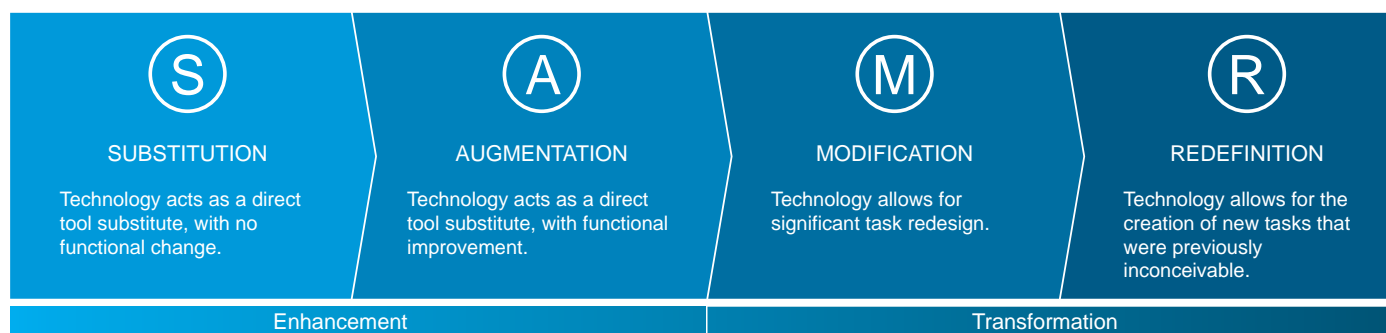# Teaching with LearnPads

Year 4

one tablet/child

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:

S	A	M	R
SUBSTITUTION	**AUGMENTATION**	**MODIFICATION**	**REDEFINITION**
Technology acts as a direct tool substitute, with no functional change.	Technology acts as a direct tool substitute, with functional improvement.	Technology allows for significant task redesign.	Technology allows for the creation of new tasks that were previously inconceivable.
Enhancement		Transformation	

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.

Avantis Malta Education Team

community@avantiseducation.com   http://digital.edu.mt   Support: 2599 2777

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

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.
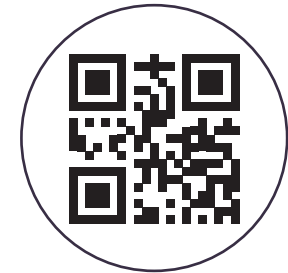
(S) SUBSTITUTION

Use the Notes App to take notes during a talk or a video, to demonstrate an understanding of the key points.

(A) AUGMENTATION

Take a photo or grab a screenshot of a character in a story and use WorkSpace to add adjectives describing their appearance, personality and behaviour.

(M) MODIFICATION

Use the Camera to record a small group discussion and reflect by watching it back; did we take turns? Did I let others speak? Were we respectful?

(R) REDEFINITION

Use Animator to create a simple animation of part of a story; to create the whole story, work as a group and split the story into parts. Send these files to ClassCloud, then watch the animations in sequence together.

Enhancement

Transformation

| Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can listen attentively to text read aloud and demonstrate understanding by responding to questions about the content of the text and by making some inferences.	📷	Interview each other about the story, asking questions about the text and recording.	Use more basic, factual question stems (What…? Who…?).	Use question stems to encourage inferential questions (Why…? How…?).
I can understand audio-visual texts across a range of genres, identifying the main idea and specific information.	LEARNPAD	Watch video texts added to a profile by the teacher; take a screenshot and open in WorkSpace, labelling with ideas/adjectives.	Order screenshots taken by the teacher.	Label with specific adjectives or verbs.
I can recite/narrate/perform poems, songs, play scripts, and stories using the correct intonation which will help demonstrate an understanding of the author's intent.	🎤	Practise reciting poems or songs then record them for others to listen to. Send to ClassCloud to create a class collection of recordings.	Use picture prompts to support reciting/retelling.	Use volume of voice to add suspense and interest.
I can suggest some ideas of my own in the same style as the original story, poem or song in a discussion.	LEARNPAD	Type ideas and share to create a class poem or bank of story ideas using ClassView video mode.	Use cloze or pictures to substitute settings/ characters in a structured way.	Record own version using camera or sound recorder.
I can make use of language to make relatively plausible predictions and describe characters, scenes, objects, and pictures, as well as respond to questions about an oral text.	LEARNPAD / LEARNPAD	Make predictions to continue a story, with the beginning written by a teacher. Use WorkSpace to create a character description poster.	Match words to characters/scenes/ objects.	Use Aurasma to bring character descriptions to life on book displays.

I can respond to a story or poem read aloud and comment on the characters and events.	LEARNPAD	Take a photo of a character in a story and annotate with adjectives describing their appearance, personality and behaviour.	Order pictures to support oral re-telling of a story.	Record a video or sound file review of the story.
I can order my ideas and describe them effectively as I contribute to discussions supported by the teacher.	LEARNPAD	Create a news-style report of ideas about a topic in a small group with support; type the script and record.	Order ideas using prompts.	Create a presentation independently from notes.
I can convey my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process.	LEARNPAD	Create a collage of words and images to support discussion or presentation about own experiences.	Describe basic likes and dislikes.	Use an App like Deck to create a slideshow to support speaking.
I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	LEARNPAD	Create reports about different topics across the curriculum, adapting vocabulary as appropriate.	Use a word bank provided by the teacher.	Use a thesaurus or dictionary to find more ambitious vocabulary.
I can listen to others, letting them put forward their point of view and take turns in a discussion and/or conversation.	📷	Record a small group discussion and reflect by watching it back; did we take turns? Did I let others speak? Were we respectful?	Use a physical object to encourage turn-taking by passing it around a circle.	Create a list of group rules to encourage better discussions.
I can retell a story, poem or song ordering the main events in the correct order.	LEARNPAD	Create a simple animation of part of the story; to create the whole story, work as a group and split the story into parts, then watch the animations in sequence.	Retell the story first using pictures or puppets and record video before creating animation.	Create a script and record a voiceover for the animation.
I can ask questions and make simple contributions in a discussion.	LEARNPAD	Type your questions and share them as a class using ClassView; the teacher can focus in on specific questions using Presenter mode.	Use question starters as prompts; (e.g. What happened when…?).	Aim for higher-order questions (Why, how, what if).

