Teaching Technology to Newcomers

Ms. Lisa Falk        Ms. Janet Garay
ESL Teacher         ESL Teacher
Somerset Hills School District
lfalk@shsd.org      jgaray@shsd.org
NJTESOL/NJBE Spring Conference 2019

- Newcomers Program @ Bernards High School
- Technology and ELs
- Skills
- Applying Technology Skills to Academic Tasks
- Further Scaffolds
- Resources
Newcomers @Bernards High School

- The majority of students in our Newcomers Program are SLIFEs
- Come from Central America
  - Honduras → Spanish speakers
  - Guatemalan → Spanish and Mam speakers
  - Paraguay → Spanish and Guarani speakers
- Have a wide range of background knowledge about technology
- Previous educational experiences range from first grade education up to completing high school, with the average being a 3rd grade education.
- Many students live in non-traditional family settings or have experienced trauma before or during their journey here.
- Many of our high schoolers are independent and work full time in addition to school, live alone and support themselves.
Newcomers @Bernards High School

● Newcomers Program
  ○ ELL Bilingual Math (1 full year)
  ○ ELL Bilingual Social Studies (semester)
  ○ ELL Bilingual Science (semester)
  ○ ELL Transitional Skills (1 full year)
  ○ Beginner ESL English (1 full year)
  ○ Beginner ESL (1 full year)

● ELL Transitional Skills Curriculum
  ○ Semester 1
    ■ School
    ■ Time
    ■ Calendar
    ■ Seasons
    ■ Numbers
    ■ Money
  ○ Semester 2
    ■ Computer Skills
    ■ Typing
    ■ Google Suite
    ■ Research
    ■ Reading for Information
Technology and ELs

- According to ¡Colorín Colorado!,
  “English language learners' experience with technology can vary greatly from one student to the next. Some kids may have never used a computer. Others may be doing all of the troubleshooting!”

- What is Digital Citizenship?
  Well, first citizenship, which is formally defined as “the quality of an individual's response to membership in a community.” This makes citizenship far more complex than a simple legal matter, but rather one that consists of self-knowledge, interaction, and intimate knowledge of a place, its people, and its cultural history. So digital citizenship is nearly the same thing—“the quality of a response to membership in a digital community” (Teach Thought, 2017)

- A definition for educators: Digital Citizenship is “The quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities.” (Teach Thought, 2017)
Digital Citizenship

**Use**
Use technology to gather information, communicate, or to just-have-fun.

**Engage**
Engage in the world through social media. Crowdsourc! Inquire!

**Respect**
Respect others' point of view on the internet. Accept what they say as meaningful and then explain why you disagree.

**Give**
Give the author credit for the work you use.

**Voice**
Respectfully voice your opinion through a technological venue.

**Sift**
Sift through the resources you have gathered online.

**Seek**
Find different voices and points of view on a topic.

**Include**
Include all who wish to join.

**Listen**
Listen to what others are saying. Engage in active listening techniques.
Technology and ELs

- Students are part of a digital community within their school and within their world.
- Technology is an “intrinsic part of the classroom.”
  - Use of visual supports
  - Assists visual learners
  - Aides in self-learning
  - **Technology has its place, but also has to be kept in its place. It's a supplemental asset, not a magic bullet, that needs to be used strategically. It's great to enhance reading instruction, for writing for authentic audiences all over the world (and not just the teacher), and for providing a way for students to learn from mistakes they make through self-correcting exercises that only they — and not the whole world — sees. However, nothing beats face-to-face interaction, nuanced instruction, and personal encouragement. ([¡Colorín Colorado!](https://www.colorincolordo.org))

- Preparing ELs to be 21st-Century learners
Technology and ELs

- **Challenges**
  - Language skills and vocabulary
  - Limited Access outside of school time
  - Different levels of Experience
  - School infrastructure → school access to technology and resources
  - Keeping Up → new jargon and technology

