DOL and DOM lessons. Instead, they work on the computer on any project that they have yet to complete. If all projects are complete, they have an alternative research project or websites posted, they may visit.

8:30-8:50 Whole Group Reading Instruction

8:50-9:50 Reading Centers (3-20 minute centers) usually divided into spelling, phonics and vocabulary, and reading

- Computer Center
    - Kidspiration Activities
        - Alphabetizing spelling or vocabulary words
        - Story mapping
        - Sequencing story events
    - On-line sites for skill practice
    - Scott Foresman Fluency Coach
    - CCC – Success Maker Reading Program
    - Research a topic related to a story. Record two facts.
- Smart Board Center
    - Phonics and vocabulary games
    - Direct Instruction
    - Story Mapping
    - Smart Board Lessons
    - Skill lessons
- Independent Center
    - Rereading or listening to the story
    - Writing/Extended responses and conferencing
    - Comprehension activities
    - Workbook pages
    - Vocabulary Memory
    - Spelling or phonics games

9:50-10:50 Math

Option 1: Direct instruction from 9:50-10:10 followed by two twenty-minute centers to practice the skill.

Option 2: Three 20 minute centers

- Center 1 – Introduces a new skill
- Center 2 – Reinforces the skill(s) taught the previous day
- Center 3 – Assessment of skill taught two days prior

10:50-11:30 Lunch

11:30-11:40 Read Aloud

11:40-12:05 Direct Instruction

12:05-12:10 Center Instruction

12:10-12:30 Centers
- Center 1: Social Studies
- Center 2: Language/Writing
- Center 3: Science

12:30-1:10 Music

1:10-1:30 Centers

1:30-1:50 Recess

1:50-2:10 Centers

2:10-2:20 DOL/Language Mini-lesson

2:20-2:45
- AR reading time
- If it is the student's computer day, they are exempt from the DOL and DOM lessons. Instead, they work on the computer on any project that they have yet to complete. If all projects are complete, they have an alternative research project or websites posted, they may visit.

2:45-2:50 Pack-up and dismissal

Resources for Teachers

General Websites
http://its.leesummit.k12.mo.us/ Lee's Summit
http://www.jenningsk12.net/GE/cindyk/webpage/teacherresources/teacherresource.html Jennings
http://www.marcopolo-education.org/home.aspx Thinkfinity (Marco Polo)
http://webquest.sdsu.edu/ Web Quests
http://www.readwritethink.org/ Read Write Think:
http://school.discovery.com/ Discovery School:
http://school.discovery.com/schrockguide/ Kathy Schrock's Guide for Educators:
http://www.gamequarium.com/ Gamequarium:
http://www.scholastic.com/ Scholastic
http://teacher.scholastic.com/activities/index_grades35.htm

http://www.cyberbee.com/ Cyberbee:
http://www.kn.pacbell.com/wired/bluewebn/ Blue Web'n
http://www.kidskonnect.com/ KidsKonnect
http://pbskids.org/cyberchase/ PBS Kids

Math
http://www.k111.k12.il.us/king/math.htm#-----
http://www.k111.k12.il.us/king/math.htm#Fractions
http://www.coolmath4kids.com/ Cool Math
http://www.funbrain.com/co/index.html Coordinates
http://score.kings.k12.ca.us/lessons.html Score Mathematics Lessons
http://www.funbrain.com/cracker/index.html What comes next in a number series
http://www.mathcats.com/contents.html Math Cats
http://nlvm.usu.edu/en/nav/vlibrary.html National Library of Virtual Manipulatives

Poetry
http://home.earthlink.net/~froggie1/index.html
http://www.poetry4kids.com/index.htm
http://www.poets.org/index.cfmhttp://www.veeceet.com/

Reading and Language Arts
http://www.vocabulary.co.il/
http://www.alphadictionary.com/fun/games.html
http://wordcentral.com/ (Merriam Webster Dictionary for Kids)

Digital Storytelling
http://www.digitales.us/ Digitales
http://www.storycenter.org/resources.html Center for Digital Storytelling:
http://www.infotoday.com/MMSchools/jan02/banaszewski.htm Managing Digital Storytelling in the classroom:
http://www.infotoday.com/MMSchools/jan02/banaszewski.htm Educational Uses of Digital Storytelling
http://www.squeakcmi.org/

