

APP-SOLUTELY



To be hands-on with us,
consider downloading:

- TouchCast (FREE)
- Educreations (FREE)
- Phoster (1.99)

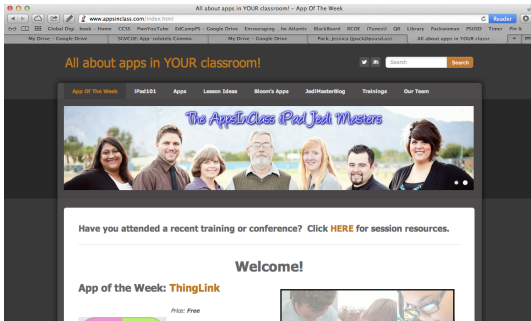
COMMON CORE



RESOURCES



www.packwomantech.com



www.appsinclass.com

RESOURCES

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#CUE14



APP-SOLUTELY COMMON CORE



JESSICA PACK

2014 California Teacher of the Year

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APP-SOLUTELY COMMON CORE

HABITS OF MIND

- Demonstrate independence
- Build strong content knowledge
- Respond to task, audience, and purpose
- Comprehend and critique
- Value evidence
- Use technology strategically and capably
- Understand cultures and perspectives

LITERACY



APP-SOLUTELY COMMON CORE

THE 4 C'S



COMMUNICATION



COLLABORATION



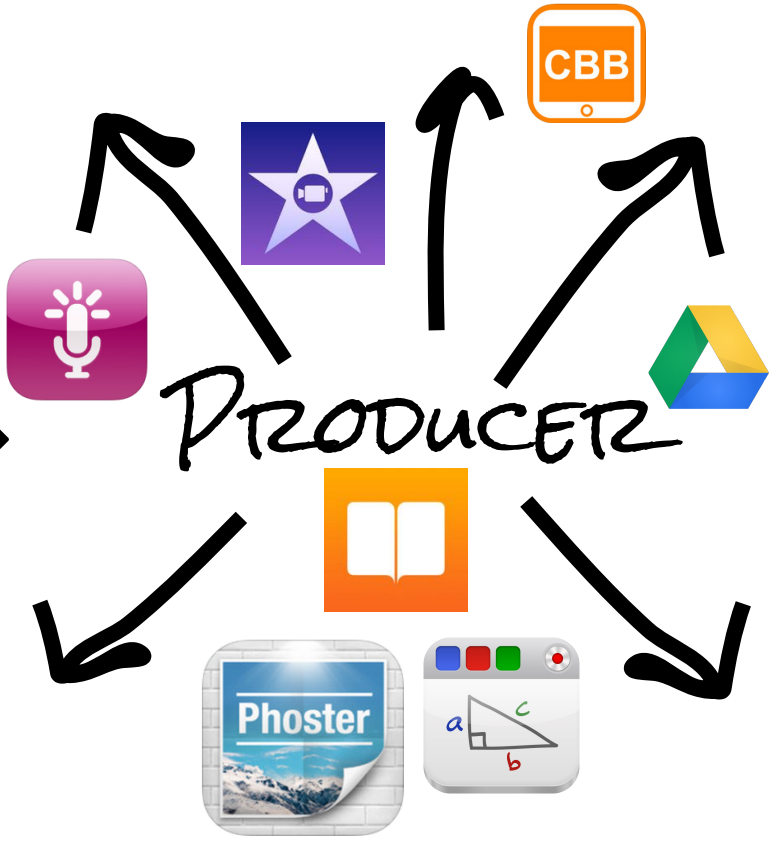
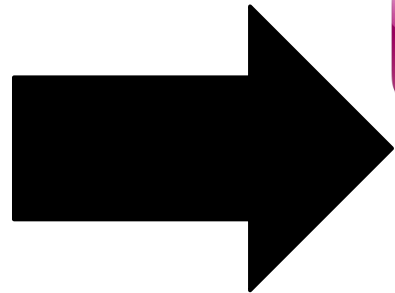
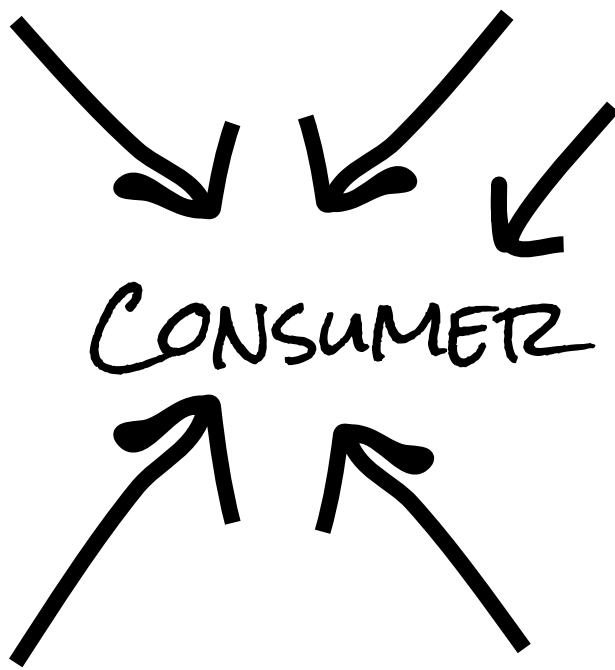
CRITICAL THINKING



