

Teaching with LearnPads

Year 4

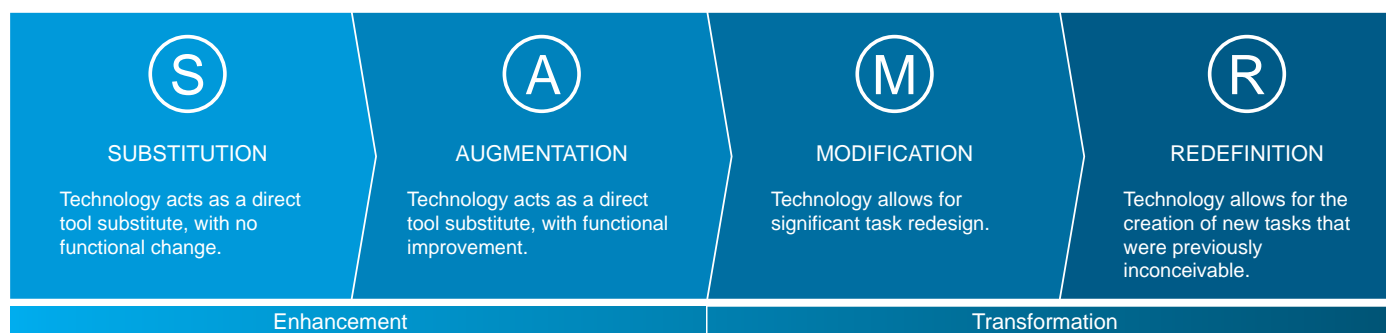


INTRODUCTION

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 Writing and Language Awareness.

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 WorkSpace to create a plan for a text, by creating a storyboard, story mountain or other planning frame.

A

AUGMENTATION

Create a collection of words for a particular text using Tagul – save and update the word cloud as you come across new vocabulary, and use for reference when writing.

M

MODIFICATION

Create a video per group, of someone doing something familiar (making a drink, making a sandwich, washing their hands) and use this as a prompt to write instructions.








R







REDEFINITION







Use ClassView to share a student's written work with the class; look for the good points and those that could be improved. Alternatively, screenshot a page of text and send it to another pupil to highlight for feedback in WorkSpace.








