

# Learning for All, All for Learning

Using iPads to start conversations, record observations and create products.

# Today's Learning Goals

- I will see current examples of students using iPads as part of the assessment process.
- I will walk away with ideas to use iPads in my classroom to start conversations, make observations and that will allow my students to create differentiated products.
- I will take a risk to use a device to share my thinking.

# Growing Success p.28

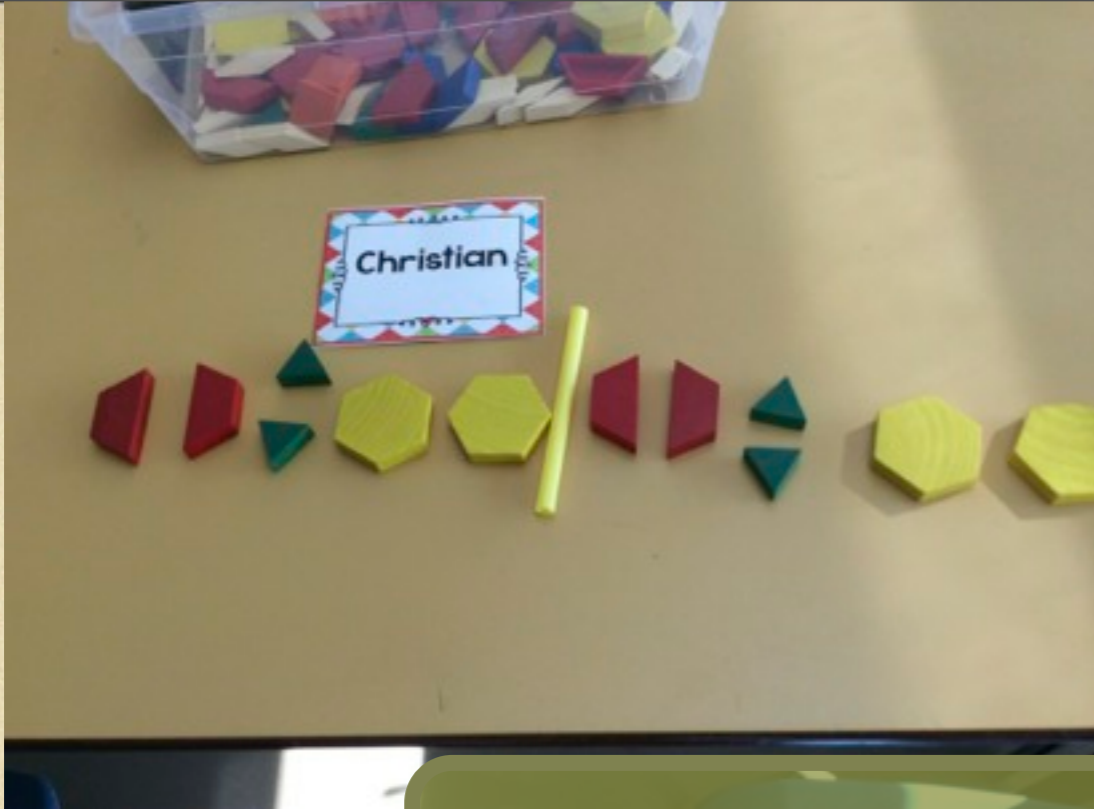
- Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

# ELICITING INFORMATION ABOUT STUDENT LEARNING (p.34)

- Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:
  - designing tasks that provide students with a variety of ways to demonstrate their learning;
  - observing students as they perform tasks;
  - posing questions to help students make their thinking explicit;
  - engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.
- Teachers then use the information gathered to adjust instruction and provide feedback.

# Conversation Starters

- objects, texts and moments are all great ways to start a conversation.
- in the classroom, we can use an iPad to help students to capture their moments, and then use the photo to explore their understanding of important concepts.
- the photo can be taken on one day, and used for follow up later.