CREATIVITY



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COMMUNICATION



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CCSS WRITING STANDARDS:

Grade 6 Students

4. Present claims and findings (e.g., **argument, narrative, informative, response to literature presentations**), sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**
- a. **Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grade 7 Students

4. Present claims and findings (e.g., **argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**
- a. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA**

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Grade 8 Students

4. Present claims and findings (e.g., **argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**
- a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.





TouchCast

- Screencast flipped lessons
- Have students screencast to demonstrate mastery
- Record argumentative speeches
- Publish research findings

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TOUCHCAST IN ACTION



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TOUCHCAST IN ACTION TUTORIAL



AUDIOBOO

- Create short podcasts to demonstrate mastery
- Create metacognitive podcasts to show student thinking/reasoning
- Connect sources using podcasts
- Support with sentences frames at first, then remove scaffolding

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INSTACOLLAGE

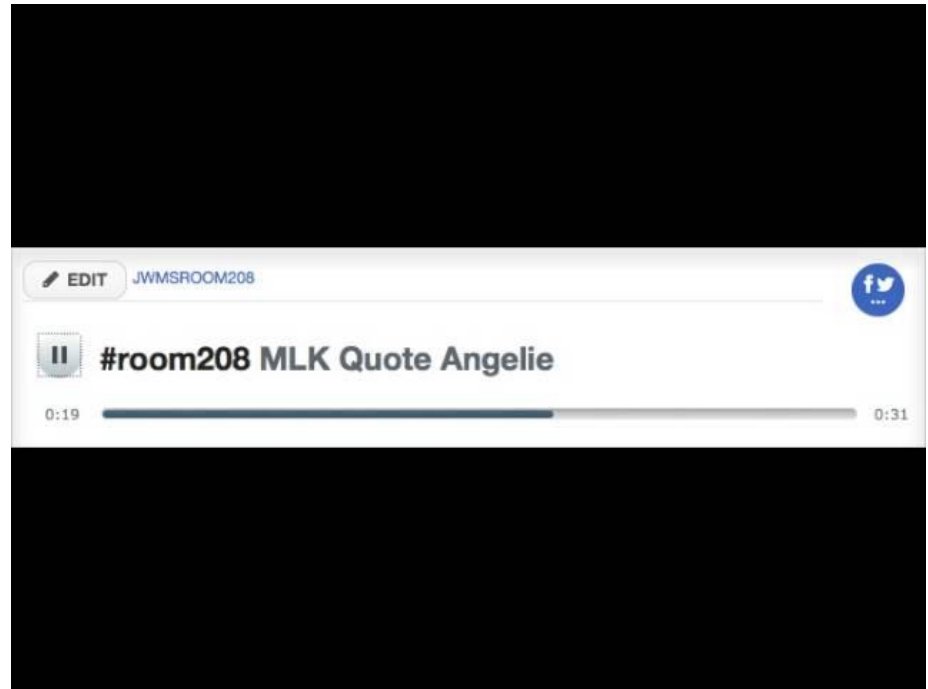
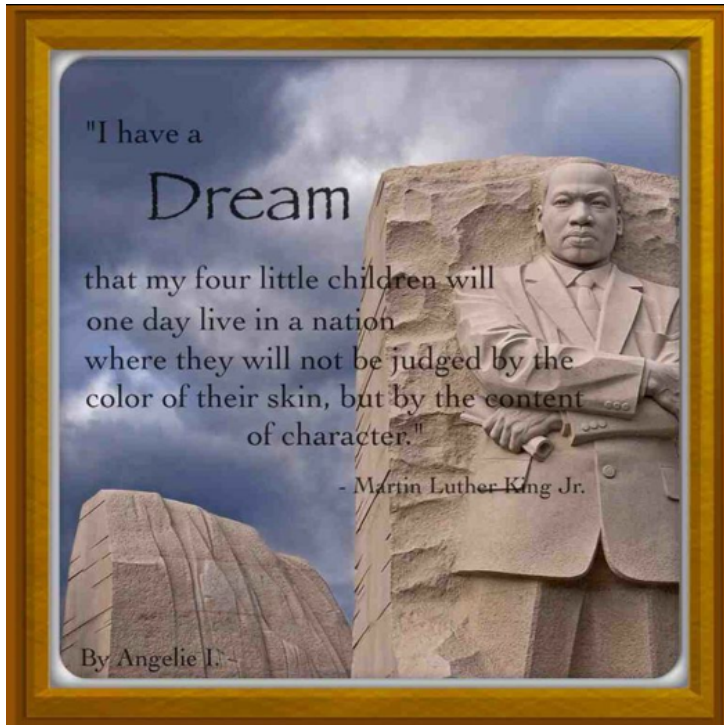
- Create posters or collages
- Single or multiple images
- Add text, FX, and share to camera roll for easy upload to Google Drive or other cloud storage

