

Creatively Teach the Common Core with Technology



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My Story

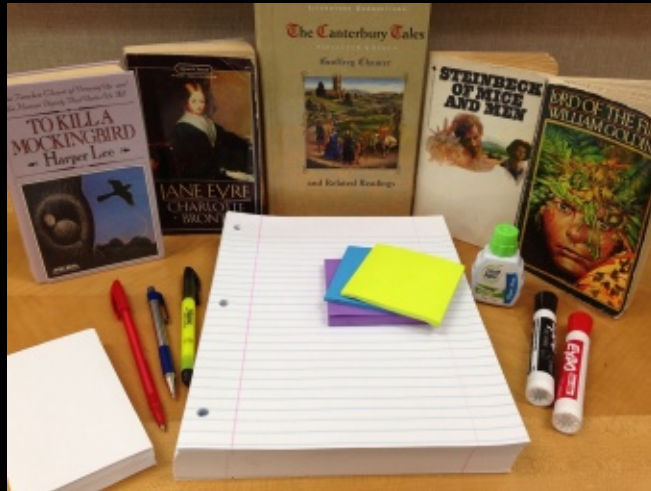
Big Dreams



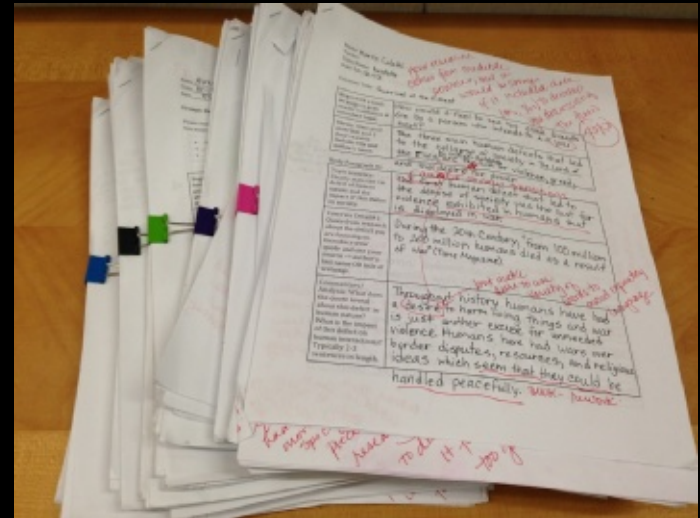
Harsh Reality



Teaching Tools



I was drowning...



My journey began...



Terrified



Flickr Photo by Gabriela Camerotti - Attribution-NonCommercialLicense

My 1st Success



Unexpected Byproduct



My Gateway Technology



Flickr Photo by Eduardo Amorim - Attribution-NonCommercial-ShareAlike License

Advice

Start with one tech tool

Make a bunch of mistakes

Try to be patient with yourself

Learn a ton

Expand

My Technology Tool Belt



Technology

Literacy

vs.

Fluency

How

When

What

Why



My Classroom Today



Tenacity, not a lot of tech, is required to create change.