# Let's Talk!

## My Repeating Pattern

Grade 4 • Mathematics • Patterning and Algebra

Students created a repeating pattern using pattern blocks on September 16. The patterns were photographed and then described in an oral interview on September 17 or 18.

### Overall Expectations

Describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections.

#### SPECIFIC:

*extend and create repeating patterns that result from reflections, through investigation using a variety of tools*

#### LEVEL 1

I had a hard time creating a pattern that repeated. I need to create patterns with more attributes that change. I need to be able to show and describe the pattern core.

#### LEVEL 2

I created a repeated pattern with one or two attributes that change. I need help to describe the pattern core (motif). I need to use more mathematical language.

#### LEVEL 3

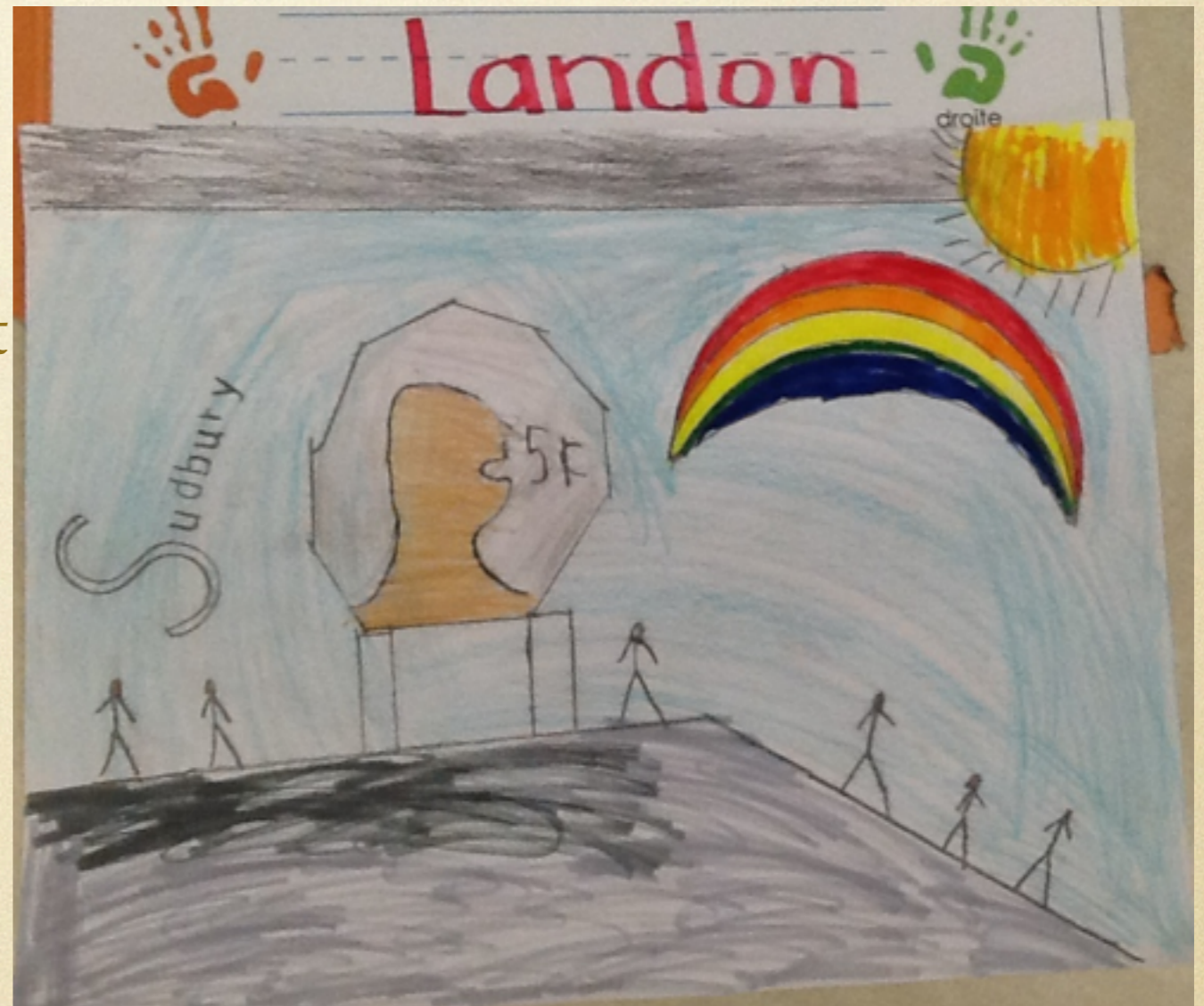
I created a repeated pattern with two or more attributes that change. I can describe the pattern core (motif) using mathematical language. I used reflections in my pattern.