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#room208 MLK Podcast





COLLABORATION



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RH AND RST LITERACY STANDARDS:

Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>



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SUBTEXT

- Collaborative reading environment
- Import PDFs, web pages, or eBooks from Internet
- Annotate and close read within the app interface
- Embed comprehension checks, book blogs, or forum discussions

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STUDENT TASKS

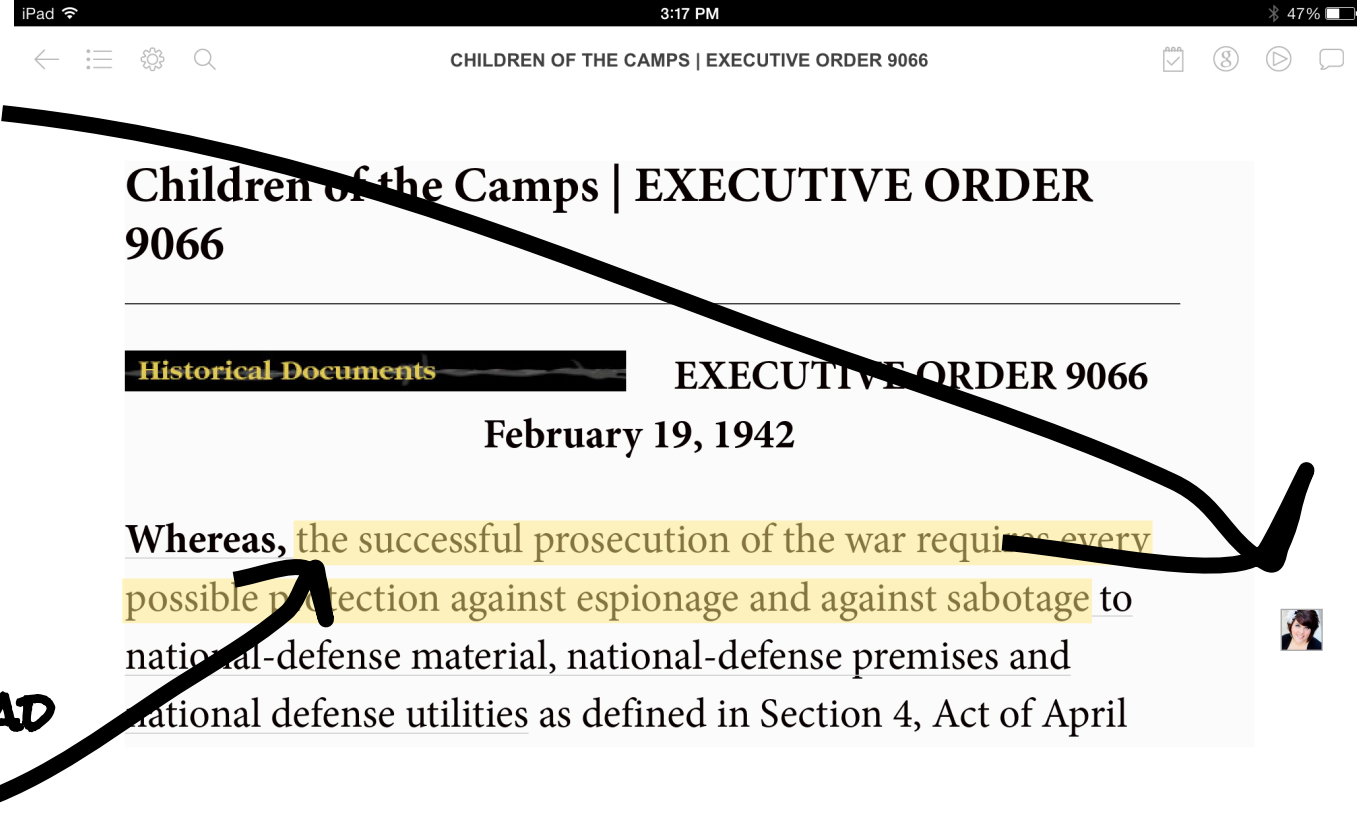
iPad 3:17 PM 47%

CHILDREN OF THE CAMPS | EXECUTIVE ORDER 9066

Children of the Camps | EXECUTIVE ORDER 9066

Historical Documents EXECUTIVE ORDER 9066
February 19, 1942

Whereas, the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises and national defense utilities as defined in Section 4, Act of April



STUDENT CLOSE READ ANNOTATIONS

COLLABORATIVE READING IN ACTION

STUDENT DISCUSSION
IN THE APP

STUDENT CLOSE READ
ANNOTATIONS

The screenshot shows an iPad interface with a document on the left and a discussion thread on the right. The document is titled "Children of the Camps EXECUTIVE ORDER 9066" and has a "Historical Documents" label. A yellow arrow points from the document to the discussion. The discussion thread includes a quote from the document and several student comments.

Children of the Camps
EXECUTIVE ORDER 9066
www.pbs.org

Historical Documents

Whereas, the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises and national defense utilities

“ Whereas, the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises and national defense utilities
-From Children of the Camps EXECUTIVE ORDER 9066 ”

Jessica Pack commented on September 24 4

What was the government afraid that Japanese-Americans might do?

Period 1/2 32 Period 5/6 29

Alexander Roma responded on September 26 3
They are afraid that they might spy on them

angelina sanchez responded on September 26 3
They were afraid that they might spy on warships or on army bases that is why they wanted them to move.

Luke Gacayan responded on September 26 5
The government was afraid that the Japanese would espionage, and sabotage their property.

Dominic Romero responded on September 26 4
It is so that Japanese Ameiacan don't spy on the U.S warships.

Evelyn Beltran responded on September 26 4

COLLABORATIVE READING IN ACTION



GOOGLE DRIVE

- Free app suite that replaces Microsoft Office
- Edit documents simultaneously with anyone you share with
- Access anywhere you have an internet connection

