

# Technology curriculum

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Student  
Workbook

6th Edition

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*Grade 6*

**by Ask a Tech Teacher**

# **TECHNOLOGY Curriculum Student Workbook**

***Sixth Grade***

**SIXTH EDITION**

***By Ask a Tech Teacher©***

***Part Seven of Nine in the SL Technology Curriculum***

2024

V.6.5

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# Introduction

Technology in your classroom—what an exciting way to enhance your learning! You won't be memorizing tools and struggling through new programs. You'll learn them as you use them—authentically, as part of classroom activities. Your goal: Make school easier, more relevant, and more in tune with how you learn. We're going to help. All you need to do is follow this workbook.

How much time will that take? Here's an estimate:

**Grades K-2**

**15-30 min. a week**

**Grades 3-8**

**30-60 min. a week**

Are you surprised you can learn so much in such a short time? Wait till you see how fun it is with lots of choices. You can even work with a friend on laptops, iPads (sometimes), Chromebooks, desktops, Windows or Macs.



Follow the plan. Execute it faithfully. It works.

## Programs You'll Use

Programs used in this curriculum focus on those that serve the fullness of your educational journey. Free alternatives are included where possible:

General		K-2
Email	Drawing tools	Productivity tools (Office, Google Docs)
Google Earth	Keyboard tools	Desktop publishing tools
Web tools		Photo editing tool(s)

To become the person in *Figure 3* means you use technology as a learning tool. We'll show you how.

## What's in this Workbook?

Each lesson includes:

- activities to extend lessons
- class exit ticket
- class warm-up
- essential question
- examples, rubrics, images, printables
- problem solving
- skills—new and scaffolded
- steps to accomplish goals
- suggestions based on digital device
- to-do list
- vocabulary used

*Figure 1a-b* shows what comes at the beginning of each lesson and the end:

Figure 1a-b—Detail of each lesson

This screenshot shows a portion of a lesson page. Red callout boxes highlight the following elements:

- Class exit ticket:** A box pointing to the text "have... leave."
- Exit ticket:** A box pointing to the text "er close down their di"
- Extension:** A box pointing to a bullet point: "• Visit mouse skills"
- Activities to extend lesson:** A large box encompassing the extension activity.

This screenshot shows the introduction of Lesson #1. Red callout boxes highlight the following elements:

- Vocabulary:** A box pointing to a list of terms including "Delete", "Digital citize", "Dig", "Do", "Ha", "Int", "Save early save often", and "Procom".
- Lesson vocabulary:** A box pointing to the "Vocabulary" section.
- Problem solving:** A box pointing to a list of questions including "What does double-click doesn't work (push enter)", "Why can't I drink water at my", and "computer if it's at fault?".
- Lesson problem solving:** A box pointing to the "Problem solving" section.
- Skills:** A box pointing to a list of skills including "Class sta page", "Digital citizenship", and "Digital tools".
- New and/or scaffolded skills:** A box pointing to the "Skills" section.
- Essential question:** A box pointing to the text "I got off of website (use back arrow on browser)".
- Steps to complete lesson:** A box pointing to the "HOW DO I USE TECHNOLOGY?" section.
- To-do list:** A box pointing to a "To Do This Week" graphic.
- Lesson warm-up:** A box pointing to the "STEP-BY-STEP" section.
- Class warm-up: None:** A box pointing to the text "Class warm-up: None".

## How to Use This Book

Your teacher(s) (meaning the adults who direct your technology training) will work with you about forty-five minutes a week. You'll spend an additional fifteen-sixty minutes each week using tech skills—online, with software, teaching friends, for homework, or in class projects. If there is a skill you don't understand, get help, especially when you see it come up a second or third time. By the end of 8<sup>th</sup> grade, you'll have a well-rounded tech education that prepares you for college and career.

The curriculum map in Figure 2 (zoom in if needed) shows what's covered in which grade. Where units are taught multiple years, teaching reflects increasingly less scaffolding and more independence on your part.

