

Contents

Introduction

5

Why BLOG? Let's rewind

6

- › An interview with ICT specialist Gonzalo Rosetti
- › Tips from a researcher
- › Time to reflect

Postings in Storyline 4

8

- › Keeping your blog active
 - Blog writing
- › From the book to the blog
 - Digital books
 - Digital posters
- › How about trying a new tool?
 - Interactive notice boards

Introduction

'21st century literacy is the set of abilities and skills where aural, visual and digital literacy overlap. These include the ability to understand the power of images and sounds, to recognize and use that power, to manipulate and transform digital media, to distribute them pervasively, and to easily adapt them to new forms.'

*A Global Imperative, The New Media Consortium, 2005**

The importance of designing learning experiences that take into account the need to help our students develop 21st century literacy skills is what has led us to write ***Meeting Point***, an easy, step-by-step guide on the use of some digital tools in the language classroom. Just as in *Storyline 3*, level 4 also lends itself naturally to the use of digital tools: Kira has her own blog, and students are exposed throughout to information from online sources: emails, chats, blogs and web pages.

In this booklet you will find suggestions on the use of the basic web tools introduced in the previous issue of *Meeting Point* plus a new tool to do digital projects linked to the course content. As was the case for *Storyline 3*, we have created a "sample blog" for you to have a browse and see examples of possible student outcomes. They are all based on the book's stories and activities.

Ready to start? Are you sitting in front of a computer? Is the Internet access OK? Remember this is a hands-on guide, and you will need to **do as you read**.



* Retrieved from <http://www.nmc.org/publications/global-imperative>

Why BLOG?

An interview with ICT specialist Gonzalo Rosetti



Gonzalo H. Rosetti
*Didáctica del inglés
enriquecida con tecnología
informática IES en Lenguas
Vivas "Juan R. Fernández"*

We interviewed Gonzalo Rosetti, specialist in the use of technology in education, to find out what he thinks about the use of class blogs. Let's see what he says...

Gonzalo, would you recommend teachers the use of a class blog?

Yes, I would. And there are many reasons why. To begin with, a class blog may result in an interesting interface between teachers, their classes and families. This kind of blog can also be an effective tool for learning development and for out-of-the-class asynchronous communication.

"An effective tool for learning development" - can you explain what you mean by that?

A class blog can help enhance the process of teaching and learning. For example, the teacher can create online tasks to be done before a face-to-face meeting so as to activate prior knowledge, or anticipate a classroom topic. Also, a class blog can allow students to go public with electronic portfolios and show a ubiquitous audience their multimedia stories, productions, and ideas.

Can you give us some ideas on how to use a class blog?

Many blog sites allow users to create pages to organise different kinds of information. For instance, a teacher can create a page called "news" to post announcements, important dates, assignment deadlines and any other information that could be of interest for students and their families. The beauty of this tool is that students or their parents may, in turn, post queries or doubts and make suggestions.

Any tips?

Blogs are collaborative tools available in the web 2.0; they exist and grow with the **active contribution of a community**. Class blogs used in language learning environments can provide teachers and their learners with a web-based tool to keep in touch and go public. My tip: keep them going!

Tips from a researcher

Jill Walker Rettberg, an associate professor at the University of Bergen, does research on how people tell stories online. She has been a research blogger since the year 2000. See below her checklist for the use of blogs in the classroom.

Blog basics*

- › Concrete tasks, in classroom
- › Set up tasks where students have to link to each other
- › Insist on feedback to other students
- › The teacher must model good blogging
- › Encourage feedback and editing of posts
- › Set tasks that require reading and linking to other blogs

* Retrieved from <http://blogagogy.wordpress.com/assessing-blogs/>

Time to reflect

Digital media positively impacts children's opinion of learning, providing engagement opportunities not always seen with print materials.

Jay Blanchard and Terry Moore

“The Digital World of Young Children: Emergent Literacy”

Retrieved from <http://www.pearsonfoundation.org/downloads/EmergentLiteracy-WhitePaper.pdf>

What do you think?

What would it add
to your class?

Do you think your students
would like to blog?

Postings in Storyline 4

Keeping your blog active

To get a general feel for what students can do, go to <http://kidblog.org/VickysClass4/> and have a browse around at postings. Below you will find a series of suggested activities with ideas on the use of a variety of tools.