Social Studies Veterans Day
http://www.arlingtoncemetery.net/tombofun.htm
http://www.familyeducation.com/quiz/0,1399,1-3830,00.html (Online Quiz)
http://www.arlingtoncemetery.net/
http://www.vvmf.org/view/view_index.htm
http://www.arlingtoncemetery.net/tombofun.htm
http://www.arlingtoncemetery.net/taps.htm

Colonial America
http://www.timepage.org/spl/13colony.html
http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm
http://www.history.org/

http://www.history.org/kids/

Explorers
http://www.enchantedlearning.com/explorers/
http://www.cdli.ca/CITE/explorer.htm
http://bensguide.gpo.gov/3-5/index.html
http://www.fourmilab.ch/earthview/
http://edsitement.neh.gov/M_Polo_flash_page.asp (Travel with Marco Polo)

Kidspiration
http://www.northcanton.sparcc.org/~ptk1nc/kidspired2002/samples.html
http://www.mcps.k12.md.us/curriculum/littlekids/downloads/kidspiration/index.html
http://pt3.sbu.edu/TechProjects/SpecificSoftware/Kidspiration.htm
http://www.atomiclearning.com/freekidspc2x.shtml
http://www.northcanton.sparcc.org/~elem/kidspiration/collection.html
http://www.coweta.k12.ga.us/cweb/Kidspiration/KidActivities.htm
http://www.picadome.fcps.net/lab/teacherl/lesson_plans/kidspiration/kidspiration_ideas.htm
http://www.vickiblackwell.com/kidspirationlinks.html

Rubrics
http://rubistar.4teachers.org/index.php Rubistar

Internet Safety:
http://www.safeteens.com/safeteens.htm
http://www.cybersmartcurriculum.org/home/
http://safekids.com/
http://www.netsmartz.org/educators.htm
http://www.staysafe.org/parents/kids/default.html

Keyboarding
http://www.bbc.co.uk/schools/typing/levels/level1.shtml
http://danenet.wicip.org/mmsd-it/Keyboarding/activities.htm
http://blackdog4kids.com/games/word/typing.html
http://www.sense-lang.org/typing/
http://www.computerlab.kids.new.net/keyboarding.htm
http://www.scugog-net.com/room108/typing/intro.html

Fifth Grade Class Schedule

8:15-8:30

- Keyboarding, Daily Oral Language, or Problem of the Day
- Students are assigned a computer day. If it's the student's computer day, they are exempt form the DOL and Problem of the Day lessons. The morning computer time may be used for keyboarding, completion of a project, research, or an internet site for reinforcement or practice.

8:30-8:45 Instructions for Centers

Time	Writing/Language	Computers	Social Studies	Math
8:45-9:15	Group 1	Group 2	Group 3	Group 4
9:15 - 10:15	Group 4	Group 1	Group 2	Group 3
10:15 – 10:45	Group 3	Group 4	Group 1	Group 2
1:30-2:00	Group 2	Group 3	Group 4	Group 1

8:30-9:10 Rotation 1

9:15 - 10:00 Rotation 2

10:00 – 10:45 Rotation 3

10:50-11:05 Recess

11:10-12:10 Reading

12:50-1:30 Science

1:30-2:10 Rotation 4

- Writing Center Ideas
  Grammar Practice (from textbook)
  Sentence Patterns **http://www.madison.k12.il.us/handouts/Phyllis/default.htm#con**
  Strong Openings and Closings
  http://www.madison.k12.il.us/handouts/Phyllis/default.htm#con
  Paragraph Writing
  Journal Writing
  Narrative, Expository, or Persuasive essays
  Poetry

- Social Studies Center Ideas
  Read from text
  Graphic organizers
  Vocabulary

Worksheets
Research information related to the unit and present your findings

- Math Center Ideas
  Direct Instruction of daily math lesson
  Review and practice with a partner using a white board
  Board Games
  Drill and practice using internet sites

- Computer Center Ideas
  Research and recording of facts
  Review of Math facts
  Keyboarding
  Typing sentences, poetry, or essays
  Kidspiration
  Websites for skill practice

