

Chapter 17: Connect



Technology Integration

This technology integration lesson features the following technology.

- SMART Board
- Google Share
- KWL digital organizer
- Smartphones or laptops
- Google folders
- Microsoft Word
- Wordle (www.wordle.net)
- Survey Monkey (www.surveymonkey.com)

Digital Integration Task

Start your technology integration with this skill's KWL Instructional Strategy (page 169) by checking prior knowledge of technology before and during lessons. Show the KWL chart on your SMART Board or distribute it via Google Share to team computers. If displaying the chart on the SMART Board only, conduct a think-pair-share first so that you initiate the lesson with high engagement. After each team is ready with two or three responses to “What we know” about the topic, ask teams to share a response to the SMART Board via a round-robin sequence, without duplicating prior responses. Make a list of all original responses, and then repeat the process asking the “What we want to know” question. If you use computer-based teams, set Google Share so each team can submit its ideas to the SMART Board directly. Take the results of the “What we want to know” list and have the class vote on how strongly they agree with each statement with the three-two-one system (where three represents the strongest agreement). Give priority to teaching about those items with the highest scores. Use the priority score to modify and differentiate your lesson. At the end of the lesson, make a “What we learned” list using the same strategy.

Grade-Level Digital Variations

The following sections provide grade-level variations for incorporating technology into lessons.

► Elementary Level

On the SMART Board, show several items that belong to the topic of study (for example, colors, dog breeds, or plants). Be sure to include some items that don't belong (for example, if you choose the example of *colors*, you might list *red, green, yellow, two, orange*, and several other colors). Ask students to identify the item or words that don't belong. List responses and vote *agree* or *disagree* for each one. The responses will tell you who does and does not know what.

►► Middle Level

In this lesson, students will “write around the digital world.” To start the lesson, ask students to use their smartphones (if allowed) or tablets to state what they know about each key vocabulary word. In a Microsoft Word table you share with students, or in tables they create themselves, have students list each vocabulary word in the left-hand column and their responses to “What I know” in the second column. Ask each student to sign the document and share with you in a Google folder. Review and then decide what you do or do not have to teach about these words. You may choose to ask student teams to coach each other before making a word cloud showing the connected ideas on Wordle (www.wordle.net). After you complete the lesson, repeat the procedure as a quiz, and ask each student in turn to share their ideas online.

►►► Secondary Level

Encourage students’ familiarity with Microsoft Word by having them construct a five-column, seven-row anticipation table. Label the largest column, column 1, “Statements,” and in the rows below, write statements about the topic (for example, “I find the symbol keyboard to be a really fast shortcut”). Head narrow columns 2 and 3 “Before,” and then create the subheadings “Agree” and “Disagree” within each column. Do the same for narrow columns 4 and 5, this time with “After” as the header with “Agree” and “Disagree” as the subheadings. Share the matrix on your SMART Board with each student. (Adjust to the number of digital devices in the classroom.) Prior to the lesson, use the statements to gather their prior knowledge, and afterward, check what they have learned. You may also use Survey Monkey (www.surveymonkey.com) as a prior knowledge tool.