New to blogging? Check our step-by-step tutorial in the Meeting Point booklet for Storyline 3 on our Companion Website at www.pearsonelt.com.ar/storyline.

Blog writing

In every unit there are opportunities to have students write in the class blog. The following is a list of suggested exercises. Teachers can read the blogs and post comments for each student. Through blogs, an instance of true communication is established, which results in students being motivated to write. Hence, it is worth reminding ourselves that the focus of our feedback should be on content rather than on form.

1 Classrooms, labs... and tunnels!

➤ Exercise 13, page 11



2 People hid inside the tunnels!

➤ Exercise 15, page 19



Postings in Storyline 4

5 We're going to explore the tunnels!

➤ Exercise 14, page 45

14 a) Read Miss Wilson's email and complete the web.



b) Now, write about you.
Imagine you're going on holiday next week. Draw a web with your activities and write an email to a friend with your plans.

6 The best family day!

➤ Exercise 13, page 53

13 a) Read and circle.



- Adam was born in Canada / July.
- He was camping / working two months ago.
- His tent was better / worse than others in the camp site.
- The experience was good / bad.

b) Now, complete this chart and write about your experience.
Think about a good or bad experience and write for the Watch and Tourists page. You can invent.

Favourite month - why?	
Good or bad experience?	
Where? When?	
Description of the hotel / camping site	
Adventure (good or bad situation)	
Your family's / friends' reaction	

Hi, then I'm _____
from _____
My favourite month is _____
because _____

7 Same school, different time

➤ Exercise 16, page 61



8 There was a party at school

➤ Exercise 6, page 66

6 a) Read and tick.

http://www.kira.blogspot.com/

FRIDAY, NOVEMBER 18th

Life in the city 100 years ago

I have a great-grandmother (my mother's grandmother) and she always tells me about the city many years ago. She remembers her father's stories (that's my great-great-grandfather!). He lived in a tall building. Yes, there were houses and buildings a hundred years ago, but there weren't any supermarkets. People bought food at the grocer's, the butcher's... There were two huge schools, but they weren't near his flat. He and his classmates went to school by bike. They studied a lot and they read a lot of books. They loved reading. There weren't any cinemas so they didn't watch any films. That's boring! In the afternoon, sometimes they went to the club, but they usually played in the street (it was safe then). They loved football! There were four teams in my great-great-grandfather's school, and his team was the best. They always won. One day he won a medal because he was the best football player. My great-grandmother showed me a picture of that day. He was very happy!

5 COMMENTS

1 Buildings 5 Butcher's

2 Houses 6 Schools

3 Supermarkets 7 Cinemas

4 Grocer's 8 Clubs

b) Now, complete this chart about your area.
When I was six years old...

	Yes	No	Where? (next to/near/opposite)
Supermarket			
School			
Buildings			
Houses			
Cinema			
Club			
Grocer's			
Baker's			
Butcher's			
Greengrocer's			

c) Write for Kira's blog.
Describe your area when you were six years old.

http://www.kira.blogspot.com/

TUESDAY, NOVEMBER 22nd

When I was six years old....

Remember you can get copies of these exercises to download to your computer and then post on your blog. As in Meeting Point 3, go to www.pearsonelt.com.ar/storyline and select the exercise you want from the Web Tool Kit.

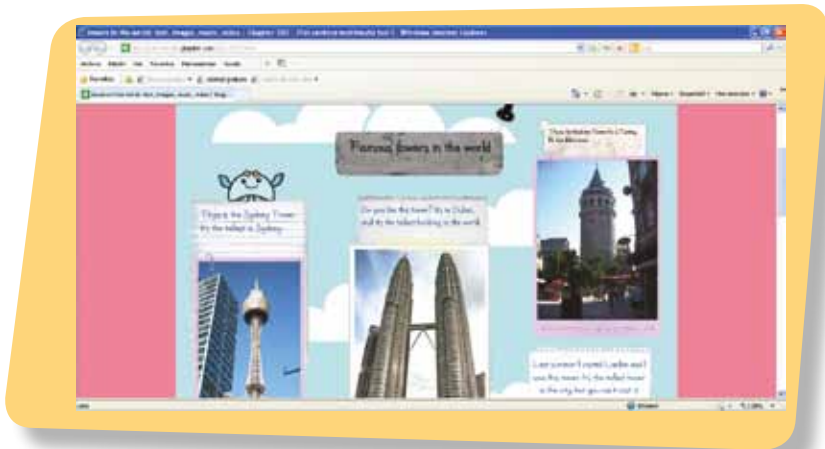
Postings in Storyline 4

From the book to the blog

Digital posters

Here follow a few suggestions on extension activities using a digital poster tool (for example, *Glogster*). Students can model the texts in the exercises listed below to write about a variety of topics.