Common Core Standards

Reading

Writing

Research

Language

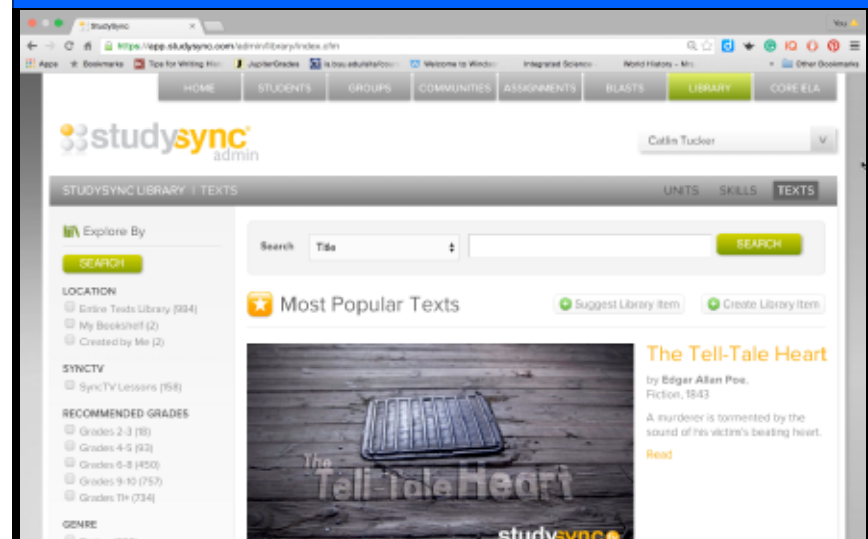
Speaking & Listening

Reading

Limited to the Book Room



StudySync Library

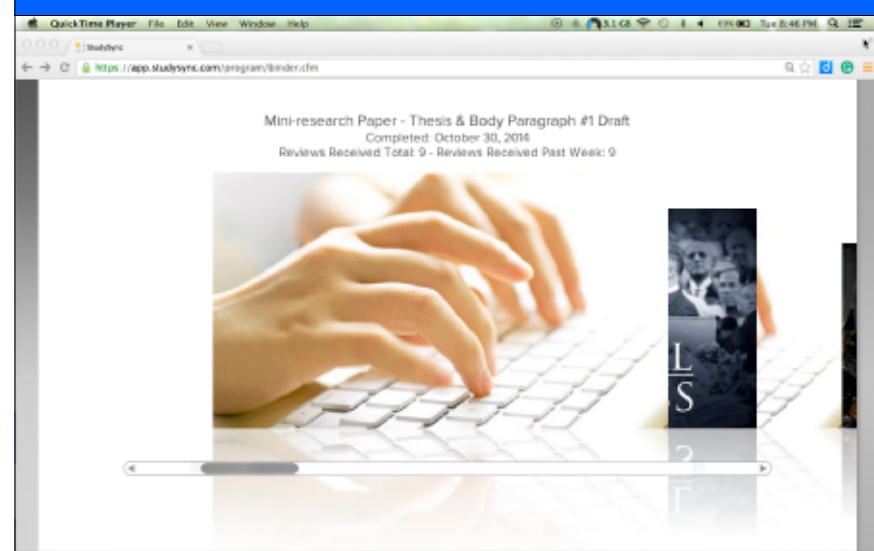


Active Reading Strategies

- 14 - Southern - Georgia, Alabama, Mississippi?
- 15 - narrator appears to be religious
- 16 - Simon, religious man, who had always hymns
- 17 - horses had great value, early 1800s?
- 18 - Maycomb seems like an agricultural town
- 19 - why does narrator refer to father by first name?
- 20 - Narrator seems to be missing true parent figure
- 21 - literacy was rarer in the early 1800s
- 22 - picture show movie?
- 23 - family does not seem to even have a radio
- 24 - moon draws water tides
- 25 - Maycomb has the sound of a small town
- 26 - "Negro" - racism was still prevalent
- 27 - town full of small-town gossip, centered around it
- 28 - Which one is "Boo Radley"? Older son?
- 29 - Seems like small town residents being dramatic
- 30 - Why is Dill fascinated by this?
- 31 - who is this Miss Stephanie Crawford that she's up?
- 32 - She is a widow of a small town
- 33 - he has become a scapegoat to the town
- 34 - Dill does appear to be smart
- 35 - Scout acts as Scout's parent figure
- 36 - the kids almost want to help him
- 37 - they end up taunting Boo for keeping to himself
- 38 - Scout also is very intelligent
- 39 - Scout plays a stereotypical boy at school
- 40 - Calpurnia seems - a matriarch from the South U.S.
- 41 - Miss Caroline is not used to smart 1st graders
- 42 - Jem, Scout - a close-knit combined shirt dress
- 43 - Scout is part of Maycomb - farming town
- 44 - residents of Maycomb have life centered around religion



Actively Reading Online



Annotate Web Pages

The Reading Brain in the Digital Age: The Science versus Screens

E-readers and tablets are becoming more popular as such technologies improve, but research suggests that reading on paper still boasts unique advantages

April 11, 2015 | By Pamela Jaber |

In a viral YouTube video from October 2014, across an iPad's touchscreen, shuffling gnc appears to pinch, swipe and prod the page were screens. When nothing happens, she her finger works just fine—or so a title can

The girl's father, Jean-Louis Constant, presents "A Magazine Is an iPad That Does Not Work" as naturalistic observation—a Jane Goodall among the chimps moment—that reveals a generational transition. "Technology codes our minds," he writes in the video's description. "Magazines are now useless and impossible to understand, for digital natives"—that is, for people who have been interacting with digital technologies from a very early age.



Diigo.com

Smithsonian Tween Tribune

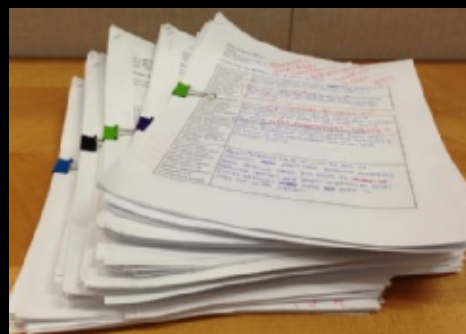
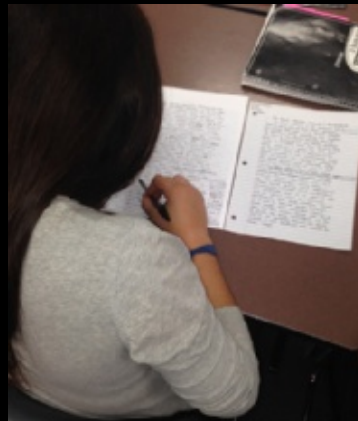


Collaborative Annotations

The screenshot shows a Google Docs document titled "Service for Dr. Maya Angelou". The document is open in a web browser window. The document content is divided into two columns. The left column is titled "Part 1: Collective Annotations" and contains two sections: "Remarks by the First Lady at Memorial Wait Chapel at Wake Forest University" and "Winston-Salem, North Carolina". The right column is titled "Group Annotations" and contains a list of tasks: "Ask questions", "Draw inferences", "Make connections to Gaged Bird", "Capture reactions", and "Identify unfamiliar vocabulary & define". The document also includes a paragraph of text about Dr. Maya Angelou and a quote from the Bible. The document is being edited by multiple users, as indicated by the "Last edit was made seconds ago by Karina..." message.

