

SLIDE MC3-1 NOTES

Welcome to the Making the Connections Technology Integration Modules, designed to help language arts teachers integrate technology into their lesson plans. This is Module Three, which means that when you complete this module you will be halfway home in your quest to integrate technology fully into your lesson plans – except that it is a never-ending quest, so there is no real halfway point. Reminder: There are three components -- Slides, Slide Notes, and Handouts (each handout is numbered to coincide with the slide it connects to, e.g., handout MC:4:A goes with Slide MC-4). We suggest that you print them out and place them in a binder of some sort (e.g., a three-ring binder). As you do so, place the slide on the left-hand facing page and the Slide Notes on the right-hand facing page, so that both can be viewed at the same time. We also suggest that the handouts be laid alongside the binder as you read each module, because we will be referring to them as we go along. When completed, you can return the handouts to their rightful place in the binder.

SLIDE MC3-2 NOTES

As with Modules One and Two, this third module was designed to build upon the information from the previous module(s) but also can stand alone as an independent information source. In this module, you will be shown how to prepare your students to build their own Web site, either independently or as a small group or class. We will also be continuing our focus on writing, and we'll present a number of lesson plans on screenwriting, which is particularly relevant because of the screenwriting conference that you have been a part of.

For this module's objectives, the reader will develop an understanding of:

1. the impact technology integration has on students.
2. general activities designed to help students develop media projects.
3. how information found in no. 2 above can be used to help plan a lesson on Greek Gods and Goddesses.
4. the drafting stage of writing.
5. audio and its use.
6. how to create simulated Web pages.
7. how the Internet can be used as a valuable resource for self-edification.

SLIDE MC3-3 NOTES

We will continue to remind you of "SCT&Me," which stands for "Students, Curriculum, Technology, and Me (the teacher -- you)." As we mentioned, all four components of the framework work together as technology is successfully integrated into mini-lessons. The purpose of the framework is to identify the key components of technology integration and provide a frame of reference as you proceed through each module.

SLIDE MC3-4 NOTES

The first component of the framework involves the students. As you know better than anyone, you are faced with a diverse student body, and the issues they present on a day-to-day basis make teaching them both a challenge and a thrill (in the way that a roller coaster ride is a thrill, perhaps).

“Allow us to explore the Internet a little more hands-on. There’s an entire other world on the Internet blocked from us. Let us explore more, give us a different Web assignment each week instead of going straight to skill.” This is but one of several suggestions that were made by students (see **Handout MC3-4:A**) as part of a grant offered by Bell South Foundation. We present these suggestions for two reasons. First, we want to provide, from the students' perspectives, voices calling for technology integration. The second reason for including the statements is to request that you seek input from your students. What, in their own words, are their impressions of technology, and where do they see it fitting into their school day? What have been their successes with technology, from an academic standpoint? And, in the interest of fair disclosure, with what have they struggled? No system is foolproof, and technology presents very real challenges for students and teachers alike. We would like you to collect samples of student statements and share them with your colleagues on the 4e-zine.

We will now proceed to information that can help students plan for and design media presentations in your language arts classroom. Once again we thank the San Mateo County Office of Education for allowing us to share their work with you. **Handout MC3-4:B** provides a number of definitions of terms that are frequently encountered when using media. Technology has its own jargon, and the inability to understand key terms can make a student (and teacher) feel "outside the loop" during discussions. Before you share this information with your students, examine the list of terms and highlight any that you are unfamiliar with.

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Handout MC3-4:A
Handout MC3-4:B

SLIDE MC3-4 NOTES (cont.)

Design reviews (see **Handout MC3-4:C**) appear throughout the project and give students the chance to learn from each other and to learn to critique constructively. Design reviews are short, structured events in which a group discusses the work they have done so far, and their plans to complete the project. Use this activity to demonstrate how students can learn a lot from each other during planning by using the Peer Review Comment Sheet (see **Handout MC3-4:D**).