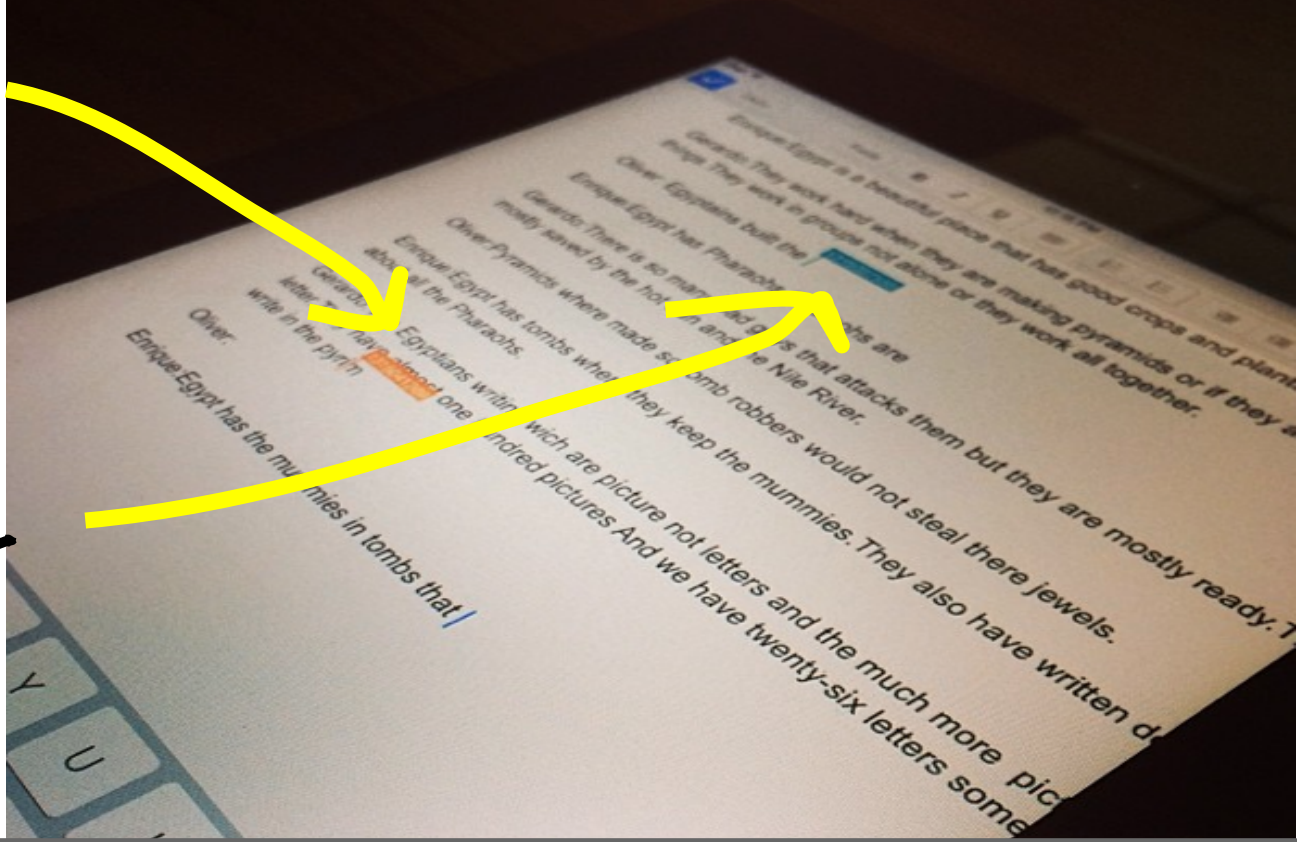
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STUDENT #1

STUDENT #2



COLLABORATION IN ACTION

GOOGLE DRIVE IN ACTION

The screenshot shows a Google Docs interface for a document titled "The Ten Commandments". The document content is organized into a table with two columns. The first column contains the text of the commandments, and the second column contains a student's interpretation or explanation. The text in the first column is annotated with yellow highlights and red text in parentheses. The comments sidebar on the right shows three comments from different users, each with a profile picture and a timestamp. The first comment is from user 1315041253, the second from 1315041941, and the third from 1315042498. The fourth comment from 1315041269 is partially visible at the bottom.

1. I am the Lord thy God, who brought thee out of the land of Egypt, out of the house of bondage.	I'm the Lord who brought you out of Egypt and slavery.
2. Thou shalt have no other gods before me.9	You should not believe in any other gods, but me.
3. Thou shalt not take the name of the Lord in vain. (proud, high-and-mighty)	You should not use swear words with God's name attached.
4. Remember the Sabbath day and keep it holy. (day off, rest day, Saturday)	Remember the holy day, Saturday, and worship the god.
5. Honor thy father and thy mother (trust, faith, obey).	You will obey and have trust in your parents.
6. Thou shalt not murder.	You should not kill.
7. Thou shalt not commit adultery (cheating, affair).	You should not betray others.
8. Thou shalt not steal.	You should not rob.
9. Thou shalt not bear false witness	You should not spread fake proof against

Comments sidebar:

- 1315041253** 12:24 PM Jan 31
From this Commandment, I can tell that the Israelites worship their God, because he freed them from slavery in Egypt
- 1315041941** 12:25 PM Jan 31
From this Commandment, I could tell that the Israelites were not allowed to worship other gods.
- 1315042498** 12:25 PM Jan 31
From the Commandment, I can tell that Israelites couldn't use the Lord's name with swear words.
- 1315041269**

MULTIPLE STUDENTS CLOSE READING AND COMMENTING TO ANNOTATE TOGETHER.