Writing

Solitary Experience



Digital Writing



Real Time Editing

Comments by Caitie Tucker:

- 11:58 AM Today: This quote sounds incomplete. Did you cut some of it off? He doesn't actually say in this section of the quote how the fast food industry has altered the landscape of America.
- 12:00 PM Today: I'm confused by "production places"- what do you mean? Fast food restaurants? OR actual places where they make the food?

Effective Peer Editing with StudySync

PROMPT

Type your thesis statement, which should clearly state:

- your topic/issue
- introduce the problem/challenge
- your message

Then create a new paragraph and type your complete first body paragraph for your Core Final Mini-Research Paper. Your first body paragraph is focused on exploring the issue to help your reader/audience understand it. Your body paragraph must include the following:

- Topic sentence - clearly states your topic/issue and the problem/challenge that caused you to select this topic.
- Concrete detail #1 - Support your topic sentence with a quote (fact, research, statistics, direct quote) complete with a quote introduction and in-text citation.
- Commentary x 2 sentence minimum - explain and analyze how and why the concrete detail supports your claim.
- Concrete detail #2 - Develop your topic further with a quote (fact, research, statistics, direct quote)

Ditch Paper Notebooks

ANALYSIS

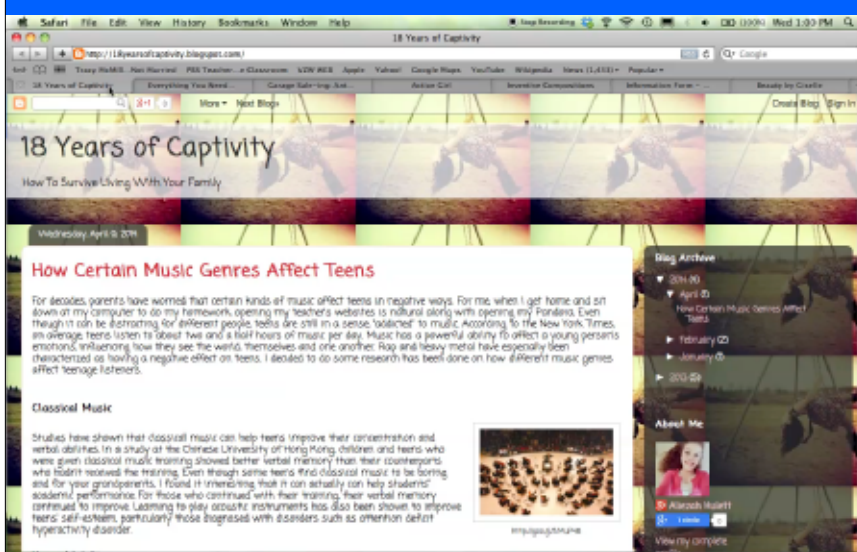
SURPRISINGLY THE SEEMINGLY COMPLICATED HUMAN BODY IS MADE OF VERY FEW MOLECULES, AND EVEN FEWER ATOMS. THIS WRITER BELIEVES THAT THE STRUCTURE OF THE MOLECULES IS MORE IMPORTANT THAN THE MOLECULES THEMSELVES. THE WRITER BELIEVES THAT THE HUMAN BODY IS MADE UP OF ONLY THREE TYPES OF MOLECULES: CARBOHYDRATES, LIPIDS, AND PROTEINS. THESE THREE TYPES OF MOLECULES ARE THE MOST IMPORTANT MOLECULES IN THE HUMAN BODY, AS THEY MAKE UP 99% OF US. PROTEIN IS THE MOST IMPORTANT OF THE ORGANIC MOLECULES OF LIFE. THESE MOLECULES HAVE SEVERAL FUNCTIONS IN THE HUMAN BODY: IN THE BLOOD THEY TRANSPORT OXYGEN AND IN BLOOD VESSELS THEY CAN BE STORED AS FUELS THAT CAN BE USED FOR ENERGY. SUGAR, ON THE OTHER HAND, IS NOT AN ORGANIC MOLECULE, IT IS USED FOR IMMEDIATE ENERGY AND IS BY-PRODUCT OF METABOLISM. THESE TWO REACTIONS ARE RESPONSIBLE FOR THE FUNCTION AND GROWTH OF LIFE, EXPLAINING THEIR RELATIVE ABUNDANCE IN HUMAN. LIPIDS ARE THE MOST IMPORTANT COMPONENT AS THEY FORM THE CELL WALLS OF EVERY CELL IN THE BODY.

