Link to Presentation

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Integrating Technology, Literacy, and Social Studies in the Elementary School

Presented by Deidre Olson and Judy Schantek
Somers Elementary, Kenosha Unified School District
About Somers Elementary

- Elementary School in Kenosha, WI, Title 1
- Grades 4K-5th Grade -463 Students, 3 track of Classrooms
- Grades 2-5 1:1 Chromebooks, K-1 Class Set of 10 Chromebooks in each classroom
- Somers LLC- 28 Chromebooks, 28 iPads
- Full computer lab with 30 Mac desktops & headphones
- Promethean Board or Active Panel in each Classroom
- Google Apps for Education (GAFE) School
- Personalized Learning Initiative
Somers Library Learning Commons

- Full Time Certified Library Media Specialist
- Part Time Library Clerk
- Part Fixed Schedule/Part Flex Schedule
- School Library Management System is Destiny
- PBIS/Digital Citizenship
My Classroom

- 5th grade Literacy including Social Studies standards
- Other 2 classrooms: Numeracy (Math & Science) and ELA (Writing, spelling, grammar)
- 90 minutes sessions with 3 transitions daily
- Students currently travel with their supplies, HW folder, self-selected book and Chromebooks
- Guided Reading Workshop Model
- Last 30 minutes of school day dedicated to Personalized Learning/Compass Learning/IXL independent work or Team building activities
Collaboration

- Lessons are planned around Common Core, Wisconsin Standards for Technology and Information Literacy, American Association of School Libraries, KUSD Social Studies Standards
- Collaboration takes place during prep, before and after school, and Friday Collaboration Time
- Build Relationships and Rapport with Teachers
Device Tips and Digital Citizenship

- Assign students to a device that they will always work on. Keep a list of students and device numbers.
- This is VERY important if using ipads! If working in GAFE things will be saved to their drive.
- Always model, review and remind students of being a good digital citizen. Getting to use technology comes with great responsibility!
- Develop a routine that works for you when students need your help.
- Students and Parents must sign a Chromebook Contract.
- District Acceptable Use Policy is shared with students at the start of year.
Destiny Scavenger Hunt- Genres

- Literacy & Informational Literacy
- Standards:
  - WIITL: EL1.c: Create personalized learning environment.
  - AASL B Create 4. Organizing information by priority, topic, or other systematic scheme.
- Learning Goal: Building a Community of Readers
- Review 4 basic genres of fictions: Interactive Notebook Example
- Team teach skills of using Destiny Discover to find books in library
- Students record Titles & Call Numbers of books they’re interested in reading on 5th Grade Fiction Genre Scavenger Hunt Form
- Students use form when visiting library for class/independent check out
- Students use Destiny Discover to find books of interest
Chatterpix Project with Non-Fiction Ebooks

- Literacy, ELA & Informational Literacy
- Standards
  - Summarize texts
  - Read grade level text with purpose and understanding
  - Speak clearly to report on a topic or text
  - Use accurate standard English grammar when writing and speaking
- Review summarizing nonfiction
- Model finding main idea and supporting details using an ebook on Destiny: Summary form
- Allow students to explore ebooks on Destiny and choose their own book to summarize and create a ChatterPix Project
- Team teach with Deidre to explain how to create a ChatterPix on library iPads: ChatterPix rubric
Google Classroom, Drive & Doc- Compare Past/Present Culture T Chart

- Literacy & Social Studies Unit 1 - First Americans
- Standards:
  - Use text features and other visual information to efficiently seek answers
  - Identify how the past influences the present in the U.S.
- Review text features of nonfiction
- Model how to use text features to find information
- Students read a nonfiction picture book on a Native American tribe with a partner and record categories
- Students read a different nonfiction picture book about a different Native American tribe and record categories independently
- Introduce Google Classroom to share document and teach layout tips
- Students complete t-chart independently and turn in on Google Classroom from their Google Drive
Trading Cards - Explorers