CRITICAL THINKING



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Grade 3 Students

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Grade 5 Students

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Grade 8 Students

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS WRITING STANDARDS:



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MINDOMO

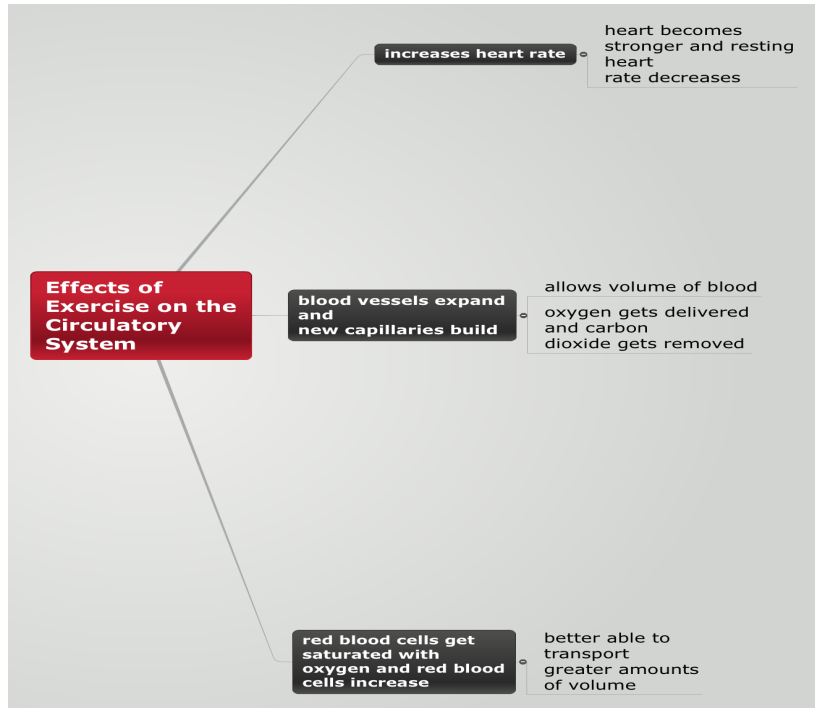
- Create mind maps for research, prewriting, classifying information, analysis
- Increases collaboration with classmates

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MINDOMO IN ACTION



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EDUCREATIONS

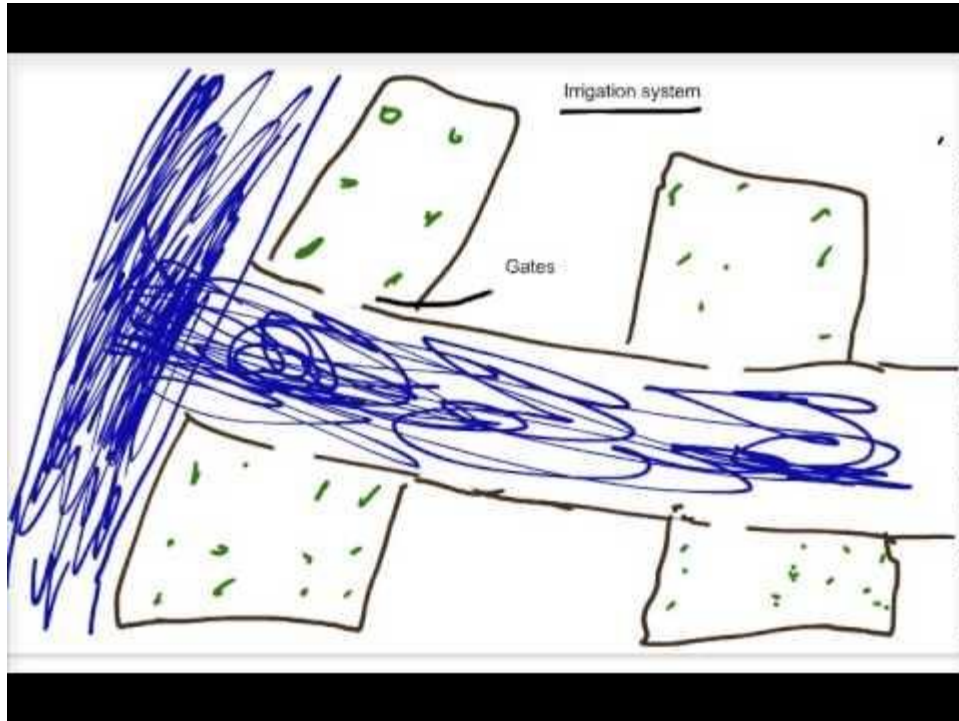
- Import images and annotate over them for close reading or examination
- Students can record their process or explanation and share it with the world
- Screencast to flip your classroom