Blogger

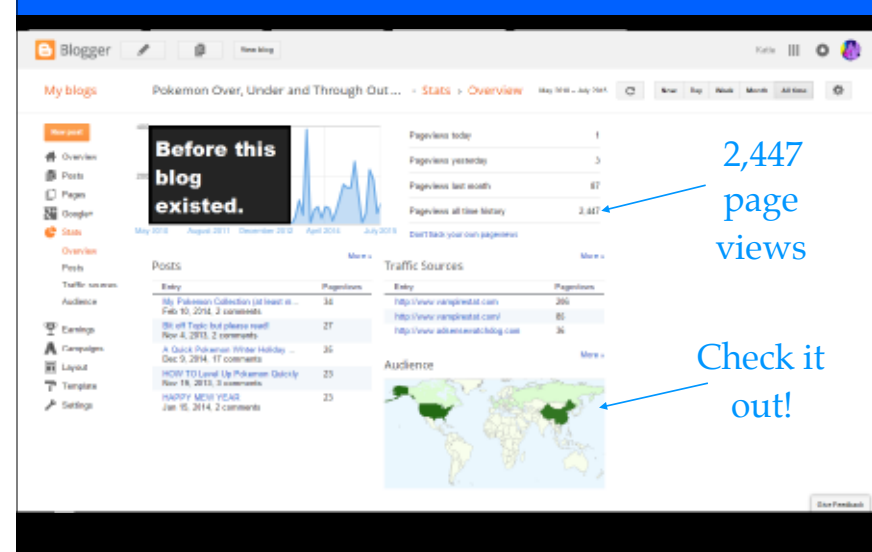
Multimedia Science Notebooks

Food Item	Protein	Carbohydrate	Lipid	Nucleic Acid	Sugar
Apple	0.5g	25g	0.5g	0.1g	19g
Banana	1.1g	27g	0.4g	0.1g	25g
Bread	7.6g	49g	3.3g	0.1g	48g
Butter	0.1g	0.1g	81g	0.1g	0.1g
Chicken	31g	0.1g	3.6g	0.1g	0.1g
Egg	6.3g	0.7g	5.3g	0.1g	0.1g
Flour	12.6g	28.2g	1.1g	0.1g	0.1g
Ice Cream	2.5g	23.6g	11.2g	0.1g	0.1g
Milk	8.0g	12.0g	3.9g	0.1g	0.1g
Peanut Butter	25.0g	12.0g	50.0g	0.1g	0.1g
Salmon	20.0g	0.1g	10.0g	0.1g	0.1g
Shrimp	24.0g	0.1g	1.0g	0.1g	0.1g
Soybean	36.0g	17.0g	19.0g	0.1g	0.1g
Wheat	12.6g	28.2g	1.1g	0.1g	0.1g
Yogurt	10.0g	12.0g	4.0g	0.1g	0.1g