Reading Center Schedule

60 minutes -Students complete one center each day

Day	Center 1 Vocabulary	Center 2 Skills	Center 3
Monday	Direct Instruction Introduce Story and Vocabulary		
Tuesday	Group 1	Group 2	Group 3
Wednesday	Group 3	Group 1	Group 2
Thursday	Group 2	Group 3	Group 1
Friday	Wrap Up/ Assessment		

- Vocabulary/Spelling Center:
  - Write a story with your vocabulary words
  - Write 5 different types of sentences using your vocabulary words (Declarative, Imperative, Exclamatory, Interrogative, and Compound). Each sentence should have a minimum of 7 words. Each sentence should begin with a different word.
  - Definitions
  - Games (Hangman, Tic Tac Toe, Memory, Go Fish etc.)
  - Uncover (attached)
  - Word finds
  - Crossword puzzles
  - Workbook pages

- Skills Center:
  - Skills and Workbook pages
  - Story Pyramids
  - Read and write poetry (may share at the end of class)
  - Teacher directed activity
  - Story Mapping

- Character Webs

- Computer Center:
  - Kidspiration: create a character web, compare contrast, vocabulary, summarizing
  - Type vocabulary sentences or stories
  - Author's Study: http://www.scholastic.com/
  - Folktales: http://teacher.scholastic.com/writewit/mff/folktalewshop_index.htm
  - Fairy Tales: http://teacher.scholastic.com/writewit/mff/fairytales_home.htm
  - Research a topic related to the story. Record two facts.

- Reading Center:
  - AR/DEAR time
  - Individual conferencing
  - Writing Extended responses
  - Listening to the story
  - Rereading the basal story (independently, with a partner, as a group)
  - Comprehension activities

Class Projects – 5th Grade

Area and Perimeter Power Point

Create a 7-slide presentation on the area and perimeter of 3 different shapes.

1. Slide One – Title
2. Slide two – name of the shape
   Picture of the shape
   Measurement
   Formula for area
   Area
   Perimeter
3. Slide three - A real life picture containing the shape
4. Slide four name of the shape
   Picture of the shape
   Measurement
   Formula for area
   Area
   Perimeter
5. Slide five A real life picture containing the shape
6. Slide six - name of the shape
   Picture of the shape
   Measurement
   Formula for area
   Area
   Perimeter

7. Slide seven A real life picture containing the shape
   - Basic Presentation Rules to Follow:
   - Create a Master Slide
   - Solid colored background
   - Font - Tahoma, Arial, or Comic San font
   - No sound
   - Transition between slides

STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Area and Perimeter Power Point Checklist

Name _____

Slide	Name of Shape	Picture	Measurement	Formula	Area	Perimeter	Real Life Picture
#2							
#3							
#4							

	Yes	NO
Title Slide		
Transition		

Area and Perimeter Power Point Checklist

Name _____

Slide	Name of Shape	Picture	Measurement	Formula	Area	Perimeter	Real Life Picture
#2							

#3							
#4							

	Yes	NO
Title Slide		
Transition		

Black History Project

1. Research – Take accurate notes on your topic.
2. Complete a Storyboard
3. Create a Slide show using PowerPoint. Remember to create a Master Slide first.

Requirements	
Slide 1 - Title and picture	
Slide 2 - 5 background facts	
Slide 3 - Contributions	
Slide 4 – Sneaker Poem	
Slide 5 - Bibliography	
Sources – (2 Internet sites)	

Remember to keep track of the Web sites that you have used in your research. You may copy and paste the address of the website in a Word Document. When you're ready to do your bibliography you can copy the address from the Word document onto the PowerPoint Slide.

PowerPoint Rules:

1. Create a Master Slide (go to View, Master, Slide Master)
2. Change the font on the Slide Master- Use Arial, Tahoma, Comic Sans, or Verdana
3. Size – Don't change the Font size on the Master Slide
4. Background – Use a plain colored background. (No fill effects or patterns for the background).
5. Words per slide – 6X6 Rule (6 lines per slide, 6 words per line).
6. Sentences- use phrases (not complete sentences) on the slide.

http://www.timeforkids.com/TFK/bhm

STATE GOAL 1: Read with understanding and fluency.
STATE GOAL 3: Write to communicate for a variety of purposes.
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Sneaker Poem

Example:	Pattern:
Athlete	1 Noun
Courageous Fighter	adjective and Noun
Running and Ignoring	2 verbs ending in -ing
Jackie Robinson	Give away line (the name of your Trailblazer)

Write your Sneaker Poem in the space below. Include the poem on the 4th slide of your PowerPoint project.

