THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Ideas With IMPACT

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FLORIDA EDUC8 SUPPORT EDUCATION

Collaborative Platforms for Blended Learning

Collaborative Platforms for Blended Learning

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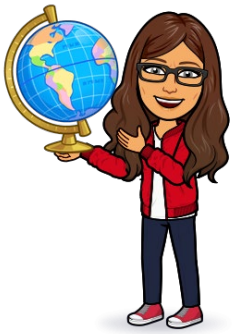

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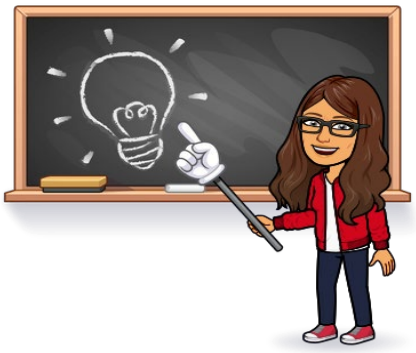
Goals and Objectives

Given the challenging times we have had to face and continue to do so this current school year, the goal and objective of this project is to provide both teachers and students alike a way of navigating online resources to provide a continuum of learning. This project's objective is to provide students with a relevant and meaningful way of learning that takes them from a traditional classroom setting to one that allows for more autonomy in their own learning process. In addition, it enhances the use of collaborative platforms whereby students can use a variety of methods and/or resources to exhibit their work. The project will also give them more experience in working collaboratively with their classmates, using technology and online platforms such as Padlet, Discovery Education Board Builder, and Pixton. These online platforms will allow students to provide feedback, the sharing of ideas, as well as, photos, videos, templates, research done with assigned projects that they can complete both at school and at home promoting a "blended learning" environment.

All students need to know and understand that they can do great things no matter how "small or young" they are. That the ability to learn using a different format or strategy will add to their repertoire and develop their online skills that will benefit them in their future. I've included a series of books to share and read to your students to encourage them through the process of using the online platforms and work collaboratively. As such, the goal and objective of this project is to inspire students to gain a sense of confidence and ownership of their learning as they begin to increase and develop new skills, and learn the meaning of perseverance, resiliency and determination through the stories/books as they serve as an introduction to each month's lesson.

This project also permits students to contribute to their own learning and meet their learning styles despite the present circumstances we are all living in. By working on projects using these platforms, it combines an academic learning component with the social and emotional learning within a blended learning arena.



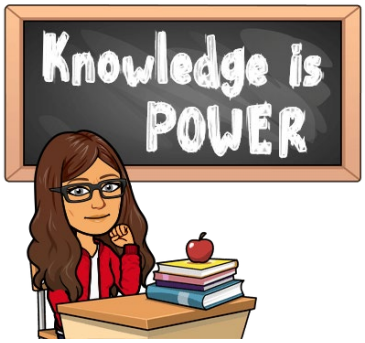
Florida Standards

SS.4.A.1.1 – Analyze primary and secondary resources to identify significant individuals and events throughout Florida History.

LAFS.4.SL.1.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LAFS.5.RI.3.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

SC.35.CS-CP.1.3 Identify, research, and collect data set on a topic, issue, problem, or question using age-appropriate technologies.



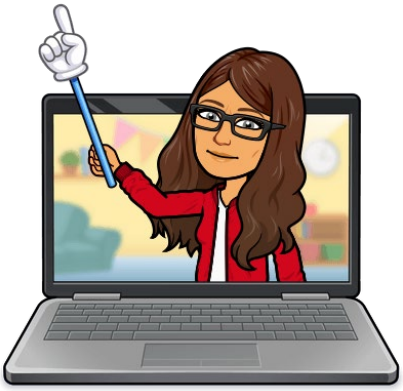
Course Outline/Overview

The following is an example of a course outline and overview for this project. It is not "set in stone" but rather, its purpose is to provide you, the teacher, with an example of steps and material you can use to begin the implementation process of introducing the use of online platforms. Teachers should be able to use it with grades and age-levels from Elementary to High School. Projects can be created and designed to meet the standards, in addition to, other curriculum and/or subjects providing students the opportunity to use different means of expression and methods of showing their work and skills.