When groups are working on their projects, it's valuable to supply the groups with additional strategies for sharing questions with each other. **Handout MC3-4:E** provides such a means, and we urge you to share this information with your students as they plan their projects. How would you monitor your students to ensure that the information they are receiving from their peers is being used properly (or not used)?

The design/idea book found in **Handout MC3-4:F** is a notebook wherein each student will record his or her ideas, plans, designs, revisions, problems, solutions, and questions about the project. Take a few minutes to think about how you might use this book to help your students and yourself plan, keep track of, and assess the progress of the project.

Many of your students already use journals to document their work. The journal found in **Handout MC3-4:G** was designed to help students organize their reflections on the project and the production process. The journal also provides a place for documenting students' work and experience for self-evaluation during and at the end of the project, and for students to write questions and comments. This information helps you conduct your assessments by gaining insights into the students' experiences.

Handout MC3-4:C
Handout MC3-4:D
Handout MC3-4:E
Handout MC3-4:F
Handout MC3-4:G

SLIDE MC3-5 NOTES

This slide transitions us to the Curriculum component of SCT&Me and re-introduces segments of the lesson plans and mini-lessons that will be presented. In previous modules we presented lesson plans designed by San Antonio, Texas teachers at Northside Independent School District (NISD). **Handout MC3-5:A** provides another lesson that has been created by a middle school teacher at NISD, but the topic (Greek Gods and Goddesses) could be used at any level. Take a moment to look over the lesson to see how technology is used to gather and report information.

Also, take a few minutes to consider how your students could use the information found in the previous handouts to design their Greek Gods and Goddesses project. Better yet, consider how ideas from this lesson and the previous handouts can apply to an upcoming lesson you will be using with your students.

Handout MC3-5:A

SLIDE MC3-6 NOTES

Let us return now to the topic of writing instruction. In the previous module, we presented information provided in the professional development guide, *An Introduction to Writing Instruction for Secondary Students* (The University of Texas Center for Reading and Language Arts (UTCRLA), 2003). As you recall, students in Texas secondary schools are expected to:

- write in a variety of forms for various audiences and purposes;
- select and use recursive writing processes for self-initiated and assigned writing;
- compose original texts, applying the conventions of written language to communicate clearly;
- apply standard grammar and usage to communicate clearly and effectively in writing;
- use writing as a tool for learning and research;
- evaluate their own writing and the writings of others; and
- interact with writers inside and outside the classroom in ways that reflect the practical uses of writing.

The "recursive" process involves five stages of writing: Prewriting, Drafting, Revising, Editing, and Publishing. In this module, we are going to focus on the Drafting recursive stage of writing. Later modules will cover the remaining four stages.

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SLIDE MC3-6 NOTES (cont.)

When preparing students to make initial drafts of their work, it is important to remember that there are differences between effective and struggling writers during drafting.

Struggling writers typically:

- write whatever comes to mind, with little thought to purpose, audience, or form;
- focus rigidly on mechanics, rules, and formulas rather than meaning;
- lack knowledge of text structure; and
- take few, if any, risks.

In contrast, effective writers typically:

- keep the plan in mind while drafting;
- monitor whether the draft fulfills the plan;
- monitor whether the draft and/or the plan is effective;
- anticipate and answer the reader's questions; and
- rely on a variety of drafting strategies.

Take a moment to think about a particular aspect of drafting that seems to be particularly troublesome for your struggling writers. What is it? Or perhaps the better question is, What are they?

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SLIDE MC3-6 NOTES (cont.)

An introduction is much like the front door of a house. It is the entranceway to the rest of the paper and sculpts the reader's first impression.

Handout MC3-6:A lists a number of effective introductory techniques. As you examine the strategies, think about how your students can ask themselves questions related to their purpose, audience, content, and form of writing.

Writers must consider these metacognitive questions as they draft introductions:

- For purpose: What do I want to accomplish in my introduction? What will help accomplish my purpose and give direction to the rest of the paper?
- For audience: What type of introduction would best capture my reader's attention?
- For content: What ideas do I need to introduce or explain? How can I introduce my ideas?
- For form: How should I organize my introductory material? What first? Next?

