Think – Pair - Share

My question: What does **BYOD** mean to me? _____

Think
During the next 10 minutes, think about your answer to the question above. Write your response on the lines below:

_____
_____
_____
_____
_____
_____

Pair
Now, pair up with your partner to exchange ideas? What ideas did you have in common? Write those ideas below:

_____
_____
_____
_____

Share
Using your "Pair" ideas, decide upon two major ideas to share with the group. Write the two major ideas below:

_____
_____
_____
_____

KAEN

The Builder

'otel

Objective: This is an icebreaker that helps teams quickly understand that communication is key, and there are different ways to explain things to people.

Materials:
- 2 bags
- 2 chairs
- Using the larger size LEGOs, it works best.
- In one bag are there are the same pieces (size, color, and number). Use about 7 blocks
- In the other bag, there are the same pieces (size, color, and number) Use about 7 blocks

Set-Up
1. Place two chair back to back.
2. Ask for volunteers and have them sit in each chair.
3. Hand one bag of LEGOs to one participant (The Builder, Creator, and Developer/Giver of Information).
4. Hand one bag of legos to the other participant (The receiver, Replicator, Copycat....)

Once seated, they may not turn around; ask each other questions, clarifying questions etc... as they work, they may NOT show their product to their partner behind them.

Assign the other persons in the room to visit each group.
During their visit, they are NOT to speak to the Builder or Receiver. They are to use their graphic organizer to take "Low Inference Notes" *Low-inference notes describe what is taking place without drawing conclusions or making judgments. Only record what you see and what you hear.*

Let to Low Inference Note takers know that: if they hear the Builder or Receiver talking, they are to call them out to the community.

Total time: 10 minutes for team to work and observers to take "Low Inference Notes."

KAEN

Debrief:
After 10 minutes have the Builder and Receiver turn around and look at what they have created. Then have everyone return to their tables. Upon their return, set the rules for discussion/sharing out.
1ˢᵗ ask the observers to share their, "Low Inference Notes".
2ⁿᵈ After taking a few, ask the builders to share their experience, and then ask the receiver to share their experience.
3ʳᵈ Then ask what implication does this have for the classroom?
4ᵗʰ Can you see yourself replicating this in the classroom, if so, how, if not, what would be the barrier?

Additional notes
1. We all communicate differently.
2. There are other words to use to make people understand.
3. Sometimes we need a 3rd party to help us hear each other.
4. Working together is important and a process. Sometimes it takes more time than we think to reach our goal but with understanding and patience, we can achieve our goals

COMMON GROUND

Form equal sized teams of 3-6 players. Give each team a sheet of paper and a pencil. Tell teams their challenge is to list everything they can think of that all team members have in common.

For example, attending the same school, prefer the same kind of music, have the same brand of tennis shoes. The only rule is they cannot list similar body parts, i.e. "We all have two arms, etc."

Tell teams they have three minutes to create their lists, so they need to work quickly. To add to the excitement, tell the teams when they have 1 minute left, thirty seconds, and so forth.

When time is up, find out which team has the longest list and ask them to read the similarities they listed. Then ask teams whose similarities have not already been read aloud to read some of theirs.

Discussion:

- How easy was it to discover something in common with another group member?
- How can similarities draw us closer together?
- How can our differences draw us closer together?

Creating Activities with Study Stack
Setting up a Teacher Account

- Go to: http://www.studystack.com

- Click on the **Free Sign Up** link.

- Fill in the boxes to create a new account. Click **Register**.