- Students learn from teacher modeling how to use Padlet, Discovery Education Board Builder and Pixton.
- Students will begin work on their first assignment using the Padlet program. They will begin to "add" information to their "box" and upload completed work.
- Students will create their own "math" problems and answer key to share with other classmates and to further review what they are currently learning according to the quarter/semester and curriculum.
- Students will create their own video with "math instruction" to upload and share with classmates on the Padlet platform.
- Students will work on STEM projects using the Engineering Design Process and upload completed assignment to the Padlet Gallery.

- Students will work on Social Studies project as “journalists” interviewing a “person of interest” from the past, present or future and create a “newspaper column” to input to Padlet.
- Students will complete a Science Fair Project and learn how to insert it to Board Builder in Discovery education to enter the Science Fair and share with classmates.
- Students will create a Board Builder in Discovery education with benchmarks they have learned in the school year for science review. They will share the “study board” with classmates for review and remediation on benchmarks under Earth & Space, Physical Science, Life Science and the Nature/Practice of Science.
- Students will display a showcase of their work to share with other students.
- Students will share their feelings/thoughts on Padlet as a culminating activity “Class of 2021” for the school year.
- Students will create their avatar on Pixton, complete a comic strip using Pixton tools available and a Powerpoint slide inserting their avatar and creating a “digital memory yearbook” for the end of the school year.

Timeline of Lessons & Activities



***As you begin to implement this project, please see the following as just a guide. Some of these projects were not able to be completed due to time constraints, testing, and working remotely. I also changed them according to my students needs at the time. However, as teachers we recognize our abilities to be flexible, empathetic, and tweak our lessons to meet the needs of our students. I hope, however, that the following will help you get started and you will put "your own spin and work your magic" as only teachers can do!**

January: "A Thousand No's" (Classroom set if possible) – Students will listen orally to "A Thousand No's" as an introduction to what it means to persevere despite the "no's" that may periodically come their way, or their own feelings of frustration having to learn "differently" than what they are used to. The story will be used as a motivational tool during these "changing" times that what may seem difficult and challenging at first, can turn into a great and innovative idea. The book should be used throughout the school year as a reminder of the great things that can be accomplished despite the challenges we will face in a "new classroom setting". For the specific project, students will create a Math Video, song or rap using Flipgrid, reviewing concepts from the present quarter/semester and what is presently being taught in class. Student will create their own Math Word problems and answer key and teacher will show them how to upload work to Padlet for other classmates to access and practices (Focus: Math project)

February: "What Do You Do with an Idea?" – Students will listen to the story as an introduction to the project for this month. Students will advance in working collaboratively on the Padlet and Discovery Education online platforms using the technology provided by practicing what was taught last month on uploading assignments/work to the Padlet Gallery (link should be provided by teacher). The teacher should model this again but provide students with the opportunity to practice on their own. Student will learn how to use Padlet to provide constructive feedback to other classmates to ensure that they are working together, in addition to working independently. They will also learn to use the "Board Builder" in Discovery Education, with teacher modeling assigned projects in Math, Science/STEM and Social Studies and be able to input their "learning content" to use for review, and to share with their classmates online. Example of project will consist of a STEM focusing on picking one object in their home that is used consistently. The will "redesign" the object for improvement. They will test it and work

on price of the object, the availability, durability, and accessibility, especially for people (young and old) that have a disability. They will put all their design work; written work and pictures/video in the Padlet Gallery for STEM projects.

March: "You Matter" – Students will listen to the author of the title book "You Matter" via YouTube as an introduction to their Social Studies project that will be completed using the Padlet platform. In this activity, students will work as journalists researching current events and create a "mock interview" with a person of their choice either presently living or in the past, that has made significant contributions to our society whether through Civil Rights, Advocacy for Positive Change in Health and/or Environmental causes, Inventions that have improved life in general, or a family member (young or old) that has made a difference in their lives. The interview process will consist of them asking specific questions (as a class we will brainstorm and come up with a consensus regarding the questions) and recording their answers. Students will then "write their column" in a newspaper style box on Padlet or create a board in Discovery Education for others to be able to read. (Focus: Social Studies)

April: "Maybe" – Students will listen to the story "Maybe" to reinforce the value of their own contributions and relevancy to their learning, prior to the next project. The story will be used to remind them of their own ability to learn new things, reinforce what they can accomplish when they set their mind to it and their "unbound potential". For their project, students will take what they have learned in science this school year and create a "study board" in Discovery Education with information under Earth and Space, Physical Science, Life Science and the Nature/Practice of Science. They will share this with each other, using it to "assess" what they have learned and which benchmarks need remediation prior to the FSA Science Assessment in May (Focus: Science Project)

May – June: "What Do You Do with a Chance?" (Class set if possible) As we end the school year, students will be better equipped to use the Padlet, Discovery education board builder and use Pixton to create a Class Photo. Students should receive a copy of the book "What Do You Do with a Chance?" to culminate the years activities and as a remembrance token. Students will present a "showcase" of their completed projects/work sharing the links with other classmates and parents as a display of their work.