- Survey of 117 teachers in 2002 regarding Special Education and EL students technology learning conducted by the Visilearn Company identified the most effective strategies as:
  - Hands-on labs
  - Simple, step-by-step instructions
  - Lots of large graphics
  - Information presented in small chunks
  - Real-world exercises
Technology and ELs

- **Presenting Class Material**
  - **Tasks**: Computer tutorials should be organized by tasks: the things most students want to do with the program.
  - **Steps**: For each task, concise, step-by-step instructions should be provided.
  - **Illustrations**: Each step should be illustrated with a computer screenshot that shows exactly what to do. The bigger the illustration, the better.
  - **Reinforcement**: At the end of each important task, stand-alone exercises should be included to give students an opportunity to practice the tasks. Including multiple exercises will ensure that students who work quickly will remain occupied.

- **Build Vocabulary**
  - Find out what students know
  - Review the basics
  - Use props and demonstrations
  - Check comprehension

- **Use handouts → screenshot is your friend!**
- **Create simple assignments for beginners → work with known information**
- **Extended practice time → guiding the mouse, clicking, double-clicking, dragging, scrolling, search engines**
- **Use pair and group work → collaborative documents, peer-teaching**
- **Establish meaningful goals → motivation comes from content that is interesting and relevant**
- **Teach students to consider the source**
Typing Club

- Free!
  - Paid version available
  - Free version offers up to 2 teachers and up to 3 classes
- 100 lessons on the keyboard
- Begin in September
  - Teach about the parts of the keyboard, parts of the chromebook, safety
- Navigating and logging in skills
- Multiple uses
Typing Club - Student View

Click the lesson to begin

Lesson 1.4: First 8 Keys

ask dad all salads fall; lass as all ads
add salsa jaff kad; flask lass sad fall
alfa jak kaj dad ask
Typing Club - Teacher View

**Recent Account Activity**

- **May 25**
- **# of Active Users:** 3

**# of Active Students**

<table>
<thead>
<tr>
<th>Date</th>
<th># of Active Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 25</td>
<td>3</td>
</tr>
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</table>

**Live Activity Feed**

<table>
<thead>
<tr>
<th>Time</th>
<th>Student</th>
<th>Lesson</th>
<th>Stars</th>
<th>Accuracy</th>
<th>Speed</th>
<th>Score</th>
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<tbody>
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<td>11:30 a.m.</td>
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<td>25 WPM</td>
<td>2150</td>
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<td>16 WPM</td>
<td>1190</td>
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</tbody>
</table>
Typing Games

www.typing.com → Typing Games

Typing Games Zone

ENSE-LANG

Virtual Piano
● Build Vocabulary
● Use handouts → screenshot is your friend!
● Google Drive
  ○ Create folders for each class
  ○ Practice saving to a location for each new document
  ○ NAME YOUR DOCUMENTS!!!!!!!!!!!!
    NO UNTITLED!!!!!!!!!!!!
  ○ Organize unsorted documents at the end of the year
● Build Vocabulary
● Use handouts → screenshot is your friend!
● Google Classroom
  ○ Label parts in both languages to create connections, multiple meaning words
Presenting Material

- Hands-on labs
- Simple, step-by-step instructions
- Lots of large graphics
- Information presented in small chunks
- Real-world exercises

www.inpics.net
- Chunk information
- Focus on a couple of skills at a time
- Embed skills in content-related tasks
- Google Docs
  - Part 1→ create documents, cut/copy/paste text, format text and paragraphs, research and insert/format images
  - Part 2→ Employ Tables
  - Part 3→ formal writing techniques, organization, headers, page numbers
Tasks: Computer tutorials should be organized by tasks: the things most students want to do with the program.

Steps: For each task, concise, step-by-step instructions should be provided.

Illustrations: Each step should be illustrated with a computer screenshot that shows exactly what to do. The bigger the illustration, the better.

Reinforcement: At the end of each important task, stand-alone exercises should be included to give students an opportunity to practice the tasks. Including multiple exercises will ensure that students who work quickly will remain occupied.

