

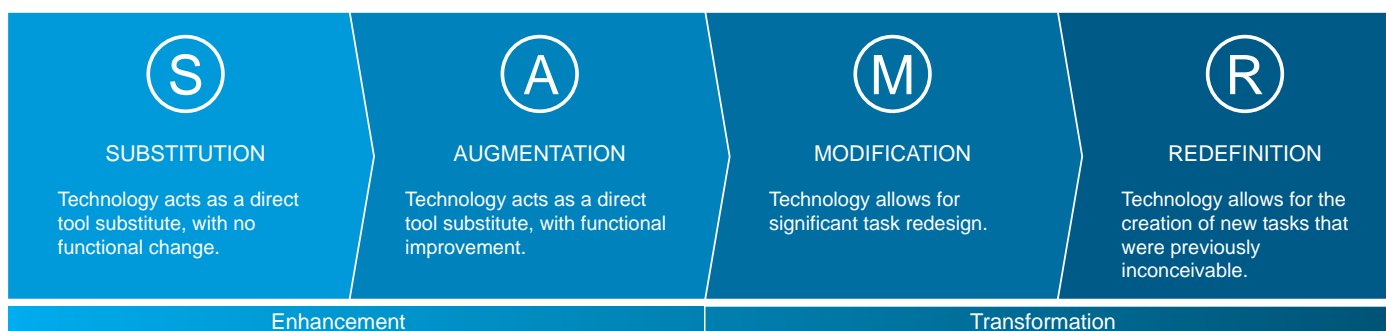


## INTRODUCTION

This book has been created to help teachers in Malta and Gozo use LearnPad tablets effectively in the classroom. Our aim is for it to be a useful document that teachers can pick up and refer to often, with a wealth of ideas and resources to support schools as they begin their journey on the One Tablet Per Child project.

The teaching ideas have been planned and designed by experienced teachers. They focus on using the tablet as a tool in the classroom to facilitate learning and improve digital literacy. We believe that technology should be used in context in the classroom and should be accessible to all, so we've also included a range of suggestions for differentiating your teaching for all students.

The planned activities have been carefully chosen to foster creativity and collaboration, guiding pupils and teachers through the process of embedding technology in their approach to learning. We recognise that this process requires support and scaffolding. We've referred to the SAMR model, which explains the different levels of embedding technology in education:



Each section's cover page has teaching ideas that link to the four stages of the SAMR model. On these pages you'll also find a QR Key – scan this using your LearnPad Workbook to load a customised Lesson Profile, containing all the Apps and links you'll need for that section.

The LearnPad system is designed to make communication and feedback as easy as possible. Work can be viewed in real time by the teacher, or 'Handed In' wirelessly to ClassCloud. Teachers can send specific files or messages to students, and complete this feedback cycle – crucial for improving progress. Our ClassView technology also allows for seamless collaborative working in the classroom. Screens of all pupils' devices can be displayed simultaneously on the teacher's screen, creating a group workspace – or a single device can be shared full-screen, offering valuable prompts for discussion or peer-assessment.

We hope that this book will provide opportunities for you to open up creativity, collaboration and communication in your classroom, giving you the confidence to make the best use of these powerful tools. As education professional ourselves, we understand that a teacher's time is precious – that's why we've worked hard to make sure these lessons ideas are useful and practical. We're here to help make sure that your experience with Avantis technology is enjoyable and rewarding. Please get in touch if you have any feedback or queries.



In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for Reading and Literature.

Scan the QR key to the right to launch the lesson profile on your LearnPad and explore the resources and tools we've chosen for this curriculum area.



S

## SUBSTITUTION

Use Notes to keep a simple reading journal.

A

## AUGMENTATION

Answer differentiated comprehension questions set by the teacher using Socrative.

M

## MODIFICATION

Teacher Hands Out a poem or text and pupils highlight features (such as similes or rhyming words) in different colours using LearnPad Office Suite, then pupil hands it back in to ClassCloud for assessment.







R

## REDEFINITION







Copy and paste text from an eBook or website to create a word cloud using Tagul; use this as a starting point to investigate vocabulary and meaning in the text.