- Unit 1, Exercise 5 b), page 8 - communities in the school area
- Unit 3, Exercise 11, page 26 - famous towers in the world or landmarks in their area
- Unit 5, Exercise 4, page 41 - happy moments
- *Storyline Mag*, page 73 - their own riddles



Remember you can always check step-by-step instructions in the Meeting point booklet for Storyline 3 on our Companion Website at www.pearsonelt.com.ar/storyline.

To see an example of a digital poster posted on a class blog, go to <http://kidblog.org/VickysClass4/Storyline4/famous-towers-in-the-world/>.

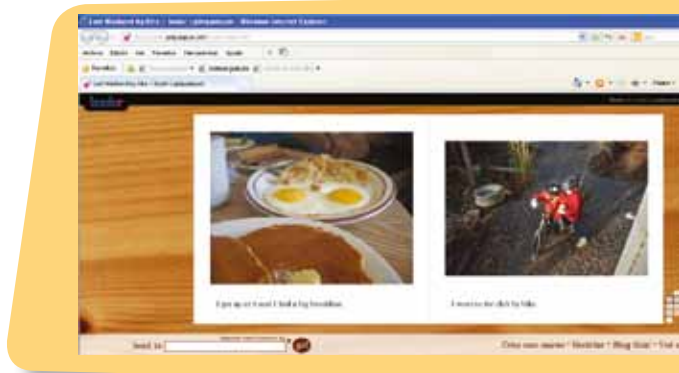


Digital books

Creating an online book gives students the possibility of building sequences or picture dictionaries. Here follow a few instances where students can build from the text in *Storyline 4*.

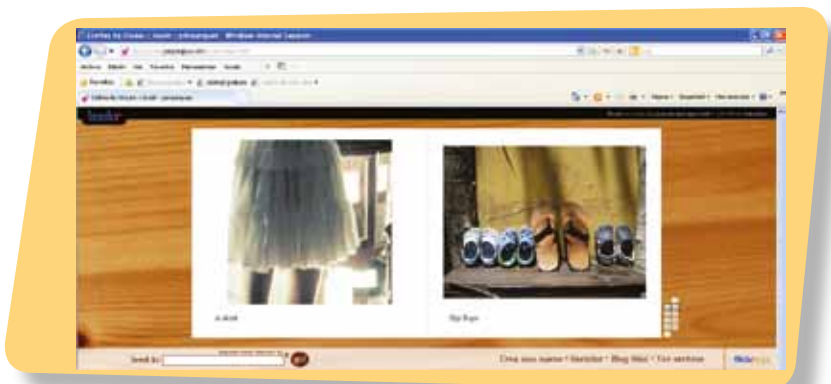
Sequences

- Unit 1, Exercise 10 a), page 10 – my holidays / last weekend
- Unit 1, Exercise 10 b), page 10 – transport in their city or town



Picture dictionaries

- Unit 3, Exercise 9, page 25 – descriptive adjectives
- Unit 5, Exercise 3, page 41 – clothes
- Unit 7, Exercise 11, page 59 – jobs and occupations
- Unit 7, Exercise 12 a), page 60 – house chores