- You will receive a confirmation email to verify your account. The email will probably go spam, so open your Mail Summary to find it. (Click the "For current messages held as spam, click here" link and follow the process to send the email to your Inbox,)

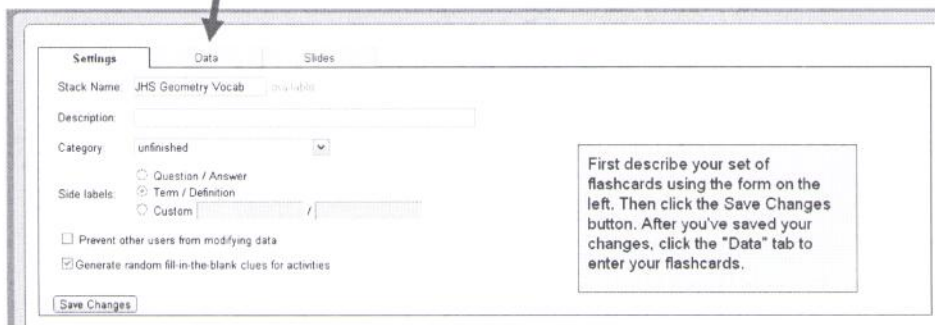- Once you have logged in, you will see the Welcome screen.

- Click "Create New Stack."

- Give the stack a name (required) and a description (optional). Fill in any other information you want to include.
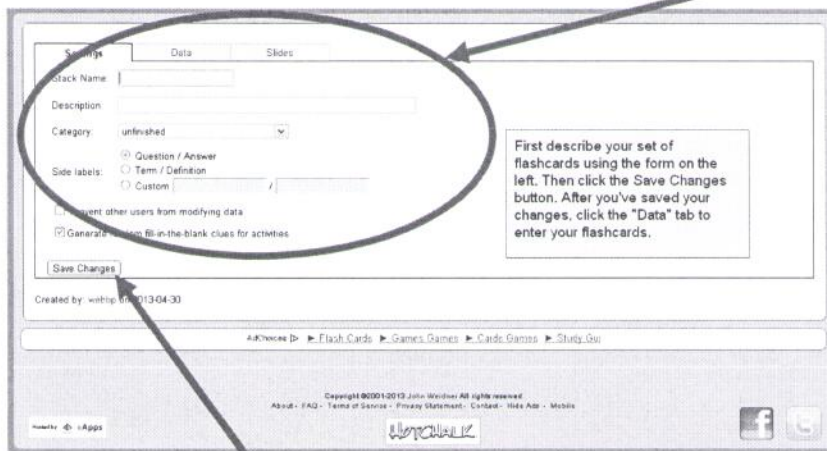
First describe your set of flashcards using the form on the left. Then click the Save Changes button. After you've saved your changes, click the "Data" tab to enter your flashcards.

- Click "Save changes."

- Click the "Data" tab.
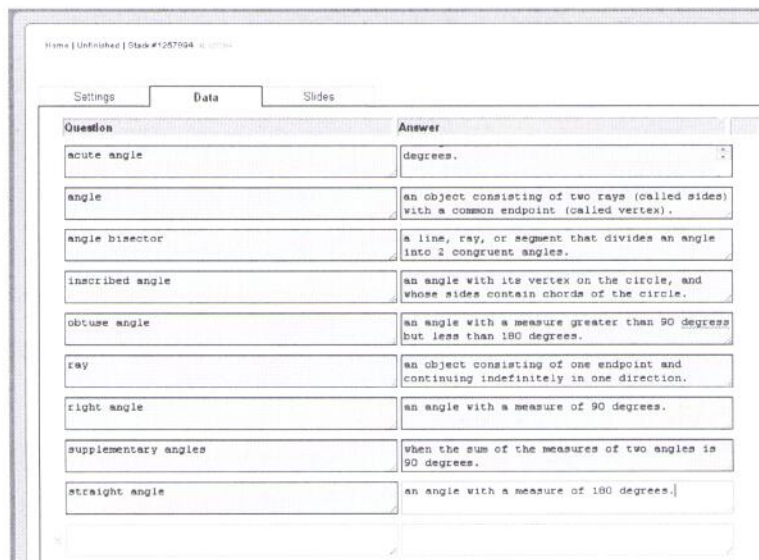
First describe your set of flashcards using the form on the left. Then click the Save Changes button. After you've saved your changes, click the "Data" tab to enter your flashcards.

