

## Explain the concept of ict

Image: Tribehut CC BY-SA 2.0 Alternatively, you can access the Pinterest version of this page here. With the rapid advances in technology, the prevalence of interactive whiteboards, computers and tablet devices, as well as increasing student ownership of smartphones, schools must have an eLearning plan for integrating ICT into the teaching of English. Discover just how easily schools can implement an ICT enriched English programme using the content below. The content has been presented in two sections, both of which incorporate speaking and listening: Integrating ICT into Writing. Click here to access the student portal/version of this page (opens in a new window). Developing A Whole-School or Year-Level Approach to Creating ICT Reading & Writing Units Developing a whole school or year-level approach to the delivery and dissemination of classes and activities via interactive whiteboards, one-to-one iPad or laptop programs or even IWB alternatives can have drastic impacts on student engagement and achievement. Regardless of whether your school has interactive whiteboards, is looking into purchasing them, is researching alternative cost-effective methods or adopting a one-to-one iPad or laptop program, it is vital that year levels, coordinators and heads of school meet all together to extensively plan and create whole year-level technology and methodology rich Literacy and Mathematics unit using their collective expertise. See the following exemplar model below for further details. Click here (opens in a new window) to read all about an outstanding example of a school in England who does so and how such an approach can have many planned and unexpected positive impacts on schools, teachers and students. Incorporating ICT & Web 2.0 into Genre Explorations When students are exploring genre writing, to ensure that ICT and Web 2.0 tools are incorporated into this process, classes should initially brainstorm all of the examples of both traditionally hand-written and digital (ICT & Web 2.0) texts that belong to each genre (as depicted below). Teachers should then plan to provide opportunities for students to explore traditionally hand-written texts (e.g. recounts that can then be digitised) and digital-only texts (e.g. recounts that can then be digitised) and digital-only texts (e.g. blogs and wikis; including Twitter tweets & Facebook posts, websites, create Yahoo answers, fictional eBay ads, etc.). your school, teachers or students have iPads, Android tablets or Macs, long gone should be the days of students publishing their writing by hand or by using the Microsoft Office Suite. Read below to see why and how students should be publishing their writing in the form of eBooks. Image: Tribehut CC BY-SA 2.0 Why eBooks? 1.1: Portability and AccessibilityeBooks (or electronic books) are the perfect strategy for publishing/disseminating student work (in .epub or .pdf) as reproduction and publishing is instantaneous. eBooks can be opened on a myriad of devices (i.e. phones, tablets, eBook readers, PC, etc.), allowing them to be readily shared across a classroom, school, and between friends and extended families as eBooks can also be uploaded onto school websites/blogs and/or distributed via email. eBooks can also be used to form part of a student's Interactive ePortfolio. Download an eBook of a student's Interactive ePortfolio. Editions Windows/Mac). Downloadable eBooks: A biography written about a student's grandmother (eBook link removed for privacy reasons). 1.2: InteractivityeBooks can also be more interactive than the standard paperback format. Watch the video below to learn more: 1.3: Adding Audio Narration and Bi-Lingual TracksOn her blog, Silvia Rosenthal Tosilano discusses that eBooks are highly innovative as:students can record additional audio tracks (e.g. English & Italian) promoting the use of LOTE and are great for bilingual students with non-English speaking parentseBooks (ePub and PDF files) and audio eBooks (check out Podcasts @ Berwick Lodge PS - iTunes | Website) can be uploaded to a School iTunes account, allowing for the school to collate a collection of student's oral language skills, which can then be stored in interactive ePortfolios or on a school's network. Image: Stahlkocher CC BY-SA 3.0 Navigate the slideshow above to learn how to subscribe to Podcasts using iTunes Image: Anita Hart CC BY-SA 2.0 1.4 Adding Sound Effects and music scores to bring the action on each page come alive. 1.5 Adding Motion & Touch InteractivitySome eBook creation tools enable authors to upload sound effects and music scores to bring the action on each page come alive. 1.5 Adding Motion & Touch InteractivitySome eBook creation tools enable authors to use a smartphone or tablet's gyroscope, accelerometer and touch screen hardware to allow users to interact with an eBook's content 1.6: Modern World Publishing SkillsSchools must prepare students. Thus both the present and future trends in publishing must be taught to students. Therefore, before giving students the opportunity to publish their work in the form of an eBook market (how to purchase eBooks or download eBooks in the public domain for free)apps and websites to create eBookseBook reading devices (e.g. iOS and Android tablets and smartphones, Kobo Readers, Amazon Kindle, etc.)where the future of the Book creating apps below to find a solution that meets your needs. iPad Creative Book BuilderPrice: \$4.49Description: Perfect for creating eBooks with multiple chapters. Easily insert images and headings. For lengthy texts, it is best to type the work using Windows or Mac, email it to oneself, open the email on the IOS device and paste into CBB. Watch the official CBB video tutorials here. Book Creator OnePrice: Free or upgrade for \$5.49 (Book Creator is available with a 50% discount for bulk purchases under Apple's Volume Purchase Program). Description: One of the free eBook creators that can be trialled and then be upgraded to the full version if users find it useful. Learn more here and access a step-by-step guide to creating your first eBook here. TinyTapPrice: Free Description: Easily create interactive ebooks, games and personalized learning apps and playing others created daily by superstar educators, experts, and publishers worldwide! Watch the video below to see TinyTap in action: Mac and iPads! Place image windows/galleries, videos and hyperlinked content alongside of text. Watch the official video here. Android Creative Book BuilderPrice: \$3.79Description: Perfect for creating eBooks with multiple chapters. Easily insert images and headings. For lengthy texts, it is best to type the work using Windows or Mac, email it to oneself, open the email on the IOS device and paste into CBB. Watch the official CBB video tutorials here. Creating Augmented Multi-Modal Texts Teachers must prepare their students to be able to adapt and embrace current and future technological changes, particularly when the products that will appear in the future marketplace are unknown. One such company that has demonstrated the ability to keep their market share with their existing products, modify or augment existing products to embrace technological change and create new products for the market place is Marvel. The two videos below demonstrate how Marvel is turning their paper-based comics into augmented texts, providing their traditional readers and collectors of paper-based comic with more interaction with their beloved medium. Such a business strategy is a great example to show students, as they can learn how to breathe more life into an existing product line; their digital-based comics market (e.g. eComics).Watch the videos below to see AR texts in action: Educators and students can also seek to emulate such an excellent example by augmenting their paper-based texts (e.g. narratives or inquiry projects) into multimodal augmented texts. Reading eBooks, Augmented and Digital Texts in Schools Whilst students should be publishing their work in the form of eBooks, they should also: Be able to access student-made eBooks, they should also: Be able to access student-made eBooks, they should also: Be able to access students and when reading at home. This promotes a valuing of student work, a rich end goal and the exemplar modelling of student texts during reading a variety of eBooks, augmented & digital texts during reading activities) Have access to eBooks, augmented & digital texts during reading a variety of eBooks, augmented & digital texts during reading a variety of eBooks, augmented & digital texts texts in the school library (with a set time frame given for when the link to the online eBook expires as per borrowing and licensing rules) Image: Richard Due CC BY-NC-ND 2.0 Teachers in all year levels should be using eBooks with their students, including:Each of these scenarios is discussed in detail below. Literacy coordinators and teachers should use the following information to design an ICT rich, balanced approach towards using digital texts throughout their school/classroom(s). Method 1: Digital Story Telling Apps, Software & Websites There are a myriad of digital story telling solutions that can be : Tablet & Smartphone AppsStory WebsitesStories on YouTubeSoftware Packages 1.1: Tablet & Smartphone Apps There are hundreds of free and paid apps that contain either animated stories. 1.1.1 Interactive stories use a smartphone or tablet's gyroscope, accelerometer and touch screen hardware to allow users to interact with an eBook's content whilst also using musical scores and sound effects to entertain the reader. The Fantastic Flying Books of Mr Morris Lessmore is a wonderful app that blurs the line between a picture book and animated film. It contains an interactive story where the reader/viewer can interact with the digital content within the story. Watch the overview video below to see how users can interactive ebook: Another interactive ebook: Another interactive ebook is The