- Literacy, Informational Literacy, ELA & Social Studies
- Standards:
  - Quote text accurately to explain literal meaning and support inferences
  - Summarize texts
  - Use text features and other visual information to efficiently seek answers
  - Read grade level text with purpose and understanding
  - Use accurate conventions (capitalization and punctuation)
  - Use accurate spelling in written pieces
  - Use geographic tools to investigate movement throughout history
- Review using Text Features to find information
- Model using a nonfiction picture book about an explorer
- Students find information and fill out Explorer Form
- Team teach to explain how to use Trading Card app or share link in Google Classroom for students to create their Explorer Trading Card
- Explorer Trading Card Rubric
Explain Everything-Reader Response-Explorers

- Literacy, Informational Literacy, ELA & Social Studies
- Standards:
  - Quote text accurately to explain literal meaning and support inferences
  - Summarize texts
  - Use text features and other visual information to efficiently seek answers
  - Read grade level text with purpose and understanding
  - Identify how the past influences the present in the U.S.
  - Analyze events interpreted differently based on one's perspective/culture

Focus lesson & Script Template & Example Project

- Students then view peers’ finished products to learn about more explorers
Stop Motion - Figurative Language

- Literacy, Informational Literacy, ELA
- Standards:
  - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
  - Compare and contrast the development of characters across texts
  - Compose written pieces using appropriate writing style for task and purpose
  - Use accurate conventions (capitalization and punctuation)
  - Use accurate spelling in written pieces
- Teach/review types of conflict and figurative language
- Share storyboard for students to plan their Stop Motion video along with Figurative Language Rubric
All About Me-Animotos

- Literacy, Information Literacy, Instructional Technology
- Standards:
  - AASL Grow & Engage Learners engage with information to extend personal learning by: Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge.
  - WIIITL CC1.b.2.i: Differentiate between original and remixed digital work. Apply strategies to responsibly remix creative work.
- Students create an All About Me animoto to teach others at their 5th Grade Moving on Celebration about themselves.
- Students can use photos, images and text to share information about themselves.

Sample of Project Directions

Animoto Site
Green Screen/Do Ink - Revolutionary War Play

- Literacy, ELA & Social Studies
- Standards
  - Describe how point of view impacts storytelling
  - Speak clearly to report on a topic or text
  - Identify how the past influences the present in the U.S.
  - Analyze events interpreted differently based on one's perspective/culture
- While learning about the Causes of the Revolutionary War, students choose which part they’d like to play and practice their lines with each other by Act/Scene
- Students record production on green screen in Act/Scenes and Deidre then edits & matches background pictures
Student Leadership/Community Service Forms

Google Forms is a great way to gather student input and organize events, clubs, activities.

Ways We Use Forms:

- Student Council
- Yearbook
- PBIS Feather Events

- News Program Club
- Battle of the Books
- Staff Input

- Student Feedback-Kindness Comments
- Library Usage

- Personalized Learning
- Golden Archer Award Voting
Storing and Sharing Our Projects

- We store all students projects in Drive
- KUSD has unlimited storage on our drives
- Staff and Families can access projects easily
- Projects can be edited, graded, printed, and shared easily
- Students feel a sense of pride that their work can be viewed
- Students can view other student’s work easily
- Hits the Standard CCSS:ELA-Literacy-CCRA W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Scavenger Hunts Using Online Resources

- All subjects, Information Literacy, Instructional Technology
- Standards:
  - WIITL KC1.a.4.i: Explore and use different keyword searches such as using multiple words, synonyms, and alternative words and phrases; and refine searches by drawing inferences to explain search results.
  - AASL Create-Inquire 1. Seeking a variety of sources.
- Students learn to keyword search and explore online resources through various scavenger hunts.
- KUSD Online Resources- resources we use at Somers
- Examples:
  - Colonies World Book and Britannica Scavenger Hunt
  - Arctic Animals Scavenger Hunt on Pebble Go
QR Codes

QR Code Creator

- Some projects have QR codes created, so other students can easily access them
- QR code is generated with the Google Drive Folder link
- Parents can easily can and view projects at conferences and/or family nights
- JUST found out the you can now create QR codes from Google Forms!
Thank you!

Thanks for attending our Session!

- Don’t forget to fill out the session evaluation on SCHED!
- Thoughts? Feedback? Your Ideas? We would love to hear from you!

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