conne**x**ion *online*

Creating an eBook

P1-6 makes how-to videos

Technovation Challenge

CONTENTS

CREATING AN ebook

by Laura Solorzano, early childhood teacher

Kinder 10 students created an eBook as a Mother's Day present. Each student shared a tip to teach others how to take care of the Earth. Then they painted a beautiful picture illustrating their idea. We scanned these paintings and recorded their voices in Spanish explaining their ecology tip. Then we helped the group translate and write these ideas into English. Lastly, we used the application **Book Creator** to create and publish our classroom eBook.

This activity taught students about the process of creating a book and how technology can enrich our learning experiences. In our classroom, students have been revisiting the eBook on our iPad. They are familiar with what their friends say in the book and they enjoy reading their page.

The book was presented as a video during our Mother's Day celebration. That same day, it was shared with all the mothers using Dropbox. Parents were able to download the book and open it using iBook. Children talk about reading the book at home with their siblings and parents using a tablet or smartphone.

Watch the **video** version of K10's book Make Everyday Earth Day!
Download an **epub** version of the book to view in iBooks.

WATCH THE VIDEO VERSION OF K10's BOOK MAKE EVERYDAY EARTH DAY!

La naturaleza DE LA TECNOLOGÍA

Por Jessica Castañeda, asistente de maestra de early childhood

Un grupo de niños de PK-5 comenzó la exploración de nuestro árbol de jacaranda, que con sus flores azul violeta colorea nuestro patio de recreo. Observaron detenidamente cada aspecto del árbol mientras documentábamos con fotos. Una vez captado su interés, realizamos varias actividades utilizando la tecnología como medio de descubrimiento.

Nos dirigimos al proyector y jugando con luces y sombras, con las fotos de la primera documentación y por supuesto su imaginación, cada niño pudo convertirse en un árbol de jacaranda, en un pedazo de él o en un animal que lo visita; interactuando de una manera mágica y diferente.

Mediante la observación de cada parte de nuestro árbol, los niños realizaron bosquejos

Ven y conoce nuestra experiencia.

que fueron ampliados y pintados con acuarelas. Utilizaron los pétalos de su flor para escribir y formar dibujos sobre cartulina; pintaron sus ramas e hicieron impresiones en papel.

Utilizando como recurso la Internet y mediante el proyector, conocieron y observaron otros árboles iguales en diferentes ambientes. Con aplicaciones en iPad y iPhone, jugaron con los colores de sus bosquejos, transformándolos y creando su propia versión de ellos.

Como resultado, el uso de la tecnología nos llevó a un sinfín de teorías fascinantes sobre la vida y ciclo de nuestro hermoso árbol de jacaranda, explotó ideas creativas y permitió a los niños ser partícipes y editores de sus propias creaciones, dándole un sentido más a la presencia de este interesante miembro de nuestro patio de recreo.

"EXPLOTÓ IDEAS CREATIVAS Y PERMITIÓ A LOS NIÑOS SER PARTÍCIPES Y EDITORES DE SUS PROPIAS CREACIONES"

P1-6 makes how-to videos

by Erin Cogan, elementary teacher

Over the course of the first two writing units, P1-6 students transformed into writers. Writing Workshop became the time of the day when they were able to tell and share their "ooh, ooh" stories. They became more confident, fluent writers, and we were cruising.

Then it was time to move on to the informational "how-to" unit. I was eager to start this unit and planned an ambitious unit launch. Many of my students struggled to make the switch from writing-to-entertain to writing-to-inform. I was discouraged. Then a colleague suggested watching some videos on Howcast.com. Instantly, my students became intrigued with the videos. When I suggested that we make our own Howcasts, the room erupted. It was amazing to watch how many ideas for books started pouring out of them. My students now had purpose and were extremely motivated to write.

Each student wrote eight to ten how-to books over the course of the unit. I conferred with each student to decide which book would be best to make into a Howcast video. The students were responsible for bringing in any material and "directing" their videos. I used iMovie for the first time and was pleasantly surprised by how easy it was to use iMovie on an iPad. We shot the videos and did the voice-overs during the last two weeks of the unit, and presented all of **our Howcasts** at our end-of-unit publishing party. Parents and staff watched, read, and learned how to do many things!

SIN MIEDO PARA APRENDER

Por Aizuri Minakata Viramontes, maestra de secundaria

"La tecnología apoya el proceso de aprendizaje porque motiva a los alumnos a trabajar"

El uso de la tecnología en la clase de español se ha vuelto una herramienta necesaria en quinto año. A través de la red hemos podido investigar y usar diferentes programas para poder trabajar en procesos como el análisis, la síntesis, la discriminación de la información y la estructuración de las partes dependiendo del tipo de texto que se pretenda hacer. Los textos que analizamos y creamos en clase fueron: **uno de divulgación científica**, **un guión radiofónico**, un reporte de los resultados de **una encuesta**, una semblanza **sobre un personaje**, **un poema** y una fábula. Además podemos ver y compartir los productos finales, como la revista en la que recopilamos los artículos de divulgación o la grabación del boletín informativo.