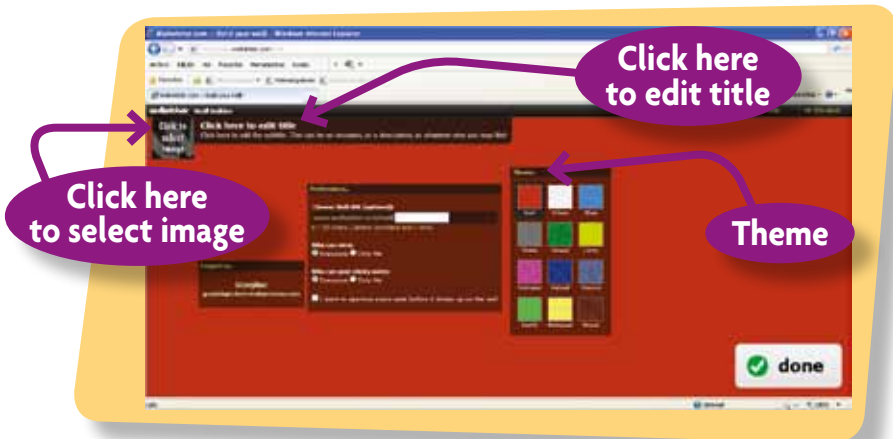
To see an example of a digital book posted on a class blog, go to <http://kidblog.org/VickysClass4/Storyline4/clothes/>.

Postings in Storyline 4

How about trying a new tool?

Wallwisher is an interactive notice board. It allows students to do anything they can do with a post-it note and more! *Wallwisher* allows you to post short notes with links to photos and videos on a customized bulletin board.

Go to <http://www.wallwisher.com> and register. Start by building your wall. Make sure you choose a picture and give your wall a **title** and **subtitle** (top left corner). You can also change the **theme**. When it's ready click on **done** ✓.

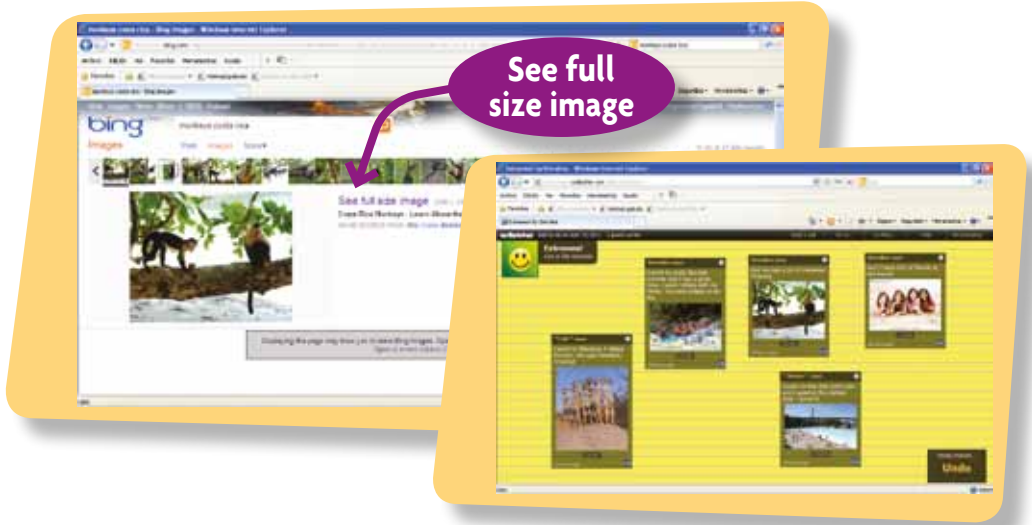


Students are now ready to start posting their messages – simply double click anywhere on the wall and a comment window will pop up.

Adding an image or a video has its little secrets!

- You can only use internet material - it will only accept URL addresses that you will need to copy on the message (e.g. <http://www.destination360.com/central-america/costa-rica/images/s/costa-rica-monkeys.jpg>).
- You need to select the link **from outside the wallwisher website** (e.g., Google images, Bing images, You Tube, etc).
- In the case of images, click on **See full size image** before you copy the URL address.

To see an example of a wallwisher posted on a class blog, go to <http://kidblog.org/VickysClass4/Storyline4/fun-in-the-summer/>.



As was the case with the other tools used, to post the wallwisher on the class blog, copy the embed code. On your blog page, create a new post, click on the **HTML** tab, paste the embed code and click on **Publish**.

Wallwisher can be used alongside the following exercises:

- Unit 1, Exercise 8 a), page 9 – My town, city, country in colonial times
- Unit 2, Exercise 9, page 17 – Important people in the past
- Unit 4, Exercise 4 a), page 31 – Our routine
- *Storyline Mag*, page 39 – New riddles
- Unit 6, Exercise 12 a), page 52 – Extremes
- Unit 8, Exercise 4 a), page 65 – Life in my town 50 years ago



Remember you can visit <http://kidblog.org/VickysClass4/> and check examples of all these beauties!