Technology: If You Can’t Beat ‘em, Join ‘em

Beth Frisby and Christina Quattro
Haralson County School System
IDEAS Conference 2012
Introduction

Background
Introduction and experience

Adapted Curriculum Classroom
We serve students ages 12-16 who have disabilities ranging from Mild to Profound Intellectual Disabilities.
Agenda

1. Websites
2. Touch Screen Computers
3. iPads
4. Cell Phones
5. Nintendo Wii
Websites

www.n2y.com
www.edmodo.com
www.classdojo.com
Unique Learning System

- Elementary, middle, and high school levels
- Science and Social Studies themed
  Examples: Earth Science and American Heroes
- ELA and Math assignments
- 3 levels of differentiation
Edmodo

- Post online assignments, quizzes, and polls
- Post and view grades
- Library of resources for students and educators
- Communities for educators

Tutorial
ClassDojo

- Classroom management strategy
- Students represented by avatars
- Earn points for positive and negative behavior
- Runs best with Google Chrome

Tutorial
Touch Screen Computers

- 5 student computers
- Students are able to touch the screen instead of use a mouse
- Good for students who require gestural or physical prompts
iPads

- 12 iPads
- Restrictions (apps, music, blocks)
- Organize into folders
- Free Apps
- Incorporating the use of iPads in daily lessons
- Use of safari, camera, and music
iPad Apps

Communication-Dragon Dictation, Speak It!, Sign 4 Me, Sounding Board
ELA-Accelerated Reader, Read2Go, Adapted Books, Grammar Jammers
Math- Coin Math
Fine Motor-Bubble Wrap Free, Koi Pond Lite, Fireworks
ABA-Flashcards
Cross-Curricular – BrainPop
Teachers – Edmodo, Super Data Tracker, Story Kit, Common Core
<table>
<thead>
<tr>
<th>City</th>
<th>Zip Code</th>
<th>Temperature</th>
<th>Compare to your city (circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta, GA</td>
<td>30301</td>
<td>warmer</td>
<td>cooler</td>
</tr>
<tr>
<td>Milwaukee, WI</td>
<td>53201</td>
<td>warmer</td>
<td>cooler</td>
</tr>
<tr>
<td>Chicago, IL</td>
<td>60601</td>
<td>warmer</td>
<td>cooler</td>
</tr>
<tr>
<td>Arlington, VA</td>
<td>22201</td>
<td>warmer</td>
<td>cooler</td>
</tr>
<tr>
<td>Spokane, WA</td>
<td>99201</td>
<td>warmer</td>
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S8P2: Students will be familiar with the forms and transformations of energy: (b) Explain the relationship between potential and kinetic energy

1. Group students into groups of three (may group with general education peers for socialization and generalization).
2. Have the students tour the school (classroom, lunchroom, bus lanes, office) and identify objects that are using either potential or kinetic energy.
3. If an object is using potential energy, have the students take a picture using an iPad.
4. If an object is using kinetic energy, have the students take a video using an iPad.
5. With assistance, have the students send their photos and videos to the teacher’s email address, who will then collect the images and videos.
6. As a class, make a digital photo album of the potential energy photos and a movie of the kinetic energy videos on the SmartBoard.
1. Students will be given a list of song titles and instruments.
2. Using the iTunes app on the iPad, the students will search and listen to the songs.
3. After listening to a song, the student will match the primary instrument played in the song to the instrument on their paper.

Example:

- Clarinet: Trio No. 31 in G by Franz Joseph Haydn
- Flute: Concerto by Mozart
Cell Phones

- Both student and teacher cell phones
- Incorporating the use of cell phones in daily lessons
- Use of phone calls, text messaging, and voice recording
### Overview & Purpose
Students will attend the production of *Romeo & Juliet* presented by the Haralson County High School drama department and complete related activities. The purpose of this lesson is to complete evidence for the Georgia Alternate Assessment (GAA) portfolio, incorporate the use of technology, establish generalization, and promote socialization skills.

### Education Standards Addressed
- ELA7R1(l)(b) Interprets a character’s traits, emotions, or motivations and gives supporting evidence from a text.

### Objectives (Specify skills/information that will be learned.)
- To expose students to grade level standards as their same age peers in a meaningful context, to teach them practical uses of technology, and to promote generalization, communication, and socialization skills

### Teacher Guide
- To meet or exceed the standard ELA7R1(l)(b) for the GAA, learn to use different modes of technology, and to promote generalization, communication, and socialization skills

### Student Guide
- Discuss the standard and the meaning of traits, emotions, and motivations and give examples of each
- Read the adapted play of *Romeo & Juliet* (see attached)

### Information (Give and/or demonstrate necessary information)

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
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</thead>
<tbody>
<tr>
<td>• Discuss the standard and the meaning of traits, emotions, and motivations and give examples of each</td>
<td></td>
</tr>
<tr>
<td>• Read the adapted play of <em>Romeo &amp; Juliet</em> (see attached)</td>
<td></td>
</tr>
<tr>
<td>• Have students give you a personal example of a trait, emotion, and motivation</td>
<td></td>
</tr>
<tr>
<td>• Read the adapted play of <em>Romeo &amp; Juliet</em> (see attached)</td>
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### Verification (Steps to check for student understanding)

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<tr>
<td>• Ask questions while reading the play to reinforce understanding</td>
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<tr>
<td>• Create comprehension questions in the adapted curriculum edmodo.com group and have students use iPads to answer questions</td>
<td></td>
</tr>
<tr>
<td>• Answer comprehension questions by logging in to your edmodo.com account using an iPad</td>
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### Activity (Describe the independent activity to reinforce this lesson)

<table>
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<tr>
<td>• Teach theatre etiquette before attending the play <em>Romeo &amp; Juliet</em></td>
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</tr>
<tr>
<td>• Assist students in identifying questions pertaining to a character’s traits, emotions, and motivations by asking questions and making comments</td>
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<tr>
<td>• Teach students how to send a text message - Project the webpage <a href="http://www.wikihow.com/Text">http://www.wikihow.com/Text</a> on the SmartBoard</td>
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<tr>
<td>• Have students type message to provided number and review before they send</td>
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<tr>
<td>• Have students take turns using the cell phone to video record their classmates news cast</td>
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### Materials Needed
- cell phone with text and video capability
- iPads

### Differentiation
- Picture symbols will be used for students who have limited speech-this will address IEP objectives.

