

## Professional Development

### Lesson: Google Applications in the Classroom (Part 1)

#### Objectives/Essential Questions:

How can Google Applications be used in the Classroom?

Teachers will know how to use Google Documents, Google Sheets, and Google Slides at the end of the lesson.

#### Resources:

- SMART board
- Brochure
- Laptop Cart
- Pencils

#### Lesson Overview:

- Opening (HOOK) 2 minutes
  - What is it that you think about when you hear the term Google?
- What are Google Apps? 5 minutes
- How can we use Google Apps in the classroom? 5 minutes
- How do the Google Apps work? 15 minutes (five minutes per app)
- Benefits of Google Apps! (10 minutes)
  - No need to save
  - Collaboration
  - Making Comments
- Closure 2 minutes
  - Writing assessment
  
- Total time: 30 minutes

#### Instructional Plan:

- Teachers will come into the library and will log into their lap tops.
- Once they are all on, I will pass around the brochures and ask the opening question of what the students think that Google is. (2 min)
  - Google is an group of innovators that try to make searching and creating through technology easier and more accessible to everyone.
  - Google has made phones, tablets, the google glass (glasses), and google apps.

- Explain what Google Apps is with the group and show them how to navigate the Google Applications using the laptops they are logged into. (5 min)
- Using Google Applications in the classroom. (15 min)
  - We will go through Google Documents, Sheets, and Slides.
  - I will go through how each of the apps works and how they can be used within the classroom. There are many different features within each app.
  - In pairs, the teachers will work together to explore the applications.
- Once the teachers have a feel of the three applications, we will get into the many benefits to using Google Applications in the classroom. (10 minutes)
  - The fact that students don't have to save their work
  - They can collaborate together
  - Teachers can make comments right on the assignments that the students are working on so they can make edits right away.
  - Once they know of the benefits, they will pull up a short piece that I wrote they can use to practice making comments on.
- Closure (2 min)
  - The teachers will use another Google document and write in one things that they learned about from the lesson and one thing that they would like to learn more about.

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**Lesson One Brochure**



### What are Google apps?

When you think about Google, what do you think about? Write your answer on the line below.

Google is more than just a search engine. Google can be utilized in the classroom for projects, and lessons within the classroom.

“Google Apps is a package of cloud-based services that can provide your company or school with a whole new way to work together online—not just using email and chat, but over video conferences, social media, real-time document collaborations, and more” (Google Support).

### How Can We Use Google Apps in Classes?

There are many different apps that the students can use within the classroom. Google Documents, Google Slides, and Google Sheets are just a few of the apps available to them.

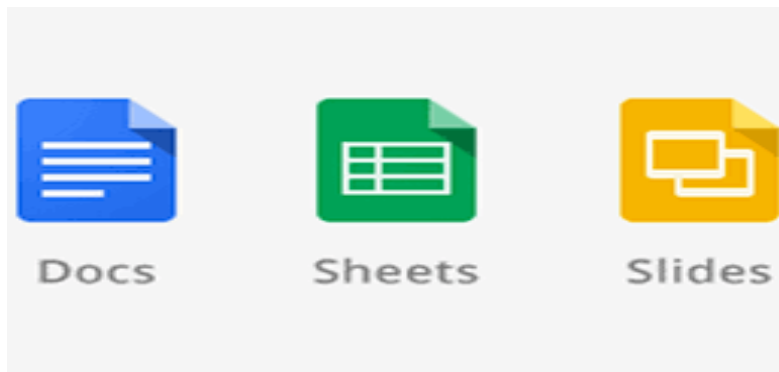
In addition to these apps, there is also Gmail, Google Maps, Google Drive, Google Chrome, Google Plus, Google Calendar, and so many more.



### Do I Have to Sign the Students Up for a Google Account? That Seems Like a lot of Work.

Luckily, the answer to that is No! You don't have to! Every student in the school already has a Google account. Once they have their log-in information, they can get in and use all of the Google Apps.

### How Do the Apps Work?



#### Google Docs

- “With Google Docs, you can write, edit, and collaborate wherever you are” (Create Documents).

- This is an app that is a lot like Microsoft Word

#### Google Slides

- “With Google Slides, you can create, edit, collaborate, and present wherever you are” (Create Presentations).

- This is an app that is a lot like Microsoft PowerPoint.

#### Google Sheets

- “With Google Sheets, you can create, edit, and collaborate wherever you are” (Create Spreadsheets).
- This is an app that is a lot like Microsoft Excel.

