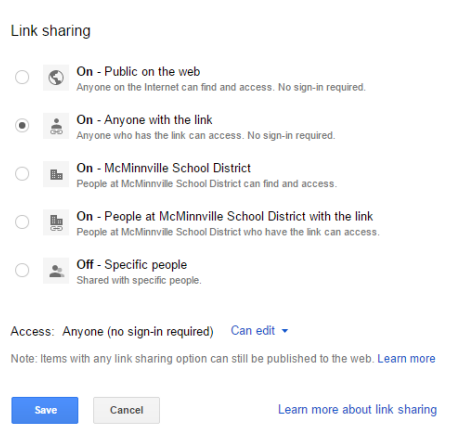


Using Google Docs in the ELL Classroom

Liz Knapp and Pat Muller- McMinnville School District

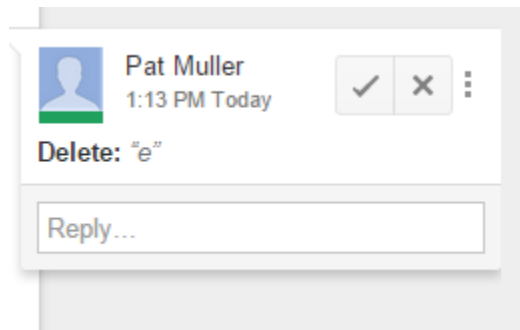
1. Using collaborative editing with all students on a single document

- a. +Good for smaller groups and small documents
 - b. +Students can edit each other without sharing
 - c. +Don't need to be signed in
 - d. +Teacher can edit conveniently without having to open multiple documents
 - e. –Students can see what others are writing
 - f. –Paper is constantly shifting while writing. Solve this problem by writing the students' names on the paper so they know where to start typing. If students are signed into the Google services, their names will appear by their cursor.
- Open a new Google Doc
 - Google Drive- Create/new depending on version
 - Google Doc app
 - Web address: docs.google.com
 - Set up the document with a place for every student to put their cursor. For this conference you will be assigned a letter. Next to your letter, please write your name, school district, and role. Without the proper permissions, the other people won't be able to edit. Click Share and then Advanced. Click that anyone with the link can edit and save.



- <http://tinyurl.com/cosaell> (Shortcut to our practice document)

- Write a few sentences with some mistakes in them. You will be editing each other's mistakes. Look for other people's cursors, don't click in their "territory".
 - Click on the pencil on the top right and pick "Suggestion Mode" Make suggested edits on other people's work. To accept a suggestion, click the check mark by the suggestion.



Practice time!

Management Hints:

- Have students finish writing before they start editing others.
- When doing set up, finish yours then check your neighbor before asking, "What do we do next?"
- Any inappropriate things written can be located after erasure on the document revision history menu
- If allowing commenting, then it must be about editing only.
- Can't handle the computer? Here's a piece of paper.
- Administrators: Provide teacher with the same computer that the students have.
- To just write, you will need to get out of suggestion mode and back to edit mode

Ideas:

- Teacher posts a paragraph with many mistakes and students correct. Copy, cut, and paste by each student's name
- Use the right click menu for self-editing. On Chrome Books, hit the ALT key and click to get there.

- If you're unsure to do something, assign the students to figure it out and help you. They like to explore around and find features that you haven't presented.
- 2. **Teacher edits student work and each student has their own document.** LK
 - a. +Students will concentrate only on their work
 - b. +Better for longer pieces of writing
 - c. -Lots of clicking and scrolling for the teacher
 - d. -Takes longer for teacher to edit.

Student presentations using FANBOYS: Conjunctions: for, and, nor, but, or, yet, so

Goal: Have a Level 4 or 5 sentence using FANBOYS

Examples of Leveled Sentences:

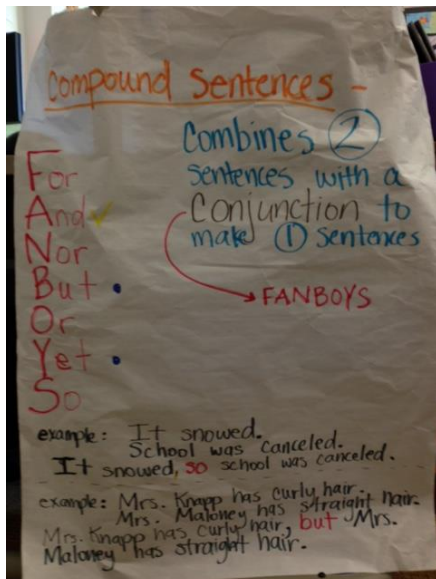
Level 1: My umbrella is purple.

Level 2: Today I have a purple umbrella. It's raining.

Level 3: Today I will take my purple umbrella to school because it's raining.

Level 4: This morning I will take my purple striped umbrella to school, so I don't get wet at recess.

Level 5: After coming home soaked yesterday, I decided I will take my brand-new purple striped umbrella to school, so I don't get wet at recess.




Using Google Presentations for FANBOYS

<http://tinyurl.com/lhr77pe>

Tyrannosaurus Rex

The tyrannosaurus rex is fighting with the spinosaurus, **and** in this picture it shows the spinosaurus is bigger than the T-rex. However the T-rex doesn't stand down, **nor** does the spinosaurus stand down. The spinosaurus is bigger and has longer arms, **but** the tyrannosaurus has more bite damage.



3. Using Mind Maps for Vocabulary

Hands on presentation.