La tecnología apoya el proceso de aprendizaje porque motiva a los alumnos a trabajar, los absorbe y los ayuda a concentrarse. A partir del interés por cautivar a los alumnos, fui armando proyectos en los que no faltara la tecnología, aprovechando la ayuda de los maestros Jennie Kies y Nelson Taylor y de los alumnos que no tienen miedo a arriesgarse y compartir lo que van descubriendo; este año el uso de las tabletas Asus fue un reto que nos ayudó a practicar la paciencia y la cooperación, además de las habilidades tecnológicas, ya que entre todos hemos ido descubriendo cómo sacar el mejor provecho de estas herramientas. Así, en este año, intentamos implementar al menos un proyecto por bimestre.

Aquí hay algunas muestras de lo que hemos hecho:

Video-poemas acerca de plantas medicinales, usando el libro *Óyeme con los ojos,* sobre la vida y obra de Sor Juana Inés de la Cruz

La citronela, que huele a canela

Pictogramas usando la información de los textos de divulgación científica que estuvimos escribiendo
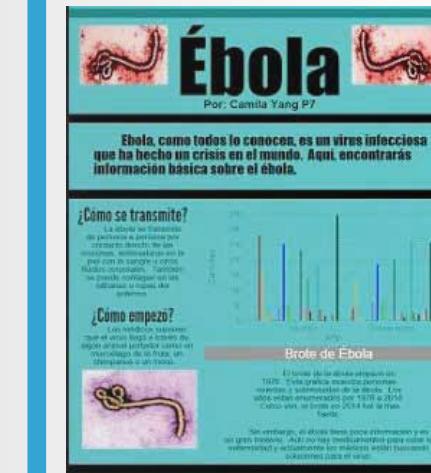
Semblanza de personajes famosos

Planeación, ejecución y presentación de los resultados de una encuesta.

Flipping
OUR WAY THROUGH 3RD GRADE

by Jacob Bryant, elementary teacher

For the 2014-2015 school year, third grade teachers received four student iPads. The teachers were beyond excited. The possibilities seemed endless. With this amazing technology at my fingertips, I went on a fantastic voyage of Internet searching. This search led me to the world of the **flipped classroom.** Normally, flipped classrooms are utilized with one-to-one iPad programs. It sounded great, but I had a class of 24 third graders and I only had four iPads.
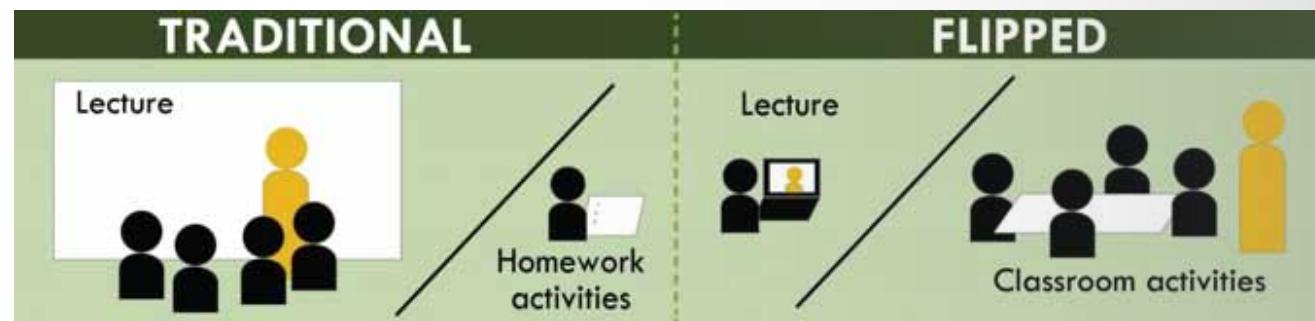
Luckily, being part of an amazing third grade team, I was able to convince two fellow teachers to participate in a iPad sharing program. With a little planning and a couple of strong iPad couriers, the flipped classroom became a possibility. Now I had one iPad for every two students.