- Enter your Questions and Answers. If you want to delete a term, click the faint red "X" when you hover your mouse to the left of the Question. To add additional questions, click the link at the bottom that says "+ add blank rows."

Question	Answer
acute angle	degrees.
angle	an object consisting of two rays (called sides) with a common endpoint (called vertex).
angle bisector	a line, ray, or segment that divides an angle into 2 congruent angles.
inscribed angle	an angle with its vertex on the circle, and whose sides contain chords of the circle.
obtuse angle	an angle with a measure greater than 90 degrees but less than 180 degrees.
ray	an object consisting of one endpoint and continuing indefinitely in one direction.
right angle	an angle with a measure of 90 degrees.
supplementary angles	when the sum of the measures of two angles is 90 degrees.
straight angle	an angle with a measure of 180 degrees.

- When you are finished, click "Save changes."

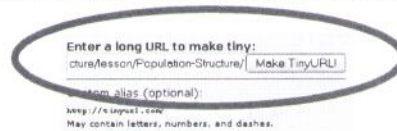- Click on the type of activity you want students to complete. You will then see the activity on the screen.

JHS Geometry Vocab Matching

Term	Definition
inscribed angle	an angle with its vertex on the circle, and whose sides contain chords of the circle.
acute angle	an angle with a measure of less than 90 degrees.
angle	an angle with a measure of 180 degrees.
right angle	an angle with a measure of 90 degrees.
straight angle	an object consisting of two rays (called sides) with a common endpoint (called vertex).

Restart

- There are three ways to share activities with students:
  a. Copy the URL from the address bar and add to a page on your teacher website. Students will use their devices to go to the JISD website, find your page, and click on the link.
  b. Copy the URL from the address bar. Then go to http://www.tinyurl.com. Paste the URL into the box that says "Enter a long URL to make tiny." Give the resulting shortened URL to the students, who will type it into their browsers.

Enter a long URL to make tiny:
cture/lesson/Population-Structure/   Make TinyURL

stem alias (optional):
http://tinyurl.com/
May contain letters, numbers, and dashes.

  c. Use the "Infuse Link" feature in Infuse Learning to send the URL to student devices. See directions in the Infuse Learning information.

TodaysMeet

Using TodaysMeet

TodaysMeet is a "Backchannel," defined as using networked computers (in this case, BYOD devices) to carry on a real-time discussion.

- Name your room. (If the name you use is currently in use, you will have to modify yours until it is accepted.)

Name your room   WebbPer1

- Use the dropdown to select the amount of time you want the data to be saved and the room to be open. If you do not want students to participate in the discussion outside of school, choose 2 or 8 hours.

Create a Room.

Name your room	WebbPer1
Delete the room in	one day
	2 hours
	8 hours
Create your Ro	12 hours
	one day
© 2008-2013	one week
	one month
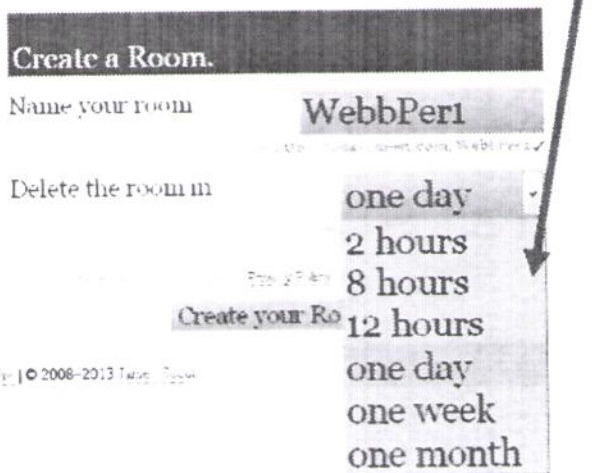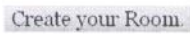
- Click Create your Room.