Enhancement

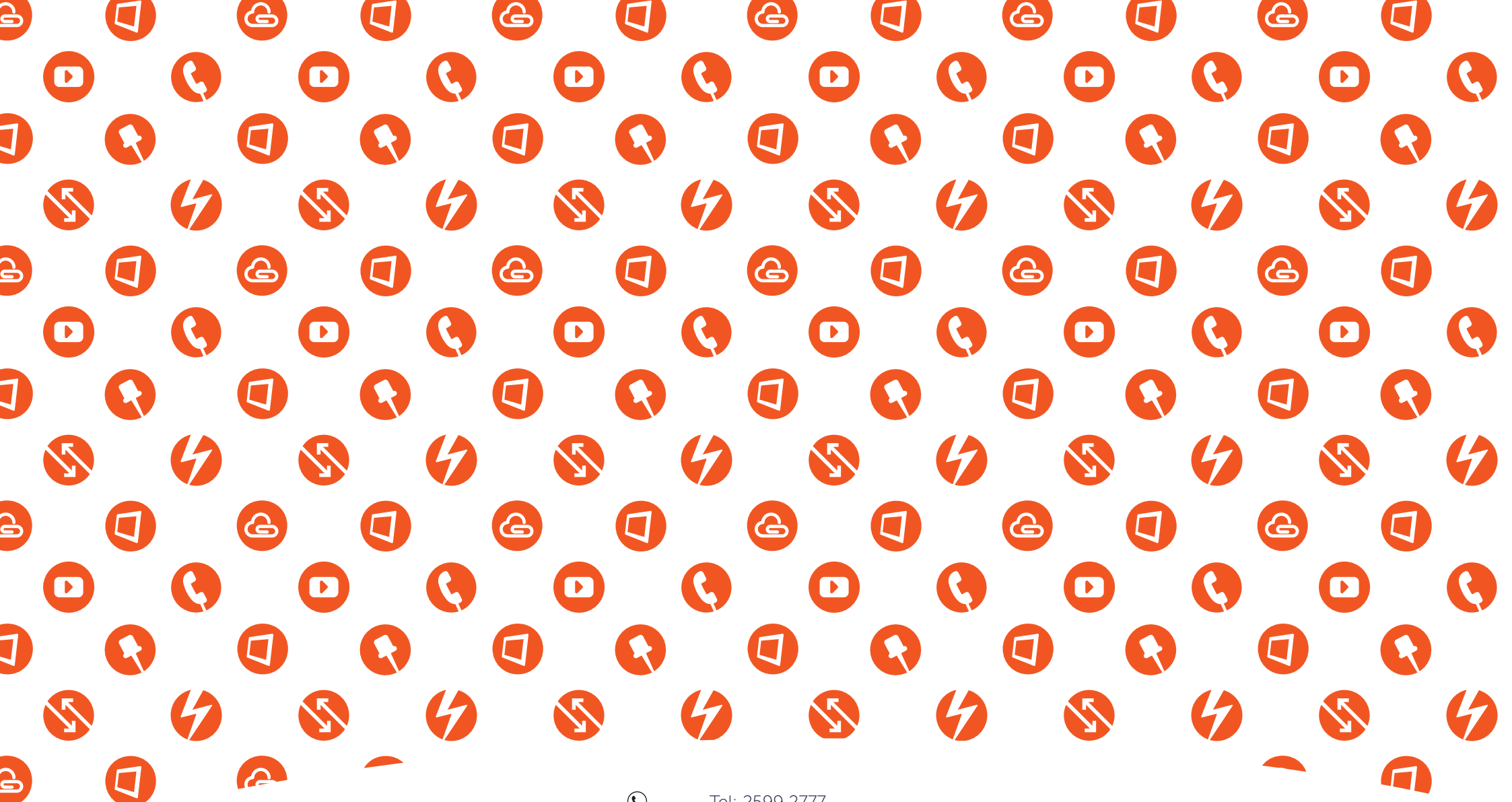
Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.		Use headings, subheadings and appropriate images to create fiction and non-fiction texts.	Teacher creates 'skeleton' book for pupil to edit.	Use Storybird to explore banks of images and create books in a less structured environment.
I can write well-formed letters that are legible. I can control the basic formation of letters and join letters to write in cursive.		Video each other forming letters correctly and view back to check correct formation and joining pattern. Give feedback on legibility.	Work in mixed-ability pairs.	
I can edit and revise my written work and with support.		Use ClassView to share a student's work with the class; look for the good points and those that could be improved. Alternatively, screenshot a page of text and send it to another pupil to highlight for feedback in Workspace.	With adult support, record audio notes for future reference.	Make notes of feedback and save for future reference when writing similar texts.
I can write simple sentences in response to a range of texts.		Take a photo of a text, edit in Workspace and type sentences around this text in response.	Teacher sends images or words to pupil's device to scaffold writing.	Refer to Tagul word cloud to use ambitious vocabulary.
I can use words to achieve particular effects in my writing. I can make use of some vocabulary that sets specific moods and depicts particular scenes.		Create a collection of words for a particular text using Tagul – save and update your word cloud as you come across new vocabulary, and use for reference when writing.	Create a group Tagul with the teacher.	Use advanced features of Tagul to make certain words more prominent.
I can express my opinions in writing on a range of topics.	 	As a group, create a presentation showing your differing opinions on a given topic; each pupil can write their contribution in Notes and use Neighbour Sharing to send to one device to create presentation.	Work in mixed ability groups to encourage high-level discussion and peer support.	

<p>I can participate in writing for a range of purposes and write in some genres.</p>		<p>Choose appropriate page styles and headings in Author to write texts of different genres.</p>	<p>Supply suggestions for headings, or part-completed Author books for pupils to edit.</p>	<p>Over the course of a writing unit, create a collection of success criteria for what constitutes an effective example of that genre.</p>
<p>I can write a paragraph appropriately for an audience and with a purpose.</p>		<p>Write a paragraph for inclusion in a class blog or presentation to parents (to be compiled by teacher – send via ClassCloud), relating to current cross-curricular topic.</p>	<p>Teacher provides key words and examples as support.</p>	<p>Use Neighbour Sharing to swap texts with a partner and peer-assess.</p>
<p>I can make up a story and write it down in a way that makes it interesting.</p>	 	<p>Use Author to publish own stories with illustrations, title etc.</p>	<p>Use images handed out by the teacher as story prompts, or 'story starts' resource.</p>	<p>Explore images in Storybird as jumping-off point for story ideas; combine with use of Tagul word bank created when reading.</p>
<p>I can add detail and interest to basic sentence structures in a variety of ways.</p>		<p>Explore 'expanding phrases' resource and practise creating own or sharing with a partner by sending words back and forth to build on an initial sentence via ClassCloud neighbour sharing.</p>	<p>Work in mixed-ability pairs.</p>	
<p>I can, with support, make a text more interesting or more relevant to me by changing the vocabulary.</p>		<p>Screenshot/photograph a passage of text; use eraser tool to blank out certain words and replace them with own choices.</p>	<p>Teacher sends passage with certain words already blanked out, and models how to read ahead in sentence to gain whole meaning before choosing an appropriate word for the gap.</p>	<p>Use Tagul word bank or Thesaurus to make more adventurous word choices.</p>