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EDUCREATIONS IN ACTION

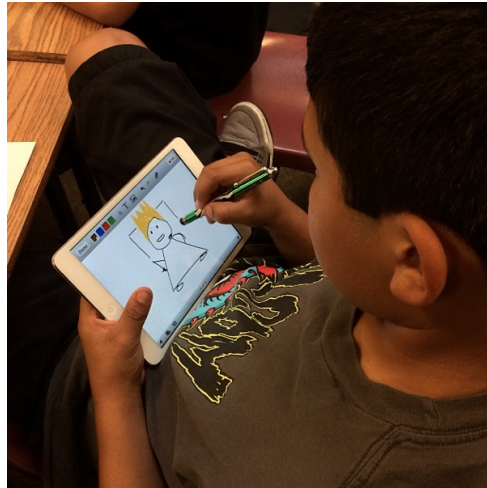


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EDUCREATIONS IN ACTION TUTORIAL

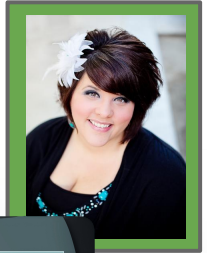




iMOVIE

- Create video projects to showcase mastery, teach others, or apply concepts
- Create movie trailers as public service announcements, vocabulary building projects, and more

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iMOVIE IN ACTION



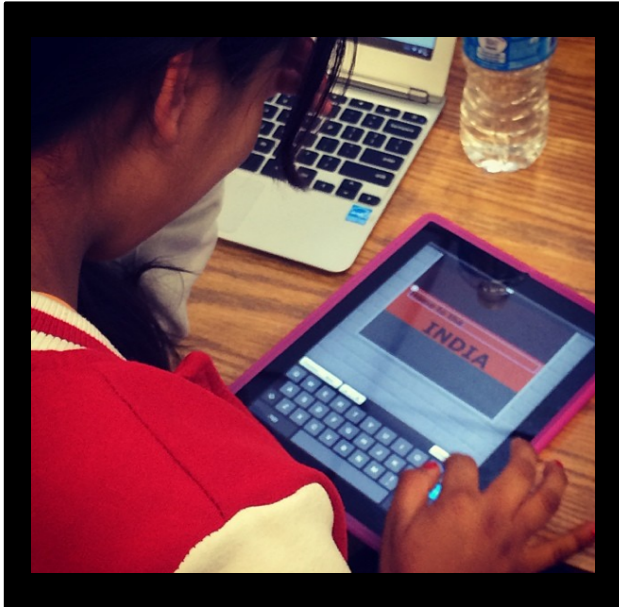
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CREATIVITY



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RH AND RST LITERACY STANDARDS:

Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



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iBOOKS AUTHOR

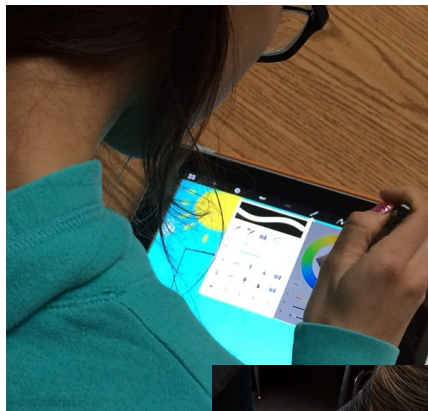
- Write books and create multimedia elements to demonstrate mastery of concepts.
- Publish work for an authentic, worldwide audience.
- Create on a Mac; Read on iPad

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iBOOKS AUTHOR IN ACTION



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CREATIVE BOOK BUILDER

- Write books and create multimedia elements to demonstrate mastery of concepts.
- Compile ePortfolios and written or recorded reflections for each piece of work.