Create your Room.

- Fill in your name and click Join.

Talk.

What's your name?

Mrs. Webb

Join.

- Fill in your question/message for the class and click Say.

TodaysMeet

Listen.

Talk.

Message:

tning you learned during today's lesson?

By submitting this form you agree to the Privacy Policy and Terms

Say.

- Students will respond to the question by filling in their names, clicking Join, and then typing in their message.
- If you want answers to be anonymous, you may either ask students to give you a pen name they will always use on Today's Meet, or you may assign each student a number.

Management Strategies

- Set specific rules on how students name themselves in the TodaysMeet Room. A good method is to allow students to give you a pen name that will be used every time. You will still know who each person is, but they don't have to type their real names.

- It is essential to explain norms for acceptable posts and provide specific examples of unacceptable posts.

Features

- **Short URL's -** Every TodaysMeet room has an automatic short URL. These short URL's start with "today.io" and may be found at the bottom left of the Listen panel.

TodaysMeet

Listen.

today.io/4165
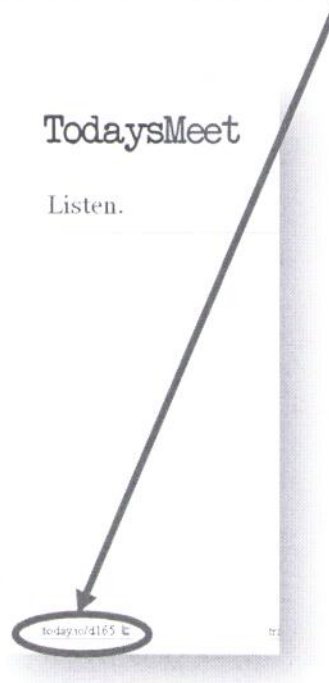
- **Transcript View** - The transcript view is chronological, so it makes it easy to read the conversation in order. The link is at the bottom right of the Listen panel.

TodaysMeet

Listen.

today.com/d165 lt   transcript projector
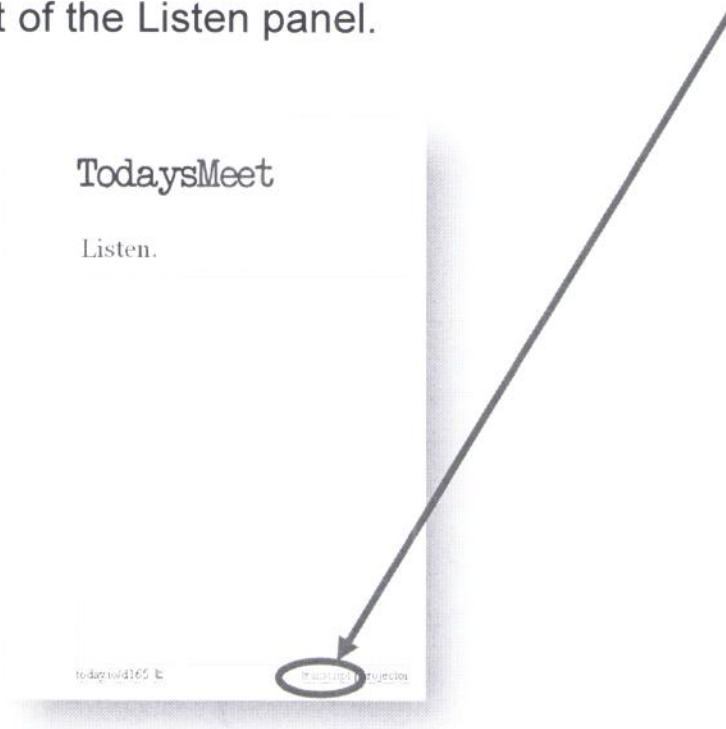
The transcript shows all responses in order.