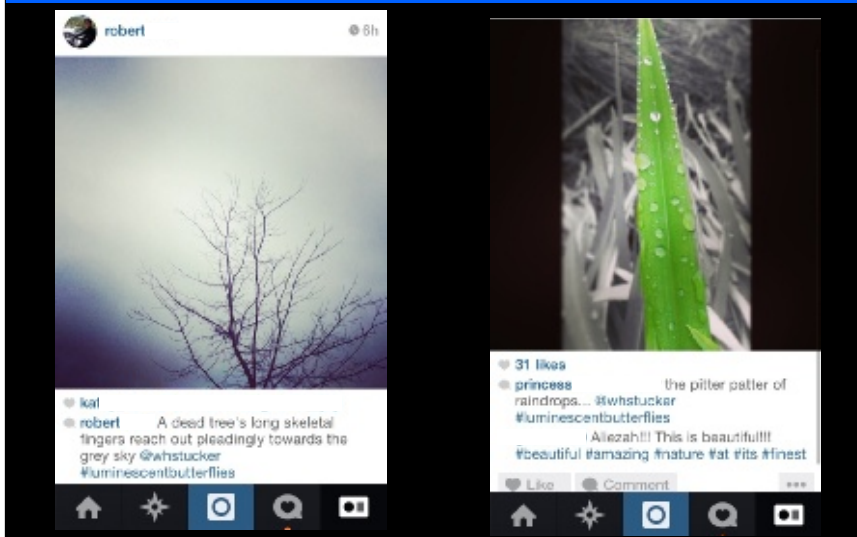
Passion Blogs



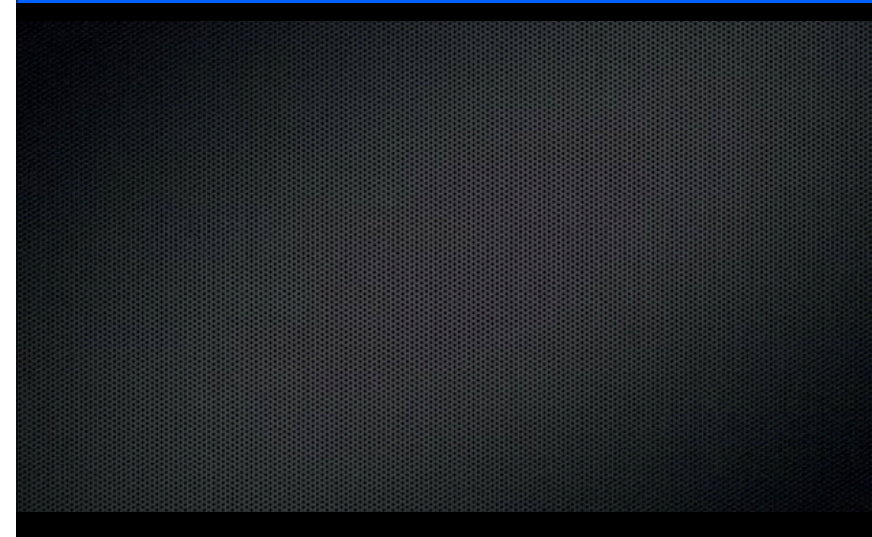
Global Audience



Instagram Sensory Walks



Bring Stories to Life

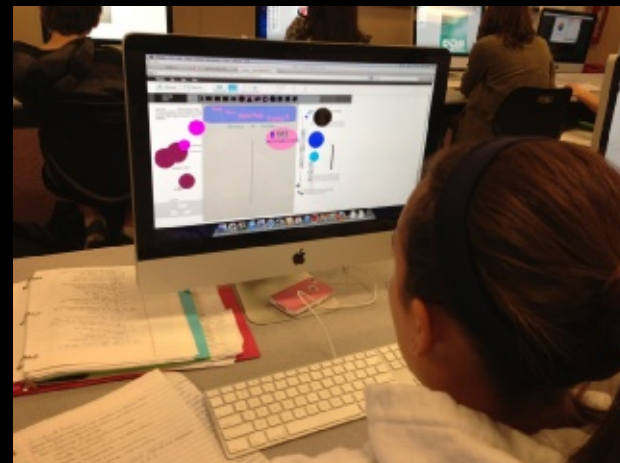


Research

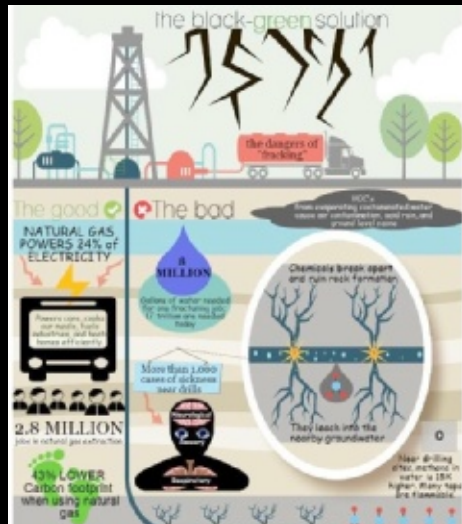
Inconceivable!