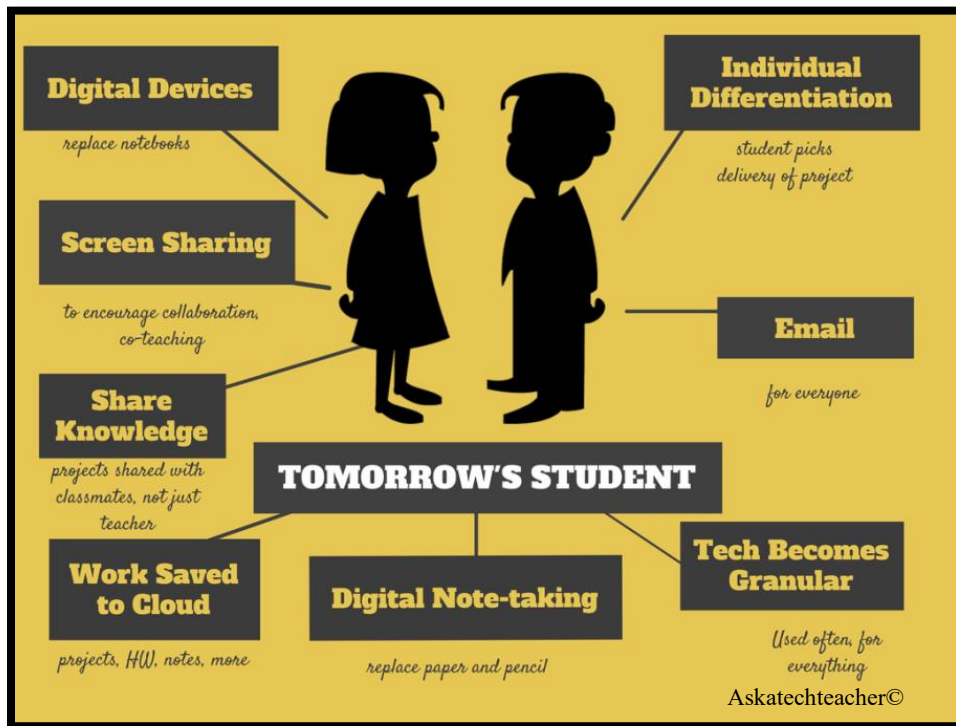


Figure 2—Curriculum Map—K-8

	Mouse Skills	Vocabulary - Hardware	Problem-solving	Platform	Keyboard	WP	Slide-shows	DTP	Spread-sheet	Google Earth	Search/Research	Graphics/	Co-ding	WWW	Games	Dig Cit
<b>K</b>	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
<b>1</b>	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
<b>2</b>		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
<b>3</b>		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
<b>4</b>		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
<b>5</b>		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
<b>6</b>		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
<b>7</b>		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
<b>8</b>		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

Here's where you're headed (Figure 3—zoom in if necessary):

Figure 3—Tomorrow's student



Here are a few hints on how this workbook will get you there:

- This workbook is part of the K-8 curriculum your school selected to guide you through technology skills. Each lesson takes two sessions of 30-45 minutes with equal time devoted to home practice (3<sup>rd</sup>-8<sup>th</sup> grade).



- At this grade level, you'll probably have help from a teacher, parent, or another adult as you work. When you see a section for 'Notes' at the end of some lessons, this is where you add your thoughts, ideas, comments, and suggestions.
- Lessons can be covered in any order that works in your classroom. There may be suggestions for how to arrange them, but these are optional and up to your teacher.
- Each lesson starts with a *warm-up* to get you back into tech.
- Each class ends with an *Exit Ticket* to wrap up learning.
- Lessons include *Extensions*, in case you get done early.
- Zoom in or out of workbook pages to get exactly the size that works for your needs. Don't worry if the PDF reader is at 80% or 120%. Set it to fit your learning style.
- If you have an idea on how to complete a lesson using a different tool, suggest it. Your teacher will probably be happy to accommodate you.
- You can work at your own pace, try skills, and ask for help when you need it. There's a lot of detail in the book to explain how to complete projects and lessons.
- You can use this workbook on PCs, Macs, Chromebooks, or iPads. You can use a desktop, laptop, or a netbook.

Figure 4a-h—Digital Devices for workbooks



...at school or at home



- Check with your teacher on which of these are available with your program license.
- Use lesson vocabulary in class and out. You gain authentic understanding by doing so.
- This icon  means you'll work with a partner. Collaboration and working in groups is an important part of learning.
- This icon  means there is an activity that requires you to write something in the workbook. Your teacher will explain more.
- Focus on problems listed in each lesson, but embrace all that come your way. Be a risk taker.
- Check off items you finish (on the \_\_\_\_\_ in front of each task) so you know what you've completed. It's fine if you don't get everything done. Return to it when you finish a lesson ahead of time. Use an annotator like Adobe Acrobat. You can also use these tools to add notes to the lessons.

- Your teacher will assess your work based on the weekly 'To Do' list. Be sure you've completed items and submitted in the manner required.
- Remember: It takes five times with a skill to get it—
  - *First:*                you hope it'll go away
  - *Second:*            you try it
  - *Third:*                you remember it
  - *Fourth:*             you use it outside of class
  - *Fifth:*                you teach a friend
- When you finish each lesson, transfer knowledge to projects at school, home, the library—wherever you use digital devices.
- At the end of each tech session, leave your station as you found it—organized and neat.

Figure 5—Tech use plan



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## About the Author

Ask a Tech Teacher is a group of technology teachers who run an award-winning resource blog. Here they provide free materials, advice, lesson plans, pedagogical conversation, website reviews, and more to all who drop by. The free newsletters and website articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education. They have published hundreds of ebooks, workbooks, articles, and have materials shared throughout the world.



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## Lesson #1 Introduction

Vocabulary	Problem solving	Skills
<ul style="list-style-type: none"> <li>▪ Back-up</li> <li>▪ Digital citizen</li> <li>▪ Flash drive</li> <li>▪ Hardware</li> <li>▪ Landscape</li> <li>▪ Orientation</li> <li>▪ Portrait</li> <li>▪ Right-click menu</li> <li>▪ Save-as</li> <li>▪ Select-do</li> <li>▪ Technology</li> <li>▪ Webtool</li> </ul>	<ul style="list-style-type: none"> <li>▪ What's the difference between 'save' and 'save-as'</li> <li>▪ What's a quick way to ** (shortcut)</li> <li>▪ I have lots of problems (PS board)</li> <li>▪ How do I annotate this workbook (addressed in Digital Tools lesson)</li> <li>▪ Why worry about my online actions if they're anonymous?</li> <li>▪ I can't do my keyboarding homework at home (come to afterschool club)</li> <li>▪ I don't understand *** (come to afterschool help)</li> </ul>	<p style="text-align: center;"><b><u>New</u></b></p> <p style="text-align: center;">Problem solving Input, output</p> <p style="text-align: center;"><b><u>Scaffolded</u></b></p> <p style="text-align: center;">Keyboarding Digital citizenship Problem solving Hardware Digital devices Understand 'tech' Online grades</p>

### How do I use technology to learn?

- Reviewed important posters, hardware
- Understood 'digital citizen' and tech in my life
- Successfully logged into class accounts
- Participated with a sense of wonder
- Completed exit ticket
- Successfully annotated workbook
- Joined class conversations
- Left station as it was (neat and orderly)



## Step-by-step

**Class warm-up:**     *None*

**Required skill level: Enthusiasm and passion for technology.**

Tour classroom to familiarize yourself with your learning environment. Your teacher will show you the tech devices. Class announcements? Evidence Board and Presentation sign-up sheets (if you're doing this activity)? What else?