Resources

Websites & Links:

www.padlet.com
www.pixton.com
Discovery Education (can be accessed through portal)

Padlet Links: (these were created by me, but you can click on the link, and it will take you to them so you can see some samples of the student work from previous classes).

- Black History Month (padlet.com)
- My luminous padlet
- Social Studies: "Learn your history; Make your his/herstory" (padlet.com)
- Class of 2021 (padlet.com)
- Science: "To Infinity and Beyond!" (padlet.com)
- Math: "All Around the World" (padlet.com)

Online Costs:

Padlet Subscription: FREE up to 6 Padlets; $10 monthly for a year subscription with unlimited Padlets

Pixton Subscription: FREE limited: Subscription $99 for the year if you want to unlock all the content packs so students can add more characters & settings to their comic strips.

Discovery Education: FREE (is included in the District app/services for teachers and students)

<u>Books (Amazon):</u>

Maybe by Kobi Yamada $10.99

What Do You Do with an Idea? By Kobi Yamada $12.74

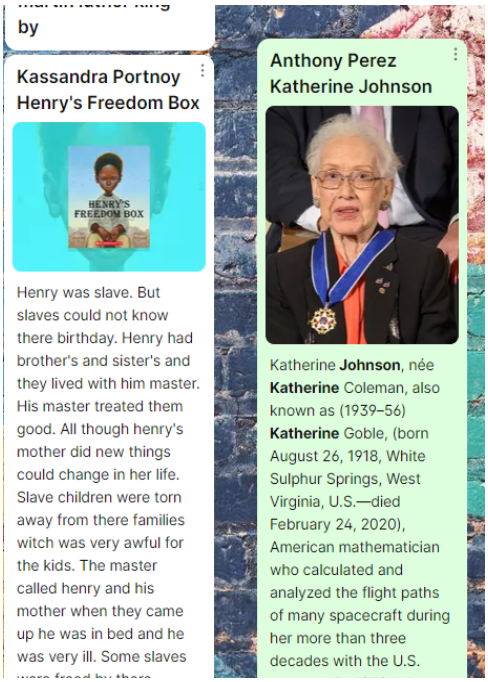
What Do You Do with a Chance? By Kobi Yamada $16.95