This is how it worked. I broke up the class into six groups of four students each. Then I separated my classroom into three areas. The iPads were used to watch **pre-recorded video math lessons**, presenting the same material I used to present as a lecture. While two groups were watching the math lessons, the other four groups were participating in small group activities, individual conferencing, and independent reading and writing.
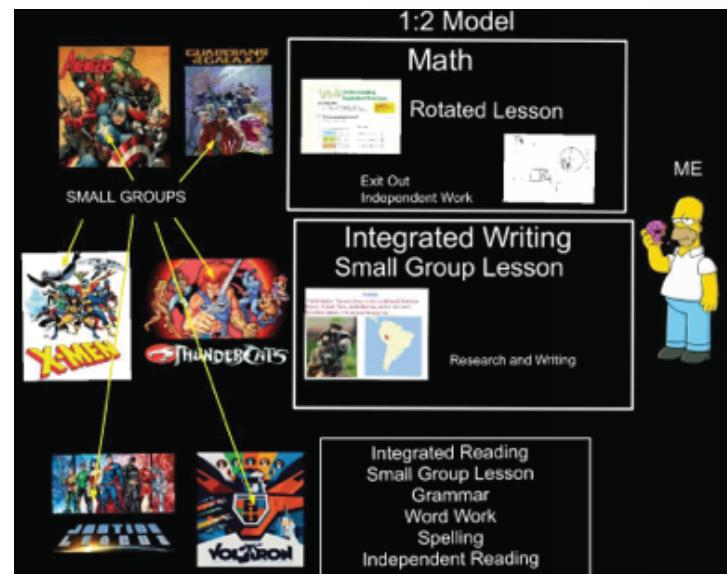
While this is a hybrid model of the flipped classroom, I found the results to be very encouraging. Although creating the video lessons is somewhat time consuming, this model gave me the opportunity to better use my instructional time, either conferencing or in small group instruction. Student engagement and interest is at an all-time high in my classroom!

The truth is, now that I've flipped, I'm never going back.

Inquietudes
que transforman

Por Rosana Infante, maestra de secundaria

Qué gran satisfacción resulta el ver que nuestros alumnos se esmeran en realizar trabajos que los comprometen, que sean creativos y sobre todo que demuestren sus habilidades en el uso de la tecnología.

El proyecto Ecología en México, fue un trabajo interdisciplinario, entre las clases de Formación Cívica y Ética y Geografía de México y del Mundo, de 7º. grado, de Miss Ana Isabel Hernández, el cual derivó en una revista electrónica llamada **"Inquietudes ecológicas desde México",** no sin antes haber pasado por un proceso de investigación, utilizando una gran variedad fuentes de información electrónicas, contando con la guía de Ms. Victoria Robins. Posteriormente, el diseño electrónico de la revista, así como la utilización de fotografías con permisos de los autores, fue guiado paso a paso por Mr. Nelson Taylor.
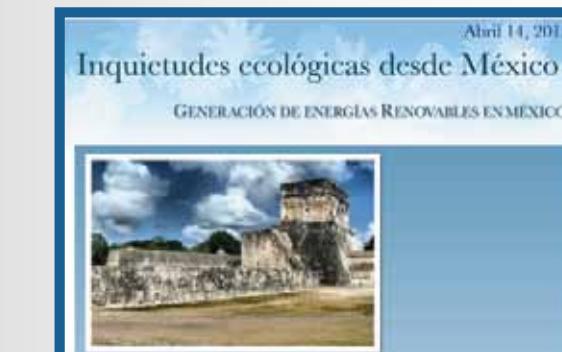
Por último, se llevó a cabo el Concurso de oratoria, con base en variados temas desarrollados en las revistas, sobre la problemática ambiental en México, donde fuimos testigos y experimentamos la emotividad y compromiso de los alumnos de 7º. Y 8º. que participaron, quedándonos con una gran satisfacción, pero además estamos seguros de que el próximo año, este proyecto dará más frutos y sorpresas.

Mi más sincero agradecimiento y reconocimiento a todos los participantes.

HIGH SCHOOL
Production Club

Por Pepe Sandoval, maestro de high school

En el Club de Producciones (Production Club), los estudiantes han apoyado eventos como el Ciclo de Conferencias, el Congreso de Educación Física y Deportes, Open House, Conferencia de Padres, y Family Day. Los alumnos realizan promocionales del evento, kick offs, y videos. Durante los eventos ayudan en la parte técnica de audio e iluminación, además de organizar algunas presentaciones para que sean más fluidas.

Los programas que aprenden y utilizan durante sesiones por la tarde son: GarageBand, iMovie, Final Cut, Illustrator, Photoshop, Motion y un programa para el control de la iluminación del equipo de luces del auditorio.

Las sesiones y comunicación las realizan por medio de Google Drive, donde ofrecen información sobre los talleres. Hemos invitado a ex-alumnos a que nos compartan su experiencia en publicidad en redes y calendarización de eventos por medio de Google Calendar. En este club los alumnos tienen la gran oportunidad de demostrar sus habilidades y tener nuevas experiencias en otros programas (software) que no conocen y en los que difícilmente tendrán oportunidad de trabajar.