What does 'technology' mean at your school? Do you understand 'tech in education'? How have you used it?

Discuss the focus of 6<sup>th</sup>-grade tech: You will use tech to support educational goals. For example:

- How do you decide what program works best for what inquiry?
- How do you learn to use tools you have never seen?
- How do you self-assess knowledge, ensuring you got what you need?



Success in 6<sup>th</sup>-grade tech is predicated on your enthusiasm for learning, transfer of knowledge, and evidence of problem-solving skills. You will often ‘pick which program works best’ or ‘devise a plan to accomplish goals’ or ‘teach yourself’.

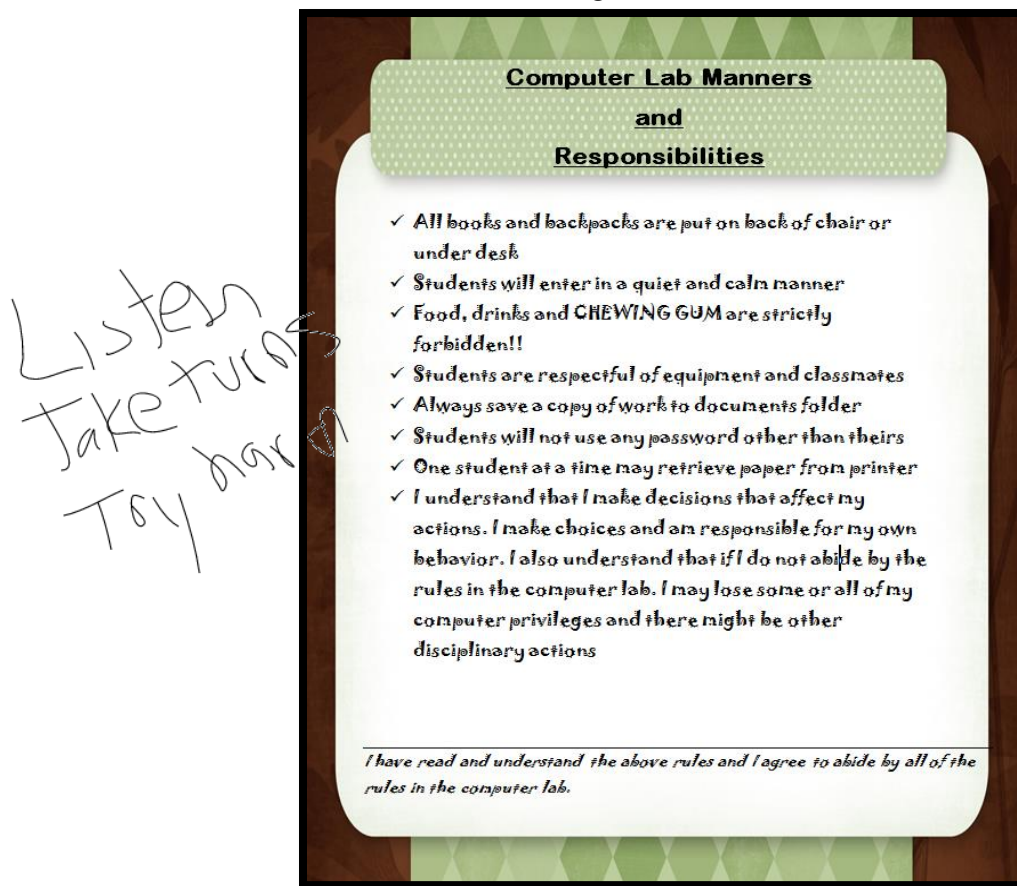
Share your tech background with classmates, what you know and want to know, difficulties you see taking this class. Discuss your expectations.

Understand domain-specific technology language pursued two ways:

- You use correct ‘geek speak’ words during class, as does your teacher. Tech words you don’t know are added to a virtual wall or a similar collection spot. These words will be included in *Speak Like a Geek* (if following this activity).
- Every time you find a word you don’t understand, decode it—using the class dictionary tool, friends, or teacher. Don’t skip over it.

Review class syllabus, goals, and rules (zoom in if necessary):

Figure 6—Class rules



Your teacher will ask for suggestions with the goal that class be productive, efficient, and fair for all students. The list will include:

- Save early, save often, about every ten minutes.
- No food or drink around digital devices.
- Respect the work of others and yourself.

- *Keep your body to yourself—don't touch neighbor's digital device.*
- *No excuses; don't blame people or computer.*
- *Help neighbor with words, not by doing.*
- *When collaborating, build on others' ideas as you clearly express your own.*

- \_\_\_\_\_ Handwrite classmate suggestions into this PDF as shown in *Figure 6*.
- \_\_\_\_\_ Continue to be a good digital citizen (more on this in the lesson on *Digital Citizenship*).
- \_\_\_\_\_ Discuss passwords and privacy. Do not share log-ins with anyone. Record your log-ins in a convenient place where you will be able to find them—or use *Figure 7*. More on this later.

*Figure 7—Track UN and PW*

<b>User Name/Passwords</b>		
<b>PROGRAM</b>	<b>UN</b>	<b>PASSWORD</b>
<b>Keyboarding Program</b>		
<b>Math Program</b>		
<b>Computer</b>		
<b>Class wiki</b>		
<b>Add'l</b>		



- \_\_\_\_\_ Your teacher will let you know that s/he is open to alternative suggestions on tools to use for a class project. For example, if s/he suggests Wordle, you may prefer Tagxedo. S/he will approve the change if the tool fulfills class guidelines. Expect to provide **evidence** to build your case, **compare-contrast** your tool to teacher suggestions, and **draw logical conclusions**.
- \_\_\_\_\_ Review **homework policy** (homework is in the back of this text): due at the end of each month. You'll submit homework in the manner suggested by your teacher (email, Google Apps, or another). Homework is keyboard practice:

- **months 1-3:** *practice only one row per month*
  - *1<sup>st</sup> month:* *homerow*
  - *2<sup>nd</sup> month:* *QWERTY row*
  - *3<sup>rd</sup> month:* *lower row*

- **months 4-9:** practice all rows
- When it gets easy, type with hands covered by a cloth or a dish towel so you can't see the keys.