Example→
The Renaissance - Text and Images

Leaders of a religion are called clergy.
Los líderes de una religión son el clero.

Magellan visited many new places. He was an explorer.
Magallanes visitó muchos lugares nuevos. Él era un explorador.

A manuscript was a book written by hand.
Un manuscrito es un libro escrito a mano.

Monastic type improved the way books were made.
The **Reformation** - Longer, Academic Tasks

**The Reformation**

In the early 1500s, Martin Luther, a Roman Catholic monk in Germany, began the Reformation. Luther did not agree with some of the teachings of the Church. For example, the Church taught that people could only go to heaven if they did good **deeds**. Luther believed that **faith** alone was the most important thing. Luther also believed that the Church did some wrong things. He told the Church that it needed to **reform** its ways. He made a list of protests, called 95 theses, and nailed them to a church door.

The Roman Catholic Church was very angry with Martin Luther. It tried to force German **officials** to punish him. But many people in Germany and other parts of northern Europe agreed with Luther. They joined in his **movement**, called Lutheranism. The Lutheran Church became the first Protestant church. Eventually, the Roman Catholic Church made some reforms. A group of clergy called Jesuits was created to strengthen the Catholic faith in Europe.

**Before You Go On**

Who was Martin Luther?

Martin Luther was...a monk who believed that the Church did some wrong things.
The Cells Outline - Creating Outlines to Summarize Information

Cloze

The cell

I. Plant and Animal Cells
   A. All living things are made of cells
      1. All cells need food. Water and to eliminate wastes
      2. A cell is the smallest structure of life
      3. Cells have different structures with different jobs
         a) Get food and water
         b) Keep the cell clean
         c) Reproduction
   B. Cell parts
      1. Combination: the outer covering of the cell
         a) Water and food enter
         b) Waste leaves
      2. Nucleus: the control center that directs all cell activities
      3. Cytoplasm: a gel-like substance that surrounds all parts of the cell within the membrane
      4. Plant cells also have
         a) Cell wall: adds more support to the plant cell
         b) Chloroplast: use energy from the sun to combine water and carbon dioxide to make food for the cell
Photosynthesis Lab Report - Summative

| Name: ________________ |
| Transition Skills |
| Period 9 |
| 3/14/19 |

Photosynthesis Lab Report

1. Question (Purpose) ~ Pregunta (Propósito)

2. Hypothesis ~ Una Hipótesis

3. Materials (what do you need to conduct the experiment) ~ Materiales (qué necesitas para realizar el experimento)

4. Procedure (the order in which you conducted the experiment) ~ Procedimiento (el orden en el que realizaste el experimento)

5. Results (Observations and Data) ~ Resultados (Observaciones y Datos)

<table>
<thead>
<tr>
<th>Date</th>
<th>Observations Plant in Sunlight</th>
<th>Observations Plant in the Dark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/14/19</td>
<td>Color - Size - Appearance -</td>
<td>Color - Size - Appearance -</td>
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<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/20/19</td>
<td>Color - Size - Appearance -</td>
<td>Color - Size - Appearance -</td>
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<tr>
<td>Wednesday</td>
<td></td>
<td></td>
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<tr>
<td>3/25/19</td>
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<td></td>
<td></td>
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<tr>
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<td>Color - Size - Appearance -</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Conclusions ~ Conclusiones

In conclusion,
6. Conclusions ~ Conclusiones

The purpose of this experiment was to see how sunlight affects photosynthesis. Our hypothesis was if the plant has sunlight, it will grow, and if it doesn’t, it will die. Our materials included a ruler, 2 plants, sunlight (window), and darkness (a box). To complete the experiment, first we labeled Plant A and Plant B. Next we measured and recorded the height, color and appearance of both plants. Then we put 1 plant in sunlight and 1 in darkness. Finally we recorded the size, color and appearance of both plants over 2 weeks.