Alice App (iOS - free trial and paid compete | Android), an interactive version of Alice in Wonderland. Watch the video below to see the interactive eBook in action: 1.1.2 Editable Stories: Storypanda provides iOS users with books they can read, create (tap, drag, and swipe to change characters, backgrounds, text and more to make a new story), and share (with friends and family). Watch the video below to see one of the titles: Storypanda has a wide selection of titles, including a Storypanda app (that contains multiple Storypanda titles) and individual Storypanda titles) and individual Storypanda titles in app form that are supported by free lesson plans (see below). Images: Silvia Rosenthal Tolisano CC BY-SA 3.0 (Disclosure) If schools are to expose their students to current and future literacy trends then educators should also consider purchasing some augmented texts. 1.1.3 Augmented texts are paper-based texts that become interactive paperback book into an interactive paperback book into an interactive paperback. book! Pictured right and demonstrated in the videos below, IMAG-N-O-TRON: "The Fantastic Flying Books of Mr. Morris Lessmore" Edition is one such AR app for iPhone and iPad that can be used in combination with a paperback copy of 'The Fantastic Flying Books of Mr. Morris Lessmore' to:bring characters and objects from the story alive make content from the book interactive and touchableshow animations even when the book is being read by other students and being held at a distance away from the iPad/iPhone camera. The mind boggles on how augmented reality can be used to keep paperback novels entertaining in an ever increasing digital world. See the IMAG·N·O·TRON in action! from Moonbot Studios on Vimeo. Marvel comics have also created an AR app to allow readers to interact with specially-marked AR edition comics. Watch the video below demonstrating Marvel's AR App (iOS | Android). Madefire has released a series of Motion BooksTM and comics (iOS | Android) where panels can unfold, movies play, captions fly in and illustrated effects bring stories to life. Due to some adult content, educators should pre-screen each title before allowing students access. Watch the video below to see Motion BooksTM in action: 1.1.5. iOS & Android eBook AppsPictured below are various other eBook story apps for iOS devices. Right-click on either image to download and view the names of the various apps. 1.2: Digital stories available freely available on YouTube that can be used as a reading rotation activity (with a digital story review follow-up activity) or as a once a week option during silent reading times. Click here to access one such story and look at the plethora of other short animated videos that are listed on the right hand side of the web link provided. 1.3: Digital Storytelling Websites There are plenty of free and subscription websites that provide teachers and students with animated stories or picture books with attached narration.1.3.1: Oxford Owl provides a selection of leveled classic tales read by professional storytellers for free. Each story could be read using various oral speaking skills. 1.3.2: Storytime Online Storytime Online (provided by the Screen Actor's Guild Foundation) provides free videos of famous books read aloud by actors, with added music tracks and sounds! Activity guides can also be downloaded for each book. If your school has blocked students from accessing YouTube, they can click the "Select Player" button on the top-left of the screen and select either My VR Spot or SchoolTube, then all your videos will be played on the player you select. Check out Betty White reading 'Harry the Dirty Dog' by Gene Zion! 1.3.3: Graphic NovelsCanadian author Liam O'Donnell and illustrator Mike Deas provide a series of graphic novel that can be accessed online and also ordered in paperback. Click on the images below to access the stories: 1.3.4: Cybersmart Education The National Center for Missing & Exploited Children and Boys & Girls Clubs of America have created three free online eBooks on cybersmart education. Readers can select 'Read It Myself' or 'Read It To Me' Educators can download PDF versions of each eBook as well as discussions guides for each title. 1.3.5: Speakaboos Speakaboos speakaboos website (to access the Speakaboos website) or download the Speakaboos app for iOS (three free stories). 1.3.6: ABC's Reading Eggs Another resource is ABC's Reading Eggs which contains a wide variety of leveled lessons for the junior years classroom, focusing on the learning of phonics, sight-words and comprehension skills. Check out the sample lessons here. Once parents subscribe, students can access Reading Eggs lessons via Windows/Mac/iPad or Android devices. 1.3.7: Further Resources Schools whose students have access to tablets or smartphones should also make use of QR Codes in the classroom to provide quick links to digital storytelling websites. QR Codes can be easily generated and printed to provide students with weblinks/QR codes that can be scanned using a QR Code reader to instantaneously open up school and/or teacher approved digital storytelling websites. Download two such classroom posters (1 | 2) and then scan the relevant QR code with a QR Code reader to access various digital storytelling websites. many schools already own, including: Springboard Into ComprehensionFitzroy Readers. Method 2: Purchasing eBooks Gone are the days of not having enough books or students not being able to do their reading as they "left their book at school/home" as there are hundreds of online resellers of junior fiction eBooks. over traditional paper back novels, which will be discussed in the following Literature Circles scenario. Before teachers commence purchasing eBooks, there are a number of considerations that must be made: Schools should consider which devices they will use/need to read eBooks. Some eBooks purchased from an online store can be used on multiple devices such as PC, phone or tablet (e.g. Angus & Robertson, Google Play Books or iTunes) or be linked to a specific device such an eBook reader (e.g. Kobo Reader or Kindle by Amazon). All eBook purchases are now digitally protected (see Adobe Digital Editions). As a rule of thumb, eBooks can only be generally opened/registered to one-to five computers/devices. Therefore records should also be kept to track the number of registered devices for each eBook when neededAs a matter of good practice, Principals and ICT Coordinators should set up eBook purchasing arrangements for teachers and have trained staff as to how to use agreed upon online eBook resellers to make purchases using a school or year-level eBook accountOnce eBooks have been purchased under agreed school. Therefore, all eBooks purchases should be downloaded into an agreed network directory, for access by multiple teachers over multiple years. Devices that teachers have opened the eBook on (which been authorised) should be tracked as if a teacher uses their own laptop or if a laptop is being upgraded, that those devices are unauthorised either locally (on laptop x) or at an account level (e.g. online account deactivation) A sound approach to implementing the use of eBooks in reading group scenarios must planned (see below for an example). 2.2: Using Purchased eBooks in Literature Circles During 2013, I introduced the eBook, Kensuke's Kingdom by Michael Morpurgo, to a cohort of Year 4-6 students (ages 10-12) to be used during Literature Circles. After consulting the Literacy Coordinator, I firstly set up the Lit Circles in four unorthodox fashions: The class of 22 students were split into two Lit Circle groups: two groups of three to cater for integration students) For chapters 6-10, the students were then put into mixed-ability pairings to allow students to be a mentor/supported The Lit Circles met twice weekly, once to prepare their chapter response in class and once to prepare their chapter review. The modified Literature Circle roles were explained (adapted to meet the demands of the new Australian Curriculum/AusVELSAC) and the groups organised their role rotations for the first five chapters. The students had access to the following free apps: Flick., FileExplorer Free, Wireless Remote Mouse and the optional paid apps of Keynote or Pages1 laptop with AirServer installed (to mirror an iPad's display & sound onto a Windows PC/Laptop/IWB)1x IWB/projector1x scanner/photocopier with scanning functionThe students quickly adopted many different approaches to integrating the use of ICT when preparing and presenting their Lit Circle responses:Discussion Managers (DMs): Preparation: Using the question stems to ensure that they were creating/asking seven different question types (inferring, locating information, main idea, making connections, paraphrasing & synonyms, referencing and sequencing), the DMs used a combination of their knowledge of the read chapter to create questions and iBooks to open the eBook when necessary (e.g. to create a referencing question)Presentation: The DMs typed up their work (or scanned their work (or scanned their work using the classroom scanner if they ran out of time), placed the group could both hear and see the question. When none of the students knew the answer or if the question was a referencing question, using AirServer and iBooks to display the eBook onto the projected surface so that the group could locate the word or phrase in question. skim and scan to locate relevant details so that they could create a thorough sequenced summary of the main events, characterisation, settings and share their opinion about the read textPresentation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers
(CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summations to the group. Code-Breakers (CBs): Preparation: They did not need any technology as they read aloud their summation aloud their summation aloud the group. They did not need aloud the group. They did member of their group to determine the words that each person found difficult. They then scanned through the ebook to find further examples if they felt that they did not gather enough responsesPresentation: They discussed one word at a time, (i) writing the word on the board, (ii) asking the group if anyone could pronounce the word, (iii) using AirServer to mirror their iPad onto the IWB/PC and using the search function within iBooks to show the word in a context and then read the sentence aloud (iv) asked for a and who knew the meaning of the word, (vi) using the definition feature within iBooks to show a definition of the world (which they had already written in their books). Investigators: Preparation: The investigators either used Keynote or Pages on the iPad or used a class computer to create a presentation: To display their investigations, the students used either just AirServer, or (i) the FileExplorer Free app to connect to the school network to access their Word/PowerPoint file and then display the file onto the IWB/projector via AirServer or (ii) the Wireless Remote Mouse app to remotely control the laptop to open the presentation from the network drive.Device Detectives (DDs): Preparation: The DDs opened the Word document 'Analysing A Read Chapter' and skimmed and scanned the eBook to locate, copy and paste various literacy devices used throughout the chapter into the document. Presentation: To display the 'Analysing A Read Chapter' word document, the students used the FileExplorer Free app to connect to the school network to access the file and then display the file onto the IWB/projector via AirServer, and then used the pinch and zoom gesture on the iPad to zoom into each device's box. Teacher's presence is rather valuable as they can: Provide input into the discussion when no-one in the group knows the answer to the question. Monitor the quality of the work that has been created during the preparation phase. Monitor student use of oral language, turn-taking, and discussion of literature in a less formal setting than a Reciprocal Reading session. Provide rich and instantaneous feedback: Whilst listening to each Lit Circle present