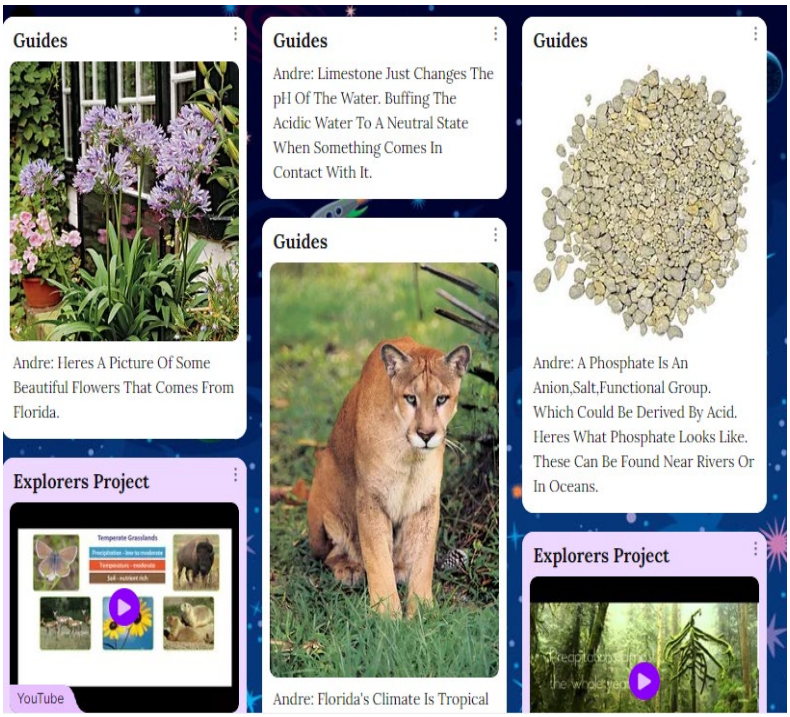
You Matter by Christian Robinson $11.92

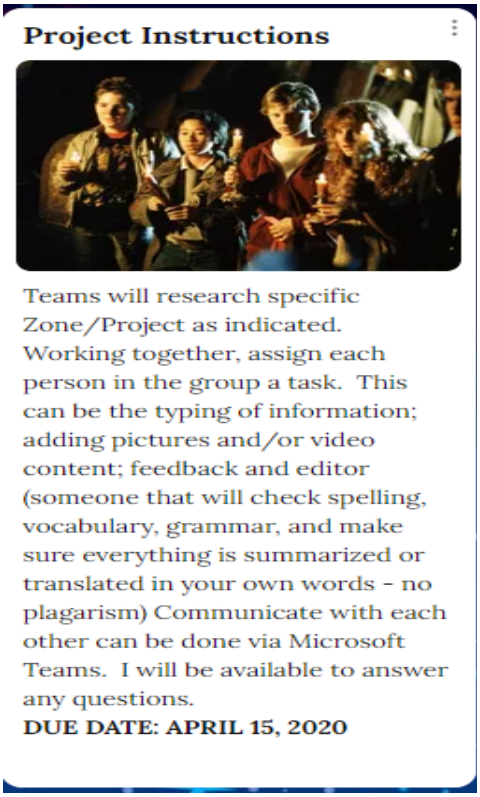
A Thousand No's by DJ Corchin $8.99

****Students will need access to their own laptop, unless it is being provided at school in order to do their research, upload artifacts, photos, videos and information.**