Trailblazers

Name _____

Launch Internet Explorer
Go to: http://teacher.scholastic.com/activities/bhistory/timeline/game.htm
You will read about 32 African-American men and women who changed history.

As you explore the interactive timeline, look for the star to learn more about them. Record the names of 10 Trailblazers and their contribution.

Name of Trailblazer	Date	Contribution

The Top Ten African Inventors

Name _____

Launch Internet Explorer
Go to: http://teacher.scholastic.com/activities/bhistory/inventors/index.htm)

Inventor	Invention	Fast Fact
Elijah McCoy		
Lewis Latimer		
Jan Ernst Matzeliger		
Granville T. Woods		
George Washington Carver		
Madam C. J. Walker		
Garrett Morgan		
Otis Boykin		
Dr. Patricia E. Bath		
Lonnie G. Johnson		

Multimedia Project : Black History

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Scoring Scale:

20-17 A
17-13 B
13-11 C
11-9 D

Explorer Scrapbook

The Task: Your group (4 members) will be responsible for one explorer of your choice. Each explorer will be remembered in a scrapbook. Your focus is to gather and share information to justify this person's importance in history.

Cover Page

- Name of Explorer
- Photo or drawing

Page 1: Background information (may include some of the following information)

Birth:
- When
- **Where**

Death:
- Where
- When
- How

Family and Friends:
- Fact1
- Fact 2
- Fact 3

Page 2: Expedition information
- Who sponsored the trip?
- What did they expect to find or discover?

What was the reason for the trip?
- Religious?
- Political?
- Economic?
- How did technology assist them?
- How did they travel?
- Did they make more than one trip?
- What did they discover?
- Was it a success?
- What was the relationship between the explorers and the indigenous people?
- Other Accomplishments

Page 3: Summary Statements
- What contributions, if any, did this explorer make to the future?
- Why should he be remembered?

Page 4: A Timeline of the explorer's life

Page 5: Maps

- Showing the route that the explorer took.
- land explored or claimed

Page 6: Bibliography

- Book: Author last name, first name. Title, Copyright Date
- Web Page: Address, Name of the Page, Author

Explorer Websites

http://www.enchantedlearning.com/explorers/
http://www.cdli.ca/CITE/explorer.htm
http://bensguide.gpo.gov/3-5/index.html
http://www.fourmilab.ch/earthview/

STATE GOAL 1: Read with understanding and fluency.
STATE GOAL 3: Write to communicate for a variety of purposes.
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Journey with Marco Polo from Venice to China

1. Launch Explorer
2. Go to Favorites http://edsitement.neh.gov/M_Polo_flash_page.asp
3. Journey with Marco Polo from Venice to China

4. At each site click to read more about Marco Polo.

4. Write down 3-5 facts that you learned about Marco Polo. Use Kidspiration and create a web with the facts

Explorer Scrapbook

Teacher Name: **Mrs. Dust**

Students' Name: _____

CATEGORY	4	3	2	1
Attractiveness & Organization	The scrapbook has exceptionally attractive formatting and well-organized information.	The scrapbook has attractive formatting and well-organized information.	The scrapbook has well-organized information.	The scrapbook's formatting and organization of material are confusing to the reader.

Content - Accuracy	All facts in the scrapbook are accurate.	99-90% of the facts in the scrapbook are accurate.	89-80% of the facts in the scrapbook are accurate.	Fewer than 80% of the facts in the scrapbook are accurate.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the scrapbook.	No more than 1 spelling error remains after one person other than the typist reads and corrects the scrapbook.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the scrapbook.	Several spelling errors in the scrapbook.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the scrapbook.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the scrapbook.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the scrapbook.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the scrapbook and to technical processes used to create the scrapbook.	All students in the group can accurately answer most questions related to facts in the scrapbook and to technical processes used to create the scrapbook.	Most students in the group can accurately answer most questions related to facts in the scrapbook and to technical processes used to create the scrapbook.	Several students in the group appear to have little knowledge about the facts or technical processes used in the scrapbook.