#### LEVEL 4

I created a repeated pattern with two or more attributes that change. I can describe the pattern core (motif) using mathematical language. I used rotations and reflections in my pattern.

# Reflecting on Success Criteria

- I have shown what makes Sudbury special
- I have an important idea at the focal point
- There is very little white space on the page
- My page convinces people to visit Sudbury



# Starting Conversations at Home

## Our Fascinating Repeating Patterns

9/16/2015

1 Comment

In Grades 3 and 4, we need to be able to create and describe repeating patterns with multiple attributes that change. In this activity, we used pattern blocks to create a repeating pattern. We used a straw to mark the end of the pattern core (in French, we call this the "motif"). Mme took a photo of our pattern. We will describe our patterns to her in an oral conference, to complete this section of our patterning activities. Look at this slide show with us, and ask us to describe the patterns. This is a terrific way for us to get some extra practice!

Blog  
post



Slide  
show



# It's Your Turn

1. Write your name on a sticky note, so that it will be visible in a photo

2. Visit **one** station and take a photo as required to complete the task, using the iPad provided. Make sure you include your sticky note in the photo, so we know the work is yours.

## Station 1: Literacy

1. Review the characteristics of descriptive pattern text.
2. Examine the texts on the table.
3. Photograph an example of descriptive pattern text.

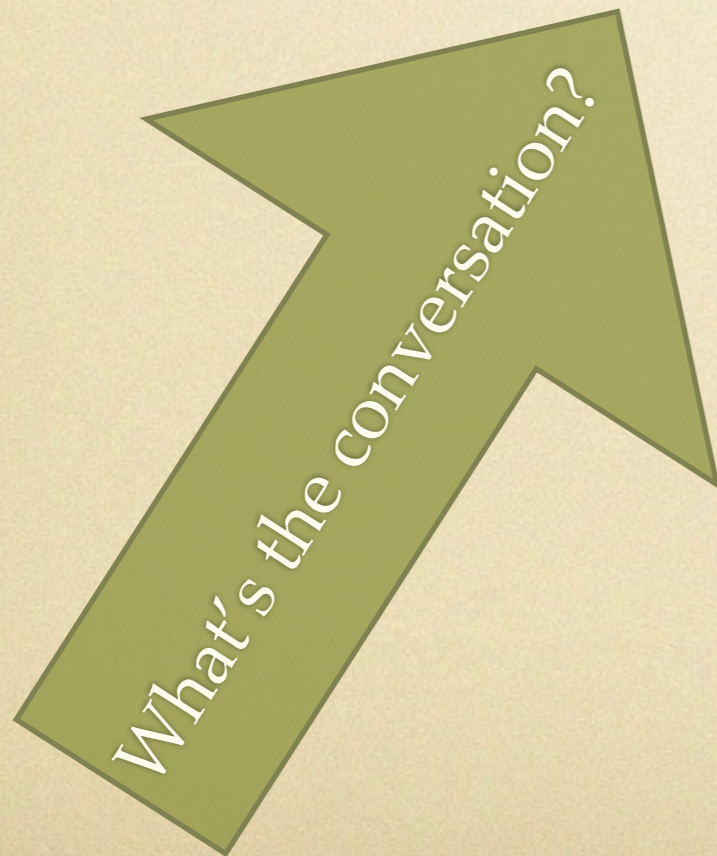
## Station 2: Numeracy

1. Create a money amount that is greater than \$2.00 using 5 pieces of money.
2. Photograph your model.

# Let's Talk About It

## Characteristics of Descriptive Text Pattern

- The title tells me the topic. (what the text is about)
- Information is divided into sections with headings.
- Each section tells something important about the topic. (details)