and discuss their analysis of each chapter, I used the iOS Flick app to type 'Post-its' on the teacher's iPad. During their presentations, students kept on eye on their analysis of each chapter, I used the iOS Flick app to type 'Post-its' on the teacher's iPad. During their presentations, students kept on eye on their analysis of each chapter, I used the iOS Flick app to type 'Post-its' on the teacher's iPad. During their presentations, students kept on eye on their analysis of each chapter, I used the iOS Flick app to type 'Post-its' on the teacher's iPad. During their presentations, students kept on eye on their analysis of each chapter of the teacher's iPad. During their presentations, students kept on eye on their analysis of each chapter of the teacher's iPad. During their presentations, students kept on eye on their analysis of each chapter of the teacher's iPad. During their presentations, students kept on eye on the teacher's iPad. During their presentations, students kept on eye on the teacher's iPad. During them to pay more attention! At the end of the Lit Circle presentation, in combination with AirDisplay, I mirrored/displayed the individual and group feedback (see left) an IWB/projector. The Lit Circles discussed above were a successful example of introducing the use of eBooks into a senior years classroom for the first time and using a myriad of other technologies (also for the first time) to support the students in their preparation and presentations of each rich Lit Circle. Method 3: Using iPads to Read Digital Texts During Whole Class or Small Group Scenarios The biggest gripe people have against iPads and Android devices is that they say they can't access files from their computer or network, and instead have to use cloud solutions like Dropbox or Google Drive. This is simply no longer true. It is still amazing to see schools who have spent thousands of dollars on iPads or Android devices who do not know about the following apps. These three apps below allow teachers and students alike to access and open files on a connected wi-fi network. They are ideal as students and teachers can readily open network files (e.g. digital texts for reading groups) in a matter of seconds without help.NOTE: If your school or work has proxy authentication, when using these apps users will be prompted to enter their normal Windows/Mac/Linux log-on username and password to access the files Whilst various hidden network folders may be visible when using these apps (network administrators can set up drives to hide any folders if that is their desired option), the normal Windows log-on security procedures will still prevent students and teachers from opening files that their log-on does not permit. File Explorer Free iOSPrice: FreeDescription: Allows users to access files from any connected wi-fi network (including authenticated proxies) and networked devices (e.g. Windows Server, PCs connected to the same network or a hard drive shared via a router), Google Drive or Dropbox. Great for opening lessons and activities from network servers. File Explorer Pro (Paid Version)Price: \$2.99Description: Allows users to access files from any connected wi-fi network or networked device. Pro allows files to be copied from the network. ES File Explorer - AndroidPrice: FreeDescription: Allows users to access and modify local (android) and remote files (on a computer, network drive and network devices) via any connected wi-fi network (including authenticated proxies). Great for opening lessons and activities from network servers. Get permission from your school's IT Administrator before using this app. Click here to watch a video tutorial to learn more. Screenshot (\$ denotes hidden system folders which are visable but NOT accessible without the correct authentication logon) Connecting FileExplorer to a School/Home NetworkSimply follow these steps:Install FileExplorer to a School/Home NetworkSimply follow these steps:Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School/Home NetworkSimply follow these steps: Install FileExplorer to a School Home NetworkSimply follow these steps: Install FileExplorer to a School Home NetworkSimply follow to A Neighborhood to view all of the network drives and connected computers on your school's network. Find the network drive/IP address that is your student or IT Administrator). Select the relevant network drive. You will be prompted to 'Connect as..' - Select Registered User.Enter the username and password you normally use to log onto a school/home computer (e.g. teacher or student log on). You will now be able to see your network's files and folders. Users will only ever need to repeat steps 7-11 to open future files. Alternatively, instead of installing File Explorer, schools can upload lesson content to an online storage account (e.g. Google Drive or DropBox) however these methods are inefficient as if educators have to constantly log in and upload files to the online solutions rather than just copy/save them into a designated folder on a student
network drive. iPod Touches from your device, simultaneously and wirelessly over Bluetooth or Wi-Fi as well as on one or more external screens or projectors attached to iPads and iPhones. These features can be used in small or large group reading scenarios when teachers need to control the pace of the students reading. Smoothboard Air allows teachers to broadcast a Windows PC screen onto student tablets, smartphones, laptops or PCs to allow them to view and interact with lesson materials on their own personal screen. Watch the video below to learn more: To get Smoothboard air up and running:Ensure that Microsoft .NET Framework 3.5 SP1 is installed on the Windows PC (Download it here). Install the Smoothboard Air Server on the Windows PC. Ensure that a QR Code Reader app is installed on any iOS or Android device. Run Smoothboard on the PC's monitor/Projector using a QR Code Reader app is installed on any iOS or Android device. allows teachers to:upload a reading lesson/digital text on let students browse at their own paceintegrate quizzes, videos and polls into the reading lesson/digital text. Student responses are then automatically collected and collated when students access the lesson via the Nearpod app, allowing teachers to monitor the levels of student learningaccess a wide-variety of lessons/digital texts created by the Nearpod community. Get engaged with Nearpod from Nearpod on Vimeo. Simply:Register for a free account at the Nearpod website.Login to your Nearpod account using either a Windows/Mac/iPad/Android device.Create or upload the lesson/text.Add interactive polls, quizzes, videos, etc.Download the Nearpod app on any iOS or Android device.Create or upload the lesson/text.Add interactive polls, quizzes, videos, etc.Download the lesson/text.Add interactive polls, quizzes, videos, etc.Download the Nearpod app on any iOS or Android device.Create or upload the lesson/text.Add interactive polls, quizzes, videos, etc.Download the Nearpod app on any iOS or Android device.Create or upload the Nearpod app on any iOS or Android device 'Launch' button to share/broadcast the materialStudents enter in the PIN given to them by their teacher to access the material. Each student who signs in is added to a class list on the teacher's account. AirServer, for Windows 7/8 & Mac, allows users to mirror and stream content from an iPad or iPhone onto Windows or Mac. Users can also record the iOS screen. It is particularly handy for: teaching the whole class or a small group using an app on the iPadworking as a large group to analyse, discuss, annotate and search through an eBook (e.g. During Lit Circles) displaying student work opened on an iPad onto an IWB/projector (e.g. During Lit Circles) the Investigators present an investigation opened on their iPad without needing leaving their table)navigating through digital documents or websites on an iPad whilst students watch on a projector (if your school does not have IWBs)taking a photo of a student's work and immediately displaying/mirroring it onto the IWB/projector for the class to seeSee the video below for further details. Installation instructions: Install a copy of AirServer onto Windows/Mac. Educational Licensing is available. AirServer costs \$US14.99 for 3 licenses. Click here to buy or download a free 7 day trial. Double click the circle button any iPad. Touch the AirPlay button. Move 'Mirroring' to 'On'. Select the name of your Windows/Mac. Reflector (for Windows XP/7/8 & Mac) allows users to mirror and stream content from an iPad or iPhone onto Windows or Mac. Users can also record the iOS screen. Educational Licensing is not available. 1 licenses costs \$US12.99 and a 5 seat license costs \$US54.99. Download a trial (32) bit or 64 bit) or click here to purchase and download Reflector. Image: Wesley Fryer CC BY 2.0 eBook borrowing is widely available at public libraries (patrons can even borrow without leaving the house!). If your school library has not already taken a step into the 21st century and made eBooks available to staff and students for 'borrowing', it should be! The same copyright principle applies when borrowing a hard copy of a book or an eBook can only be borrowed by one person at a time.eBook borrowing consists of using an app on a phone or computer to connect to a designed system to borrow and return an eBook. If an eBook has been borrowed the system will indicate this so that the same book cannot be borrowed twice. The genius behind an eBook borrowing system is that at the end of the borrowing period, the book is automatically deleted from the borrowing system is that at the end of the borrowing period, the book is automatically deleted from the borrowing system is that at the end of the borrowing period, the book is automatically deleted from the borrowing system is that at the end of the borrowing system is that at the end of the borrowing system is that at the end of the borrowing period, the book is automatically deleted from the borrowing system is that at the end of the borrowing system is that at the end of the borrowing period, the book is automatically deleted from the borrowing system is that at the end of the b Using the Twitter Hashtag Concept in Persuasive Writing The Greek philosopher Aristotle divided the means of persuasive texts, it is important to teach them about these categories: ethos, pathos and logos. Therefore when teaching students to write persuasive texts, it is important to teach them about these categories: ethos, pathos and logos. to learn about ethos, pathos and logos). However, teaching the concepts of pathos, logos and ethos to any student can be tough as one must ask as to when was the last time anyone used the phrases logos, ethos or logos in their everyday vernacular? Never fear, the Twitter hashtag (#) is here! The modern phenomena of people using a simple hashtag to comment on everyday life events and observations (e.g. #howbrilliantisthisidea) is here to stay. Therefore, if teachers are needing to both reach and empower their students how to remember and use the terms of ethos, logos and pathos was mostly likely born. Read below to find out how! Ethos Ethos is a Greek word meaning "characterize a community, nation, or ideology. In persuasive writing, ethos (credibility) or ethical appeal focuses on persuading others by giving an impression to the reader that you or others are someone worth listening to (in other words making yourself as an authority on the subject/topic). As pictured left, persuading using ethos can be used in the form of anecdotal evidence, statistics or by citing expert opinion(s). Using the notion of Twitter hashtag can help students remember the concept of ethos. Pictured below is a student's use of #ethos with what they perceive to be credible, Michael Jackson fans: Pathos (emotional) focuses on persuading by appealing to the reader's emotions. We all know that an author's choice of language can profoundly affect the audience's emotional response, therefore an emotional appeal can effectively be used to enhance an argument. Pathos is student-written texts most often appears n the form of rhetorical questions. Using the notion of Twitter hashtag can help students remember the concept of pathos. of #pathos using strong