### Additional Notes
This lesson plan will address ELA8R1(l)(c) also
**Overview & Purpose**
Students will formulate questions, ask a census of at least 30 people, and collect data based on the results. The purpose of this lesson is to complete evidence for the Georgia Alternate Assessment (GAA) portfolio, incorporate the use of technology, establish generalization, and promote socialization skills.

**Education Standards Addressed**
M7D1. Students will pose questions, collect data, represent and analyze the data, and interpret results.

| a. Formulate questions and collect data from a census of at least 30 objects and from samples of varying sizes. |

**Grade Level:** 7th  
**Subject:** Mathematics  
**Prepared By:** Beth Frisby & Christina Quattro

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| **Objectives** | To meet or exceed the standard M7D1(a) for the GAA, learn to use different modes of technology, and to promote generalization, communication, and socialization skills. | - cell phone with voice recording capability  
- paper and pencil to record data  
- 30 people to participate |
| **Information** | To expose students to grade level standards as their same age peers in a meaningful context, to teach them practical uses of technology, and to promote generalization, communication, and socialization skills. | - Discuss the standard M7D1(a) and the importance of collecting data  
- Show an example of collecting data from a census of people  
- Review the rules and appropriate etiquette for using technology |
| **Verification** | - Create questions for the students to use in their data collection  
- Review the questions with students and review the methods of collecting data (charts, tally marks, bar graphs)  
- Teach students how to voice record using a cell phone  
- Practice the questions with students  
- Assist students in asking questions and voice recording the conversation  
- Assist students in reviewing each conversation and recording the data on their paper  
- Review the students data collection to make sure the correct responses have been recorded. | - Listen as the questions are reviewed  
- Practice with teachers/students in the classroom using appropriate questioning techniques and appropriate technology use  
- Practice using voice recording software  
- With a question guide in hand, the students will ask a census of 30 people questions (see attached).  
- When asking questions, the student will use a cell phone to voice record the conversation  
- After a census of 30 objects has been recorded, the student will review each question session and record their answers using the appropriate method (either a chart, tally marks, or bar graph)  
- The student will review the data collection and will answer questions based on their results |
| **Activity** | - Have students review the example of collecting data and retell the importance of knowing how to collect data  
- Listen as the rules and appropriate etiquette are described. | **Differentiation**  
Picture symbols will be used for students who have limited speech-this will address IEP objectives. |
| Additional Notes | This lesson plan will also address: S7L4(b), S7E3(d), ELA7R1(l)(b), and ELA8R1(l)(c) | **Additional Notes** |


Wednesday, January 18 2012

**Standard/Element**

**M6M2. Students will use appropriate units of measure for finding length, perimeter, area and volume and will express each quantity using the appropriate unit.**

  
  b. Measure length to the nearest half, fourth, eighth and sixteenth of an inch.

**M6G1. Students will further develop their understanding of plane figures.**

  
  f. Use the concepts of ratio, proportion and scale factor to demonstrate the relationships between similar plane figures.
  
  g. Interpret and sketch simple scale drawings.
  
  h. Solve problems involving scale drawings.

**M6A1. Students will understand the concept of ratio and use it to represent quantitative relationships.**

**EQ:**

In what ways can ratios, proportions and scale factor be used to solve problems encountered in everyday life?

How can technology be used to solve everyday math problems?

**Voc:** proportion, ratio, scale drawings, scale factor and similar figures

**Opening:**

“Dial a Number”

In small groups students will answer review questions using the following format/resources

- Draw a number. The student/group whose phone rings must present solution on the Elmo.
- Text ChaCha for missing information needed to solve problems
  
  Example: How tall is the Washington Monument? Students will then use this information to solve a problem on indirect measurement.

- Text your answer to Ivoted (poll style).

**Work Session:**

“Are You Smarter than a 5th Grader”

Using the theme from the game show “Are You Smarter than a 5th Grader”, students will review for upcoming unit 7 exam. Skype will be used to collaborate with 5th grade students at Buchanan Elementary School. Content will be appropriate curriculum concepts related to measurement.

**Closing**

Discussion: How can you best prepare for your test tomorrow?

Text a message (or call) to Mom. Dad or Grandma etc: “I have a Unit 7 exam tomorrow; please remind me to study tonight.”
Nintendo Wii

-up to 4 players

-Run through SmartBoard

-Wide range of games and channels
Incorporating the Wii in the Classroom

-Physical activity (gross motor, fine motor, hand-eye coordination)
  - Wii Fit
  - Wii Sports (data and graphing)

-Learning
  - Wii Forecast Channel
  - Wii News Channel
  - [Big Brain Academy Game](#) (memory, analysis, computation, visual recognition, and speed)
  - Animal Crossing Game (economics)
  - Endless Ocean Game (marine life)
  - Where the Wild Things Are
  - MyWordCoach (vocabulary)
  - Sesame Street Counting, Number, and Letter Recognition Games
Questions and Answers