Student Driven Research



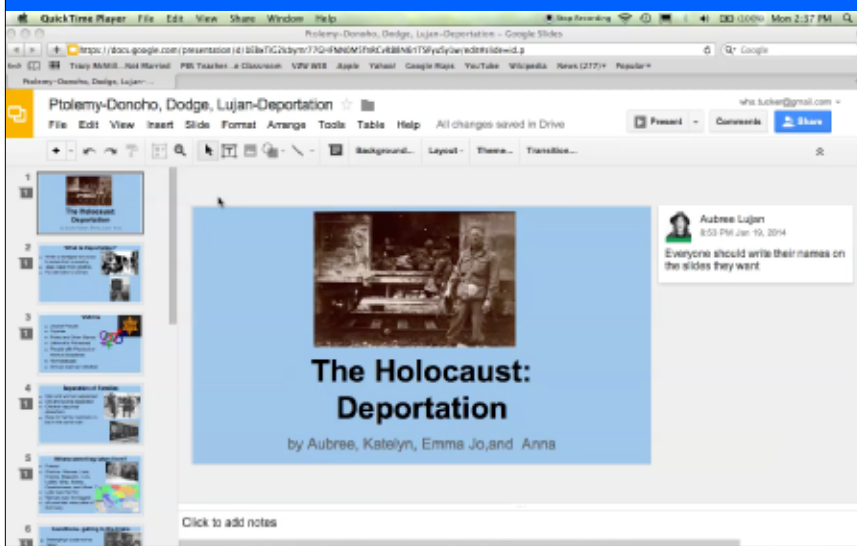
Student Designed Infographics



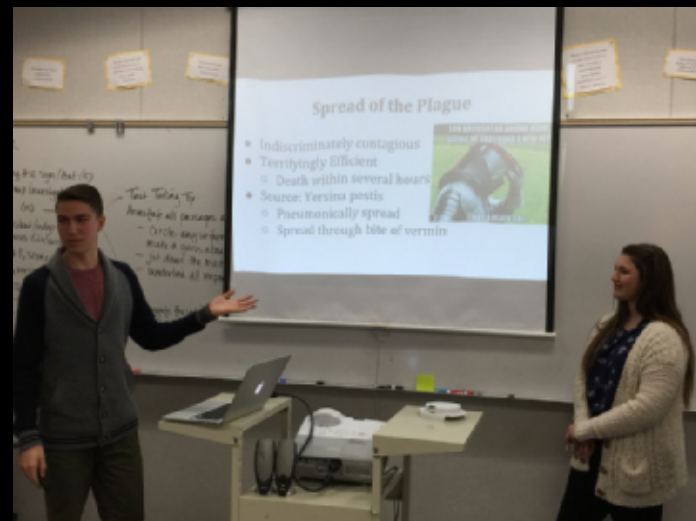
Expert Group Investigations



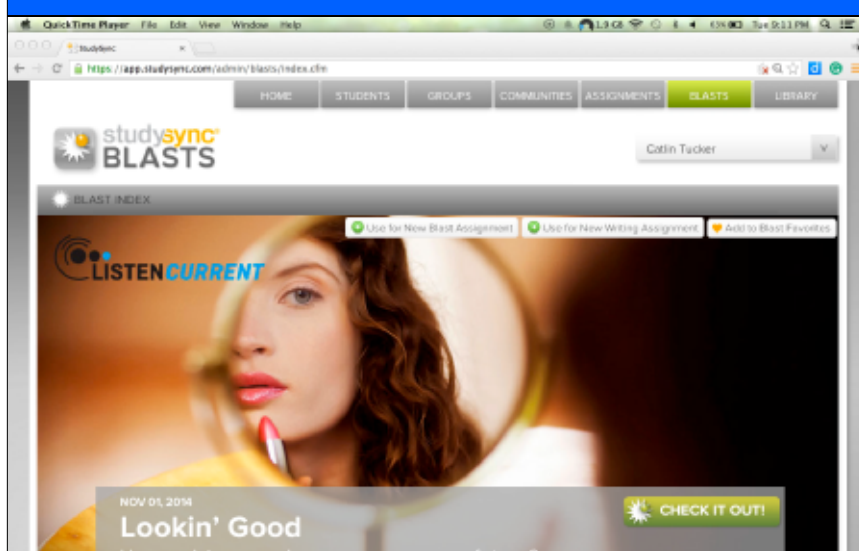
Designing Multimedia Presentations



Students Become the Teachers



StudySync Blasts



Don't Forget to Have Fun



So close!

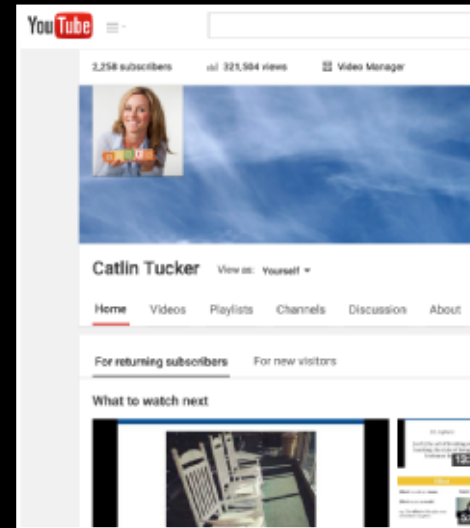


Language

Flipped Classroom Model



Flipping Vocabulary Instruction



Designing a Flipped Lesson

Drive Inquiry &
Pique Interest



Photo Photo by Herta and Paul Amirian License

Transfer Info &
Engage



Photo Photo by John Larson - Wikimedia Commons

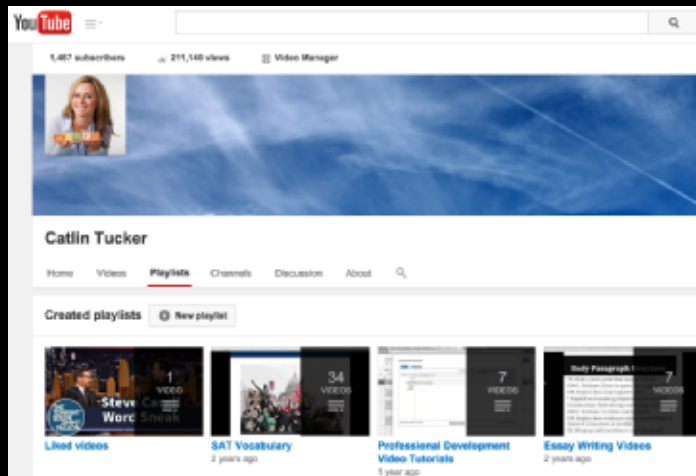
Extend & Apply
with a
Student-centered
Activity