opinionative language to appeal to the audience: Logos Logos is a Greek word meaning "word", "a plea" or "an opinion". In persuading by the use of reasoning/logic. The notion behind logos is that giving the reader reasons why they should or should not think x, y or z should form the heart of argument.Logos can be shown in three ways: The clarity of the claim, The logic of its reasons, and The effectiveness of its supporting evidence (facts and statistics). Using the notion of Twitter hashtag can help student's use of #logos using simple logic: Using Digital Animationster the concept of logos. to Create Explanations Ever seen those cartoon videos that explain how something works and wondered if you could make them for free? Well know you can with two easy-to-use online services: 1. PowToonsWatch the video below to learn more: Want to use PowToons with your students? Click here to register for free? Well know you can with two easy-to-use online services: 1. PowToonsWatch the video below to learn more: Want to use PowToons with your students? to learn more: Want to use Moovly with your students? Click here to register for free! Forming Arguments Using Argument can be tricky. But what is you could learn how whilst playing a video game? Now you can!Mars Gen One: Argubot Academy (Edu: Free, Personal: \$2.99) is a role playing game for iPad that is based around a mission to populate the planet Mars. Your task is to use argubots to explore a series of missions that grapple with key issues facing the Martian colonists. Players learn the art of using argubots, arming them with argument cores and then engage in special argument duels. Watch the video below to learn more: Argubot Academy Overview from GlassLab on Vimeo. Displaying Read Vocabulary Using Tagxedo or Wordle All students to record either rich vocabulary used by the author or difficult vocabulary they encounter whilst reading texts and display these words in the classroom. The two main free websites that ideally cater for this idea includes Tagxedo and Wordle. Tagxedo and Wordle. Tagxedo and wordle. Tagxedo to the characters, settings, themes or events contained within a book. Either during or post reading, students should monitor and collect examples of words that are either related to the characters, settings, themes or events or that are excellent uses of descriptive writing. They should then follow the steps below to create a shaped word cloud using Tagxedo: Ensure that Microsoft Silverlight is installed on the PC (Windows or Mac). Visit Tagxedo. Under the 'Options Menu' click on the arrow next to the word 'Shape' to (i) select from a variety of given shape layouts or (ii) to browse the computer for an object/shape by clicking on 'Add Image'. At the top of the Tagxedo window click 'Load...' to type or paste in the desired vocabulary. Save the word cloud by clicking 'Save | Share ...' and selecting the desired option. Wordle is another free web service to quickly and easily create word clouds. However, work can only be saved by taking a screenshot of the work. Simply: Visit Wordle. Type or paste in the desired words. Press the PrintScreen button on a PC's keyboard and then paste the image into any clouds. paint or Office program or if you are using an iOS or Android device take a screenshot. Crop the image and then save. Reciprocal/Guided Reading: Female Protagonists in Video Games With the launch of a narrative unit due to be introduced to my senior years class only a few weeks later, the article was a perfect introduction of key narrative vocabulary, particularly the term 'protagonist'. Read during Reciprocal Reading, the article was something that all members of the class could connect to, particularly the girls. In the article, Kristine discusses her memory of video games growing up as a child of the 80s and how she noticed the lack of proper female protagonists and how the damsel in distress plot device was prevalent throughout most games. The article lead to a flurry of student discussion based around: the male erices was not actually the female Princess Zelda but the male character Link) the lack of video games with female protagonists (e.g. Princess Peach on the DS - see below and Lara Croft in the series, particularly in the narration contained at the start of its latest installment, I instructed the group that they were not to discuss it in detail) the video games that give players a choice as to whether they can select either a female or male character (i.e. Pokemon). One of the first female protagonist, trope, 'damsel in distress', scantily clad), the article also kept the students accountable for decoding and asking the group for assistance with comprehending the meaning of unfamiliar words. At the end of reading the article, a few of the students asked why there was a tiny picture of Bowser kidnapping Princess Peach in a huge white gap, where clearly the picture did not belong. I mentioned that there originally was a tiny picture of Bowser kidnapping Princess Peach in a huge white gap. different picture there, and that after consulting the school Principal, we decided that it would be best in a primary school setting if the picture as removed. The children looked bemused, so I then asked them what new vocabulary had they learned and which one made them giggle or feel a little uncomfortable. The students then all nodded in agreement and said, 'Scantily clad women'. As we were also learning about the human body through our Integrated Studies, we then discussed the various video games they had encountered scantily clad female or male characters and the members of their families. I then discussed that there was a picture of a scantily clad female character from a video game and that it would have been inappropriate to have the image alongside the article. After reading the article and writing a paragraph reflecting on what they had learned whilst reading the article (including the defining of new vocabulary - e.g. protagonist, trope, 'damsel in distress', scantily clad) the students completed three follow-up activities: Follow-Up Activity 1: Research five modern day games where the female is the protagonist and note: The game namePlatform (e.g. Wii, PS3, etc.) Game type: (e.g. RPG, 1st person shooter, side-action scroller) Role of the protagonist Other charactersSettings and how the settings impact upon the mode of the storyline/game.Follow-Up Activity 2:Research five modern day games where the male is the protagonist and who the male has to "save" (if anyone) and note: The game namePlatform (e.g. Wii, PS3, etc.)Game type: (e.g. RPG, 1st person shooter, side-action scroller)Role of the protagonistOther charactersSettings and how the settings impact upon the mood of the storyline/game.Follow-Up Activity 3: (Which can be completed during morning admin time and eating time at recess or lunch)Using your teacher's collection of old consoles and games (see below):Create a new gameWatch the opening scenes/storyComplete the first level of each of gameThen write a paragraph commenting on: the game nameplatform (e.g. Wii, Nintendo, Super Nintendo, Super Solution scroller) role of the protagonistother characterssettings and how the settings impact upon the mood of the storyline/game. The games include (to be played in this order):Nintendo (NES) - Super Mario Bros 1, 2 & 3Super Nintendo (SNES) - Super Mario Bros 1, 2 & 3Super Mario Bros 1, 3 & 3Super Br Princess Peach. The students absolutely loved this activity (especially when they realised their teacher knew the location of all of the hidden mushrooms) and completed their research work quickly so that they could then play the video games! Having read the article in small groups, a buzz was created around the classroom as soon as the students. realised that only the groups who had read the article with me and then conducted the follow research, could play the games. Over the coming days, each Reciprocal Reading group read the article and completed the activities. Professionally Publishing Posters & Language Experience Books The low cost of using online companies to publish photo books and posters really gives schools, students and parents the opportunity step up to the publishing plate. This type of publishing is also highly valuable in promoting schools to prospective parents. Costs can be covered by giving parents the option to purchase the published work (e.g. preview online and then place their order) or in the case of the Prep/Foundation Orientation Day idea below, through school budgets. See the various ideas below for more details. Prep Orientation Designed prior to or during Preparatory / Foundation Orientation Day, teachers can create and publish a photo book (using SnapFish.com.au) which can be placed into an orientation Designed prior to or during Preparatory / Foundation Designed prior to or during Preparatory students can read the book at home with a parent(s) over the orientation period (e.g. This is my teacher. This my teacher. Thi language experience (e.g. 'Cooking Pancakes') photo books (using SnapFish.com.au). A language experience photo book: "Fynn loves cars, planes & trains!" 2. Middle and Senior Years Particularly useful during study units involving persuasion (e.g. advertising or propaganda) infographics or memes, students can professionally publish their digital work(s) in the form of very large, high quality, glossy posters (see SnapFish.com.au) that a school colour photocopier or printer could not simply match. The process is as easy as uploading a student designed image (created using the MS Office Suite or various image programs) and placing the order! Propaganda PosterImage: Thebangzats CC BY-NC-SA 3.0 Recording News Reports/Accounts Schools should be embracing the new technologies available to film, share and broadcast news reports without needing to possess expensive filming suites. Use the following apps/app flow to create professionally filmed news reports. designed to