At the beginning of the experiment, Plant A was green and healthy with green stems and wet soil. At the end of the experiment, Plant A was light green with green stems and dry soil. Our hypothesis was correct.

At the beginning of the experiment, Plant B was green and healthy with green stems and wet soil. At the end of the experiment, Plant B was light green with white stems and wet soil. Our hypothesis was correct.

Why did this happen? It is because of the process of photosynthesis. Photosynthesis is a process where plants use sunlight, water and carbon dioxide to produce oxygen and glucose. If the plant has sunlight and water, the chloroplasts will produce chlorophyll, giving the plant a green color. We saw this in the experiment. Plant A received sunlight, so it used sunlight to produce chlorophyll and grew taller. However, Plant B did not receive sunlight, so it did not produce chlorophyll.
Google Slides

- **Part 1**: create presentations, new slides, format text, insert images or gifs, employ themes
- **Part 2**: creating charts, shapes, background images, word art, format/crop images, slide layouts, rearrange slides
- **Part 3**: animated text, graphics and slide transitions
All About Me

- Name: Amablia Perez
- Age: 18 years old
- Country: Born in Guatemala
- Languages: Speak Spanish and Mamá

Favorites
- Favorite Color: Black and White
- Favorite Food: Chicken wings
- Favorite Movie: Crepusculo
- Favorite Music Artist: GJN.

School: Bernards High School
Grade: 9th
Favorite Class: English
Least Favorite Class: Study Hall
Genetics - Creating Charts, Word Art

Genetics is the study of heredity. Genética is el estudio de la herencia.

A trait is controlled by a gene. Una característica está controlada por un gen.

An allele is a form of a gene. Un alelo es una forma de un gen.

A punnett square can be used to find the probability of traits that offspring get from their parents. Se puede usar un cuadrado de punnett para encontrar la probabilidad de características los hijos obtengan de sus padres.

Trait - característica

Trait - are passed from parents to children. Las característica pasan de padres a hijos.
Genetics - Creating Charts, Word Art
Google Sheets

- **Part 1 → Operations with Two Values** (add, subtract, multiply, divide, sum), format text and boxes
- **Part 2 →** create multiple tabs, formatting text, adjusting columns and rows, AUTOFILL, multiple worksheets in 1 document
- **Part 3→** collect data and create graphs or charts, employ functions such as total

<table>
<thead>
<tr>
<th>Performing Basic Calculations</th>
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<tbody>
<tr>
<td>Add</td>
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<tr>
<td>Subtract</td>
</tr>
<tr>
<td>Multiply</td>
</tr>
<tr>
<td>Divide</td>
</tr>
<tr>
<td>Calculate Averages</td>
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<tr>
<td>Find the Maximum Value</td>
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</table>

<table>
<thead>
<tr>
<th>Formatting Worksheets</th>
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<tbody>
<tr>
<td>Format Text</td>
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<tr>
<td>Modify fonts</td>
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<tr>
<td>Format numbers</td>
</tr>
<tr>
<td>Format Cells</td>
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<tr>
<td>Change cell color</td>
</tr>
<tr>
<td>Add borders</td>
</tr>
<tr>
<td>Shift alignment</td>
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<table>
<thead>
<tr>
<th>Advanced Calculations</th>
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<tbody>
<tr>
<td>Move, Copy, and Paste</td>
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<tr>
<td>Add/Delete Columns</td>
</tr>
<tr>
<td>Add/Delete Rows</td>
</tr>
<tr>
<td>Add/Delete Rows</td>
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<tr>
<td>Employ Multiple Worksheets</td>
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<tr>
<td>Employ AutoFill</td>
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<tr>
<td>Insert/Delete Worksheets</td>
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<table>
<thead>
<tr>
<th>Manipulating Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Formulas across Worksheets</td>
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<tr>
<td>Employ Absolute References</td>
</tr>
<tr>
<td>Employ Functions</td>
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<tr>
<td>Understand Formula Errors</td>
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</table>

