Class 3 Discussion – Summary of NERAJ Article

**re: Class Reflection**   
[**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 7:02 pm

I was very excited to learn more about Excel during last night's class. I certainly came away with new information. I was clueless in terms of using formulas with Excel. It was helpful to learn where pre-made formulas can be found (i.e. sum, average). I also liked the fact that there is a simple way to copy a formula for an entire column, row, etc.  
  
I utilized a new skill from class in my own classroom today. I used the formula for finding the average in order to complete my reading grades on my report cards. I was able to click and drag the formula for my whole class, which made grading much easier.  
  
~Lisa

**re: Section 1**  
[**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 7:24 pm

In the introduction and first section of the article, the author refers to the Internet as a defining technology for our students today for literacy. Students need to learn to adapt reading skills and strategies for online use. Students are now reading online as much, if not more, than reading actual books. As a result, more students are completing projects and assignments based on information read online only.   
  
The author also outlined the discrepancies between different countries in terms of student preparedness for online reading comprehension. In fact, students in the U.S. are falling behind other nations in developing public policy to prepare for online reading in the twenty-first century. For example, 98% of homes in Japan have high-speed internet access, whereas 75% of U.S. homes have internet access.  
  
What do you believe is an important difference between the reading skills and/or strategies needed for comprehension of a book versus online reading comprehension?

|  |  |  |
| --- | --- | --- |
|  | **re: Section 3** [**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 10:57 pm  I have really only started in the classroom. Students are given time during morning routine to do an activity on the computer. The computer station is open during center time (with four computers). I also sign up for extra computer lab time each week just to introduce the class to different websites and how to use the sites to find information, to enhance literacy, or for entertainment. Earlier this school year, I led a parent technology workshop at our school's Reading Night. I presented different websites to parents and children, and gave the families the opportunity to practice using the websites during the workshop. Parents also received specific login information for some of our popular student websites. I would like to find a way to do more for children outside of school. Maybe our school could sponsor a monthly public library visit? Students could check out books and utilize the library computers.  [permalink](http://reed660tu.wikispaces.com/message/view/Class+3+-+June+7,+2011/40073328) | |
| **[lsprin2](http://www.wikispaces.com/user/view/lsprin2)** | **re: Section 3** [**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 11:03 pm  Previous post by Lisa. | |
| **re: Section 5** [**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 7:36 pm  It really struck me when the author referred to a 7th grade student who may have earned the lowest score on a state reading assessment, but achieved a high score for an online reading comprehension assessment. Although the author may not directly suggest this, I would like to try and create/find simple, student-friendly online assessment tools. We cannot deny the fact that our students are completely of a "technology-driven" generation. It seems as though most students came to kindergarten with cell phones or video game experience!  My students have already shown growth with an online program we use at my school, FASST Math, in which students master their basic facts. In a previous graduate course, a professor spoke about an online program which taught, monitored and evaluated students' progress in phonics and fluency. I cannot remember the name of the program, but I would certainly like to put it on a "wish list" at my school. Oftentimes, our students are much more engaged when interacting with a colorful, engaging, musical website, rather than completing a worksheet or talking with a peer.  [permalink](http://reed660tu.wikispaces.com/message/view/Class+3+-+June+7,+2011/40066565) | |
| **[lsprin2](http://www.wikispaces.com/user/view/lsprin2)** | | **re: Section 5** [**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 7:37 pm  The last post was by Lisa. Oops again! |

**re: Section 6**  
[**lsprin2**](http://www.wikispaces.com/user/view/lsprin2) Yesterday 11:03 pm

I think giving students who perform below level an extra opportunity to learn new online literacy activities is a great idea! Teaching the inclusion class, I find that many of my students who struggle just need to experience a different approach to the skill. Knowing how much our students relate to technology, this is a perfect match. Sometimes, these students also may have some type of learning disability or attentional issue. Using an interactive computer game or quiz may engage these students who otherwise lose focus easily.  
  
~Lisa