assist students to practice the real-life skills of reading the news whilst looking at the camera. Once students have typed in their account/news script into the app, they can increase or decrease the speed of the teleprompter with some paper-based notes to replicate the experiences of a real television news studio. When students are prepared to film, one student should film using any video recording device, whilst another should hold the iOS or Android device that the i-Prompt Pro script is on above the video camera so that the news reader can both read and look at the camera at the same time. Green Screen App Green Screen by DoInk is a brilliant augmented reality app for iOS devices that enables students to film professional video as if they were using expensive computer equipment and a green screen. Students the 'Chroma Filter' to that colour (as pictured right and demonstrated in the video below. iMovie (iOS | Mac) allows users to film and then edit news reports. Users can also import videos from the camera roll (such as those filmed using the Green Screen app reviewed above) or an external source via an adapter (and following this process). Once students use the editing tools to ensure that their video flows correctly, the add music, sounds and template tools enables them to create professional sounding news reports. Schools should embrace the use of technology to bring student information reports alive. presenting and sharing your information report with a large audience, making you work accessible to your extended family and potentially to a global audience. With a wide variety of free website hosts, who provide users with easy to use drag and drop templates, even the youngest of students can easily create and/or maintain a website. Click on the images below to visit student websites showing their information reports then click here to access a dedicated page explaining the considerations Students. 2. Digital Storytelling PresentationsStudents should be presented with learning opportunities to learn how to create information reports that use a combination of narration and images to create a digital storytelling report (e.g. using PowerPoint or Pages). Watch the video below to view a student's history project about Japanese Geisha. Digital Storytelling Exemplar from Connect Charter School on Vimeo. Curious? Read more about the above video here. During the study of advertisments and persuasive techniques, schools should get their students to use their digital devices and ICt skills to create school promotional videos that target a certain audience or highlight a certain strength of the school. Watch the video below to see an excellent example from Croeserw Primary School in Wales. Reading: Using Audio Books Audiobooks have some advantages over paper-based books and ebooks and ebooks and ebooks and ebooks and ebooks and audio book users to read words and audio book suppliers, some are free (as they use stories that are available in the public domain) and others require payment. Read below to learn more about some popular audio book providers. Audioboo is a free service that hosts online conversations that students can (i) listen to and (ii) upload their own conversations. Check out Audioboo for Education or the free apps for iOS and Android. Audioboo for Education or the free apps for iOS and Android. 4000 titles for ages 5-7 and over 5000 for ages 8+. LibriVox is full of free audio books made available in the USA. If you are not in the USA. If you are not in the USA. If you are not in the USA of these works in your own country before downloading, otherwise you may be violating copyright laws of the applicable country, copyright can last for a lifetime + 70 years, and for companies, copyright can last for over 100 years). With the prevalence of video call applications, schools should be exploring cost-effective opportunities to use Skype and an IWB/projector (which can of course be extended to include using Facetime via displaying an iPad's screen onto a PC using AirServer or AppleTV) to set up a live video call with an author, potentially from any where in the world. Various internet sites list authors who offer their services (sometimes free, others for a nominal fee) to participate in video calls with schools, including: View a sample video of an author call below: Barbara O'Connor Skypes With 4th Grade from MJGDS Classrooms on Vimeo. As you can see in the video, the students had engaged in creating movie trailers for one of the author, in addition to highlighting how the class had been exploring the author's literature Reviews & Promotion iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video using easy to use templates and musical scores. iMovie trailers can be used in:Writing: Students create a trailer from existing or new video used in:Writing: Students create a trailer from existing or new video used in:Writing: Students create a trailer from existing or new video used in:Writing: Students create a trailer from exis that they have written, using either themselves as actors or visual images that match their narrativeReading: After concluding a class novel, students after reading Michael Mopurgo's junior fiction novel, Kensuke's Kingdom, below: Video-Based Comprehension (Incorporating Note-Taking) We all know that the age-old activity of students watching videos and taking notes in class can be applied within every subject. Here's just a few that can be incorporated during the literacy block: Behind the News (BtN) is a review the week's top news stories both in Australia and from abroad presented in a child-friendly manner. BtN can be used in whole class scenarios for developing students note-taking skills or in individual or paired activities as a reading rotation activity. Cybersafety videos are perfect for use in the senior years classroom, both as a rotational viewing and listening comprehension activity and as a portal for integrating cybersafety into the literacy program. One such suitable cybersafety resource for the senior years primary school classroom is Budd: e contains three main sections (Game, Videos and FAQ). A fourth section (Studio) is where students may use their credits from the Game section for parts and accessories to customise their Budd:e (the answers for the Game section can be downloaded from here). Learning outcomes are available for each activity, as well as curriculum maps for all Australian states and territories. Reading rotation activities suitable for use by students in Years 5 and 6 using Budd:e Secondary can be downloaded from here. Access a plethora of other reviewed cybersafety videos from Effective Curriculum Idea's Cybersmart Education page here. Whilst there are a plethora of letter ID resources out there, the combination of the resources reviewed below, when combined with the use of cued-articulation, have helpe two intellectually disabled students I have taught (with only 1.5 hours of integration aide support a week) improve their letter ID scores of 2 to 52 within a year! Ziptales' Learn The ABC interactive resource is a highly valuable tool for teaching children the alphabet, particularly those with an intellectual disability. Learn The ABC consists of two modules: Module 1 gives an explanation as to what the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of students to click on any particular letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of students to click on any particular letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a letter of the alphabet tool around as it has been designed to prompt and teach children: the name of a
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Learn The ABC can be used in whole, small group and individual teaching scenarios to teach or review with children the alphabet using a Windows PC or Mac, Android device or Chromebook. As it is a Flash object, if you wish to use it on iOS devices such as iPads and iPods you will need to use Puffin Browser.Ziptales is also full of many other wonderful interactive content for F-6 settings, including digital stories, story creating templates, as well as content specifically mapped onto an interactive grid of the Australian Curriculum: English.Ziptales offers free trials for 30 days by clicking here. Various subscription prices exist for parents, schools and teachers. Click here to find the subscription that is right for you. Learn to Write with Mr. Pencil HD The LeapFrog® Learn to Write with Mr. Pencil® stylus & writing App is a wonderful app and stylus for iPhone, iPod and iPad to support children to develop their letter ID and letter writing skills (A-Z) and number skills (0-20). The app can be downloaded for free and the app (iOS) for free now! Endless Alphabet Endless Alphabet is a cute app and fun app that can be used in both whole class and individual scenarios when teaching young children about the letters of the alphabet. The app reinforces letter sounds within a context in a humourous way. Endless Alphabet is available for both Android (free) and iOS (\$AU8.99) devices. Watch the video below to see Endless Alphabet in action. English Alphabet This handy flash object on the Wales National Grid For Learning website here. AR Flashcards - Alphabet AR Flashcards - Alphabet (iOS | Android) is a simple and free AR app that brings a specially designed set of alphabet flashcards to life using animated 3D animals and letter sounds. Download the PDF containing the physical flashcards/target images here. The apps shows the potential that AR has in enabling teachers and parents to easily enhance their existing flashcards by adding an AR object. Watch the video below to see the app in action. rED Writing App rED Writing App rED Writing is a paid (\$AU3.79) iOS app that is designed to help young children learn to handwrite using the Australian education approved state-based letter formations (fonts) and numbers. Users simply select their state (to load the necessary fonts) and then are prompted to trace the given letter or number using their finger. Users must start at the correct starting point (as shown in the demonstration) otherwise their finger. are rewarded by earning estickers (which they can collect). Watch the video below to see rED Writing in action: Numberlys is a part motion picture, part video game app for iPhone and iPad, created by the team behind the design of Numberlys is that there once existed a world that was colourless and only contained numbers. The five protagonists (the numbers 1, 2, 3, 4 and 5) set out on a voyage of discovery to change the boring norm and create letters/the alphabet. During the gameplay it is hoped that young children start to develop a sense of the shape and 'origins' of the letters of the alphabet.Watch the video review below that explains and demonstrates exactly how the app works: Handwriting Fonts:Victorian Modern Cursive Script fonts (.TTF), including