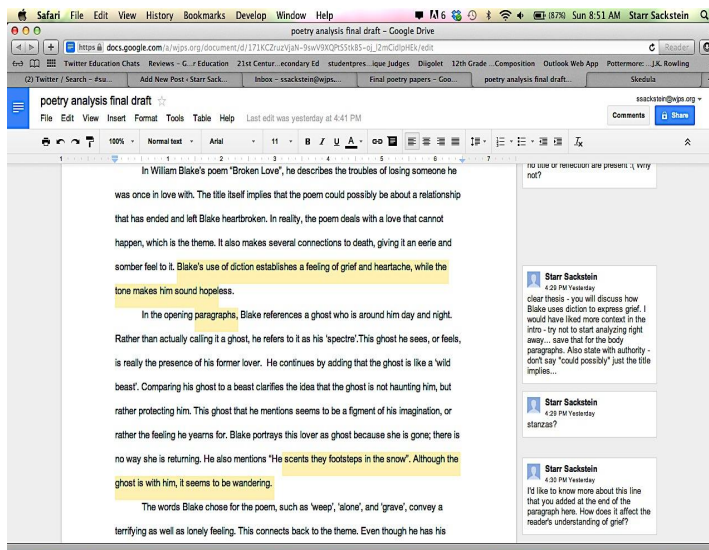
# Never hit “save” again

How often have you worried about whether a student has saved their work correctly or not?

A BENEFIT WITH GOOGLE!

YOU AND THE STUDENTS WON'T HAVE TO WORRY ABOUT SAVING MATERIALS!

In each of these apps listed above, the files will save with every change the student make.



No longer will you have to worry about whether the students have saved their work or not because every couple of seconds the apps save their work!

Collaborating on Materials in Class

Having students collaborate in group, work can always hard to keep track of. With Google Apps, you can track the student's progress and work.

You can also make comments on a students document. This will be easier for grading an assignment and you can have students edit their work as soon as they get the comments.

"To communicate with others about specific parts of a document, spreadsheet, or presentation, or to include notes about changes you're making, you can insert a comment in your file" (Overview of Comments).

### Bibliography

"Create Documents." *Google Docs*. N.p., n.d. Web. 11 Nov. 2015.

"Create Presentations." *Google Slides*. N.p., n.d. Web. 11 Nov. 2015.

"Create Spreadsheets." *Google Sheets*. N.p., n.d. Web. 11 Nov. 2015.

"New to Google Apps? Learn the Basics." - *Google Apps Administrator Help*. N.p., n.d.

Web. 11 Nov. 2015.

"Overview of Comments and Discussions." - *Docs Editors Help*. N.p., n.d. Web. 11 Nov. 2015.

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Professional Development

Lesson: Google Applications in the Classroom (Part 2)

### Objectives/Essential Questions:

What are the benefits of using technology within the classroom?

Teachers will know the benefits of technology in the classroom through the use of chromebooks used in the classroom.

### Resources:

- SMART board
- Laptop Cart
- Pencils

### Lesson Overview:

- Opening (HOOK) 2 minutes
  - What benefits do you believe technology can have within the classroom.
- Benefits of early technology use in the classroom 5 minutes
- Should we use technology the entire day? 5 minutes
- What are the downsides to technology in the classroom 5 minutes
- Google Extensions that can help us teach 15 minutes (5 minutes per extension)
  - Google Tone
  - Evernote Clearly
  - Text to Speech
- Closure 2 minutes
  - Find an article and create a google tone for it so others can read it.
  
- Total time: 34 minutes

### Instructional Plan:

- Teachers will come into the library and will log into their lap tops.
- Once they are all on, I will ask them what they believe some of the benefits of using technology are within the classroom. (2 min)
- We will go through the reasons that are listed within the article after they come up with their answers. (5 min)
  - <http://www.teachhub.com/benefits-technology-classroom>
    - Prepares students for the future
    - Makes learning fun
    - Improved retention rate
    - Connects with students
    - Students can learn at their own pace
- We will also review the benefits technology has for students with disabilities within the classroom as well.

