

WEEBLY

Lesson Idea 1:

Language Arts – inferencing and making connections -pictures that require students to ‘read between the lines’ and figure out what might be happening or what sort of a celebration it might be based on cues given in the picture. This picture would be posted on the teacher’s main site (perhaps a separate page for ‘inferencing and making connections’ and could be tied to a book you are studying, a subject theme you are working on in class or just general life experiences (ie. Graduation, a wedding, a new baby, etc). The idea is that:

- students might know what is going on based on previous experiences, or
- students may have to go online and make guesses as to what might be happening and find similar pictures to solidify their reasoning

Students will visit the teachers site to view the picture (a new one posted each week perhaps) and once they have an idea of what they are looking at they will have to write a blog post in their own website (there is a class main page and then students each have their own website) explaining:

- 1) what is happening in the picture,
- 2) providing reasoning as to why they think they have made a good inference or connection, and
- 3) what clues they used, if any, to help them figure out what was going on.

An example might be a picture of a team cheering with one player holding on to a soccer ball. Students might infer that the student holding the ball might have just scored the game winning goal because they are cheering each other on, there is a soccer ball and a team in the picture, attention seems focused on one player, etc.

This activity could be made harder or easier depending on grade level and would not only provide evidence of students ability to make connections and infer, but also require them to justify their feelings or assumptions. Students could also be drawn in to the project by having the chance to choose a picture or theme on some weeks. Of course, all pictures would have to be ‘school appropriate’ and students would be reminded to make all posts and discussions in an appropriate way.

Lesson Idea 2:

An extra website could be made for a mythical student in the class. This ‘newstudent101’ could have examples of postings made to their own ‘personal’ website (controlled by the teacher, obviously). Examples of good and bad things to post (school appropriate, of course) could be placed on their webpage and the class could visit to see what is new on the site. I foresee this as being a valuable tool in the building of the student’s own ePortfolios as this extra site could bring examples from the class (made to protect the persons anonymity) or from the world and provide the opportunity of a jumping off point for discussions where the class could explore what is and what isn’t appropriate to post to the internet and learn by doing as they are becoming responsible for creating their own websites. Though this wouldn’t necessarily show up as a blog post, class discussions and the resulting student websites could be assessed to determine if the message was being transferred into practice.

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Lesson Idea 3:

Students could choose a concept from the math curriculum that they would like to learn, explore and then teach. Students would (after becoming proficient) create a video explaining the main concept and giving examples of questions tied to that topic. They would then post the video to their blog or a page on their website and other students would be invited to view the videos and post questions or comments to the creators. As well as the initial video (which could be assessed for marks), discussion back and forth would give an indication of the depth of understanding of both the 'teacher' and 'student' for each concept.

I have had students create videos of their learning before as an alternative to an end of unit test and students were quite excited to be able to create evidence of their learning in such a way. Using the blogging feature (politely) would provide another way to allow for peer assessment and support. These videos would be accessible only to those who had access to our student sites (our class would be provided with the passwords to be able to view each others sites). That way if students wanted to share their idea with a friend or view other student's videos, they could, or they could share them with their parents at home. There would be strict guidelines, however, that the videos were only to be shared with students in our class and not posted or copied to other sites due to the restrictions of our permission form.

Adapted Activity:

Keeping class based websites for the entire school (grades K-6). This will be an area where student work can be showcased and students can add quotes and things like book reviews or explanations of what they have learned that day/week/month (a communal ePortfolio). Because of privacy concerns, I would be hesitant to post pictures of students, however student work and quotes would allow them to have a hand in creating a lasting showcase from their year. In the younger grades this would be very much teacher led and teachers would be responsible for updating the class website with the help and ideas of their class. Older students might have more of a leadership role in designing their class pages and posting materials once they had the overall approval of their teacher.