those with and without dotted-thirds, pre-cursive, and both joined and unjoined. The font packages are available for both Windows and Mac: Close any Microsoft Office programs that are open on a PC/Mac. Download the Victorian Modern Cursive Script font files here. Unzip the files. Select all the files. Select all the files. Cursive script that demonstrate joined and unjoined scripts for both left- and right-handers are also available here. Once you have installed all of the above Victorian modern cursive fonts onto a particular device, download (by clicking on the image of each resource) and open the following editable resources that have been specifically created using various different styles of the Victorian modern cursive fonts. Double-sided Flash Cards Colour, Starting Point and Direction, Then Trace Technique W/S The following resources have been designed to be printed on overhead transparency sheets which can then be cut to size and given to students, who can then directly place these resources onto their writing books/paper to help quide them in their formation of their letters. They have been specifically designed to use either pre-scanned 9mm or 14mm dotted thirds to match the size of the dotted thirds being used in their own classroom. Sorting Letters Package Tracing Letters Package A-Z Table Helper (Print on Overhead Transparency Sheet) Learning to read and write A Child's Own Name A fabulous resource that can only be ordered online can make that initial first leap into reading and write a child learning to read and write a child's Own Name A fabulous resource that can only be ordered online can make that initial first leap into read and write a child learning to read and write a child learning to read and write a child's Own Name A fabulous resource that can only be ordered online can make that initial first leap into reading and write a child learning to read and write a child learning t their own name, a magical experience. Watch the video below and then click here to order a book. Then combine the above method with this arts and craft activity (created by Buggy and Buddy) that utilises a child's love of toy cars cars to help them learn how to write their name by learning the correct starting point and direction. Image © 2014 Buggy and Buddy. All rights reserved. Using Ideas From Popular Movies In Literacy Classes Popular movies can be combined with Web 2.0 tools to create fun, inspirational and engaging ways that students can explore genre writing. Here are just a few examples: Dead Poet's Society The movie that inspired many to become teachers, Dead Poet's Society, can be adapted and used as an avenue to inspire senior students to learn to appreciate poetry and write and publish amazing artistic poetry. The unit sees students explore both old/classic and new poems, in written, visual and musical forms (a list of poets and poetry devices can be read further below). Student written poems can be presented in both 2D and 3D artistic visual forms (pictured right) with videos recorded of student reflections and oral meters which are then accessible via the inclusion of technologies such as scannable QR codes and augmented realities linked to images. Therefore, as school stakeholders see the student poems (displayed within the school, online, via email or once the poem has gone home) they can scan a QR code from any poem (using a QR Code reader app using any tablet device or smart phone - including leaving one of the school's own devices secured to the wall - linked to the school's data plan) to watch videos of students reflecting upon the creation process and also reading aloud their poem's oral meter. The Dead Poet's Society unit (with student samples) can be downloaded here (52MB) and the associated resources are accessible here (4MB). Poetry Devices ExploredPoem structures (stanzas, punctuation, poetry types)Meter (rhythm, rhythm, alliteration, assonance and onomatopoeia) Use of language (Ye Olde English, similes, metaphors, oxymoron, paradoxes, hyperbole, puns, homophones, homographs, homonyms, spoonerisms, neologisms, ambiguity and irony). Poem Types/Authorial Techniques; RhymingNon-Rhyming (Free Verse)RepetitionRondeauxMuseSimileMetaphorHaikuCinguainTankasNonsense PoetryBalladLimerickApostropheWho Am I?SausageAutobiographicalAcrostic. Analysed PoetsWalt WhitmanVachel Lindsay Robert Herrick BulebuleEdgar Allen PoeDorothea MacKellarEminemLewis CarrollBanjo PattersonLL Cool JGANGgajangLiam FitzgeraldAllan AhlbergOwen DDaniel KWayneNative American Shawnee Chief, TecumsehGwen DunnTroy HopkinsMandi ZonneveldtAlfred TennysonBob Marley Arrested DevelopmentLauryn Hill John FarnhamFaithless / Maxi JazzWilliam Shakespear's Katy PerryAnton ReiterAnd many more... Despicable Me In 'Despicable Me', Felonius Gru reads the story 'Three Little Kittens' to the children. Watch the video with senior students to adapt their texts to be more suitable to meet the needs of a different (younger) audience: After watching the video with senior years students, they should be able to brainstorm (in pairs or as a class) practical ways in which they could: Adapt any existing narrative (written by themselves or others) to meet the needs of a younger audience (e.g. adapting the language used to be more basic for their Prep buddies). story interactive and more engaging for younger students (e.g. creating finger-puppet books, pop-up books or interactive eBooks). Free School/Classroom Library cataloguing system to track staff and students borrowing of library resources. However, there is a free solution! But wait, there's more! In the early years
classroom, schools also generally sign out take-home readers to each classroom teacher's account, but at the end of the year find tens of thousands of dollars of take home readers! Booksource Classroom Organiser Classroom Organiser (created by Booksource) is a free web-based software that allows educators to inventory and maintain both their classroom-based and library-based books. The key features include: An extensive database that uses the ISBN of any scanned/keyed book to find the title of each book, eliminating the need to manually type this informationInventory both print and eBooksImport your student detailsCreate rules for check and returnAssessment reports to understand students? reading levels and preferences (see here)Customized title suggestions based on your studentsPrivate rating and review forums that create an open dialogue for readers to share their opinionsUse a (free) app on an iOS (Apple) or Android device to scan and borrow books (enabling students to check out and return books). As Classroom Organizer account, users can simply create locations (e.g. PrepA, 5/6R) and choose a location before scanning or adding a book to your library. This allows students to scan their take-homer readers within a classroom (using an iOS or Android device - pictured below) and eliminates the requirement that all books must be returned to the library for cataloguing (e.g. students can swap books by scanning in the book to be returned, selecting the new student and scanning out the book). To set up Classroom Organiser to manage student borrowing of take-home readers, simply:ICT, Literacy Coordinator or LibrarianRegister for a free School Portal account.Log on to the School Portal account and select 'Account Set Up' to set up borrowing rules and passwords.Option A: Select 'Manage Classrooms' and click on 'Add new classroom(s)' OR Option B: Teachers can click here to register themselves for their own classroom.NOTE: Do not add books using the Classroom Organiser webpage's 'Bookroom Library' as books scanned/added with that method do not link to teacher/classroom accounts.Download the free iOS (Apple) or Android app onto as many devices as you want/need.TeachersIf the coordinator has not done step 3 (above) teachers can click here to register their own classroom.Download the free iOS (Apple) or Android app.Open the app.Log on using their Classroom ID (e.g. 56R).Select: Manage Classroom --> Manage Locations --> Add --> Back --> Add --> Back --> Add to Library. Visit the Classroom Organiser website and log on to your classroom account (using the same login details as used for the app). Add students to classrooms: Go to the 'Manage Students' section of the Booksource Classroom Organiser webpage's Teacher page. From there teachers can either use a template to download to enter the student information or manually enter the information. Get each classroom teacher to open the Classroom Organiser app, log on to their classroom account (that you made in step 3), select 'Check Out', select a student and get them to pretend to be a student and get them to pretend to be a student and attempt to borrow a book. Repeat step 6 until all take-home readers have been scanned into a class' account. Audio Literacy: Analysing Music Teachers will teach students how to analyse and comprehend paper-based and digital texts (such as webpages, blogs and videos) but often neglect to think about providing students with the literacy skills to unpack and understand music. Teachers will also often provide listening post activities wherein students with the literacy skills to unpack and understand music. comprehension, but then too forget about music. Why?There are three key reasons that students should be analysing music at least once a week in senior years literacy classes:1. Curriculum RequirementsWhen educators examine their English curricula, often the same statements that teachers apply to music. For example, in Victoria, Australia, between 2007-2011, the English curricula required Year 5 and 6 students (10-12 year-olds) to have the following skills: The current Australian and Victorian English curriculum contains a myriad of content descriptors, elaborations and standards that justify the analysing of music in literacy settings. Click on the image below to view the relevant curriculum statements for Years 4-7: Therefore, when curriculum allows (as the above examples clearly demonstrate), students should be (on a weekly basis) listening to songs and learning how to:identify the values, attitudes and beliefs, and analyse how certain musical effects and lyrics within songs lead to the formation, creation or presence of visual imagery when people listen to music. Click here or on the image below to download a listening post activity for students in Years/Grades 4-7 mapped to the current English curriculum and AusVELSAC. 2. Understanding Modern Day Digital MediaThere are a number of critical reading and thinking skills we must develop in our students.2.1 Music in SchoolsAs educators would have discovered, when it comes to using music in classrooms, school discos or school radio station ran by students as students struggle to find 'cool' songs that are also acceptable for use within a school setting. If we are going to prepare students to be able to critically analyse music so that they can make appropriate choices for any given situation. 2.2 Music in New Modes of TextsWhilst students are exposed to an increasing range of digital texts each day (such as wikis and blogs), an new emerging online text is a Knol. Knols started as a Google project that aimed to include user-written articles on a range of topics, mostly in the health and medical field. One example of a brilliant knol is Gust Mees' For a Better World Knol. This knol is an example of many authors from different multi-cultural backgrounds, all over the world, collaborating in an effort to show others that in a global world, that we can find areas of common interest among ourselves as humans, as well as sharing our knowledge about what could be done for a better world. In learning to analyse this and other