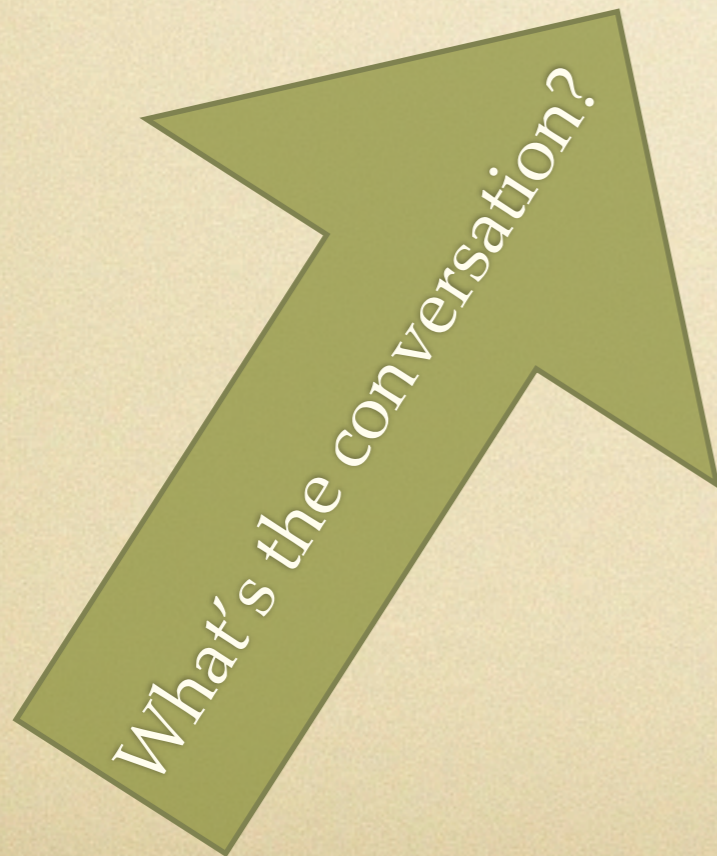
### Station 1: Literacy

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# Let's Talk About It

## Number Sense Expectation (Grade 3 Quantity Relationships)

- Students will represent money amounts to \$10



### Station 2: Numeracy

1. Create a money amount that is greater than \$2.00 using 5 pieces of money.
2. Photograph your model.



# Share Your Ideas

Advantages of the photo strategy



# Share Your Ideas

How does this strategy create equity in the classroom?



# Share Your Ideas

How can you use this strategy in your classroom?

# Gathering Observations

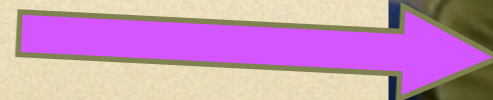
- when students are working, discussing and exploring concepts, one of our roles is as observer
- observation is something we do naturally as educators, but it's also important to gather evidence.
- by taking photos and video, we are able to reflect on our observations and share evidence with others

# What do you see?

Evidence of  
collaboration




Focus





# 5W Approach

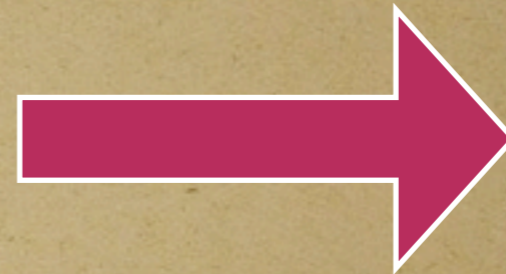
- Who do I want to observe today?
- Why are they my targets?
- What am I observing?
- When will I observe them? How?
- Where am I focusing my attention?