To reinforce your students' ability to write introductions, you can:

- demonstrate effective introductions and identify their critical attributes; and
- explain strategies for gaining the reader's interest by describing and showing examples of their use.

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Handout MC3-6:A

SLIDE MC3-6 NOTES (cont.)

Several activities build students' familiarity with effective introductions. Both of the aforementioned suggested activities draw upon examples of successful introductions so that students can experience effective techniques firsthand.

Now look at **Handout MC3-6:B**. There are several considerations when writers draft body paragraphs.

- For purpose: Where can I use elaboration to help fulfill my purpose? Does this sentence state my idea clearly?
- For audience: What level of formality do I want to use for this audience? Which transition words will help my reader know that this idea relates to the other ideas?
- For content: What else do I know about this idea? How can I explain this idea?
- For form: How am I sticking to my plan?

Students benefit from reviewing their answers to these questions with you. Students who struggle with writing will require frequent feedback and scaffolding to answer these questions satisfactorily.

Call upon a few participants for ways to provide frequent teacher feedback to struggling writers. Initiate the planning phase using the following questions:

- What do I know about this topic?
- What do I need to know about this topic?
- How can I learn what I need to know?

Use the think-aloud technique and the questions from the slide to aid teachers in drafting a body paragraph.

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Handout MC3-6:B

SLIDE MC3-6 NOTES (cont.)

To draft effectively, students must be able to generate sentences, elaborate on ideas, and organize paragraphs. Struggling writers often have difficulty with all of these processes and need specific instruction in strategies. There are several techniques teachers can use to assist students during the drafting stage:

- Discuss paragraph structure, stressing its flexible nature;
- Teach students to develop topic sentences, detailed supporting sentences, and concluding sentences;
- Draw from a repertoire of elaboration techniques, giving examples for and modeling each type;
- Provide a sentence-generating strategy; and
- Model elaboration at the sentence level.

Handout MC3-6:C and **Handout MC3-6:D** provide additional information about drafting effective paragraphs, with specific emphasis strategies for sentence expansion and sentence generation. Take a few moments to skim the handouts.

Students can be more productive during the drafting stage if they:

- write on every other line;
- write on only one side of the paper;
- focus on intended meaning; and
- follow their writing plans, realizing that the plans may change later.

Help students see that although they should focus on fulfilling their initial writing plans, they also need to remain flexible. They may realize during drafting that they left out information, that there are flaws in their arguments, or simply that they have new and better ideas to integrate. Flexibility will prevent frustration and encourage students to continue to use writing plans.

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Handout MC3-6:C
Handout MC3-6:D

SLIDE MC3-6 NOTES (cont.)

Struggling writers become frustrated with generating drafts when they end up revising repeatedly. Their frustration often leads them to write less.

Technology can help struggling writers begin drafting written work.

Word processing programs can help students to:

- begin the process of writing a first draft;
- make changes without the annoyance of continually erasing; and
- incorporate feedback from peer conferences more easily.

Word processing encourages students to write ideas, because elaboration and editing can be done quickly and simply.

To end the paper as strongly as it began, writers should consider these questions:

- For purpose: How can I reiterate my purpose?
- For audience: How can I avoid leaving my reader feeling confused? How can I make an impression on my audience members and/or cause them to think?
- For content: How can I summarize my main point(s)?
- For form: How should I order my conclusion?

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SLIDE MC3-6 NOTES (cont.)

These questions help create a conclusion that clarifies, intensifies, and summarizes the paper's topic or arguments. A successful conclusion gives the reader a sense of closure, not confusion.

Struggling writers may have little understanding of the purposes of conclusions or of the techniques used to create conclusions. You can guide students to write good conclusions by:

- using examples of successful and unsuccessful conclusions to emphasize that effective conclusions summarize content and appeal to the reader;
- modeling think-aloud techniques that effective writers use to conclude a text; and
- guiding students in the use of self-questions purpose, audience, content, and form when they choose writing techniques.