knols, students could discuss: What type of text is a knol? What is it's purpose? Where do you think the word knol came from? Who do you think made this knol? What are there music videos posted on this knol? (Because they contain the values, attitudes and beliefs of the authors who are using them to try to spread a message)What are some values, attitudes or beliefs that can be gained from this website? (record found answers in their books under the heading 'Identifying VAB's on websites)If you were given the chance to set up a knol what would it be about? If you had to place music videos/songs on your knol, what would they be? Why? Do they represent the values, attitudes and beliefs that (i) your, (ii) your school, and (iii) your parents want for you?. Values Programs not school, and (iii) your school, and (iii) your school, and groups, have various values, attitudes and beliefs, and that who we are and who we become will generally be as a product of our values, attitudes and beliefs. Often schools will invest time and money in these values programs but fail to recognise the important role that listening to and analysing music can play in such programs. Students should be taught that when somebody writes a song, they use their lyrics, music and effects to communicate to other people something. This could be to communicate to other similar they think you should believeOr what they think you should believeOr what they think or what they think you should think. Therefore, if music contains values, attitudes and beliefs, and in this digital age of YouTube, digital downloads and streaming, music is everywhere, given the sheer amount of music and videos students are exposed to on a daily basis, educators must teach students the skills to be able to analyse the values, attitudes and beliefs presented within both old and new music to develop the skills to be able to: Identify the difference between values, attitudes and beliefs with and discuss why Make an informed decision for themselves and others as to whether they should listen to or play a song given various circumstances. Students should explore the questions of: What values can be present in songs? What attitudes can be present in songs? What attitudes towards women are normally present in hip-hop/rap/R&B? What attitudes can be present in songs? What values are normally present in songs? What attitudes can be present in songs? What attitudes can b are normally present in hip-hop/rap/R&B?For each analysed songs students should discuss: What does this song possibly tell us about the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer wrote the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer wrote the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/beliefs? What were some interesting word choices made when the song writer 's/singer's values/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/attitudes/a values, attitudes and beliefs contained in songs should be heavily scaffolded in whole-class scenarios. Most topics (see suggestion below) can be also introduced either during the necessary skills and abilities, students in the senior years classroom can be given a weekly audiological listening post activity wherein they listen to a given song and must analyse it give a structured template. A Persuasive Example: 30 Seconds to Mars - Closer To The EdgeThe music video for 30 Seconds to Mars' Closer to the Edge is one of the most powerful songs and video productions aimed directly at children. Due to the layering of multiple persuasive devices, understanding and unpacking this video to below in full screen mode, with the classroom lights turned off, the speakers (and bass) cranked up and then use the question prompts below the video to analyse the song. If any of the questions can't be answered by the class, watch the video again, and again, and again, and again, and again, and again, and again, each time getting the students to take notes to record their thinking as the video plays, cueing them into more and more persuasive devices. As the students to take notes to record their thinking as the video plays, cueing them into more and more persuasive devices. will eventually be able to unpack the whole song. Then watch it one more time and then discuss the final discussion questions (far below). Deep Thinking Questions: What are the names of the band members? Why were their baby photos used? Why did you get to see each band member doing some outdoor activity by themselves? What was the song about? / What was the message of the song? What were some interesting word choices made when the song writer wrote the song? What does it mean to be 'closer to the edge'? The edge of what? Why are they signing 'I'm not saying to a dangerous attitude to be saying you're not be sorry? Now watch the video clip again attempting to answer: What were the values discussed in the song?What were the song?What were the song?What were the song?What were the song?What attitudes/beliefs?What (if any) from the song do you agree with? Why?What beliefs (if any) from the song do you agree with? Why?Watch the clip again, this time cuing students into the music video:What were the words that flashed up on the screen? (You may need to pause)What does 'Into The Wild' mean?Have you ever seen a music video that flashes words up on the screen?Why do you think the video producer chose to do this?Did the video clip enhance the meaning of the song? If so, what? How?What were the persuasive devices used in the music video? (i. Emotive words, ii. Repetition, iii. Use of children sharing their attitudes, values and beliefs to make connections with the target audience, iv. Emotive music over still faces of the band and children, v. Religious iconography: 'This is a cult.' Hand symbols akin to that used by priests with the crowd copying) vi. Slow motion filming, vii. Screaming lyrics with the children screaming the lyrics back in time)Who is the target audience of this song? (i. The 1,363,930 of you and ii. The youth demographic who will buy this band's music - young emo rockers)Who are the believers? What do they believe?What is a cult????Who wrote the song? (Bartholomew Cubbins? (Jared Leto, the lead singer and also Hollywood actor)Why would the lead singer use a pseudonym? Who wishes that they were in the crowd at one of the concerts? Why?In what part of the song did you get the most goosebumps / emotional? Why?Discuss one person's statement that, "Some people believe in God, I believe in music. Some people pray, I turn up the radio." Then listen to Faithless - God is a DJ and discuss the parallels A Possible PlaylistThere are a myriad of categories that potential songs for analysing values, attitudes and beliefs can be put into. Here are some suitable songs for analysing values, attitudes and beliefs can be put into attitudes and beliefs can be put into. Perry - Firework Ministers De-La-Funk featuring Jocelyn Brown - Believe [Minister's UK Radio Edit]Public Enemy - Give It Up [Clean Edit]Australian History / Aboriginal Displacement Goanna - Solid Rock Midnight Oil - Beds Are Burning Midnight Oil The Dead HeartSong - Phil Collins - Both Sides of The StoryYothu Yindi - Diapana [Gapirri Mix]Yothu Yindi - TreatyAnti-Bullying / Peer PressureKate Miller-Heidke - Caught in the CrowdBeauty / Anti-Marketing / Peer PressureKate Miller-Heidke - Caught in the CrowdBeauty / Anti-Marketing / Anti-Ma VoiceFeelings (Depression)Avril Lavigne - Keep Holding OnCat Stevens - The WindCleopatra - Life Ain't EasyClub Nouveau - Lean On MeGoyte - I Feel Better (Links to R U OK? Day)Harry Nilsson - Everybody's TalkingJoe Cocker - Have A Little Faith In MeJoe Cocker - Have A Little Faith In MeJoe Cocker - With A Little Help From My FriendsKate Bush & Peter Gabriel - Don't Give UpPharrell Williams - HappyQuinden Tarver - Everybody's Free (To Feel Good)Simon & Garfunkle - Sounds of SilenceWilson Phillips - Hold OnGenerationThe Who - My GenerationImmigrationRise Against - The Immigrant PrayerSplit Enz - Six Months In A Leaky BoatSting & Police - Englishman In New York (Illegal Alien)Literacy Study - Letter Worky, Money, Money In The Fire (Video)Simply Red - Money's Too Tight (To Mention)The O'Jays - For The Love Of Money [Clean Edit]Arrested Development - Mr Wendal?What are the poet's values/attitudes/beliefs? Who do you know that?Jessie J featuring B.O.B - Price Tag [Clean Edit] What does the songwriter believe about money? What are your beliefs about money? What is the song writer's attitude towards money? What are your attitudes towards money? What are your atti Blacc - I Need A DollarWhy do you think the man needs a dollar?What story could he be sharing, to have you, in return, share your dollars with him?If someone said to you that, "I think that the man in Aloe Blacc's song is a young man named Mr Wendal?", how could they have come up with such an idea?What was the other song we listened to, where a person gave his money to someone in need? (Mr Wendal use? ('He gives me some knowledge, I buy him some shoes'). What is better, a hand out or a helping hand? What is the difference?Persuasive Texts30 Seconds to Mars - Closer To The EdgeBuffalo Springfield - For What It's Worth (Stop Children What's That Sound?) Michael Jackson - Earth SongSong - Phil Collins - Both Sides of The StoryPoetryArrested Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Deepest BluestRacismReading Comprehension: Development - Mr WendalLL Cool J - Development - Mr WendalLL Cool J Australia) Toto - AfricaWhat words set a scene/imagery/imaginings in your head? How/WhyDid the music/instrumental help set any imagery? How? Why?Religion / Prayer / HeavenAlanis Morissette - What If God Was One of UsColdplay - Viva La VidaEddie Amador - Rise [Future Shock Trackhead Mix]Golden Quartet - Go Down Moses (Let My People Go)Guy Sebastian - Get AlongJustin Bieber - Pray (Lesson)Mariah Carey & Boyz II Men - One Sweet DaySwedish House Mafia featuring John Martin - Don't You Worry ChildThe Story of Amazing GraceSpaceBabylon Zoo - SpacemanFrank Sinatra - Fly Me To The MoonThe Police - Walking On The MoonSustainabilityMichael Jackson - Earth Song30 Seconds To Mars - Kings & QueensInstead of the expression 'the age of man is over' what should it be? (humankind)What lesson could be learnt from this song written about the past, present or future? What makes you think