Figure 8—Homework sample (from Appendix)

## HOMEWORK

### October

Spend 15 minutes, four times a week, on [DanceMat Typing](#) or another online keyboard program that teaches one row at a time—**homerow keys only**. Repeat the exercise over and over. The goal: to memorize key placement. Once you can type home row without looking at your fingers, cover keys with a light cloth so you cannot see your hands. Do the rest of the month with hands covered.

On last day of the month, submit homework as requested by teacher. Write 3-5 sentences that:

- Verify you typed 15 minutes 4 times a week (one hour a week) for four weeks
- Share what was easy/difficult
- Reflect on how keyboarding affects other classes, homework assignments, life in general

\_\_\_\_\_ More on this in the lesson on *Keyboarding*.

\_\_\_\_\_ Review posture at the computer based on *Figure 9*—zoom in if needed:

Figure 9—Keyboard posture



\_\_\_\_\_ Check the posture of your neighbor. Remember to sit this way everywhere you use a computer—home, school, the library, everywhere.

\_\_\_\_\_ Discuss the **evidence board** (Figures 10a and 10b):





Figure 10a—Evidence board; 10b—badge



\_\_\_\_\_ This bulletin board celebrates your transfer of knowledge from tech class to home, friends, or other educational endeavors. About once a month, you will have an opportunity to share your experiences. You will fill out a badge (like *Figure 10b*) and post it on the Evidence Board. By the end of the year, this collection will encircle the classroom.

\_\_\_\_\_ Your teacher may offer a **Keyboarding Club** after school two days a week to accommodate students who can't do their homework at home.

\_\_\_\_\_ S/he may also offer **after-school help** on Keyboarding Club days for students who need assistance with a tech skill or a project involving tech. Volunteer to participate as an assistant, to help your classmates.

\_\_\_\_\_ You will learn a wide range of web tools (more on this in another Lesson) and use many in class. Additionally, you will be expected to come up with those that suit your particular needs.

\_\_\_\_\_ You will try to solve tech problems before requesting assistance (more on this in the lesson on *Problem Solving*).

\_\_\_\_\_ Your teacher will show you how to check grades online.

\_\_\_\_\_ Discuss your responsibility to make up missed classes. Your teacher will show you where s/he posts lesson plans.

\_\_\_\_\_ Discuss backing up your work. How does that happen at your school? If you use flash drives, review how to use them.



**Class exit ticket:** Tack a post-it on Problem Solving Board with a tech problem you faced last week. These may be used for the upcoming Problem Solving Board.

**Extension:** Volunteer to add homework due date to class online calendar this month.

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## Lesson #6 Screenshots, Screencasts, Videos

Vocabulary	Problem solving	Skills
<ul style="list-style-type: none"> <li>▪ Add-on tool</li> <li>▪ Annotation</li> <li>▪ Embed</li> <li>▪ PDF</li> <li>▪ Screencast</li> <li>▪ Screenshot</li> <li>▪ Storyboard</li> <li>▪ Voice-over</li> <li>▪ Webtool</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can't find the screencast tool (use search function on digital device)</li> <li>▪ I can't figure it out (breathe deeply, check screen; you can do it)</li> <li>▪ How do I edit a video (either start over or use native video editing tools)</li> <li>▪ I can't download tool (use web-based or add-on)</li> <li>▪ My partner isn't helping</li> </ul>	<p style="text-align: center;"><b>New</b></p> <p style="text-align: center;">Screencasting Videos</p> <p style="text-align: center;"><b>Scaffolded</b></p> <p style="text-align: center;">Digital citizenship Keyboarding Screenshots Speaking/Listening</p>

### How do I help classmates problem solve?

- Completed project
- Worked well in a group
- Used good keyboarding habits
- Completed warm-up, exit ticket
- Successfully annotated workbook
- Joined class conversations
- Left station as it was (neat and orderly)



## Step-by-step

**Class warm-up:**     **Keyboard on the class typing program, paying attention to posture.**

\_\_\_\_\_ This lesson should follow *Problem Solving* as it expects familiarity with the concepts in that discussion.

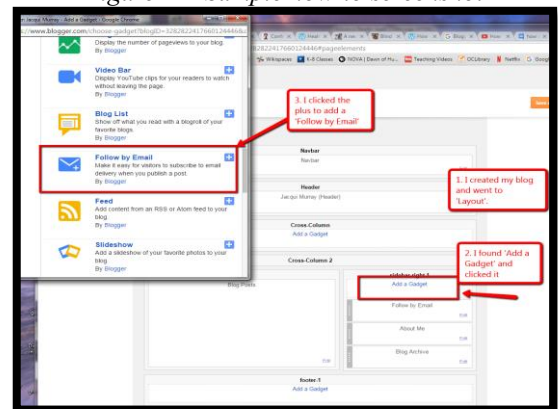
\_\_\_\_\_ Make sure your backchannel is open (if you use this) so you can fully participate.

\_\_\_\_\_ What are screenshots and screencasts? They are digital recordings of what appears on your screen, with or without audio, video, and notes. This is similar to videos, but with differences we'll discuss.