<table>
<thead>
<tr>
<th>Making Data Visible</th>
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</thead>
<tbody>
<tr>
<td>Add Comments</td>
</tr>
<tr>
<td>Freeze Panes</td>
</tr>
<tr>
<td>Create Charts</td>
</tr>
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<td>Change chart type</td>
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<tr>
<td>Change labels</td>
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## Snack Order - Calculations

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<tr>
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<tr>
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<td>$1.25</td>
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<tr>
<td>Water</td>
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<td>$1.50</td>
<td>$3.00</td>
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<tr>
<td>Snapple</td>
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<td>Powerade</td>
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<tr>
<td>Juice</td>
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<tr>
<td><strong>Total $ needed</strong></td>
<td></td>
<td></td>
<td><strong>$20.75</strong></td>
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# School Schedule - Multiple Tabs

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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Period 1</strong></td>
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<td>7:45-8:27</td>
<td>7:45-8:27</td>
<td>7:45-8:27</td>
<td>7:45-8:27</td>
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<td><strong>Period 3</strong></td>
<td>9:20-10:02</td>
<td>9:20-10:02</td>
<td>9:20-10:02</td>
<td>9:20-10:02</td>
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<td><strong>8</strong></td>
<td><strong>Period 7</strong></td>
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<td>12:24-1:06</td>
<td>12:24-1:06</td>
<td>12:24-1:06</td>
<td>12:24-1:06</td>
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<tr>
<td><strong>9</strong></td>
<td><strong>Period 8</strong></td>
<td>1:10-1:52</td>
<td>1:10-1:52</td>
<td>1:10-1:52</td>
<td>1:10-1:52</td>
<td>1:10-1:52</td>
</tr>
</tbody>
</table>
Wolf Pups in Yellowstone **Data** - Graphs

**Wolf Pup Survival Rate Graph Questions**

1. In what year were the highest number of pups born? How many pups were born that year?
2. In what year were the lowest number of pups born? How many pups were born that year?
3. In what year did the highest number of pups survive? How many pups survived that year?
4. In what year did the lowest number of pups survive? How many pups survived that year?
5. In what years were 40 pups born?
6. In what years did 60 pups survive?
7. Why do you think pups survived in some years and not in others?
Wolf Pups in Yellowstone Data

7. Why do you think more pups survived in some years and not in others?

Student Responses:

➢ For lack of food.
➢ Because some don’t have food and energy.
➢ For lack of food and attention to puppies.
➢ Because in other years they did not open more survivors.
➢ I think more pups survived in some year may be because the change of whether or there was less food.
➢ Because God wanted it that way.
Populations and Communities

**Big Question:** How is an ecosystem organized?

You will:
- Explain how a habitat provides everything an organism needs to live.
- Describe how populations in an ecosystem can change.
- Use vocabulary terms to describe the levels of organization in an ecosystem.

**Talk About It**
A habitat is an environment that provides the things an organism needs to live, grow, and reproduce. What does this habitat provide? Circle the things that help the organisms live.

Which of the things you have circled are living? Which are not living?

Premise: Look at the Big Question and the “You will...” statements at the top of the page. Describe what you think you are going to learn in this lesson. I think I am going to learn about...

**Predict**

**Vocabulary in Context Picture It!**

- **habitat:** an environment that provides the things an organism needs to live.
- **living factors:** parts of a habitat
- **abiotic factors:** nonliving parts of a habitat
- **organism:** an individual living thing
- **population:** a group of organisms of the same species living in the same place and time
- **community:** the community of organisms and all the nonliving parts of the environment in an area
- **ecosystem:** the community of organisms and their environment in an area

**How do populations change in size?**
- **immigration:** moving into a population
- **emigration:** leaving a population
- **birth rate:** births into a population
- **death rate:** deaths in a population
- **carrying capacity:** the largest population an area can support

**What limits population growth?**
- **limiting factor:** something that stops the population from growing (such as size of the pond)
- **population density:** number of organisms in a space

**Do You Understand?**

Draw an ecosystem.
- Draw an organism. It can be any living thing.
- Draw more organisms of this type to make a population.
- Draw other populations to make a community.
- Add the nonliving parts of the environment to make an ecosystem.
- Label your drawing with the terms below.