Earlier, we discussed questions students can use to consider purpose, audience, content, and form. The answers to these questions also apply to conclusions.

Timed free writing is a strategy that helps struggling writers put their ideas on paper. During timed free writing, students' thoughts can flow freely without concern for punctuation, spelling, or organization. Students can write anything they like that is related to the topic.

To enrich the quality of students' writing, activate their prior knowledge before they start to write. Without this, struggling writers frequently produce very little. To activate the thought process, discuss the topic with students and make connections to what they already know about it.

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SLIDE MC3-6 NOTES (cont.)

To begin a timed free writing session:

- Assign an amount of time (around 3 minutes) to spend on writing.
- Explain that the conventions of writing do not apply during that time.
- Remind students that they may write sentences, phrases, or word lists, and that they should write continuously for the given time.
- Set the timer and have students begin writing.

When the time is over, allow students to work with a partner to discuss their writing and elaborate on their ideas. Students can also count the number of words they wrote in each timed writing session and graph their results. This can be done periodically and kept as a record of progress.

Struggling writers often get stuck or get off track during drafting. Drafting conferences can help struggling writers when they need it the most -- while they are writing. The purpose of the drafting conference is to empower the writer. The writer is in charge of the drafting conference.

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SLIDE MC3-6 NOTES (cont.)

Give students guidelines for their roles in the drafting conference. The writer should:

- explain purpose, audience, content, and form to the conference partner;
- read aloud the draft or a selection from the draft;
- ask the partner questions regarding the draft to clarify and improve it; and
- record the partner's ideas and changes.

The conference partner should:

- listen to the writer and note the writer's intended purpose, audience, content, and form;
- listen to the draft as the writer reads it aloud;
- answer the writer's questions;
- ask questions regarding the draft;
- reread the draft if necessary; and
- suggest ways to improve the paper.

Teach partners to provide constructive feedback, and have students practice doing this with each other. Look at **Handout MC3-6:E**. Drafting conferences are intended to be brief and should be based on the writer's needs at a particular time during drafting. Consider how students can use the information in the handout to participate in effective drafting conferences.

Handout MC3-6:E

SLIDE MC3-7 NOTES

We mentioned scaffolding in our first and second modules. As you recall, scaffolding focuses on teaching a strategy while building related knowledge and skills. Here are some tips for getting the most out of your scaffolding:

- Select strategies wisely and keep them simple. Choose one or two strategies to teach and provide scaffolding for those strategies.
- Use record-keeping. “Status of the class ” charts or checklists help you keep track of student progress and needs.
- Form small groups of four or five members for instruction. Base the groups on students ’ needs and provide mini-lessons to the groups.
- Do not remove the scaffolding too early. Remember, you are teaching for independent mastery and usage, but you should continue to assist students appropriately until they have reached that level.

9

Handout MC3-7:A provides several scaffolding tips. As you read the handout, highlight the tips that you can use for some of your struggling writers.

Handout MC3-7:A

SLIDE MC3-8 NOTES

In Module One we noted that each module would contain information about a particular media category. This module's focus will be on audio. Consider the information we presented on audio in Module One. Based on the information already provided, how might you use audio to enhance your lessons? We presented some initial ideas involving tape recorders. These simple devices can be used in interviews, real or staged, to gain information about the author's sentiments as she or he thought about and wrote prose or poetry. Now we will present a little more sophisticated information about audio.

Look at **Handout MC3-8:A**. Here you will find information provided by Ivers and Baron (1998) about a variety of sound-related topics, including:

- Digital audio
- Recording audio with computers
- Compact disk-audio
- Synthesized speech
- MIDI
- Digital audio file formats
- Obtaining the rights to audio files
- Obtaining sound files from the Internet
- Obtaining sound files from CD-ROMs, and
- Guidelines for using audio.

As you look over the handout, consider whether any of these features can find their way into your lessons. Remember, go to where your skill level is and move from there. If you have experience in using sound, please take a few moments to share thoughts with your colleagues on the 4-empowerment Web site.