Today I learned about different types of bacteria.

Before this lesson, I didn't know the difference between viruses and bacteria.

Here is a link that will give you more information:
http://www.biology4kids.com/files/micro_virus.html

I liked the part of the website that talked about whether viruses are alive or not.
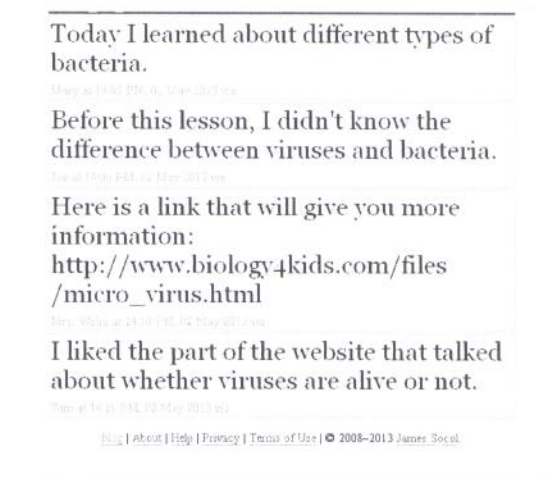
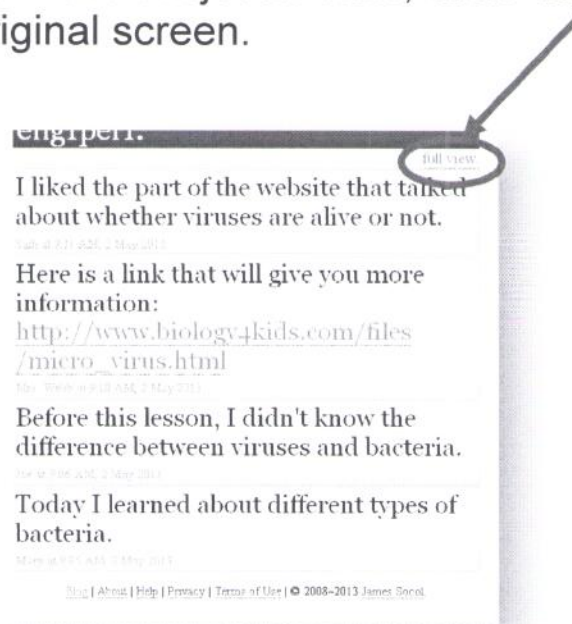- **Projector View** - The projector view shows only the responses that have been submitted. The link is at the bottom right of the Listen panel.

TodaysMeet

Listen.

today.swd165

projector

When you are in the Projector view, click "full view" to go back to the original screen.

full view

I liked the part of the website that talked about whether viruses are alive or not.

Here is a link that will give you more information:
http://www.biology4kids.com/files/micro_virus.html

Before this lesson, I didn't know the difference between viruses and bacteria.

Today I learned about different types of bacteria.

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Ideas for Using TodaysMeet

- Use TodaysMeet to carry on disucssion about a lesson and ask questions.

- Use TodaysMeet as an "exit ticket" by asking students to state one important thing they learned from a lesson.

- Send links to students through TodaysMeet so students don't have to type the addresses on their devices.

- During a video, use TodaysMeet to have students discuss the content using guiding questions you give them before they start.

- Before a science lab, have students record their hypothesis, then come back and respond about the results of their experiments.

- Have a silent discussion after reading a specific text. Instead of discussing the text out loud, both you and your students can post questions and responses rather than having an oral discussion.

If a person matches an item, ask him or her to initial it. The first five items must be initialed by 5 different people! If the item says "PROVE" then the person has to prove it before you have him or her initial the item. The object of the exercise is to get all of the items initialed by someone in the group!