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CREATIVE BOOK BUILDER IN ACTION TUTORIAL



PHOSTER

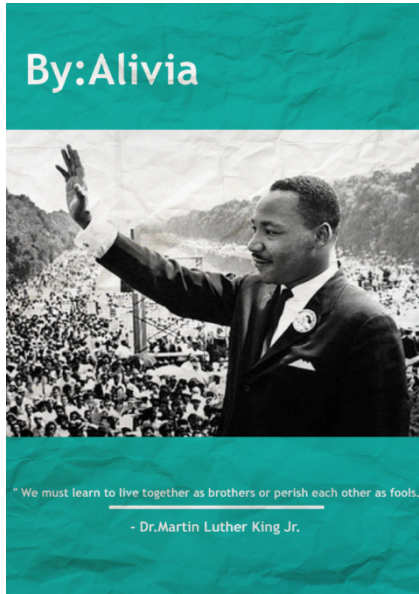
- Create digital posters
- Students can create and share their ideas in Phoster style
- Choose from a variety of templates and check out what others have already done

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PHOSTER IN ACTION



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↑
Design a public service campaign

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PHOSTER IN ACTION

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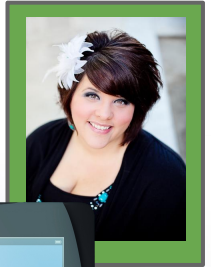
PHOSTER IN ACTION TUTORIAL



HAIKU DECK

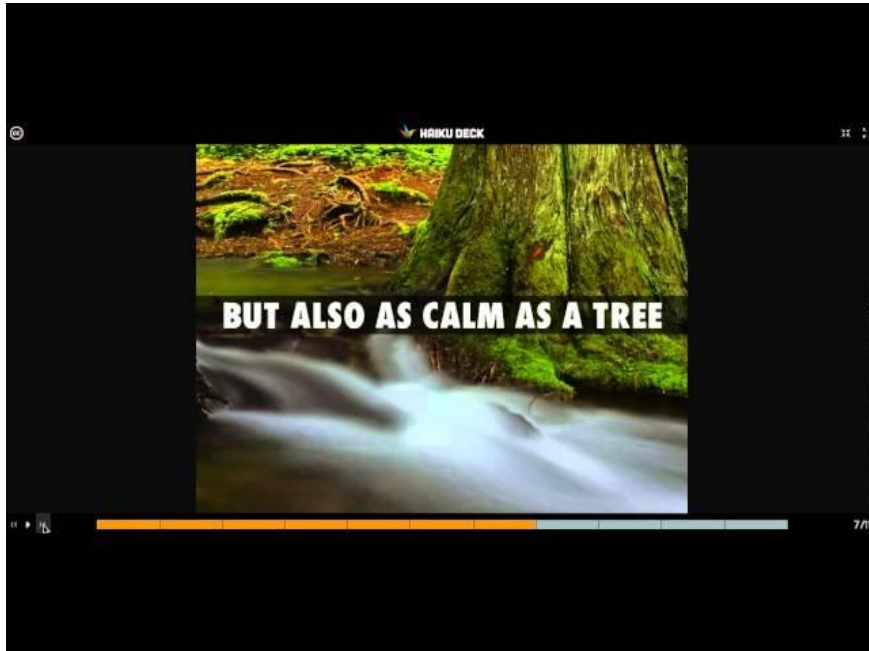
- Presentation tool that uses high quality images associated with keywords
- Build your presentation and access it from anywhere
- Keywords finds images that relate to your presentation

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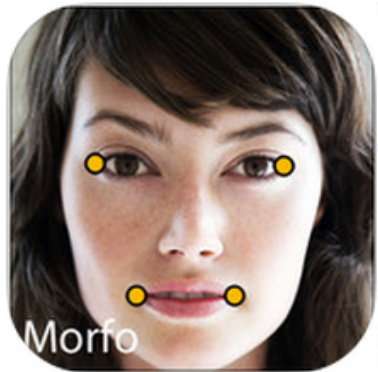
HAIKU DECK IN ACTION



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MORFO

- Morph an image of any face, statue, or work of art and animate it
- Students can use this to verbalize concepts and explanations in a creative and engaging manner

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MORFO IN ACTION



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QUESTIONS?



CONNECT

@Packwoman208

@Msbpatel

@Appsintheclass

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