\_\_\_\_\_ This lesson includes these activities:

- screenshots (Figure 46 is an example—zoom in if needed)
- screencasts
- video recording
- summative activity

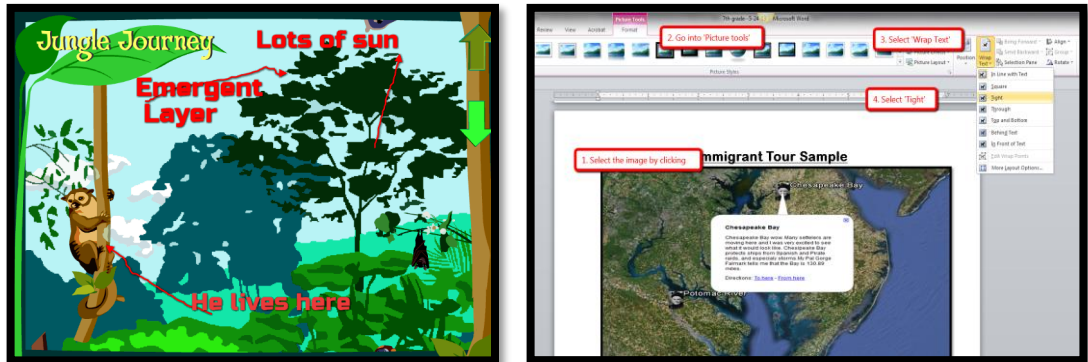
Figure 11--Sample how-to screenshot



## Screenshot

A screenshot is a still photo of your screen, likely annotated. You already use this process to send annotations from this workbook (such as a rubric or quiz you've filled in) to your teacher. Additionally, if you followed this curriculum in 1<sup>st</sup>-5<sup>th</sup> grade, you'll remember Figures 47a-b:

Figure 12a—1<sup>st</sup>-grade screenshot; 47b—5<sup>th</sup>-grade screenshot



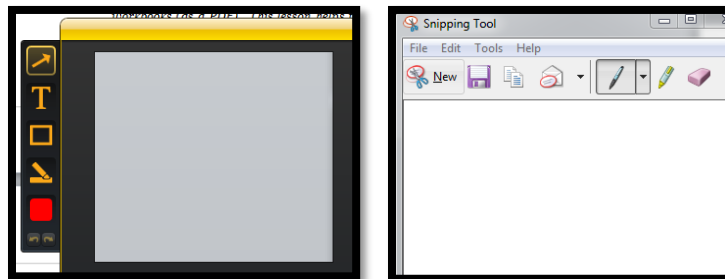
Most digital devices come with a built-in screenshot tool:

- **Windows:** Snipping Tool (Figure 48b)
- **Chromebook:** hold down the control key and press the window switcher key
- **Mac:** Command Shift 3 to do a full screenshot and Command Shift 4 for a partial
- **iPad:** hold Home button and power button at same time

Depending upon the tool, it may include annotation tools like:

- arrows
- blur tool
- freehand drawing
- highlighting
- stickies
- text

Figure 13a-b Screenshot tools



Screenshot tips:

- pick a clear image
- make annotations easy to read

- *check grammar and spelling*
- *use color to make your notes stand out*

## Screencast

A screencast is a quick video of how to complete a task. It can be simple or sophisticated. For example, *Figure 49* illustrates a screenshot of what is actually a 30-second video on how to join a Twitter Chat.

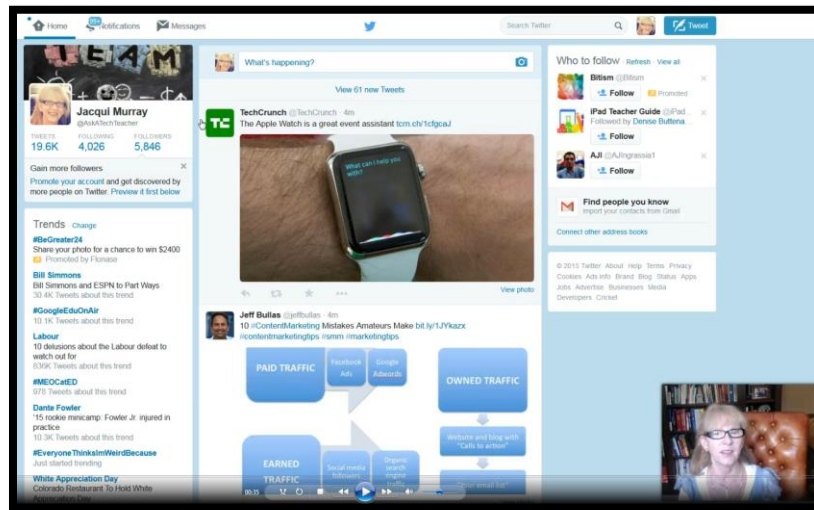
*Figure 14—Sequencing in a screenshot*



Screencasts may include any of the following:

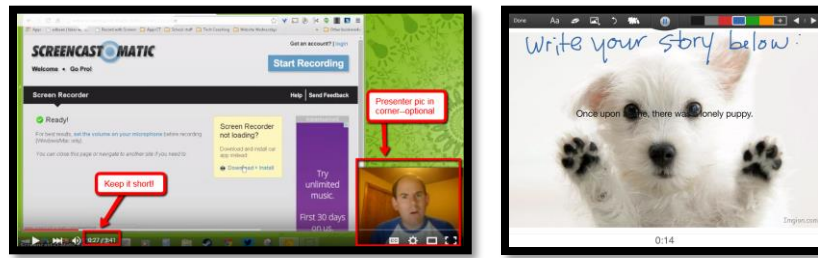
- *a spotlight for the mouse*
- *the presenter picture (like you'll see in the lower right corner of Figure 50)*
- *ability to edit, upload to YouTube, the Cloud, or another file sharing location*
- *ability to pause the video and restart seamlessly*

*Figure 15—Sample screencast*



Most digital platforms include native screencasting tools. Or, your teacher may provide a link to a dedicated app.

