

Writing With Chromebooks-- Help Us Do the "Write" Thing

Collaborative Classroom Grant Application

Burlington Elementary

Mrs. Holly Clemow

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Application Form

Report Fields

Project Name*

Name of Project

Writing With Chromebooks-- Help Us Do the "Write" Thing

Amount Requested

Amount Requested

\$3,500.00

Grade Level

Program Area of Request

Primary (K-3)

Primary Subject Area

Please choose the primary subject area.

Technology

School

Please select your school.

Burlington Elementary

Applicants*

Please list the educators collaborating on this grant.

Holly Clemow
Trish Venner

Number of Students Served

Please enter the number of students that will be served by this grant.

50

Project Cost

What is the total cost of your project?

3500

Statement of Need

Please describe the need for this project. For example, how will this project impact student learning?

"If we teach today's students as we taught yesterday's, we rob them of tomorrow". ~John Dewey

This is a reminder of the great responsibilities of teaching. We must change our ways and methods of teaching as our world changes. One academic area that this greatly affects is writing. Technology is a part of students' lives because they were born into a world where it is used daily and to exclude it from their learning is a disaster waiting to happen. They may become bored, disconnect, and disengage. Students are used to a digital world full of text with images, videos, and hyperlinks. As teachers, we need to include these components into teaching. Allowing students to use digital tools will motivate creativity and engagement and as a result, even reluctant students will fall in love with writing.

There are many tools to use to teach and encourage writing, but one that can be used easily with third graders is Google Docs. As students work on drafting their writing, teachers and peers are able to provide feedback by adding comments and highlighting specific pieces of their text. It encourages students to continually assess their own performance. Students are also excited to work collaboratively with peers on writing projects. Through editing and revising, students will be able to strengthen their writing.

We all know what it's like to be trained in an area and then not be able to apply that training. The old saying goes, if you don't use it, you lose it. Students have had the opportunity to receive training on Google apps from the district's integration specialist, Ann Brucker. It was no surprise that the students were excited and eager to learn how to use them. We found that the students craved the ability to use the new tools, and we wanted to satisfy that craving! However, with 18 or more students in each class and only 5 Chromebooks, it is difficult to figure out when and how.

Our current solution is to beg and borrow from other teachers. This solution doesn't always work, because those teachers also need to use them to support learning in their classrooms.

Primary Goal

Please describe the primary goal of the project and how it blends with School District 2 goals and curriculum.

By implementing common core standards, the "writing bar" has officially been raised. Our primary goal is to get students writing more — and more often.

Throughout these writing projects, students will be working toward mastery on many English/Language Arts Common Core standards. These specific standards will be our main focus:

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-2 up to and including grade 3.)

3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

3.W.7 – Conduct short research projects that build knowledge about a topic.

3.W.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Project Description

Briefly identify the major activities and materials involved in your project.

Students will spend more time writing this year, whether it's in the planning, writing, revising, or editing phase. Once a first draft is finished, the teacher or other students will go over it. They'll ask questions and

suggest details or facts that could be added, clarified, or improved. Using all these questions and suggestions as guidance, students will do a revision, adding to, reordering, and refining the content. After one or more revisions, the teacher will help students with the final edit — focusing on spelling and grammar, capitalizing proper nouns, ensuring nouns and verbs are in agreement, and checking that periods, commas, and quotation marks are used correctly. Following these steps — planning, writing a first draft, revising their work, and editing the final piece — teaches third graders that gathering information, organizing their thoughts, strengthening and clarifying their ideas, and improving grammar and presentation are all key to quality writing.

Students will be engaged and motivated during writing time. They will write stories that will amaze us, showing character development and dialogue. Their opinion pieces and informational writing will be more organized and thorough. Students will use more sophisticated language, improved grammar, and an overall heightened mastery of the specific form of writing from beginning to end. In writing, third graders are expected to use books, websites, and other digital sources to do research projects and to build knowledge about different topics — both on their own and as part of group work with their peers.

Under the Common Core Standards, when the research is done — and the planning, writing, revisions, and edits are complete — the final step for third grader's writing is to publish his/her work. (3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. The format students use to publish their writing is open, but the standards clearly state that students should have keyboarding skills by the end of the year. It's a new level of independence and tech savvy-ness. While adults should be there to help out, students should become comfortable taking the lead. By using Chromebooks during this process, students will be able to meet these expectations.

Please see attachments for examples of student work using the Chromebooks and Google apps. Reading multiple paragraph essays by eight and nine year olds makes our hearts smile!

Professional Development

If your project includes professional development how will it improve student performance?

[Unanswered]

Project Timeline

When will you implement your project?

Teachers will implement the project as soon as funding is available to purchase the Chromebooks. The Chromebooks will be used daily throughout the school year.

Plan for Evaluation

How will you evaluate student outcomes for your project?

Teachers will evaluate the outcomes by viewing the documents and presentations created by our students. Through revision history, teachers can immediately see editing and revision that the students have done on their writing. Teachers can also add comments to help with the writing process. Not only can this be done quickly and efficiently, but students' work is automatically saved in Google Drive and can be accessed from home.