Drive Inquiry

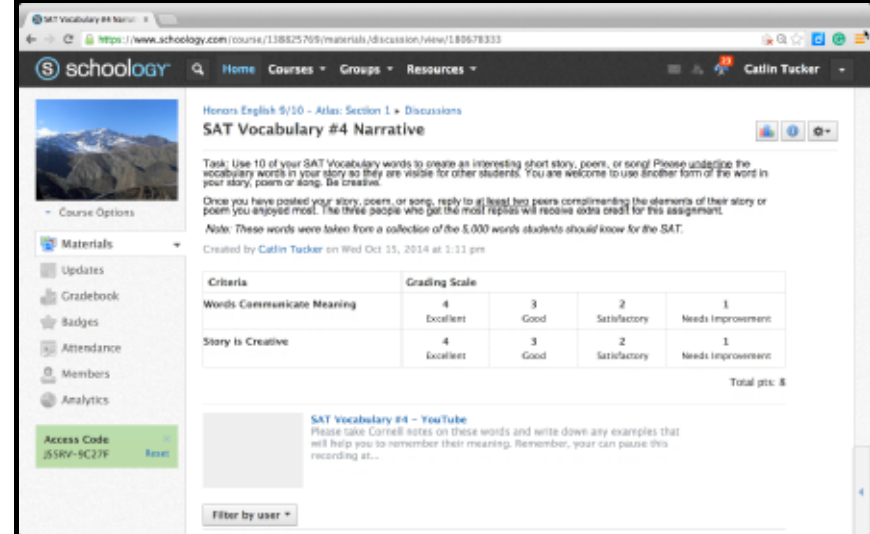


Present Information Online



www.youtube.com/user/catlintucker

Flip & Engage



Extend & Apply



More Time to Play

Playing to Learn



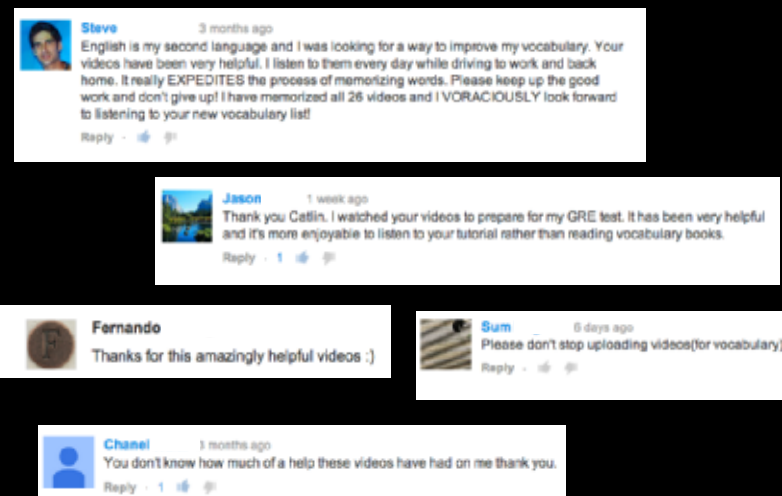
Sharing on Social Media



Blast Out Favorites



An Unexpected Surprise



Speaking & Listening

So, I drink a lot of water...



Giving Every Student a Voice

Information: If you could... Exploring the Consequences... Death Penalty Statistics...

https://www.schoolology.com/course/138825763/material/discussion/view/138836298

schoolology Home Courses Groups Resources Catlin Tucker

Honors English 9/10 - Atlas: Section 1

Discussions

Icebreaker: If you could have any super power, which would you choose and why?

If you could have one of the super powers below, which would you choose and why?

- ability to stop time
- ability to fly
- ability to become invisible
- ability to read other people's minds
- ability to heal the sick

Begin your post by clearly stating the super power you would like and thoroughly explain your choice.

Once you have posted your response, please read and reply thoughtfully to at least 2 other members of the class. In your reply, ask questions, comment on specific points made, compliment the ideas shared, and build on ideas shared.

Access Code: JSRV-9C27F

WOW COMICS

Face-to-Face Conversations



Mix It Up...Speed Dating Style



Capture Ideas



Connect Students to an Authentic Audience

TED Style Talk



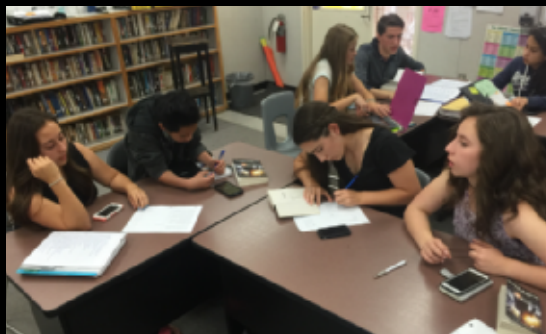
Spreading the ideas of students

Strong Communication Skills Leads to Effective Collaboration

Create a Learning Community

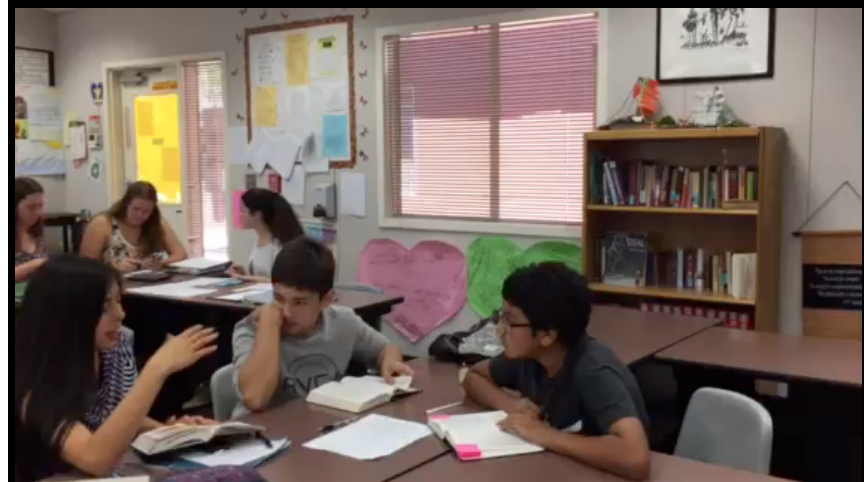


Next Level Collaboration



According to the research, the most effective way to learn is by doing. This is why the most effective way to learn is by doing. This is why the most effective way to learn is by doing.	According to the research, the most effective way to learn is by doing. This is why the most effective way to learn is by doing. This is why the most effective way to learn is by doing.	According to the research, the most effective way to learn is by doing. This is why the most effective way to learn is by doing. This is why the most effective way to learn is by doing.
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Student Designed Units



The Common Core Gives Us a “Common” Language

Make the Ordinary Extraordinary



Your Students Will Surprise You

Pro In *Night*, Elie constantly found himself doubting God's existence. In the beginning of his harrowing journey, Elie develops thoughts of hostility against his God, "For the first time, I felt revolt rise up in me. Why should I bless His name? The Eternal, Lord of the Universe, the All-powerful and Terrible, was silent. What had I to thank Him for?" (Wiesel 31). When Elie sees his father weep out of utter despair, he is pained by the prospect that God has abandoned them. He cannot comprehend why the Lord has forced them to this fate, and can only express his anger through harsh thoughts. As the novel progresses, Elie becomes more determined that God is no longer with him, "I was the accuser, God the accused. My eyes were open and I was alone—terribly alone in a world without God and without man..." (Wiesel 65). After all the tragedy that Elie endures, he becomes a person he never thought he could be. From a boy who praised God and admired his existence, he has transitioned into a man of doubt and animosity. He has his heart set on the idea that God has abandoned him and his colleagues, and develops newfound feelings of loneliness. Throughout the novel, Elie progressively loses his faith in God.