What  
are your  
learning  
goals?

# Using Video Clips

# Listening In



# Using iPhoto to document observations

# Using OneNote (Office 365)

The screenshot displays the OneNote application window. The title bar shows "Math Observation Nov 12" and a search bar. The ribbon includes "HOME", "INSERT", and "VIEW" tabs. The "VIEW" tab is active, showing options for "Page Color", "Zoom Out", "Zoom In", "Page Width", and "Password Protection". The notebook name "Krista @ Work" and the notebook name "Class Observations" are visible. The main content area contains three paragraphs of text. The third paragraph, which describes assessment and observation notes, is circled in yellow. The right sidebar shows a list of pages: "Add Page", "Untitled Page", and "Math Observation Nov 12".

Math Observation Nov 12

Search All Notebooks

HOME INSERT VIEW

Page Color Zoom Out Zoom In Page Width Password Protection

Krista @ Work Class Observations +

Activity: Students receive a card. We round to the nearest..... with ourselves (some students will be the target numbers, wearing lanyards with number cards). Then, we need to find a buddy with whom we have a rounded total of 100 or 1000 together. (working on our facts of 10s, rounding and using mental math strategies to add) The two-coloured, two-sided card will allow for further practice. We can also make larger groups with larger totals. Then, students can write their estimated sum on the whiteboard or a chart paper, so that we can see the function of estimation. Use the iPad to photograph pairs of students with their amounts, so that we can use them as a rounded total activity on another day. (8 iPads)

Assessment: Looking for students who are struggling to round their numbers (keep an eye on Makinley, Daniela, Kendra, Sutton, Ella, Sabrina) and for those who might have difficulty looking for a 100 partner.

Assessment/Observation notes:

Lots of errors in the partners when we tried to bring them together.  
Sent students back to the board and they began to regroup  
It was really cool to see them starting to recognize that their pairs weren't correct before they shared, and trying to regroup on their own.

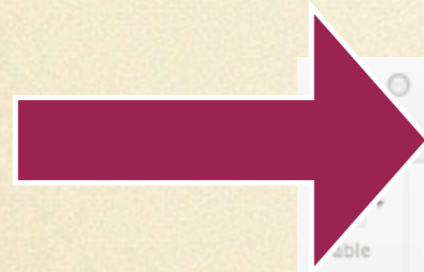
+ Add Page

Untitled Page

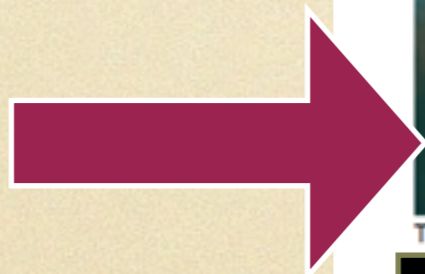
Math Observation Nov 12

# Using pictures/video in OneNote

Click on  
Insert  
then  
Picture



A screenshot of the OneNote application interface. The 'INSERT' tab is selected in the ribbon, showing options for Picture, PDF, File, Link, Date, and Date &amp; Time. Below the ribbon, the notebook name 'Krista @ Work' and the page title 'Class Observations' are visible. The date 'Sunday, November 15, 2015' is shown. A photo of a young girl with glasses working on a tablet is inserted into the page. Below the photo, the text reads: 'Thurs Nov 12 [redacted] was really empowered working with [redacted] on the Explain Everything patterning activity. She kept using feedback to improve their product. In the end they had even added animations, and [redacted] had worked almost entirely in French. She had a huge smile at the end when she was praised for her work by Mme Fay.'