- <http://www.teachhub.com/benefits-technology-classroom>
  - review the applications the chromebooks can utilize in the classroom.
  - Note: Headphones may be needed by students to use some of these.
- Should we use technology throughout the entire school day? (5 min)
  - The integration of technology should be used, but it can become a hinderance and dampen some of the student interactions with one another.
  - We will look over the article written by Larry Cuban and his take on how using technology changed his classroom.
    - <https://larrycuban.wordpress.com/2015/12/10/i-gave-my-students-ipads-then-wished-i-could-take-them-back-launa-hall/>
- Using Google Extensions in the classroom to benefit students. (15 min)
  - We will go through three different google extensions that can be applied to the chromebooks students will use.
    - The teachers will need to use Google Chrome on their laptops.
  - I will go through how each of the extensions works and how they can be used within the classroom. There are many different features within each extensions.
    - Google Tone
      - Creates a tone that will be picked up by computers that have a microphone. This tone is for a specific webpage and students can click on it once the tone is received.
    - Evernote Clearly
      - Takes the adds away from a webpage that students view. This eliminates any distractions that they might create.
    - Text to Speech
      - When a text is highlighted, it can be converted from text to speech for a student who might have reading difficulties.
  - In pairs, the teachers will work together to explore the extensions.
- Once the teachers have a feel of the three applications, we will get into the many benefits to using Google Extensions in the classroom. (5 minutes)
  - These extensions will help cut down on the need to make print copies of work within the classroom. This will help save money.
  - The print can be enlarged through the chromebook with the command ctrl+
  - Adds can be eliminated from the page making the articles viewed clean and eliminates distractions.
  - Can help students that have reading comprehension as text can be read to them through the extensions provided.



- Closure (2 min)
  - The teachers will find an article online and create a google tone that other teachers can use in the classroom. The articles will then have the adds eliminated from the page and the article can be listened to by their fellow teachers using the headphones provided in the library media center.

Extra Notes for teachers on next page:

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(Notes taken during Professional Development that will be given to fellow Educators at my school)



### Google Apps for Education Framework

[kikerlearning](#): Google Dashboard

[Google Tools for Educators](#)

App	Skills	Classroom Applications or Extension Ideas	Notes
Google Drive	• *Unlimite	• *Students have a place	*Don't use this

	<p>d File Storage for all kinds of files</p> <ul style="list-style-type: none"> <li>• *Items can be dragged and dropped or uploaded</li> <li>• *Use folders to organize</li> <li>• * Sharing files vs folders</li> <li>• * What happens when a shared file is deleted</li> <li>•</li> </ul>	<p>to store all their documents</p> <ul style="list-style-type: none"> <li>• *Unlimited storage</li> <li>• *Can work on them from any workstation including home</li> </ul>	<p>to store Smart Notebook files</p> <p>*Can edit a PDF (upload document, right click, choose google docs then can edit)</p> <p>Don't have to delete anything. Only time something will be permanently deleted is if you put it in the trash and hit "empty trash".</p>
<p>Google Doc</p> 	<ul style="list-style-type: none"> <li>• Like Microsoft Word (but online)</li> <li>• Use of Add-ons</li> </ul>	<ul style="list-style-type: none"> <li>• Can be used for research</li> <li>• Can write with multiple partners</li> <li>• Can add different fonts/pictures/graphs/links</li> </ul>	

	<ul style="list-style-type: none"> <li>• See who changed a document and when it was changed</li> </ul>	<ul style="list-style-type: none"> <li>• Can source photos</li> <li>• Can share their work with a teacher or partner</li> <li>• Can make copies of work that can be edited or simply viewed</li> </ul>	
<p>Google Forms</p> 	<ul style="list-style-type: none"> <li>• Making Comments</li> <li>• Can be used in all classrooms</li> </ul>	<p>Students can create a network</p> <p>Students can answer questions to an assignment</p>	
<p>Google Chrome</p> 	<ul style="list-style-type: none"> <li>• Keyboard shortcuts</li> <li>• Apps</li> <li>• Extensions</li> <li>• Can be used in all classes</li> </ul>	<p>Can be used as a web browser</p>	<ul style="list-style-type: none"> <li>• Arrow in bottom right hand corner means there's an update and all you have to do is power off then back on</li> </ul>



			<p>and it's updated</p> <ul style="list-style-type: none"> <li>• Right click - reopen tab and it comes back .(hold alt key and single tap for right click or do a two finger "claw style" to rt click)</li> </ul>
Google Slides	<ul style="list-style-type: none"> <li>• Like Powerpoint (but online)</li> </ul>	<p>can create a newspaper with this (don't need publisher anymore) can make it 8.5x11 inside</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
Google Maps	<ul style="list-style-type: none"> <li>• Can be used in Math, social studies,</li> </ul>	<p>Shows distances between locations Street view of a place</p>	

	and English.		
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Google Sheets	Like Excel (but online)		
google.com/edu	Take a test to become google certified.		training (can be used for certification) lv 1 educator=1 test that costs 10 dollars lv 2 educator= wait 6 months to become a trainer lv 3 educator= trainer
google sites	Basic knowledge of creating a website.	Can be used for research within the classroom if students are using it. Teachers can create a personal website that the students can use within the school.	