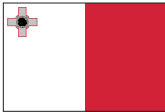
<p>I can, with support, use various strategies to spell correctly.</p>		<p>Add a photo of a text including several key spelling words. Cover chosen words using a rectangle and challenge a partner to re-type the word with the correct spelling – move the shape to check.</p>	<p>Type or photograph a key word and use pen tool to write over it. Explore using shapes to create the outline shape of the word as a visual reminder (does it have tall parts?).</p>	<p>Investigate spelling rules and use Author to create a guide to the rules found.</p>
<p>I can use resources to help me plan my written work and present it accurately.</p>		<p>Use to create a plan for a text – by creating a storyboard, story mountain or other planning frame.</p>	<p>Use Story Mountain presentation as a scaffold, or image of a writing frame sent by teacher.</p>	<p>Create own planning frame by sketching out main components of story or text, using shapes in WorkSpace.</p>
<p>I can, with support, organise my ideas into clear, cohesive and coherent paragraphs.</p>		<p>Use SimpleMind to plan out main ideas for a text, then map these ideas into paragraphs in Office Suite.</p>	<p>Teacher supplies paragraph headings to scaffold ideas.</p>	<p>Use linking words to join paragraphs cohesively.</p>
<p>I can write simple instructions to explain the steps of a process; e.g. how to make a cold drink.</p>		<p>Video someone from your group doing something familiar (making a drink, making a sandwich, washing their hands) and use this as a prompt to write instructions.</p>	<p>Work in mixed-ability groups to scaffold language.</p>	
<p>I can continue simple and compound sentence patterns showing an awareness of language structure.</p>		<p>Open document files sent by the teacher with examples of simple and compound sentences – continue by typing sentences in the same pattern. Screenshot and hand in to ClassCloud.</p>	<p>Differentiate by sending different levels of sentences to pupils (simple, compound, complex).</p>	
<p>I can use the correct word order when writing and speaking.</p>		<p>Teacher Hands Out sentences with incorrect word order – read aloud and work with a partner to move the words so they make sense.</p>	<p>Send sentences with fewer words; possibly as images to WorkSpace for ease of movement.</p>	<p>Investigate sentences where word order has more than one possibility; (e.g. with adverbs).</p>

<p>I can write and speak about present and past events adopting simple linguistic forms; e.g. using simple present and past tenses, using simple and compound sentences.</p>		<p>Create a report about a recent field trip or other event (focus on past tense).</p>	<p>Work in mixed-ability pairs to scaffold language.</p>	
<p>I can write for a stated purpose, using grammar and sentence starters to suit my needs.</p>		<p>Use Author to create books of various types; simple non-fiction texts, stories, instructions and quizzes.</p>	<p>Provide sentence starters, perhaps as part of an editable Author book.</p>	<p>Use a range of sentence starters and sentence types.</p>
<p>I can write and speak effectively for a range of purposes.</p>		<p>Create videos with narration on a range of topics; to describe findings in Science, to create a welcome video for new pupils or to tell a story with puppets.</p>		
<p>I can narrate events adopting simple linguistic forms; e.g. using simple present and past tenses, using simple and compound sentences.</p>		<p>Record ongoing narrative of a simple event or action, describing what is happening (focus on present tense). Listen back with a partner to check for sense.</p>	<p>Work in mixed-ability pairs to scaffold language.</p>	
<p>I can describe persons and objects adopting simple linguistic forms; e.g. using simple present and past tenses, using simple and compound sentences.</p>		<p>Record a description of an object without naming it, and send recording to a peer's LearnPad via Neighbour Sharing. Can they correctly identify the object from the description?</p>	<p>Provide sentence starters or key ideas as a prompt for description.</p>	<p>Use these recordings to create clues for a treasure hunt.</p>
<p>I can, at an elementary level, use the language necessary to show time, place and movement in a sentence; e.g. prepositions of time, place and movement.</p>		<p>Describe the motion of the turtle in Logo.</p>	<p>Supply key words as prompts.</p>	<p>Extend given sentences using prepositions to add detail.</p>
		<p>Label a picture in WorkSpace using prepositions of place and write an accompanying sentence below it.</p>		



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If you require any assistance, please contact us.



Operational Programme II - European Structural and Investment Funds 2014-2020
"Investing in human capital to create more opportunities
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Co-financing rate: 80% European Union; 20% National Funds

