***Amplify! Digital Teaching and Learning in the K-6 Classroom***

***by Katie Muhtaris and Kristin Ziemke***

****

**A Guide for Reading, Thinking and Discussion**

**Chapter 1 – Getting Started: Developing a Mindset for Technology**

This chapter provides an overview of the possibilities and applications for integrating a variety of technology in the classroom.

* Kristin and Katie begin this chapter with descriptions of students from various grade levels who are purposefully engaged in work that involves digital devises as supports for teaching and learning. **What surprises you about these examples? What personal experiences do you have with similar activities**? Is there a chart that you have created with your students that might be helpful to your colleagues?
* There are many images and charts in this chapter. **Which visuals were most compelling to you? What questions do you have about the information contained in any of the images and charts?**
* The authors describe how teachers can create resources that are specific to their students and classrooms and suggest that technology tools can assist “every student to get just the right amount of support he or she needs” to be successful. (page 9) **What personal stories can you add to the examples in this section of the chapter?**
* How would you respond to the three questions posed by the authors on page 12?

**What tools do (you) have access to and how do they fit into (your) existing learning environment**?

**Who are (your) students and what do they need? How can technology help them address those needs?**

**How do (you) get started?**

**Chapter 2 – Journey of Discovery**

In Chapter 2, the focus is on the development of teacher and student skills and understandings that lead to a possible and powerful digital classroom.

* There are a many resources available for teachers to learn about the integration of technology in their classrooms. **What resources have you utilized to increase your knowledge in this area? What resources would you like to explore in the future?**
* Share your examples of collaborative relationships that have strengthened your knowledge for integrating and connecting technology with curricular objectives. **How did you get started with technology and where are you now in your understanding of the possibilities in this area?**
* Compare and contrast technology integration with the reading and writing workshop model. **What core principles are reflected in both initiatives?**
* Play is mentioned in both Chapter 1 and Chapter 2. **What are your thoughts about the relationship between technology and play?**

**Chapter 3 – Connecting Technology to Exiting Classroom Practice**

The purposeful integration of technology with existing classroom expectations and practice is discussed in Chapter 3.

* Kristin and Katie share many examples of the work that children in their school are accomplishing with the assistance of technology. **What ideas intrigue you? How would you adjust the activities for your grade level and curriculum?**
* On pages 44 through 48, the authors focus on ways to ensure that teachers connect technology to the “solid practices that have been proven to make a difference in student learning.” **Make a list of the ideas in this section that you would like to investigate further. Connect the ideas to specific student learning targets or curriculum expectations. Share your list with a colleague.**
* “Each moment of life we ‘read,’ we immerse kids in intensive thinking. We teach them how to analyze and evaluate, make inferences, identify bias, critique, and comprehend multimedia.” (page 50) **What does the concept of “media literacy” mean to you? Why is “media literacy” important in the world today?**
* Review **Figure 3.6 on page 58**, which points out the similarities and differences between a “face to face community” and a “digital community.” **What questions do you have about the descriptions on the chart?**  **What other information would you add to each section of this chart?**

**Chapter 4 – Foundational Lessons for Independence**

This chapter presents eleven lessons that explain expectations for student independence in a digital classroom. The topics are listed on charts on page 65.

* Which of these areas do you feel confident addressing? **What questions do you have about the sections of this chart? What tools, books and images would you use to support student learning as you teach these eleven lessons?**
* Understanding and respecting intellectual property is an important and often misunderstood concept. (page 73) The authors offer ideas for teaching this topic. **Do you have other ideas that you might use to explain this idea to your students?**
* What ideas will you take away from this chapter?

**Chapter 5 – Reflection and Assessment**

Reflection and assessment are part of the instructional cycle. In Chapter 5, Kristin and Katie encourage teachers to engage students in using digital tools to assess their progress and reflect on their learning.

* What methods and activities do your students currently use to monitor and examine their progress and learning? **After reading this section, make a list of the “tried and true” ideas, strategies and activities that you have implemented in the past and those that you would like to try in the future.**
* How do you capture student growth in your classroom?
* “Self-reflection is an important step in taking ownership of one’s learning.” (page 96) **What two ideas would you like to consider to reflect on your personal learning? How would you implement these reflective strategies?**
* What questions would you like to ask the authors about the content of this chapter?

**Chapter 6 – Power Up for Connected Learning**

Technology can assist educators in creating stronger reading communities.

* **What is your definition of “connected learning?”**
* The first four paragraphs on the top of page 111 describe the varied literacy activities that may occur in Katie’s classroom on any given morning. The examples provide a picture of work that is based on pedagogical research and framed by what works in a reading and writing workshop program. **What are the “tried and true” ideas and technologies that you currently use to build a literacy community in your classroom?**
* Many of the examples listed in this chapter focus on digital discussions with authors and illustrators or digital discussions among students regarding their reading. **Select two ideas from this section or from your personal experience, and expand your current instructional plan to include new ideas, activities and technologies. Describe:**
* your specific purpose for the activity,
* the student learning targets for the activity,
* the possible outcomes for the activity,
* how students will transfer learning from the activity,
* and, how students will assess and reflect on their learning.
* **What five words would you use to describe the essence of this book?**

**Scan the QR code at the bottom of page 130 or visit** [**http://hein.pub/amplify**](http://hein.pub/amplify) **to see videos of teachers and students in action and access up-to-date resources for this book (use keycode AMPLIFY15).**