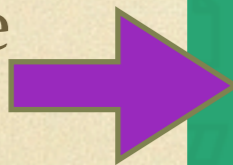


Insert (or  
drag in)  
your  
photo and  
just start  
typing

# Using ClassVantage to Observe the Whole Class

The screenshot shows the ClassVantage interface for a lesson plan. At the top, it says 'Gr 3 NSN Term 1 > Compare, Order, compose, decompose'. The main title is 'Compare, Order, compose, decompose' with a subtitle 'Scoot activity'. Below this are three dropdown menus: 'Grade:' set to '3', 'Subject:' set to 'Mathematics', and 'Unit:' set to 'Number Sense and Numeration'. Underneath is the 'Expectations' section, with an 'OVERALL' heading and a checked checkbox for 'Read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10.'. To the right is a 'CHECKLIST ITEMS' section with four items, each with a checkbox and an 'x' icon: 'writes numbers in order as required', 'compares whole numbers', 'composes numbers', and 'decomposes numbers'. At the bottom of this section is a '+' icon and the text 'Type a new item for this checklist'.

Use the drop down menus



<http://app.classvantage.com/#/signin>

add checklist items

# Creating Products Using iPads

- Think about the learning goal. Is it writing? If not, is there another way to see or hear what students know and can do?
- Do you want to understand the students' reasoning or critical thinking? Students will often explain themselves in greater detail orally.
- Would you like to be able to assess projects without using multiple class periods for presentations?



# iMovie

- Students can teach others how to do something, conduct an interview, re-create a scenario, create a PSA, have a debate or simply respond to a text.
- You can use iMovie to collate a series of short video clips. One iPad at a centre will suffice to create a “response booth”.
- This can be whole class, small group or individual work

# Making Connections Benchmark Assessment

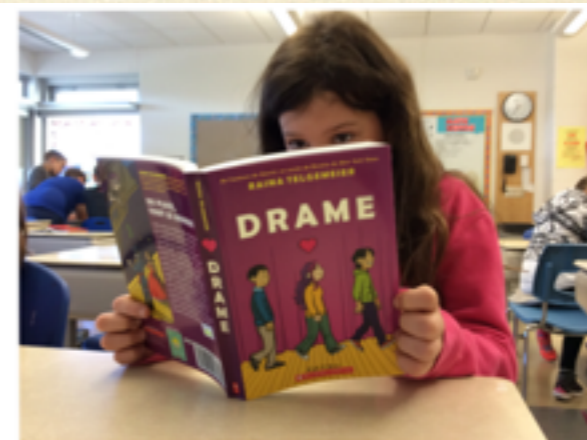
# Explain Everything



Fait ton travaille!!!

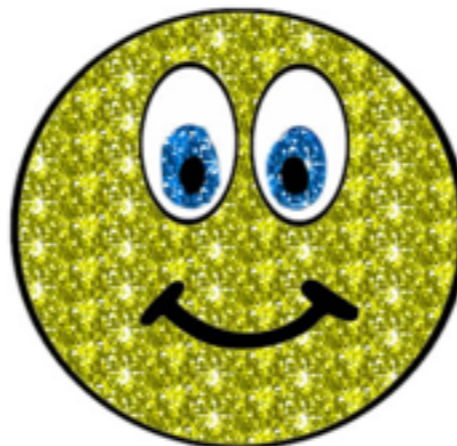


PROACTIVE!!!



En class lire quand tu finir la travaille et ne pale pas!!!

Écout a la professeur!!!



Range les chose qui doit être rangée!!!



## Posters and More

# Explain Everything

Exposing Misunderstandings

# It's Your Turn

- Table groups will use Explain Everything to share their key learnings from the day
- At your table, take a photo of your group or of an object that represents your thinking
- Open Explain Everything and click on + to start a new file. Click on + and then "Add Photo". Select your photo. Click "DONE"
- Pass the iPad around, so that each person can complete the sentence stem: "Today, I learned..." or "I am going to try..." You will need to touch the red dot (record button)
- Click on the A button, and then touch the screen. A keypad will appear. Type the names of the people in your group.

# Reviewing Our Learning Goals

- I will see current examples of students using iPads as part of the assessment process.
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