Played in a band	Can hum theme song to Casablanca {PROVE}	Has an often mispronounced name {PROVE}	Has been on TV
Has a tattoo	Has been paid to sing	Is a twin	Speaks two or more languages
Drives a truck	Has been to four or more continents	Has SCUBA dived	Knows ballroom dancing {PROVE}
Has won an award	Is wearing a sock with a hole in it {PROVE}	Ran a 10K	Has met a president of the USA
Has acted in a play	Owns an iPod	Has taken a hot air balloon ride	Knows a good joke {PROVE}
Has hiked the Appalachian Trail (or parts of it)	Rides a motorcycle	Goes camping	Is an internet "junky"

SET UP: Networking is a great icebreaker at the very beginning of a training session or after lunch. As people trickle into the room, hand out the form. This activity allows a trainer to start the program on time and still integrate latecomers. The exercise can help get the day off to a good start with groups as small as 10 or as large as 150. To get the best response, modify the categories on the form to fit the group you are working with.

DEBRIEFING: Keep it fun and simple. One way is to form a large circle. Call out a category. The people who share that category run to the center of the circle and give each other high fives. You can ask the group that has to prove their category to sing the theme song to *Casablanca*, do a few steps of ballroom dancing, or show you the holes in their socks.

[Networking Bingo activity sheet located on following page.]

Using Padlet
http://www.padlet.com

Padlet is an Internet application that allows people to express ideas on a common topic. It works with all devices. Once you create a blank pad, you can write posts, link to other websites, share with others and allow them to add to your wall.

For classroom use, students will be able to add to a wall (if you choose that option) but will not be able to delete or modify the postings of other users.

Although you may use the site without logging in, you won't be able to change the wall after 24 hours. If you create an account you will be able to continue to edit the wall indefinitely.

Padlet is useful for:
- Class discussions
- Sharing links with students
- Posting class notes
- Writing prompts
- Brainstorming

1. Click the link at the upper right that says "Login or signup."

2. Enter your email address and a password.

Email

weubb@joshuaisd.org

Password

••••••••

SIGN UP

Already have an account? **LOG IN**

Log in with **8 GOOGLE**

3. Click the button that says Build a Wall.

padlet

We give you a blank wall.
You put anything you want on it, anywhere.
Simple, yet powerful.

Build a wall

4. Click the gear icon to modify the wall.

Yay! Your wall
is ready.

Start posting

Double click or **drag
a file** anywhere to
post

Modify wall

Add t   Modify this wall
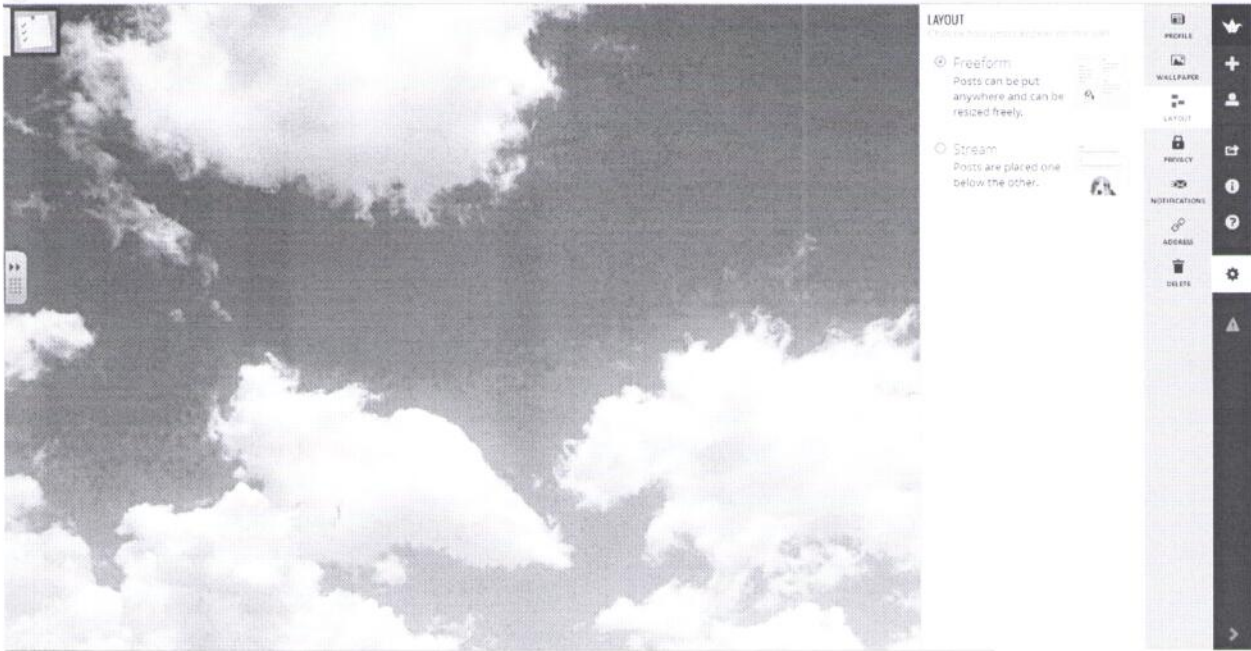change background or
privacy.