I can listen carefully and follow a sequence of simple instructions.		Give instructions for pupils to follow on their tablets; monitor and assess using ClassView.	Follow each single instruction in turn to practise before following the full sequence.	Use an App like Logo to follow instructions in a different format.
I can convey a simple message accurately.		Create a simple video as a group to welcome a new child to the school or explain to younger pupils about the school (rules, where the toilets are etc.).	Take photos beforehand and use these to plan key points.	Use adjectives and specific vocabulary to clarify the message.
I can understand spoken language at a level higher than my own.		Make notes during a talk or video to demonstrate an understanding of key points.	Make picture notes in WorkSpace.	Note down key words and look them up in a dictionary; save for future use.
I can give clear instructions to guide an activity.		Record instructions for a friend to create a matching building from construction toys, then compare your buildings – are they the same? If not, why not?	Limit the number of blocks/ use more distinct types of blocks.	Use adjectives, adverbs or prepositions to make instructions more accurate.

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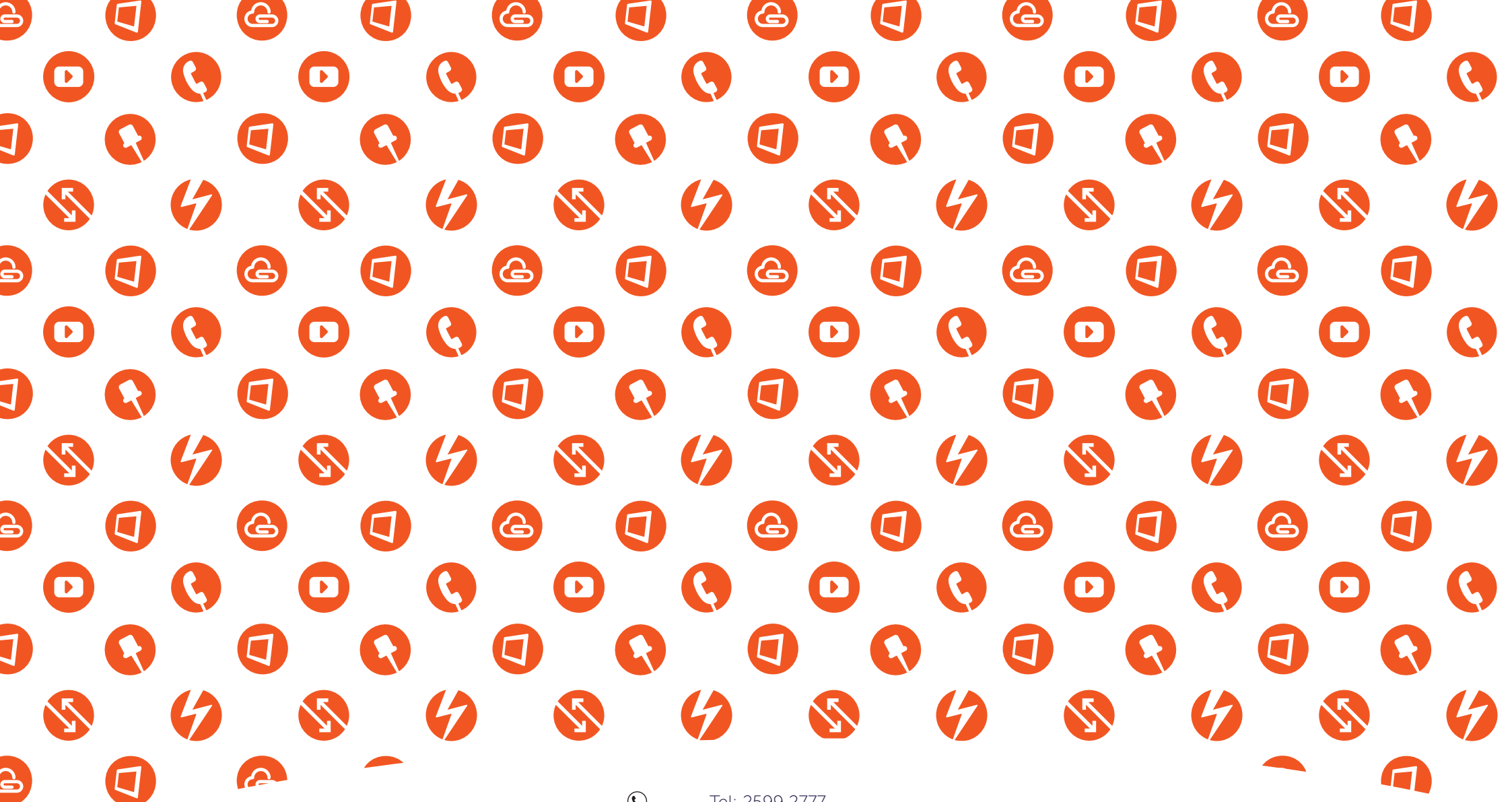
If you require any assistance, please contact us.