Project Budget

Please explain how the funds from this grant will be spent to support your project goal. You can either type or upload a project budget to show how funds will be used. Please identify other funding sources if applicable.

The \$3500 will be used to purchase 12 Chromebooks. The cost is \$279 per Chromebook. Our future goal would be to add Chromebooks to the existing set yearly to ensure each student has access to one as needed throughout the day.

Supervisor Approval*

I have received approval from my supervisor to apply for this grant.

yes

Attachment 1

Please attach any photos, pages from catalogs, or other documents below. This is completely optional.

Screen shot 2014-02-17 at 11.15.52 AM.png

Attachment 2

Screen shot 2014-02-17 at 11.17.36 AM.png

Attachment 3

Screen shot 2014-03-02 at 11.04.38 AM.png

File Attachment Summary

Applicant File Uploads

- Screen shot 2014-02-17 at 11.15.52 AM.png
- Screen shot 2014-02-17 at 11.17.36 AM.png
- Screen shot 2014-03-02 at 11.04.38 AM.png

Why You Should Do Gymnastics

By: Abigail Duffy

Do you have a lot of energy and are athletic? Gymnastics is a perfect sport to get active and use your energy. These are three wonderful reasons.

First of all it is fun. You can learn cool tricks like back handsprings ,cartwheels, and handstands. Also you can meet new and nice people, like your classmates and your teacher. Another thing is you can do is play fun games on the bar, like pull over contests and other contests.

Another reason is gymnastics can make you active, if you go at least one to three times a week. You can also build agility. One of the events that can help you is floor. You can run and do pushups and situps. Floor is a event which you do cartwheels and other tricks on. Another is balance. It can help you with balance because you can go on the balance beam and do jumps and walk across on your toes.

Finally there are meets. Meets are competitions that you get scores on. You can do routines. It is fun to learn them and practice. Meets are also fun because you can earn ribbons. That's fun because you can hang them up in your room. If you get a dark blue ribbon you got a 7.5 or higher. Also if you got a light blue ribbon you got a 7.5 or lower. It also makes you feel that you've achieved something or feel accomplishment.

So take my advice, do gymnastics get active and use your energy. Just train and practice you could be in the olympics one day. Sign up today you won't regret it.

Notifications Comment

Reply

abigail.duffy *Marked as resolved*
1:32 PM Jan 28
Adding a comment will re-open this

Holly Clemow 1:31 PM Jan 28 · **Re-open** ✓
Selected text:
r,y
run on sentence
Reply

abigail.duffy *Marked as resolved*
1:31 PM Jan 28
Adding a comment will re-open this

Holly Clemow 1:30 PM Jan 28
Selected text:
1-3
You need to spell out numbers that are less than 100.

Normal text Arial 11 B I U A

Titanic

Did you know that on April 14th,1912, the Titanic sunk? On April 10th, 1912, the Titanic set off on it's first-and last-journey. The Titanic was considered unsinkable because it was built with huge watertight compartments to contain any possible leaks. The ship carried 2,200 passengers. The ship was leaving from England and was coming to New York City. The Titanic was coming to America to deliver mail. Did you know the Titanic was also called The Royal Mail Steamer? The Titanic was almost as tall as an eleven story building and

Revision history

January 25, 11:05 AM

Holly Clemow

January 13, 1:52 PM

Holly Clemow

alicen.brady

January 12, 12:29 PM

Holly Clemow

alicen.brady

January 10, 5:05 PM

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January 10, 1:28 PM

alicen.brady

January 7, 2:16 PM

Holly Clemow

alicen.brady

January 7, 1:54 PM

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January 6, 1:56 PM

alicen.brady

Do you know who Susie King Taylor is? Well she was a total risk taker and you will find out why. First of all, her real name is Susie Baker before it was the time she became famous.

Susie King Taylor (Baker) was born in Georgia on August 6, 1848. Even though she was born in Georgia she lived the rest of her childhood with her uncle on Saint Simons Island. Susie was born as a slave. She was the oldest child over her other nine siblings. To learn to read and write Susie went to two secret schools. The schools were taught by African-American women. Then in 1912 she died.

Susie is known for being a nurse, teacher, and an author. She is most commonly known for being a volunteer nurse in the Civil War to help the soldiers who were that were hurt. She stated "I gave my service for four years and three months without receiving a dollar. However, I was glad to be with the regiment and care for the sick and afflicted comrade." Also when she was 14 she began teaching. She was the first African-American to teach openly.

In conclusion, Susie King Taylor was a role model in my life. She was courageous, brave, and was strong in war. What is the person you look up to in your life? The person you want to grow up to be? Well mine is Susie King Taylor.

 **Holly Clemow**

1:56 PM Feb 28

Where is this?

 **Holly Clemow**

1:57 PM Feb 28

Can you combine these 2 sentences with a comma and conjunction?

 **nathan.pohle**

1:18 PM Feb 28

Any accomplishments?

 **kate.finneman**

1:23 PM Feb 28

Her accomplishments were being the first African American to teach openly and to volunteer being a nurse and to be an author also

 **nathan.pohle**

1:25 PM Feb 28

cool

 **Holly Clemow**

1:57 PM Feb 28

space after a comma

 **Holly Clemow**

1:57 PM Feb 28

reread and revise