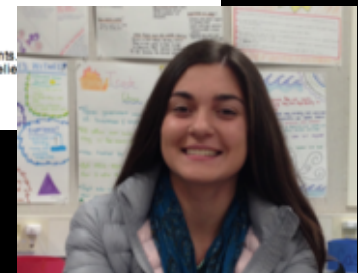
Posted By Kathryn K on 01/26/2014 04:25 PM Reply

I like the thought of "progressively"; it sure didn't happen overnight. But it did happen through his "night."

Grant S Replied on 01/26/2014 07:01 PM

Great post, Kathryn. You have lots of very strong points his faith. Although I do agree with what you said, I believe whole life's worship and belief in God.

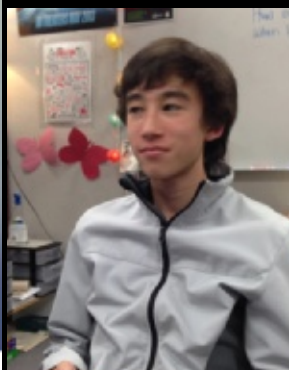
William M Replied on 01/26/2014 10:39 PM





whstucker

Two little spots of auburn paint upon a somber grey canvas
#luminescentbutterflies @whstucker



Tuesday, September 3, 2013

An Introduction

Welcome to The Pen and The Pencil! This blog is dedicated to my projects in art and literature throughout my high school years, and maybe so forth. I'm excited to get started, and I have a few posts lined up to be published, but I don't want to bombard this blog with projects, and not have anything to post later. I will try to upload at least one piece weekly. Feedback is appreciated!

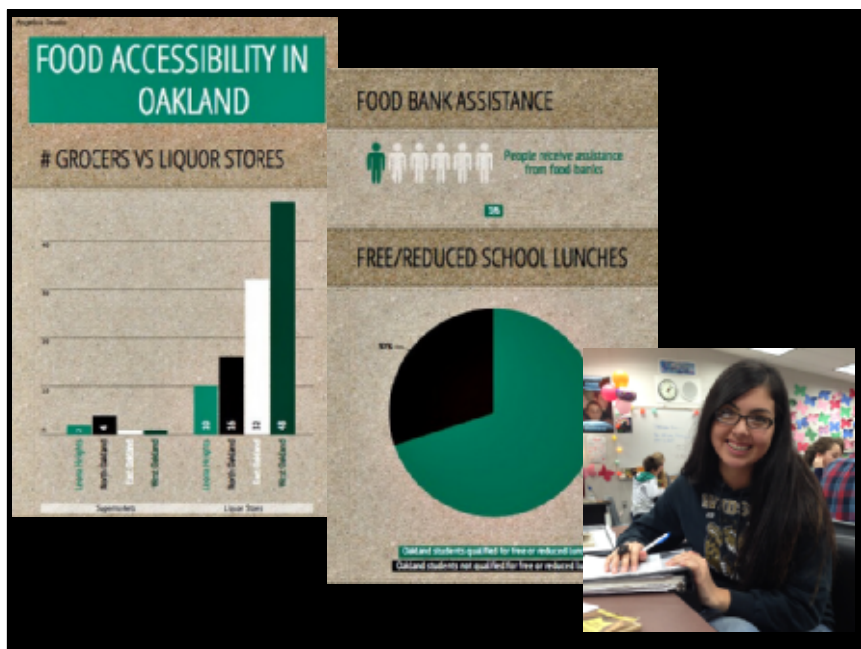
As this is my first blog post, I have decided to post the first creative writing piece of my Freshman year in high school. The assignment was to write a piece of literature that included 10 of the assigned 15 words for that week. This is my first, and may be my favorite.

July 18, 2287

Citizen Number : 57643128

Journal Type : Regulation

My name is Jeremy Bernard, Citizen 57643128, and I am a Resident in Sector 36, twelve years of age, and have received my Journal only hours ago, as every twelve need to explain my plight. The Government has control of everything, except what goes in these journals. The Laws restrict The Government to look inside these journals. It is us Residents have. They are the only luminescent essence of our life as a "free" Resident. I should explain what a sector is. Before the UCD (Unified Continental Districts) there was the USA (United States of America). This USA was divided into "states," of them. After The Government took complete control, and created the UCD, they turned "states" into Sectors, which there are now only 48 of (Alaska and Hawaii were eliminated from the UCD and left on their own). Sector 36 used to be called "California." Walls were



Available on Amazon!



Corwin Press

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*Creatively Teach the Common Core Literacy
Standards with Technology (*New)*

*Blended Learning in Grades 4-12 (*Bestseller)*

Creating a Google Apps Classroom