Beyond the Google Apps for Education Suite


App	Skills	Classroom Applications or	Notes
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		Extension Ideas	
<p data-bbox="306 304 542 336">Cultural Institute</p> 		<ol style="list-style-type: none"> <li data-bbox="829 254 1154 659">1. Students can search “United States of America”, then select “Refine”, and choose “Date” to compare and contrast different time periods in our country’s history.</li> <li data-bbox="829 680 1154 873">2. Students can compare 2 pieces of art, using writing in their description.</li> <li data-bbox="829 1052 1154 1373">3. Compare two paintings/pictures and hypothesize elements of them that are the same versus those that are not. Discuss why, culturally, this may be the case.</li> </ol>	
<p data-bbox="282 1451 570 1482">News Archive Search</p> 		<ol style="list-style-type: none"> <li data-bbox="829 1394 1154 1587">1. Students look up reviews from famous performances, then write their own.</li> <li data-bbox="829 1766 1154 1850">2. Students studying the Civil War, for example,</li> </ol>	

		<p>read a first-hand account (primary source) of the Firing on Fort Sumter from a newspaper dated April 20, 1861. Perhaps, digging a little deeper, students can read an article written by a pro-confederate newspaper describing the same event to see how perspective guides the narration of a historical event.</p> <p>3. Students build a word bank (vocabulary) using the newspaper article, complete a graphic organizer, then use those words in an article summary or comparison.</p> <p>4. Students read an article and use a 5 Ws and H (who, what, when, where, why, and how) to summarize it.</p> <p>5. Students research their birthday and what happened in history (they can also search their exact birth date).</p>	
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		<p>6. Students read articles about the Olympics to demonstrate how sports have a cultural impact.</p>	
<p>Constitute</p> 		<p>Students compare a constitution from, for example, Afghanistan to demonstrate the fact that other countries have similar (and different) aspects of their constitutions. The app will set up a side-by-side comparison of each part (i.e. preamble vs. preamble).</p>	
<p>Music Timeline</p> 		<ol style="list-style-type: none"> <li>1. Click on “about this visualization” at the bottom of the app page to learn more about the meaning of the colors and music genres on this app.</li> <li>2. Students compare how music changed through the decades.</li> <li>3. Students observe the proportion of the population that enjoyed each genre of music (approximate the percent in each decade).</li> </ol>	



		<p>4. Students look at the Newspaper Archives and/or the Cultural Institute apps for different historical/cultural events and the type of music that was popular during that era to find the correlation between the two and/or how the music was influenced by the events of the time.</p> <p>5. Students choose music to compile a soundtrack for one of their texts. For example, if the text was written during a certain time period, students will find music that was popular during that time.</p>	
<p>Interstellar Lesson Plans</p> 	<p>ELA, Math, Science, Health</p>	<p>1. Students will write an expository essay about what people from the future would need to know about the past. Students must choose either first or third person point of view.</p> <p>2. Teachers will use the “Dimensions” lesson plan (under “Math” and “Science”) to have</p>	

		<p>students explore the possibility of a fourth dimension.</p> <p>3. Teachers will use the “Design a Planet” lesson plan (under “Science”) to have students conduct research using the NASA Planet Quest website, then create a proposal for a new planet for humans to inhabit. Compare and Contrast features and challenges of the planet and present habitability and adaptation issues.</p> <p>4. Teachers will use the “You Are What You Eat” lesson plan (under “Science”) to research the implications of a single crop (corn) diet.</p>	
<a href="https://performingarts.withgoogle.com">https://performingarts.withgoogle.com</a>			<p>*360 videoing</p>
<p>streetview trek</p>		<p>1. A way for students to get a view of the google maps as if they were standing there. This is done by</p>	

		Google using the 360 image taker.	
www.sweetsearch.com		1. search engine for students	
Extensions		<ol style="list-style-type: none"> <li>1. performs a task on the existing website you are viewing</li> <li>2. Typically only does 1 thing and does it well</li> <li>3. mostly web based</li> </ol>	<p>*Google News</p> <p>*Evernote</p> <p>Clearly - in extension bar on google</p> <p>chrome - it strips out all of the junk (ads) when you've pulled up an article</p> <p>*Tag Cloud - it gives a tag cloud for the words in the text of the article.</p> <p>There's a popular word in the tag cloud and all you</p>

			have to do is click on it and then it will come up in a search.
google tone		1. google chrome extension	*go into the settings on google chrome. *go to extensions and then get more extensions *choose google tone
apps		1. stand alone program 2. Mostly online 3. Sometimes offline (this needs to be set up before the internet goes down)	
awesome screenshot		1.takes pic of screen you are on 2.can crop image	

		3.can mark them up (add arrows/circles and text)	
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