Figure 16a-Screencast Apps



\_\_\_\_\_ Screencasting tips:

- *keep screencasts short—a couple of minutes*
- *speak conversationally, but avoid slang, umm, and giggles*
- *don't worry about mistakes—you can re-record*
- *use diverse materials—you can pause the video, find a resource, and start again*
- *keep on topic; don't get distracted*
- *use a simple background that doesn't distract*

## Video

\_\_\_\_\_ A video can use the digital device's native recorder or a camcorder. These are not as easily edited as Screencasts and don't show digital device screens—rather show a broader setting.

## Activity

\_\_\_\_\_ Whichever option you select, your goal is the same: to show how to solve one of the problems discussed in the Problem Solving lesson. You will be expected to:

- *sequence ideas logically*
- *make the process clear*
- *include all steps required to complete a task*

\_\_\_\_\_ You can work in small groups. Select problems group members solved during the problem-solving lesson.

\_\_\_\_\_ You can write a storyboard to ensure you cover all topics or simply use notes.

\_\_\_\_\_ You should expect to practice several times before recording.

\_\_\_\_\_ You will share your screencast, screenshot, or video with classmates by publishing or embedding them to the class common areas (blog, website, wiki).

\_\_\_\_\_ By the end of this Lesson, you will have a library of how-to videos for solving tech problems.

**Class exit ticket:** Watch a neighbor's screencast, screenshot, or video and comment.



**Extension:**

- *Make an audio how-to.*
- *Volunteer to add homework due date to class online calendar.*



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## Lesson #8 Writing with Comics, Twitter, More

Vocabulary	Problem solving	Skills
<ul style="list-style-type: none"> <li>▪ Avatar</li> <li>▪ Bubbles</li> <li>▪ Captions</li> <li>▪ Comic strip</li> <li>▪ Installments</li> <li>▪ Panel</li> <li>▪ Serialized novel</li> <li>▪ Twitter novel</li> <li>▪ Vignette</li> </ul>	<ul style="list-style-type: none"> <li>▪ How can I follow best writing practices in minimal characters? (check examples)</li> <li>▪ Can I string together a group of tweets to cover a topic (maybe—each must stand alone)</li> <li>▪ I don't read comics (try creating one—they are a different style of writing)</li> <li>▪ Comics communicate with pictures. How about Twitter (add images there, too)</li> </ul>	<p><b><u>New</u></b> Writing with comics/cartoons Writing a Twitter novel Writing a serialized novel</p> <p><b><u>Scaffolded</u></b> Word processing tools</p>

### How do I write in creative styles?

- Worked independently and in a group
- Completed project
- Used good keyboarding habits
- Completed exit ticket
- Successfully annotated workbook
- Joined class conversations
- Left station as it was (neat and orderly)



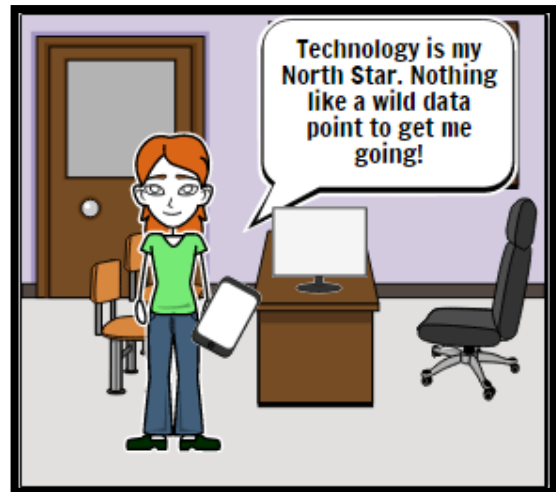
## Step-by-step

**Class warm-up:** None

\_\_\_\_\_ Make sure your class backchannel tool is open (if you use this) so you can fully participate.

\_\_\_\_\_ In this lesson, you'll use unconventional word processing tools to write fiction or non-fiction (whatever works best for your group). These include:

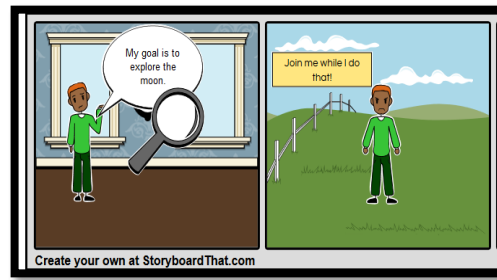
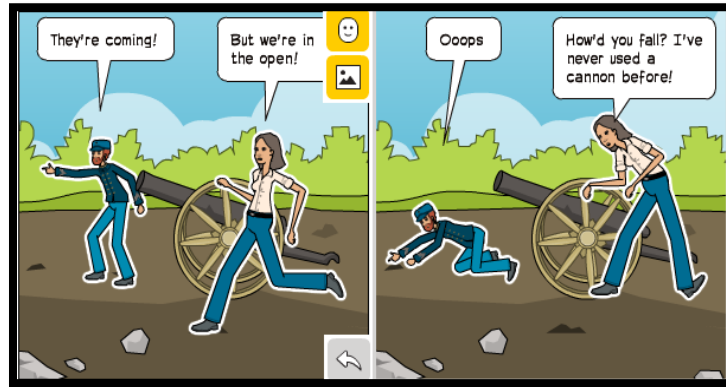
- Comics/Cartoons
- Twitter novel
- Serialized novel



## Comics/Cartoons

\_\_\_\_\_ You have used comics in the past to explore a topic, develop a story, and/or share empathy and perspective. *Figures 58a-c* are examples of comics you created 1<sup>st</sup> -5<sup>th</sup> grade (if using this curriculum). Zoom in if needed:

