

# I4i – Apps and More



Scan to visit the website for this session, where you can download a PDF of this presentation and find additional iPad resources. You can also go to:

**<http://i4iekd.weebly.com>**

Megan Nicholson  
Christine Hurley

**Enter our giveaway!** Go to the website, tell us your name and your favorite app and you could win a **free** one-year premium **membership to Spelling City.com!**

**Edmodo Group Code: gf5snm**





# i4i in the classroom

"The most important thing that schools can do is not to use technology in the curriculum more, but to use it more effectively"

*- "Born Digital; understanding the first generation of digital natives"*



# Today's Presentation

- About Us
- Why i4i
- Getting Started
- A Classroom Teacher's Perspective
- Impact on Students
- Appy Hour – Turbo Edition
- Contact Information

<http://todaysmeet.com/cg>



# ABOUT US





# Why i♥i4i

- Motivated learners!
- Eagerness to write across the content areas!
- Provides choices-for differentiation
- Portability



# Getting Started

- Acceptable Use Policy with our Principal
- Quick How-To Training with Mrs. Hurley
- Class generated list of rules for the iPad which all students signed.
- Tech Helpers who train one another to distribute iPads in the morning and plug in the iPads at the end of each day.
- ‘Experts’ who help students navigate Apps or answer questions.



# **A CLASSROOM TEACHER'S PERSPECTIVE**





# Curricular Connections

## Online Discussions- **My Big Campus**

- [CCSS.ELA-Literacy.SL.2.1](#) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-Literacy.SL.2.1a](#) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- [CCSS.ELA-Literacy.SL.2.1b](#) Build on others' talk in conversations by linking their comments to the remarks of others.



[CCSS.ELA-Literacy.SL.2.1b](#) Build on others' talk in conversations by linking their comments to the remarks of others.



**Elijah Olmo** Apr 16 9:31AM

I think Jack keeps on wondering if you are deaf can you still hear onomatopoeia because he probably has a family member that is deaf and he wants to know if that family member can hear onomatopoeia I think.

Yes! 2 yes'd [Comment](#) [Repost](#) [Report Abuse](#)



**Lucas Snyder** Apr 16 9:33AM

That is a great post

Yes! [Report Abuse](#)



**Kenna Ruark** Apr 16 9:36AM

That's sort of what I wrote Elijah. Although I do agree with Lucas.

Yes! [Report Abuse](#)



# Recording information from reading texts

## [CCSS.ELA-Literacy.W.2.8](#)

Recall information from experiences or gather information from provided sources to answer a question.



**Corkulus App**



# Research and Writing

- Spider research project.
- [CCSS.ELA-Literacy.W.2.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- Introduce topic with a **MentorMob** playlist
- Students chose a spider to research and researched its habitat, diet, etc on **SimpleMinds** App.



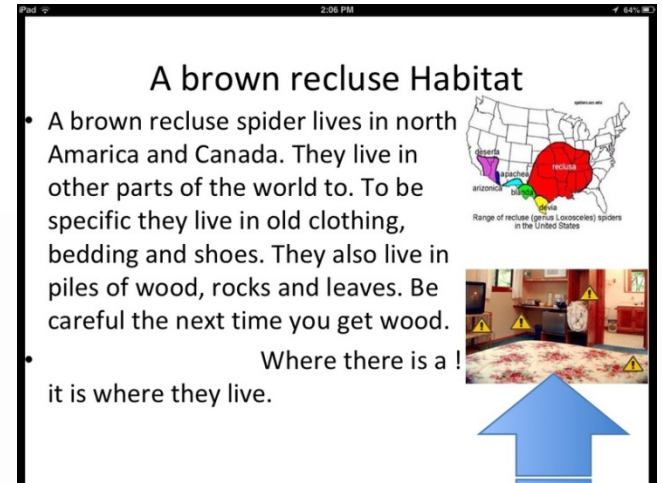
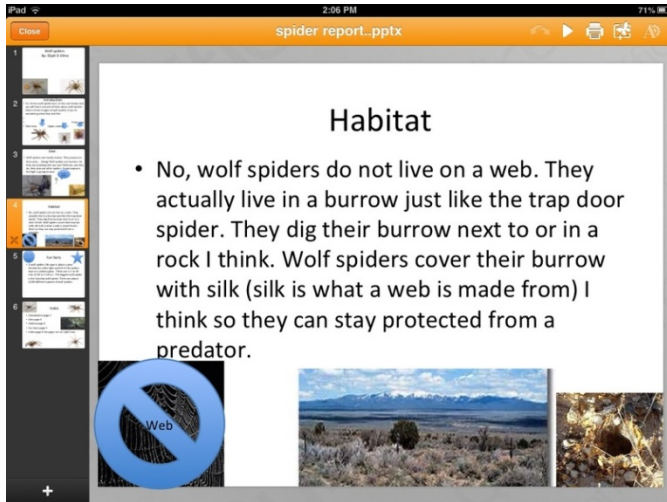