that?Who in the song do you think were the 'kings and queens of promise'? What could we do where it got to the point for someone to write this song in 100 years time to then sing/pen 'we were the victims of ourselves'? War30 Seconds to Mars - This is War30 Seconds to Mars - This is War30 Seconds to Mars - I Was Only 19 [Clean Version] World Values/Problems Teaching Reading Comprehension Skills via the Minuscules TV Series and Focused Skills-Based Independent Reading Time Despite OECD studies linking school time leading to greater student academic performance, in a crowded curriculum it is often hard for teachers to justify giving senior students the time to just sit and read any student-chosen material. Unfortunately in most schools, independent reading in the form of low-minded thinking: Once-a-week task set as a reading rotation during the Literacy blockPlanned or random opportunities to read after recess or lunch to calm the students down (e.g. S.Q.U.I.R.T: Silent Quiet Independent Reading Time), or Assigned for homework with parents to sign to indicate that their child has read. It doesn't have to be like that, and it shouldn't. Therefore schools must plan to provide students in the senior years with independent reading time that has a clear learning focus for the reading session(s) (instead of just 'reading' for enjoyment or to fill in spare time), wherein students apply a designated/taught reading comprehension skill (such as synthesising, making connections, finding the main idea, inferring, identifying character motives, determining importance and summarising, sequencing, visualising, self-questioning, making predictions, text structures, paraphrasing & synonyms) whilst reading from a bevy of their own comfort zone of student driven reading material selection. The provision of focused-goal oriented independent reading time during class time provides the scaffolding needed to support students as they become familiar and then proficient with the students making the very same connections/identifying the reading skill(s) they are focusing on during independent reading sessions at school who is taking this very approach, combining excellent explicit teaching and learning of higher-order thinking reading comprehension skills with focused skills-based independent reading (a School XTeachers in middle and senior years classrooms have combined the explicit teaching and learning of reading comprehension skills with the use of highly engaging and literacy rich media (such as the Minuscule TV series) and timetabled opportunities to participate in focused skills-based independent reading time. See the following examples of how students learned and then practised during whole class independent reading time. inferring 1.1: Synthesising During Independent Reading/viewing texts or events. Omnipresent before, during and after reading, synthesising involves the reader/viewer bringing their original ideas, knowledge and understanding has developed as a result of them reading/viewing a text. Therefore introducing the strategy of synthesizing in reading primarily involves teaching the students to stop every so often, to take stock and think about what they have read, as each piece of additional information gained from/whilst reading enhances the reader's understanding of the text and/or the world, allowing them to better construct meaning. Take for example the Game of Thrones books or TV series: they are so dense and multi-layered that even adults need to pause, take stock and reflect on their evolving understanding of the characters, themes, plot(s) and story lines to better construct meaning (even from the inexplicable death of the main or 'good' characters). When teaching students how to synthesise information, teachers must give students opportunities to discuss or note down their original insights/thoughts/predictions about a text/topic before reading of the content/story (e.g. newly learned material, development of the plot or the presence and meaning of themes). Adjustments or confirmations of their predictions or pre-conceived notions based on what they have just read/viewed. Responding (in oral or written form) to reading experiences is a key element to the successful synthesis of new information and literary experiences. This need for students to read, pause, take stock and record notes of their evolving understanding without the short time frames of reading rotations or disturbances from other students, is ideally suited for practicing during sustained periods of independent reading time during the literacy block. In the Year 6 class at school x, to introduce/revise and model the skill of synthesising to the class, the teacher used (i) the following 'The Ladybug' episode of the Minuscule TV series, (ii) a student in a 'hot seat' scenario and (iii) synthesising questions stems used to ask questions stems used to ask questions when pausing the various questioning prompts that were used (located below the video). Questions asked by the teacher to the 'hot seat' student at the start and at various points during the episode (after pausing the video) included: What do you think is going to happened? Was your prediction correct? What were your original thoughts about how you could describe the character of the ladybug? How and why have they changed? What did you see? What did the ladybug do?Who's perspective was the camera angle/shot viewed from? What made you think that?What assumptions could you make when comparing the flying skills of the ladybug to that of the flies?'The Ladybug' episode of the Minuscules TV series is so multilayered that discussion could have been extended to include questions and question stems such as: What noises were used in scene x? Why? (e.g. Old propeller planes turn over to take off to chase the enemy planes The propeller plane noises were then replaced by the sound of Formula cars racing as the red 'Ferrari' lady bug led the race between it and the flies.) What connections could you make between the scenes depicted in the videos and movies that you have between the scenes depicted in the videos and movies that you have between the scenes depicted in the videos and movies that you have between the scenes depicted in the videos and movies that you have between the scenes depicted in the videos and movies that you have between the videos and movies that you which then set the scene for a productive independent reading session. Students then read their chosen texts in various places around the classroom, each taking with them their synthesising Snowmans' (a template in which their synthesising notes could be taken which can be downloaded from here) giving the students opportunities to explore their evolving thinking by writing down when/how/why their thinking changed, noting clues or evidence. The following synthesising question stems were available for students as visual prompts via a classroom poster: The new information I just read was.... The new information fits into the story as/by....Now I understand...I'm changing my mind about...I used to think.....but know I think......but know I think......but independently with focus students to monitor their ability to synthesise whilst reading. The task of getting students to record their synthesis is an especially effective tool for assessing, tracking, and extending readers comprehension, reading tastes, and reading metacognition. 1.2: Inferring During Independent Reading I also observed Year 5 students participating in timetabled sustained independent reading time. Each student had a set of post it notes which they would use to note down any inferences they were able to make based on what they had read. Reading materials ranged from novels, to comics and even non-fiction texts about the World Cup (e.g. What do you think the coach is doing/saying? What makes you think that?).1.3: Other Minuscules TV series have been matched to the various other reading comprehension skills and can be used as wonderfully engaging avenues to introducing/reviewing each skill:Sequencing: Question Stem(s):What insect was catapulted first/second/next/last?What happened after the ladybug figured out that the grasshopper was responsible for catapulting the other insects? Using the Twitter Hashtag Concept in Persuasive Writing The Greek philosopher Aristotle divided the means of persuasive appeals, into three categories: ethos, pathos and logos. Therefore when teaching students to write persuasive texts, it is important to teach them about these categories (English curriculum documents also often require students to any student can be tough as one must ask as to when was the last time anyone used the phrases logos, ethos or logos in their everyday vernacular? Never fear, the Twitter hashtag (#) is here to stay. Therefore, if teachers are needing to both reach and empower their students with skills for the modern and future worlds, the humble hashtag should be used within classes. This is where the idea of using a hashtag to teach students how to find out how EthosEthos is a Greek word meaning "character". It is often used to describe the guiding beliefs or ideals that characterize a community, nation, or ideology. In persuasive writing, ethos (credibility) or ethical appeal focuses on persuading others by giving an impression to the reader that you or others are someone worth listening to (in other words making yourself as an author into an authority on the subject/topic). As pictured right, persuading using ethos can be used in the form of anecdotal evidence, statistics or by citing expert opinion(s). Using the notion of Twitter hashtag can help student's use of #ethos with what they perceive to be credible citing, Michael Jackson fans: PathosPathos is a Greek word meaning "suffering". In persuasive writing, pathos (emotional) focuses on persuading by appealing to the reader's emotional appeal can effectively be used to enhance an argument. Pathos is student-written texts most often appears n the form of rhetorical questions. Using the notion of Twitter hashtag can help students remember the concept of pathos. Pictured below is a student's use of #pathos using strong opinionative language to appeal to the audience: LogosLogos is a Greek word meaning "word", "a plea" or "an opinion". In persuasive writing, logos (logical) focuses on persuading by the use of reasoning/logic. The notion behind logos is that giving the reader reasons why they should or should not think x, y or z should form the heart of argument. Logos can be shown in three ways: The clarity of the claim, The logic of its reasons, and The effectiveness of its supporting evidence (facts and statistics). Using the notion of Twitter hashtag can help students remember the concept of logos. Pictured below is a student's use of #logos using simple logic: Use the links below to navigate to other areas of this website relating to integrating ICT into Literacy: Want to contribute your thoughts or suggestions about this page? Tweet Comment

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