



# LESSON IDEAS FOR TECHNOLOGY IN THE ENGLISH CLASSROOM

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Most schools will have the following programs installed on their computers:

## WORD

- Type up any assessments tasks/answers
- Footnote an essay (insert – reference – footnote)
- Create a whole class story – each child writes a paragraph and then swaps computers to add to the story (a variation on word at a time story development)
- Create a resume in preparation for leaving school
- Design a lunch time menu for the school canteen



## PUBLISHER

- Use the templates for any one of a number of different writing activities.
- Create a travel brochure for “fair Verona where we set our scene”
- Create a class newsletter -- link to newspapers and reporting
- Make an invitation to a school event
- Create a resume in preparation for leaving school
- Make a program for a school event
- Design a lunch time menu for the school canteen
- Design a card to send to:
  - An author
  - A younger/older buddy student
  - A character in the book you are reading



## POWERPOINT

- 1) Create a presentation on:
    - staging King Lear
    - your favourite subject
    - the themes of a novel
  - 2) Create a moving story book – link to Picture Book unit, journal writing
  - 3) Create a moving story book – link to Poetry/Creative writing
- Create an animated story book.



## EXCEL

- Make a graph of all the people who like/dislike Harry Potter
- Create a timeline of:
  - Events in a novel
  - The works of a writer
  - Personal goals -- links to a unit on "Biography", or "Our Place"
  - **Personal milestones** -- links to a unit on "Biography", or "Our Place"



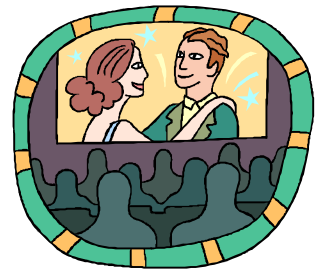
## EMAIL

- 1) Establish a buddy class in:
  - a. The same school
  - b. A school in the same area
  - c. A distance education school
  - d. A school overseas



## MOVIE MAKER (free software in XP Operating system)

- Use the "titles" menu to create a digital portfolio of poetry
- Draw a series of pictures in Paint (free drawing software on all computers) and then animate them.
- Animate a play or story using paint or imported still photos.
- Create an animated story with a digital still camera or webcam
- Take series of still photos using lego/small toys, and painted backdrops and create an animation of an episode in a novel you read.
- Film a news report of a school event
- Role play interviewing a:
  - Character from a novel
  - The author of a book
  - Politician
- Create your own chat show
- Interview a:
  - Sports student prior to and after a school carnival
  - Performance student before and after a concert
  - An elderly person in your community -- links to a unit on "Biography", or "Our Place"
  - Debating student before and after a debate
  - Make a film clip to accompany a piece of music
- Make a documentary or a mock-umentary
  - on exams at school, sports crazy fans
  - An historical event
  - A day in the life of a school student
  - A day in the life of a teacher
  - A school event
- Shoot an expose of:



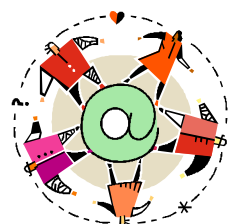
- Homework: Is it taken seriously?
- School canteen: Promoting healthy eating?
- What kids bring for lunch and what really happens to it?
- Create a short educational film about
  - Sun safety
  - Saying no to drugs
  - How to prevent bullying
  - Peer pressure
  - Tips and tricks to surviving in the playground
  - Handling the pressure of homework
- Record a poetry reading (or a poetry rap)
- Perform and record a short play
- Create a documentary of an historical event using Microsoft® Photo Story and/or Windows Movie Maker
- Create a 30sec commercial

RESOURCES:

- [http://en.wikibooks.org/wiki/Movie\\_making\\_manual](http://en.wikibooks.org/wiki/Movie_making_manual)
- <http://www.microsoft.com/windowsxp/using/moviemaker/getstarted/default.aspx>
- § <http://www.emints.org/ethemes/resources/S00001585.shtml>
- § [http://ali.apple.com/ali\\_sites/ali/ilifesearch.php](http://ali.apple.com/ali_sites/ali/ilifesearch.php)
- § <http://etc.usf.edu/wireless/plans/lp0055.htm>
- § <http://www.saskschools.ca/resources/techref/moviemaker/movie.html>
- § <http://kidsvid.hprtec.org/index.html>
- § <http://edtech.kennesaw.edu/nisa/moviemaker.htm>