Figure 17a-c—Comic samples

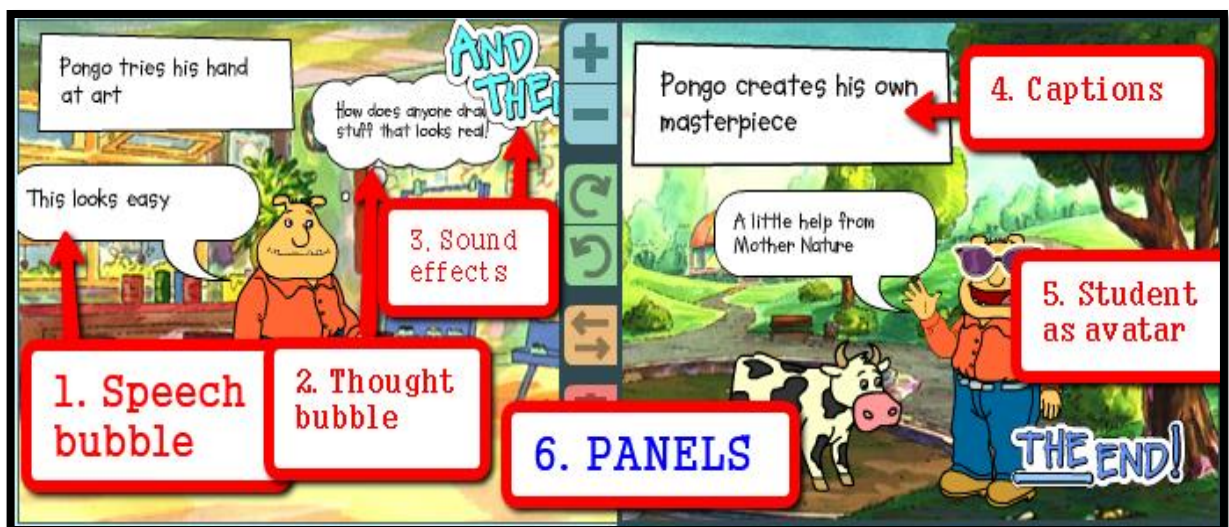


\_\_\_\_\_ Writing with comics is appropriate for both fiction and nonfiction. Discuss how comics relay a topic differently from other methods. Why focus on drawings? Do they make a serious theme light-hearted? What do you like about comics?

\_\_\_\_\_ Writing with comics includes the same elements as a story:

- Each panel includes detail to support the plot, characters, and setting.
- Each panel flows into the next, just as story paragraphs and scenes flow.
- Images, text, bubbles, and captions communicate ideas, story, and empathy.

Figure 18—Decoding a comic strip



\_\_\_\_\_ Comics include these parts (see *Figure 59*):

- *3-4 panels—as fits your group*
- *dialogue—delivered via speech bubbles (#1 in Figure 59)*
- *thoughts—delivered via thought bubbles (#2 in Figure 59)*
- *captions—to summarize the action in the panel (#4 in Figure 59)*
- *sound effects—delivered via bubbles like ‘Blam!’ or ‘And then’ (#3 in Figure 59)*
- *avatar—a character that represents you (#5 in Figure 59)*

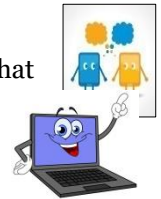
\_\_\_\_\_ Before starting, chat about the topic you’ll cover in your comic strip. How does it fit into class discussions?

\_\_\_\_\_ Open an online comic creator suggested by your teacher.

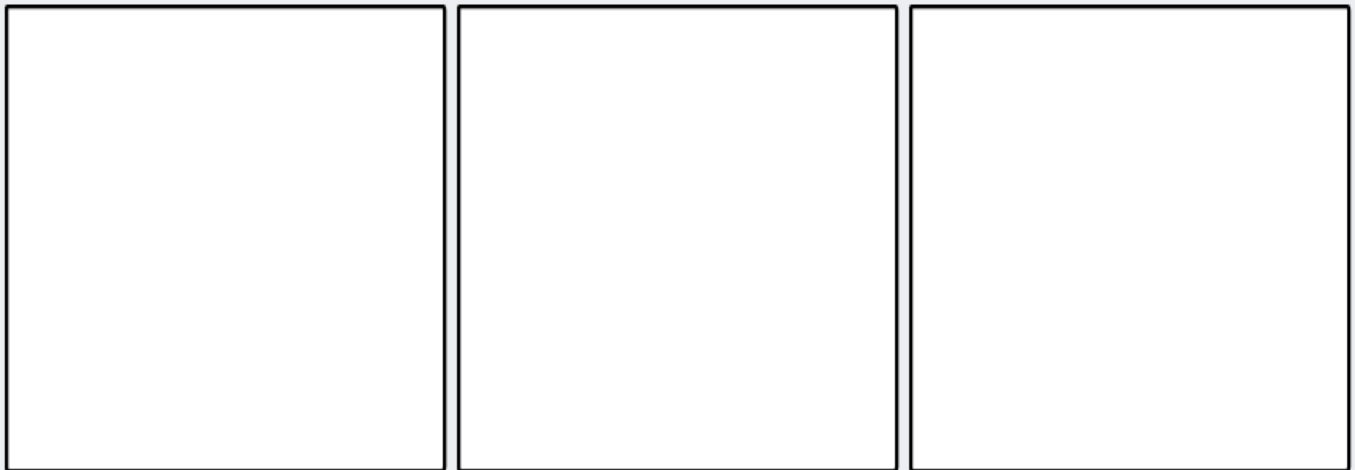
\_\_\_\_\_ Note: Any time you use the Internet, remember to do that safely and privately.

\_\_\_\_\_ You can work in pairs, small groups, or as a large class group to write narratives that recount a sequenced event. Include opening, plot, details, temporal words to signal event order, and a sense of closure.

\_\_\_\_\_ You can use *Figure 60* to sketch out your comic.