# Informational Essay

- [CCSS.ELA-Literacy.W.2.2](#) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- [CCSS.ELA-Literacy.W.2.5](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- [CCSS.ELA-Literacy.W.2.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



# Power Points in **QuickOffice** as culminating project of spider research unit.



## CCSS.ELA-Literacy.W.

2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



Students did all  
the work  
independently!  
I just edited!



# Other Content Areas.



**Science Journals-** Photographing, labeling, and writing about the experiment.

**Math:** Photographing and recording data using **Notebook**

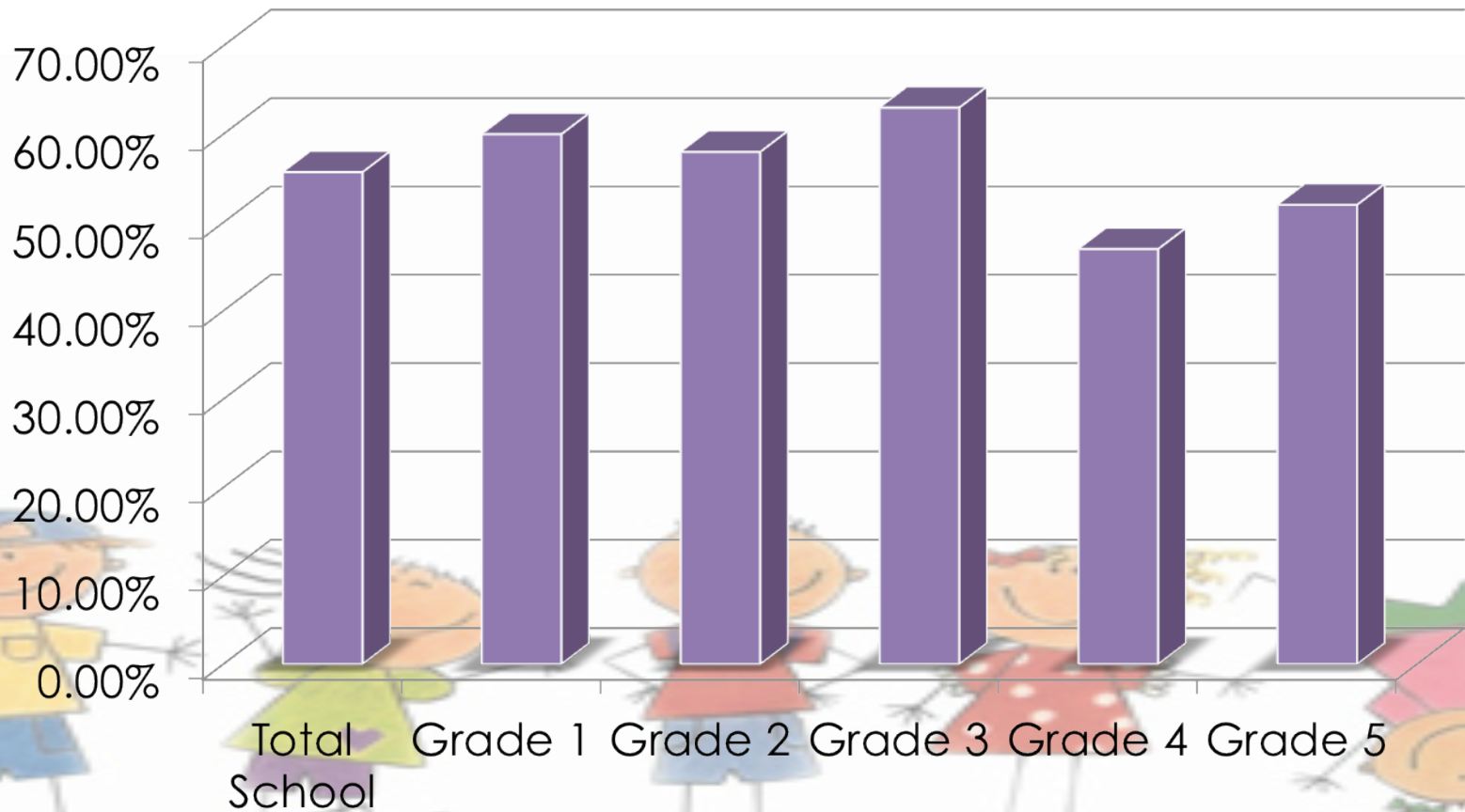


[CCSS.Math.Practice.MP4](#) Model with mathematics.