## But Wait --- There's More !

- 1) CREATE A VIRTUAL COMMUNITY -- WEB FORUM or DISCUSSION GROUP or BOOK RAP
  - a. BOOK RAP
    - i. Choose a book
    - ii. Start a discussion or join an existing one
    - iii. Eg <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>
    - iv. Eg [http://rite.ed.qut.edu.au/old\\_oz-teachernet/projects/book-rap/how.html](http://rite.ed.qut.edu.au/old_oz-teachernet/projects/book-rap/how.html)
  - b. WEB FORUM or DISCUSSION GROUP
    - i. Start a Yahoo Group or MSN Users Group (it's free) <http://au.groups.yahoo.com/>
    - ii. Start your own Moodle <http://moodle.com.au/> or <http://moodle.org/> (a free online learning development tool)
    - iii. Conduct an online discussion or debate in real time
      1. eg King Lear was a fool.
    - iv. Conduct a poll
    - v. Vote on a class issue



- vi. Write an ongoing novel or "Choose your own adventure" story – each person adds to the story as it goes around
- vii. Eg <http://www.discover.tased.edu.au/forum/support/vcintro.htm>

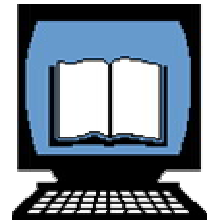
## 2) ONLINE LEARNING – webquests, knowledge hunts, and cyberguides

- a. Choose a topic, formulate some questions, collect some links and go.....
- b. Cyberguides – interactive investigations (guides) to novels and plays
  - i. Eg <http://www.sdcoe.k12.ca.us/score/cyberguide.html>
- c. Webquests --
  - i. Eg <http://bestwebquests.com/>
  - ii. Eg <http://edge-ucator.com/>
  - iii. Eg encouraging reading for meaning  
<http://www.ozline.com/learning/thinking.html>
  - iv. Eg <http://webquest.sdsu.edu/matrix/9-12-Eng.htm>
  - v. Eg [http://webct.education.tas.gov.au/SCRIPT/soapoperasB/scripts/serve\\_home](http://webct.education.tas.gov.au/SCRIPT/soapoperasB/scripts/serve_home)



## 3) CREATE A DIGITAL PORTFOLIO/DIGITAL STORYBOOK

- a. Use the "titles" menu in movie maker to create a digital portfolio of poetry
- b. Draw a series of pictures in Paint (free drawing software on all computers) and then animate them.
- c. Animate a play or story using paint or imported still photos.
- d. Create an animated story with a digital still camera or webcam
- e. Picture books in powerpoint/movie maker
  - i. Animations
  - ii. Story writing
- f. Digital poetry – using powerpoint or movie maker
- g. Use Movie Maker, Paint, to create story books, animations, and digital portfolios
- h. Free software
  - § PHOTOSTORY – free download from the Microsoft Site  
<http://www.windowphotostory.com/#>
  - § PICASA – free google download – graphics manipulator



## But Wait --- There's Still More !

### **FROM THE SYLLABUS: p 77**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/english\\_710\\_syl.doc](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/english_710_syl.doc)

Assessment tasks in English will include tasks with a specified time limit and tasks to be accomplished over a longer period. They include:

- responses presented in a different type of text and through a combination of modes: for example, converting prose to script, or using information from a factual text to compose a literary or imaginative text
- prepared and impromptu oral presentations
- written or spoken, short or extended, responses
- listening and viewing tasks: for example, responses to taped stories, films and television programs
- research tasks using information drawn from library, internet, databases and spreadsheets
- reflective tasks: for example, completing a written text, explaining the processes used to produce the text and self-assessing the text
- oral and written critical responses to texts using given or learnt criteria (for example, the strengths and weaknesses of website designs and functions) and assessing balance and objectivity in texts
- limited-time composition of texts in particular forms for specific contexts (for example, preparation of a twenty-second radio news bulletin)
- extended research, composition and presentation (for example, development of multimedia texts and presentations)
- identification and analysis of the components of multimodal texts (for example, how sound and visual components work together in a film)
- reading tasks requiring skimming, scanning or close reading
- drafts and completed versions of written texts or representations
- editing texts to remove errors, improve style, shorten, lengthen, or adjust for a different purpose, audience and context
- collecting portfolios or folders of work with negotiated content and reflections on the learning processes used
- directed reading strategies (for example, cloze)
- imaginative re-creation or extension from a text (for example, writing as a character, creating an additional incident, interviewing the composer)
- self-assessment of the achievement of outcomes during a series of tasks (for example, collaborative presentations of an advertising campaign)
- evaluating and challenging views through group discussions of issues (for example, gender in the workplace)
- composition of a folder of everyday and workplace texts such as reports, letters of application, record of interview
- peer evaluation of performance for particular audiences
- composing a visual representation that emphasises a particular point of view
- a multistage task with opportunities for teacher observations at key stages.