*Figure 19—Blank comic template*

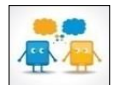


\_\_\_\_\_ Done? Open the comic tool you’ve chosen and select the desired number of panels. Use available tools to select any or all of:

- *background*
- *captions*
- *characters*
- *props*
- *sound effects*
- *speech bubbles*
- *text*
- *thought bubbles*

\_\_\_\_\_ Follow classroom writing conventions including good grammar and spelling. Exception may be in speech bubbles. Why.

\_\_\_\_\_ When done, read your comic with a partner before publishing. Revise and edit as needed, and then save as a PDF, print/publish/share as is the custom in your classroom. You may find it easier to save it as a screenshot using the appropriate tool in your digital device.



## Twitter Novel

\_\_\_\_\_ Twitter brings much to education:

- *it's non-intimidating—not a lot of writing*
- *it forces writing to be concise and pithy*
- *wasted, fluff words aren't an option*

\_\_\_\_\_ In this activity, you write a novel in Twitter. Just to be clear: We're talking about squeezing all those novel parts required for a manuscript—

- *plot/pacing*
- *character development*
- *theme*
- *story arc*
- *scene*

...into a minimal number of characters.

\_\_\_\_\_ Here are Twitter novels samples on the Internet:

*He said he was leaving her. "But I love you," she said. "I know," he said. "Thanks. It's what gave me the strength to love somebody else." **James Meek***

*I opened the door to our flat and you were standing there, cleaver raised. Somehow you'd found out about the photos. My jaw hit the floor. **Ian Rankin***

*Rose went to Eve's house but she wasn't there. But Eve's father was. Alone. One thing led to another. He got 10 years. **Rachel Johnson***

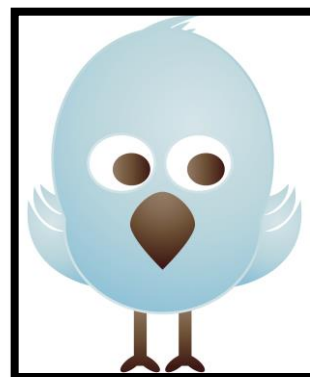
*Clyde stole a lychee and ate it in the shower. Then his brother took a bottle of pills believing character is just a luxury. God. The twins. **Andrew O'Hagan***

*"It's a miracle he survived," said the doctor. "It was God's will," said Mrs. Schicklgruber. "What will you call him?" "Adolf," she replied. **Jeffrey Archer***

\_\_\_\_\_ Here are tips on Twitter novels:

- **Think installments.** This increases suspense.
- **Think movement.** Every tweet should advance the plot.
- **Think token action,** dialogue and description.
- **Think multimedia** and add links to images, video, articles or anything else that will add meaning to the story. A Twitter novel allows you to combine text with other media.

Figure 20--Twitter novel sample



## Serialized novel—one author

\_\_\_\_\_ Discuss a serialized novel—a normal length novel published by chapter—smaller bites for people with little time to read. Many early writers published this way including Leo Tolstoy, Joseph Conrad, and Charles Dickens.

\_\_\_\_\_ Your teacher will show examples.

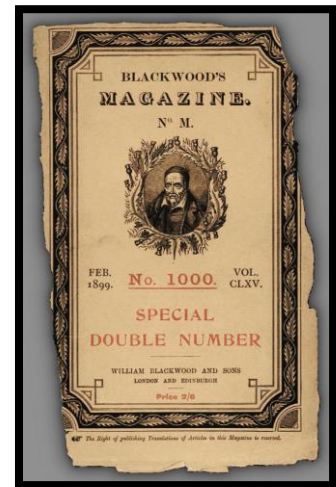
\_\_\_\_\_ Why are serialized novels resurging? Consider these statistics:

- *The average person’s attention span is 8.8 seconds.*
- *The average goldfish attention span is 9 seconds.*

\_\_\_\_\_ Here’s how this will work:

- *Write an outline of the planned story.*
- *Write a character study of each character.*
- *Develop a plot line of what is happening when.*
- *Research every setting characters will visit.*
- *Every class, write one installment of your serialized novel and publish it to your blog. You can use a word processing tool, a comic creator, or even an audio tool, but it must be embeddable into your blog (there are many tools in each category that will work). Select the best tool for your communication style.*

Figure 21--Serialized novel by Conrad



\_\_\_\_\_ When done, visit and comment on three of the stories written by classmates.

## Serialized novel—multiple authors

\_\_\_\_\_ Discuss ‘vignettes’--a verbal sketch, brief essay, or carefully crafted short work of fiction or nonfiction. Well-known authors include:

- *Dickens’ Sketches by Boz*
- *Cisneros’ The House on Mango Street*

\_\_\_\_\_ In this option, you work in groups to write vignettes around a cast of characters and a central atmosphere. Discuss why *atmosphere* is important to a vignette—so important that it sets it apart from other forms of writing?

\_\_\_\_\_ Here are basics of writing vignettes. Each must:

- *abide by the collection’s atmosphere.*
- *be approximately 800 words.*
- *evoke emotion.*
- *share a moment (including its power and emotion) rather than a plot line.*
- *The vignette collection is tied together by a common mood.*





\_\_\_\_\_ There are lots more rules, but these will vary depending upon your curriculum. Your teacher will share what is necessary to fit your group.

\_\_\_\_\_ Here's how this works:

- *Work in groups based on the medium you'll use to write your vignette. For example, those who wish to use a comic creator would join the same group.*
- *As a group, write a character study of each character.*
- *As a group, decide on setting and atmosphere.*
- *Develop a schedule of who will publish when. Alternatively, you have three-five weeks to write your vignette, and then use the balance of the time to meld all the pieces into one book.*
- *These will be published in a collaborative blog or another location selected to curate the stories.*

\_\_\_\_\_ When done, visit and comment on three stories written by classmates.

**Class exit ticket:**      **Tweet a comic or a link to a blog of a novel you created.**

**Extension:**              **Volunteer to add homework and classwork due dates to the class calendar.**



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