Grading Scale
20-17 A
17-14 B
14-12 C
11-8 D

Schedule Options

Full Day Class Center Schedule

Time	Writing	Computers	Social Studies	Math
8:30-9:10	Group 1	Group 2	Group 3	Group 4
9:15 - 10:00	Group 4	Group 1	Group 2	Group 3
10:00 – 10:45	Group 3	Group 4	Group 1	Group 2
1:30-2:10	Group 2	Group 3	Group 4	Group 1

8:30-9:10 Rotation 1
9:15 - 10:00 Rotation 2
10:00 – 10:45 Rotation 3
10:50-11:05 Recess

11:10-12:10 Reading
12:50-1:30 Science
1:30-2:10 Rotation 4

Reading Center Schedule

60 minutes -Students complete one center each day

Day	Center 1 Vocabulary	Center 2 Skills	Center 3
Monday	Direct Instruction		
Tuesday	Group 1	Group 2	Group 3
Wednesday	Group 3	Group 1	Group 2
Thursday	Group 2	Group 3	Group 1
Friday	Wrap Up/ Assessment		

Reading Center Schedule with Daily Centers

60 minutes – Four, 15 minute centers
Students complete all centers in one day

Time	Center 1 Vocabulary	Center 2 Skills	Center 3 Computer	Center 4 Guided/Partner Reading
	Group 1	Group 2	Group 3	Group 4
	Group 4	Group 1	Group 2	Group 3
	Group 3	Group 4	Group 1	Group 2
	Group 2	Group 3	Group 4	Group 1

Single Subject Schedule (Social Studies)

40 minutes -Students complete one center each day

Day	Center 1	Center 2	Center 3
Monday	Direct Instruction		
Tuesday	Group 1	Group 2	Group 3
Wednesday	Group 3	Group 1	Group 2
Thursday	Group 2	Group 3	Group 1
Friday	Wrap Up/ Assessment		

Scheduling Options for Self-Contained Classrooms

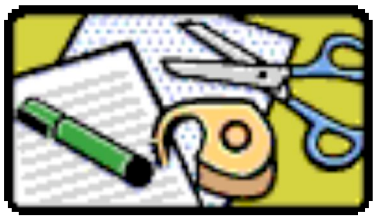
Morning or Afternoon Rotation Schedule
3 Activities/4 Groups

Time	Writing	Computers	Social Studies
	Group 1	Group 3	Group 2
	Group 2	Group 1	Group 3
	Group 3	Group 2	Group 1

Morning or Afternoon Rotation Schedule
2 Activities/4 Groups

Time	Writing Teacher Directed	Computer (20 minutes) Independent Work (20 minutes)
	Group 1 & 2	Group 3 & 4
	Group 3 & 4	Group 1 & 2

Materials Manager



Gather all research books and other supplies.

Reader

Read information from resources aloud to the group. Check to be sure everyone is listening and following along.

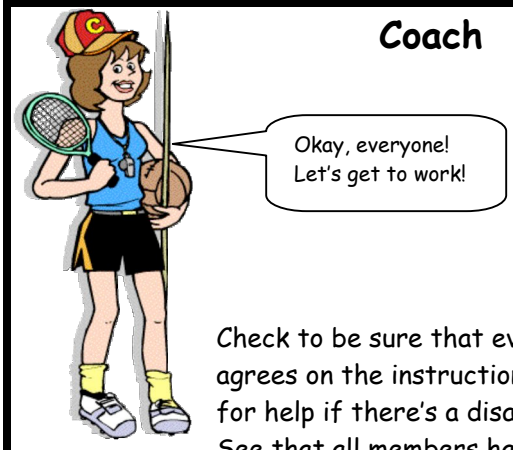
Checker

Check to be sure that all members agree on your group's answer or information selected for a project. Make sure that each member can explain the answer or information and tell why it was selected.

Recorder

Fill out any forms.
Write information as group members dictate.

Coach



Check to be sure that everyone agrees on the instructions, asking for help if there's a disagreement. See that all members have an equal chance to participate and don't waste time.

Reporter

Presents your group's information to the class.