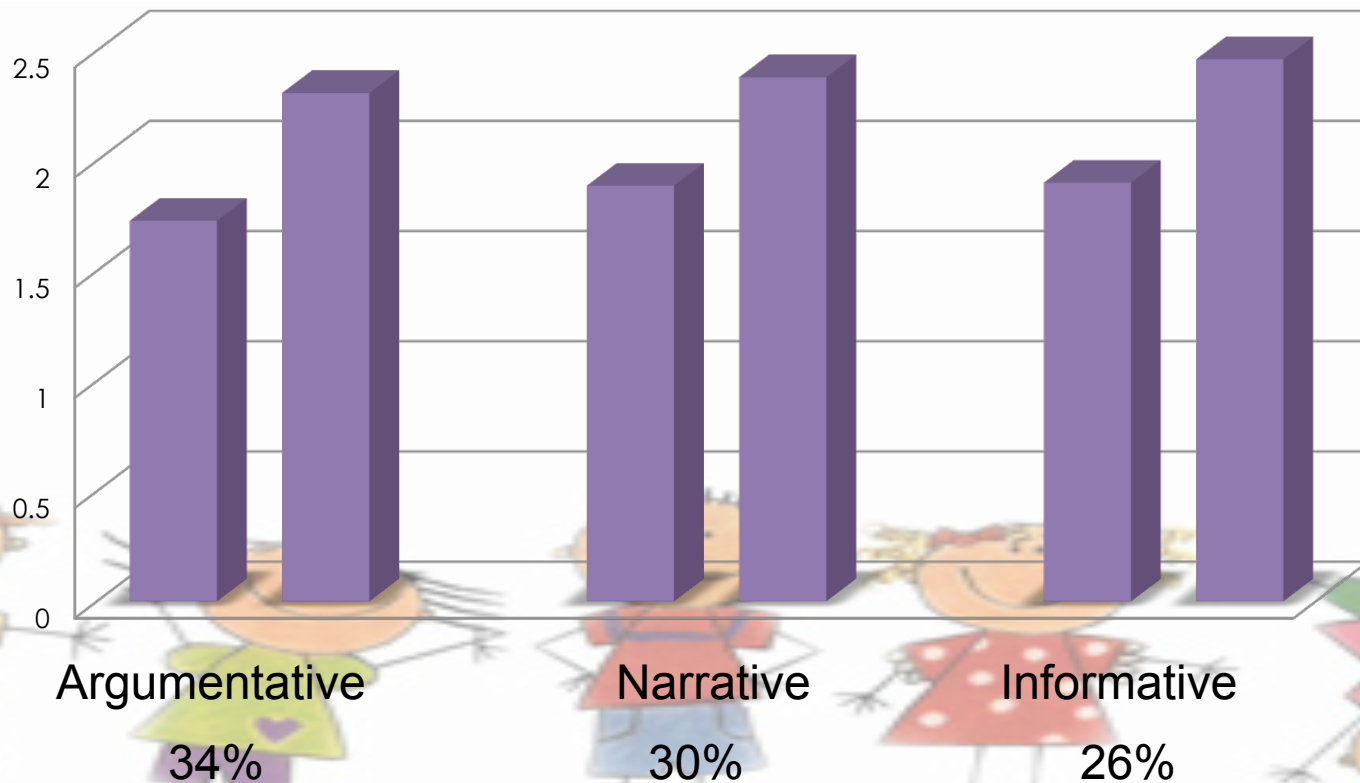
# IMPACT ON STUDENTS



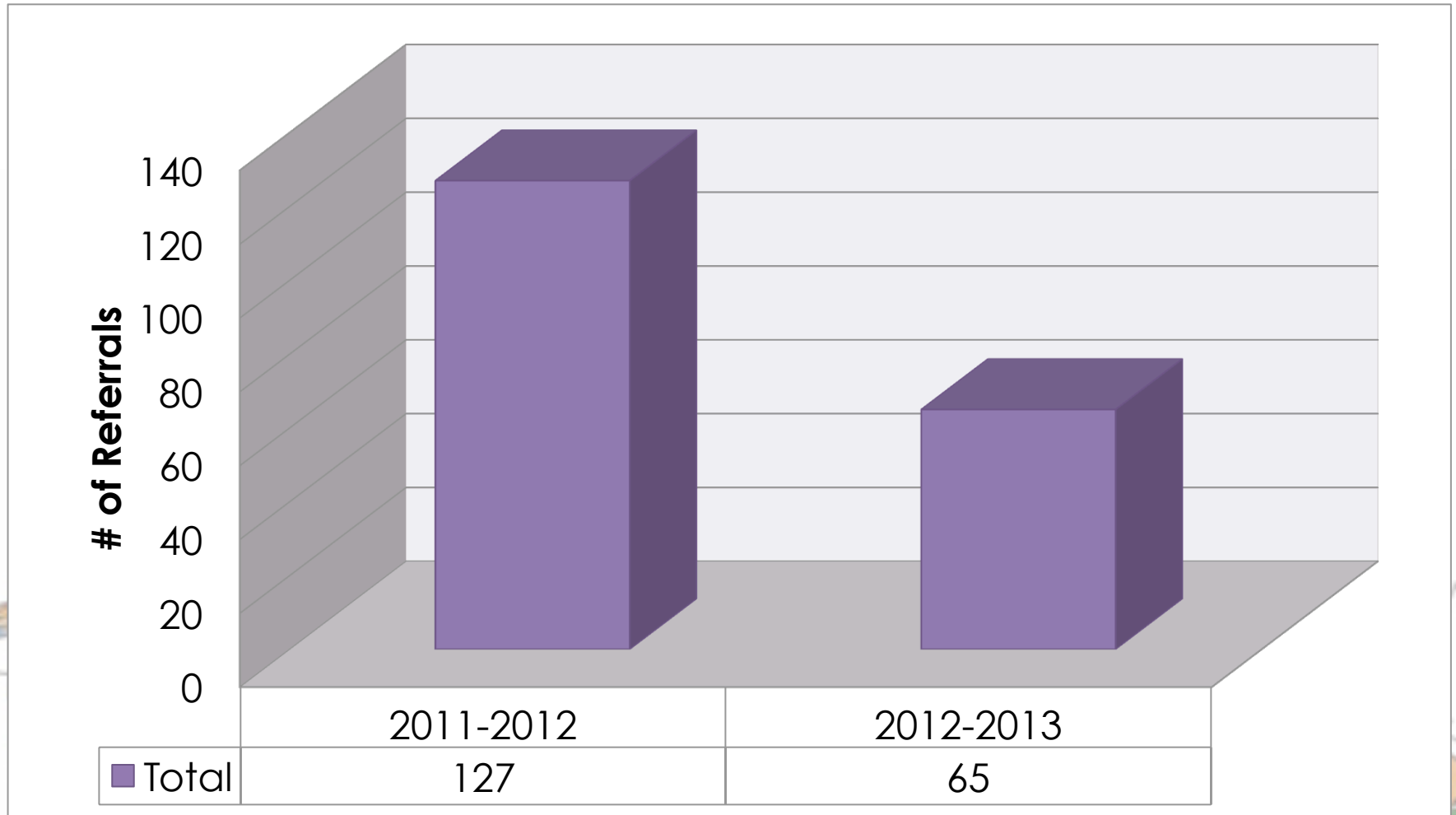
# % of Students who increased Lexile Scores (MAPs) in Grades 1-5 from Fall 2012 to Winter 2013



# % Increases on CCS “Cold-Write” Assessments, Grades 1-5 from Fall 2012 to Winter 2013



# EKD Referral Rates



# Appy Hour – Turbo Edition





Only those who **risk** going  
too far can possibly find out  
how **far** one can go.

T.S. Eliot  
LEILOCKHEART ★ TUMBLR



# Contact Us!

## Megan Nicholson



[nichomeg@wcps.k12.md.us](mailto:nichomeg@wcps.k12.md.us)



Class webpage:

<http://ekdschool.weebly.com/mrs-nicholson.html>



Facebook:

<https://www.facebook.com/MrsNEKD>



Twitter: @nichomeg\_megan

## Christine Hurley

[hurlechr@wcps.k12.md.us](mailto:hurlechr@wcps.k12.md.us)

<http://hurlechr.weebly.com>

**Twitter:**

@hurlechr

**Pinterest:**

<http://www.pinterest.com/hurlechr>

**Facebook Page:**

Emma K. Doub Library Media Center

**YouTube Channel:**

<http://www.youtube.com/hurlechr>

**Instagram:**

edemedia