⚙ **MODIFY WALL**

5. (Optional) Choose a "portrait" to identify the wall, then fill in a title and description.

6. To change the background, choose a Wallpaper option.

7. Choose the layout options. Freeform will allow users to post anywhere on the wall, and Stream will place items in the order they are posted.

8. Use the Privacy link to specify the visibility of the wall. For classroom use, you should either use "Password Protected" or "Hidden Link." Use the dropdown to indicate whether those who view the wall are allowed to write on it (Can Write) or only view materials you have posted (Can View).

9. If you wish to receive a daily email notifying you of any additions to the wall, check the link under the Notifications tab.
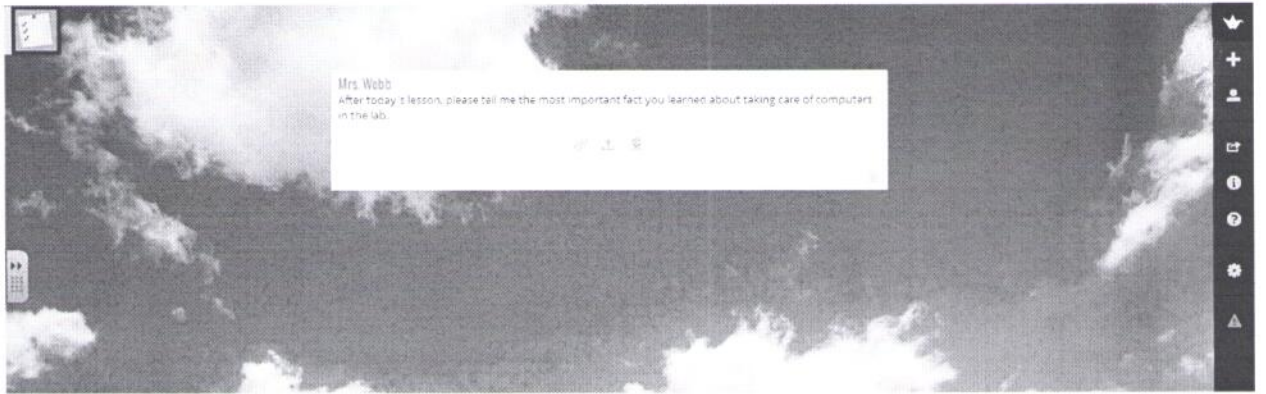

10. Pick the Address tab to see the link that others will use to access the wall. If you want to create your own address, use the "Pick a Padlet.com Address" link.

11. If you wish to delete the entire wall, use the trash can link.

12. To post on the wall, double-click anywhere. Fill in your name (required) and the post title. Write your comments in the space below.

13. You may also add a link (URL) or upload a file.