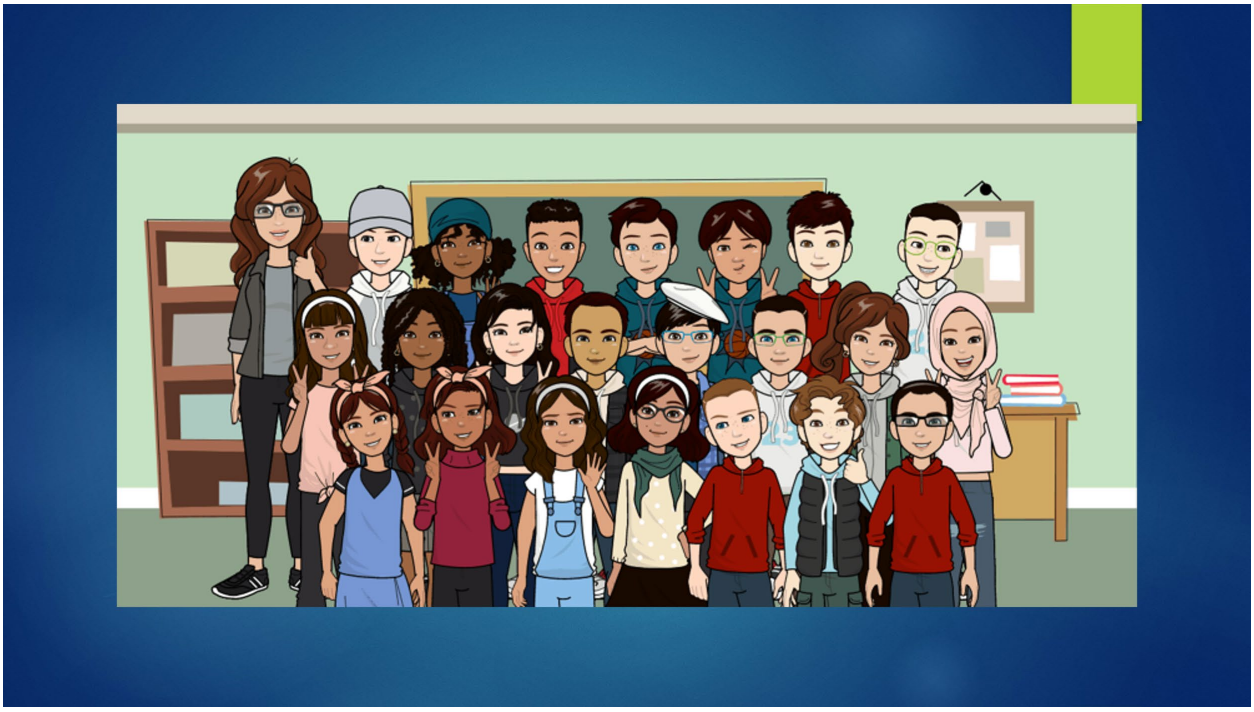
Student Sample Work on Padlet

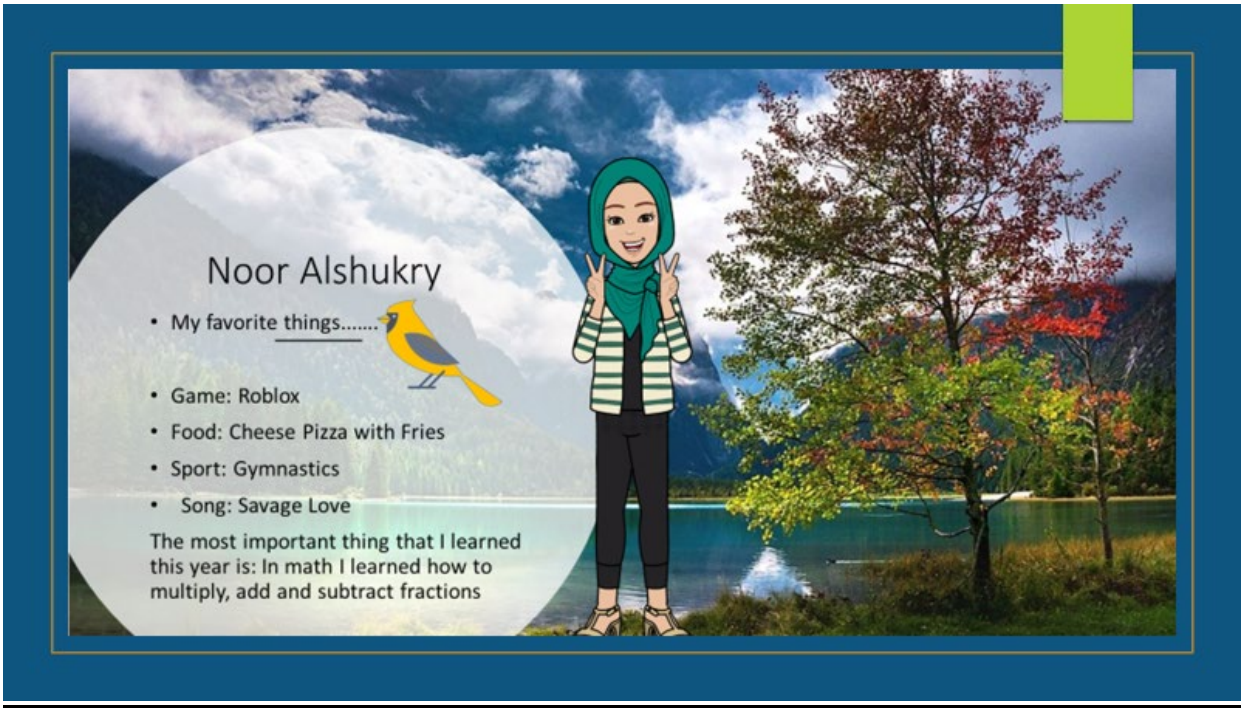




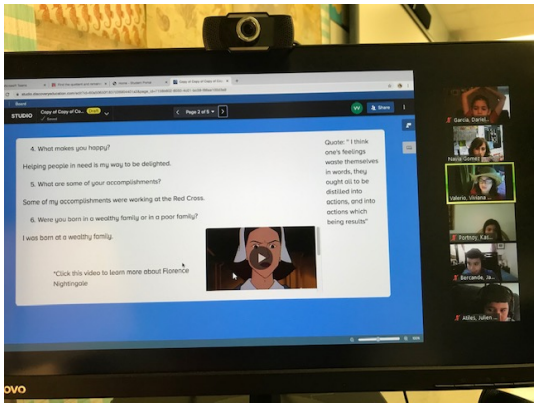
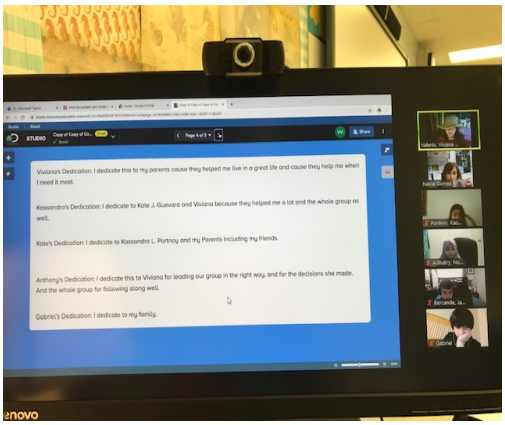
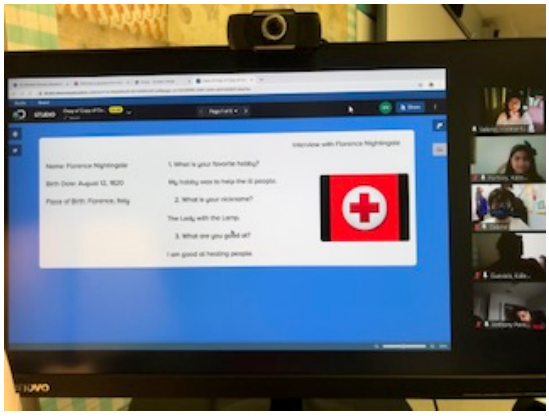
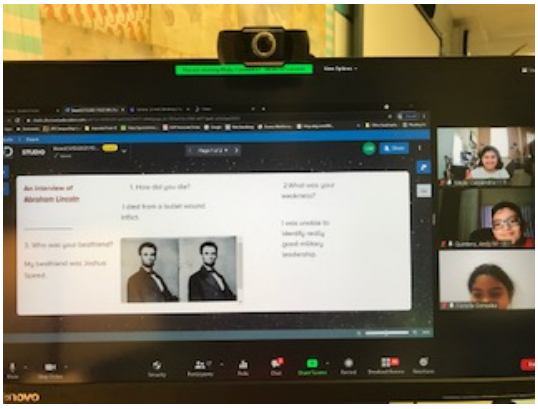
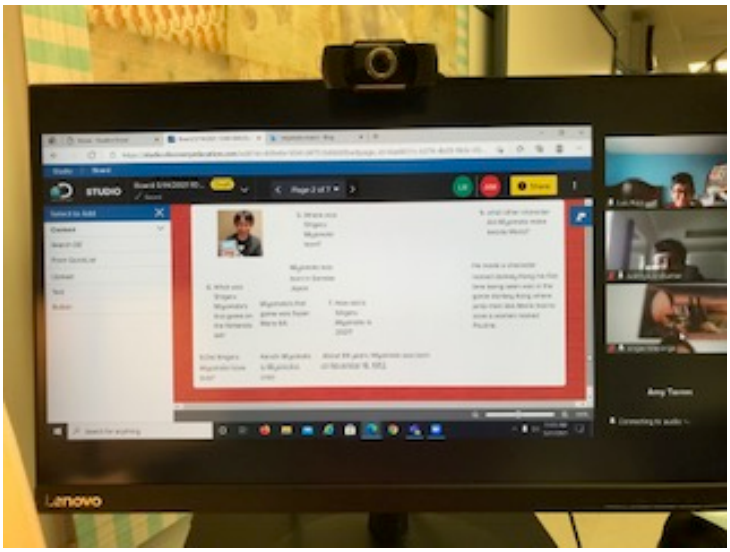


Student Sample Work on Pixton





My favorite things
Game: Minecraft and Pokemon Shield
Food: Almost everything made of meat
Song: The Airship (Made by InnerSloth)
Sport: Soccer
Adithya
The most Important thing I learned this school year is reading and writing because I will be doing a lot of reading and writing in the future.

MARVEL
Harry Potter
My Favorite Things...
Game: Minecraft.
Food: Steak and Fries.
Sport: Soccer.
Song: Lovely By: Billie Eilish.
Kassandra
The Most Important Thing I learned this year...
I learned many things like fractions decimals and I learned poems and essays. I learned these from the best teachers Mrs.Gomez and Mrs.Guevara they are always there and they're the best I love you guys.
SLYTHERIN

Student Sample Work on Discovery Education Board Builder