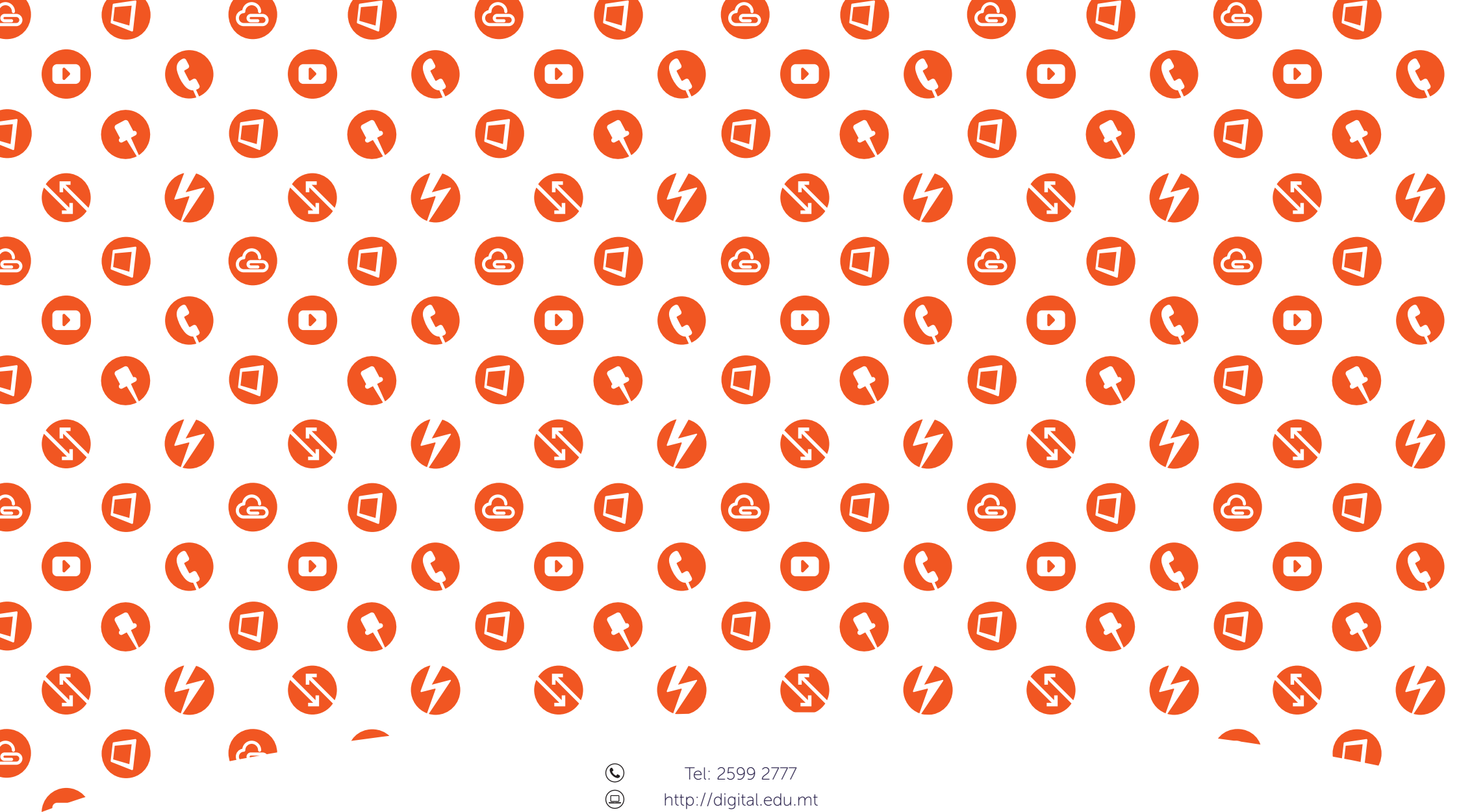
Enhancement

Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can read aloud clearly and with some confidence as well as express clear diction.		Read aloud and record stories for younger pupils to enjoy.	Use differentiated texts.	
I can read silently on my own and demonstrate understanding; e.g. by answering comprehension questions.	 	Answer comprehension questions set by the teacher using Socrative.	Begin by answering simple, factual questions before moving on to inferential questions.	Use the quiz page feature in Author to create comprehension questions for peers.
I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.		Access eBooks, including those created by peers using Author.	Listen to the teacher reading the book aloud before attempting independently; this could be a recording.	Take turns to read aloud in a similar-ability group, then generate discussion questions together and make notes.
I can read and understand age-appropriate texts online across genres as well as understand the different parts of the text; e.g. headings and subheadings, and the way hyperlinks work.	 	Non-fiction: navigate Q-files confidently, including headings/subheadings/hyperlinks. Fiction: access online books using browser, or eBooks in reader. Screenshot parts of text and edit in WorkSpace; highlight features of the text.	Practise matching subheadings to paragraphs with teacher support.	Challenge a partner to create headings/subheadings by erasing/drawing over the originals in WorkSpace.



I can use a range of strategies to aid comprehension and find the required information in the text.		Copy and paste text from an eBook or website to create a word cloud; use this as a starting point to investigate vocabulary/meaning in the text.	Use Highlighter tool in eBook Reader to focus in on key words in the text as a group.	Use advanced features of Tagul to make the most important words in the text more prominent in the word cloud; explain choices.
I can express my opinions about a story at my own reading level, giving clear reasons why I like or dislike the text.		Change background and choose Templates. Use Small Comic template to draw and write about your favourite part of the story, and your least favourite part.	Record reasons orally or give a video presentation about likes/dislikes.	Expand on reasons for likes and dislikes, giving specific examples.
I can make informed assumptions about a book or other long work from its title.		Teacher hands out an image of a book cover/title and pupils add their ideas about characters, settings and events. Share using ClassView and discuss different assumptions!	Work with a partner to ensure ideas can be expressed verbally before recording.	Use Aurasma to link an animation, video or sound recording to the cover or title.
I can read across genres for different purpose; e.g. to find out new information, for enjoyment, to learn new things.	 	Use Q-files to find information; grab a screenshot of relevant paragraph and edit in WorkSpace – highlight key words and make notes around text.	Work in a small group with the teacher first, who models how to find information from text.	Keep a reading journal in Author or Notes, keeping track of everything you've read and your enjoyment/learning over time.
I can understand the basics of text organisation.		Take photos of a page from a book, or screenshot an eBook page. Edit in WorkSpace and summarise each paragraph or section – why has the author organised the text in this way?	Teacher Hands Out a series of images of short paragraphs; order these so the text makes sense.	Draw a text map or story mountain to show how a text has been organised.

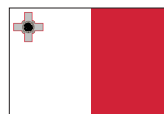


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"Investing in human capital to create more opportunities  
and promote the well-being of society"

Project may be considered for part-financing by the European Social Fund

Co-financing rate: 80% European Union; 20% National Funds