Relevant Information
for Relevant People

by Julie Villand, Director of Instructional Programs

Social media sites greatly impact our personal and professional interactions. Since the type of information we share with family and friends is different than with co-workers, collegial collaboration requires a platform that allows one to connect with like-minded people. At ASFG, we strive to capitalize on the Google+ platform since this allows members to share information of common interest targeted for a specific group of readers. ASFG teachers use Google+ to share resources for the classroom, inspiring articles, videos and much more. Common topics include literacy, technology, sustainability, mindfulness, pedagogy, and general life in GDL. While more popular social media sites allow members to share everything, this virtual community excels in supporting a specialized group. If you are a Google+ user and enjoy reading articles that pertain to "all things ASFG", join our circle at *ASFG Educator Community*.

A Teen Take on Ed Tech
The Huffington Post

Let me tell you what my friends and I really think about technology in the classroom. Some of it's great, but for those ed tech enthusiasts out there, well, hold on, because

+2

Hide comments

Jennie Kies
MODERATOR
May 21, 2015
This is a great article to learn more about where students are coming from and their thoughts on using technology in school. "If teachers feel like students are judging them, that's because we are." Harsh, but true.

Rafael de la Cruz
MODERATOR
May 25, 2015
I think it is great to hear this voice, it is true what is said at the begining of the article, everyone airs their voice, but the students one, if not
Read more

Tina Carstensen
Mindfulness ▾ · May 2, 2015

Useful list of different strategies for creating peaceful classrooms

Peaceful Classrooms
heartmindonline.org

A peaceful classroom is invaluable to both educator and students. It makes it possible for teachers to teach and students to learn. Use the following three approaches as an

Victoria Robins
Discussion ▾ · Apr 19, 2015

If you found the book The Third Teacher about learning spaces and design intriguing — then check out their website and projects - super inspiring

What are your tools for creativity?

About Us
thethirdteacherplus.com

+2

Nelson Taylor
Apr 20, 2015
I've got Third Teacher checked out now. Thanks for the supplemental material Victoria!

Gabriela Silva
Classroom Tools ▾ · Mar 24, 2015

Another name for class meetings: Dialogue Circles! I loved this article about dialogue circles and the power they have in building a sense of community and trust, as well as preparing students for learning! Good video too...

How Dialogue Circles Promote Student Growth
middleweb.com

Dialogue circles promote brain function and help "increase generosity, trust, intrinsic motivation, social connection, and cooperation" among students.

WARNING

New eBooks
at ASFG libraries

ePlatform

by Juliet Evans and Victoria Robins, librarians

This summer, the ASFG libraries are rolling out a new collection of eBooks. We're subscribing to an online eBook provider named Wheelers, through which we now have access to over 200 eBooks. These eBooks have been selected by ASFG librarians and are available to the entire ASFG community to read on their mobile device or computer.

EBooks are an exciting development for our libraries, since they are available 24/7, anywhere you have internet access. Our eBooks can also be downloaded for reading offline. Other advantages are that eBooks can't get lost or damaged and they return themselves! Newly purchased eBooks are available for checkout instantly.

Our collection of printed books will still continue to be updated and checked out with ferocious enthusiasm by our students, but growing our eBook collection will offer access to reading opportunities in an innovative and responsive manner.

Favorite our eBook collection here: https://asfglibrary.wheelers.co/

Books are best viewed by downloading the Wheelers app to your mobile device from the app store, then selecting the ASFG library and logging in to check out a book.

To log in: For students & staff, the username and password are the same as when you log in to a school computer. Parents, please contact the librarian for your log in.

contact your librarian for more information or assistance.

technovation

THE TECHNOVATION
challenge

by Jennie Kies, Technology Integration Specialist

The **Technovation Challenge** is an Android App design contest for middle and high school girls. Over twelve weeks, students identify a problem in their community and design an app to help solve the problem. The girls conduct market research, develop a business plan, design marketing media, and learn to code. ASFG hosted a **Hack Day** in January to introduce the competition to students and help them learn **MIT App Inventor**. On April 27th, we hosted **Pitch Night**, which provided the opportunity for teams to present their app to judges. ASFG Team **United** took first place for their app and have entered the semi-finals.

Experts are predicting that one million computing jobs will go unfilled by 2020, and we need to increase the number of graduates to fill that gap. ASFG encourages all students to explore computer science through events like Hour of Code, programming classes, and clubs. "This is a Rosie the Riveter moment," says Jocelyn Goldfein in the documentary **she++**. Right now, women make up only 18% of computer science majors. To have the greatest impact, we must close the gender gap. ASFG is proud to support this opportunity to encourage girls to engage in computer science and entrepreneurship.

See inspiring videos and students talking about the challenge on Technovation's **playlist**. More information can also be found on the Technovation México **Facebook** page.

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