Audio is also critical to successful video use. Because video is a sight-based medium, the audio is often neglected in beginning video production. Audio can be just as important as the picture - we want to be able to hear what we see! **Handout MC3-8:B** provides several suggestions and considerations for capturing good sound. Add in any tips of your own.

Handout MC3-8:A
Handout MC3-8:B

SLIDE MC3-9 NOTES

In this section we provide information about different technology tools. Module 4 will focus on audio recording. You may or may not realize that your computer has the potential to be the equivalent of a tape recorder. **Handout MC3-9:A** provides simple directions for using your computer as an audio recording device.

As you read the instructions, think of how your students can use the tool in their projects. For example, students can conduct their interviews on the computer and import the audio into a PowerPoint presentation. This can be especially effective when accompanied by digital photographs of the interviewer and interviewee.

Handout MC3-9:A

SLIDE MC3-10 NOTES

By now you have remembered that the final piece of the puzzle is "Me" -- or you, actually, the language arts teacher. As we said last time, the student is the focal point of the instruction, and the curriculum and technology are tools to help meet his or her academic needs, but it is the teacher who puts it all together. Throughout the modules, we'll be sharing a particular Web site with you that we have found to be helpful in our struggle to learn technology. For this module, we have selected

<http://www.essdack.org/tips/page1.htm>

This site is maintained by a technology consultant for a school district in Kansas. There is a "whole bunch of good stuff" here that you can steal -- we mean, "borrow." Tammy Worcester, the consultant, says, "Pages of this Web site may be printed and reproduced for classroom use." So who are we to argue?

In this link, you will find a variety of helpful hints that will assist you in learning new technologies. It could be that some of this material will seem a bit simplistic for your students, but much of the material is secondary-appropriate. Regardless, feel free to "borrow" the big idea and "copy-paste" the idea into your lessons.

And here's another site we like:

<http://www.ael.org/rtec/ideas.htm>

At the top of the page it says, "170 Ideas and Resources for Teachers." Don't be overwhelmed, but look through and pick two or three to explore. You might want to bookmark (or save to Favorite Places) this page for later reference. It has an incredible amount of information that you and/or your students can examine.

Again, we hope that these two sites will help continue to stimulate your interest in your further technology integration development.

We also would like to recommend some tutorials for Excel, a spreadsheet program that can be used in multimedia presentations (see **Handout MC3-5:A**). This site provides a number of excellent links for beginners and experts alike. ENJOY!

<http://math.about.com/cs/excel/index.htm?terms=excel+tutorials>

Handout MC3-5:A

SLIDE MC3-11 NOTES

We end this module once again with our variation of the KISS principle. Although we will always remind you to "Keep it Simple, Silly," we hope that you will adopt the statements here. In Module One we asked you to try your hand at creating an acronym of your own that you can share with your Making the Connection colleagues on the 4e-zine. In Module Two, we asked you to create a mnemonic for your students to use while scanning. Now we are asking that you make a list of strategies that you have found to be helpful in your quest to "Keep it simple." These tend to come with experience, so we hope that you are starting to find a few on your own or with "a little help from your friends." As always, share these with your colleagues -- they will greatly appreciate any shortcuts and strategies you have to offer.

This concludes the third module. Let us take a moment to reexamine the objectives we set forth in the beginning of this module.

For this module's objectives, the reader will develop an understanding of:

1. the impact that technology integration has on students.
2. general activities designed to help students develop media projects.
3. how information found in no. 2 above can be used to help plan a lesson on Greek Gods and Goddesses.
4. the drafting stage of writing.
5. audio and its use.
6. how to create simulated Web pages.
7. how the Internet can be used as a valuable resource for self-education.

How many of these objectives do you believe were met? How many were not? Why? Feel free to share with us your ideas concerning how the module could be improved.

Finally, we have noted several times in the module our desire that you share information with us and your colleagues using the 4e-zine. We'd like to take this opportunity to once again remind you to do so. See you next time, and don't forget to **INTEGRATE TECHNOLOGY INTO YOUR LESSON PLANS!!!**