<table>
<thead>
<tr>
<th>organism</th>
<th>population</th>
<th>community</th>
<th>ecosystem</th>
</tr>
</thead>
</table>

**Talk About It:**

How is an ecosystem organized? Look at your picture and the word box to complete the sentences.
- A population is made up of one kind of...
- Many populations make up a...
- A community and the...
Populations and Communities
1. Populations and Communities

Your Turn (Page 39)
Explain how an Ecosystem is Organized.

An ecosystem has habitats. Habitats are environment that provide the things an organism needs. An ecosystem also has biotic factors. Biotic factors are living parts of a habitat. An ecosystem also has abiotic factors. Abiotic factors are nonliving parts of a habitat. An ecosystem is the community organisms and the environment in an area. An organism is an animal. Population is a group of organisms. Community is different groups of organisms living together.
Your turn (page) 40

1. What organisms are there in your ecosystem?
   There is kangaroo, bear, lion, coyote, birds and plants in my ecosystem.

2. What population are there in your ecosystem?
   There are population of birds in my ecosystem.

3. What communities live in your ecosystem?
   There is community the bear, birds and kangaroo and other community the coyote and lion there are two communities in my ecosystem.

4. What biotic factors are there in your ecosystem?
   There are birds, kangaroo, lion, coyote, bear, trees, grass, and little water in my ecosystem.

5. What abiotic factors are there in your ecosystem?
   There are snow and rocks in my ecosystem.
Some Further Scaffolds

- Have extra copies of what you are doing on the board already printed for students who struggle to see the board or need bigger text
- Modify or shorten length of practices and projects for newer students with slower fingers
- Model one-on-one
- Pair with a proficient student
- Share your copy with students or provide an example of the finished product
- Review skills
- Know your students
- Domain 4 → Students become the teachers!
THANK YOU
Resources (please email me at lfalk@shsd.org if you require access to any of the documents or you would like them as a Microsoft attachment)

- Keyboard
  - Presentation
  - Printable
- Google Signs and Definitions
- Google Icons
- Google Drive
  - Label
  - Vocabulary
- Google Classroom
  - Label
- Typing
  - Punctuation Keys
  - Punctuation Keys 2 and Answers
  - Shortcut Keys
  - Emoticons
- Google Docs
  - Label
  - Vocabulary
  - Practice 1
  - Project 1 “Making a Pizza”
  - Practice 2
  - Project 2 make a copy of Project 1 and add a second page
  - Project 3 and Example → cell review study guide
  - Formal Writing in Documents
    - Cloze copy for students
- Google Slides
  - Label
  - Vocabulary
  - Practice 1
  - Project 1 “All About Me”
  - Practice 2
    - 1. Photosynthesis and Cellular Respiration
    - 2. The Cell Cycle
Resources con’t (please email me at lfalk@shsd.org if you require access to any of the documents or you would like them as a Microsoft attachment)

- Google Slides con’t
  - Project 2 and Example “Energy”
  - Project 3: Add Animations Guide → Make a copy of Project 1 and add animations to all text, images and slides.
  - Genetics Study Guide Example

- Google Sheets
  - Label
  - Vocabulary
  - Practice 1 “Basic Calculations”
  - Project 1 “School Lunch Menu”
  - Practice 2 “School Schedules”
  - Project 2 “My Schedule”
  - Practice 3 “Class Birthdays/Favorite Colors”
  - Project 3 “Social Media”
  - Project 4 “Death Valley Desert”
    - US Climate Data Website
  - Final Project Part 1
    - Example
  - Final Project Part 2
    - Kids Do Ecology Website