

Gmail Accounts	<p>Because our district has decided not to use Google Apps for Education, we have to ask students to create individual accounts.</p> <p>Issue to Consider: Students under 13 must have their parents' permission.</p> <ul style="list-style-type: none"> <li>• Attach a permission form like <a href="#">Westman's syllabus</a> to a homework assignment. Require all parents to sign it before the student is allowed to use technology.</li> <li>• Require students to create their accounts with their parents at home. Enter the parent's birthdate. Students should give their usernames and passwords to their parents.</li> </ul> <p>Issue to Consider: Students lose their passwords.</p> <ul style="list-style-type: none"> <li>• Ask them to enter your email address when they create their accounts so that password reset links can be sent to you during class.</li> <li>• Assign conventions for usernames and passwords. Usernames should not include last names, but you could use "firstname.cohort" or "firstname.phoenix." Passwords could be a combination of their student ID and birth date.</li> <li>• Ask students to write their usernames and passwords on the title page of their language arts notebooks. This could cause a privacy concern, but 6th grade has not had trouble with account hacking. These accounts are only used for school correspondence, not private information, so interest in stealing passwords is low.</li> <li>• Conduct "email tests" in which students have 4 minutes to sign in and send you a message. Pull students who fail in for small-group instruction.</li> </ul> <p>Issue to Consider: Online etiquette and safety.</p> <ul style="list-style-type: none"> <li>• This is your chance to teach these skills in a relatively protected environment. Take advantage of opportunities to explain how to clarify or adjust the tone of a message.</li> <li>• Use resources from <a href="#">commonensemedia.org</a>.</li> </ul>
Google Drive - Writing Collaboration	<p>Here's what Westman does:</p> <ul style="list-style-type: none"> <li>• Complete the writing process in student notebooks up through the first draft.</li> <li>• Ask students to type their first draft into a GDoc and share it with the teacher.</li> <li>• The teacher gives feedback using the comment tool. This takes 2-3 days, so I try to have them type on a Thursday or Friday.</li> <li>• (usually on a Monday) The student reads the teacher feedback and makes necessary revisions.</li> <li>• Peer Revision: The student shares the document with a partner, who uses a peer revision checklist based on the writing rubric. Here's an <a href="#">example</a>. And <a href="#">another</a>.</li> </ul>

	<ul style="list-style-type: none"> <li>• The student reads the peer feedback and makes necessary revisions.</li> <li>• Peer Editing: The student shares the document with a partner, who uses a peer editing checklist that addresses common mistakes in spelling, grammar, sentence structure, and punctuation.</li> <li>• The student reads the peer feedback and makes necessary revisions.</li> <li>• The student publishes the work, either by emailing the teacher a notification that the essay is ready to grade or by copying and pasting it into a new post on Edublogs. You could also ask students to paste it into an Edmodo assignment.</li> </ul>
NewsELA.com	<p>Give students the sign-in code and insist on a username/password convention. I used “first.last” for the username and “StudentID” for the password. This will not be public online, so you may use last names.</p> <p>The site has good tutorials for using articles in class.</p>
TypingAgent	<p>First, set up your classes by cohort. Do not add students.</p> <p>Choose the self-register option and give students the code.</p> <ul style="list-style-type: none"> <li>• Remind them to make only ONE account (we have limited licenses).</li> <li>• Insist on a username/password convention. This will not be public online, so you may use last names.</li> </ul>