



Google and OG:

Suite Solutions for Educators  
Theresa Collins, ATF/AOGPE  
April 5, 2019



THE SOUTHPORT  
**COLAB**

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<http://tinyurl.com/y5d3f5bt>

The image shows two glass cups filled with yogurt parfaits. Each cup contains layers of white yogurt, pink strawberry compote, and golden-brown granola. The parfaits are topped with fresh strawberries and blackberries. The cups are placed on a light-colored wooden surface. The background is a solid blue color with a white curved line separating the image from the text.

# True Confessions

Shiny things.

“Just a teacher” trying to get things done.

SHHH! (I don't use all these tools!)

Bribes and other malfeasances.



# Who Are You? I Really Want to Know!

Classroom teachers

Small group

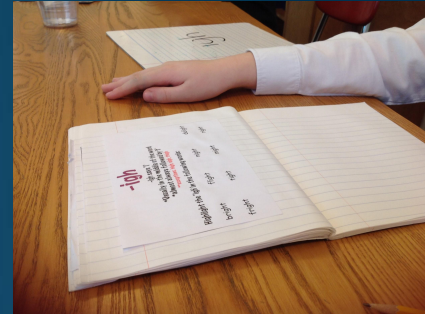
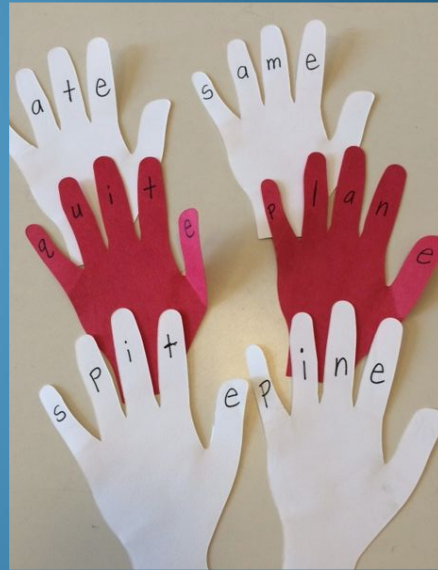
1-1 interventionists

Fellows or FITs

Ch...ch...ch...ch...changes...

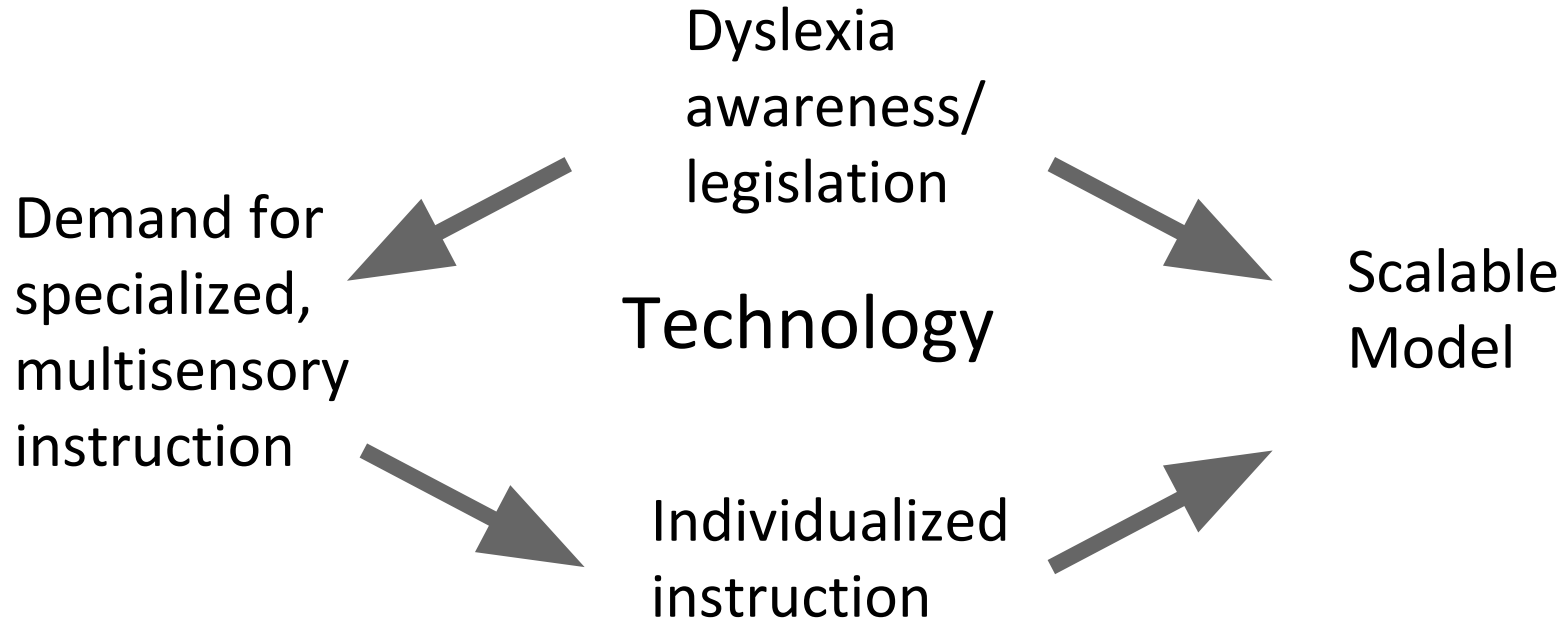


# Ch...ch...ch...ch...changes...

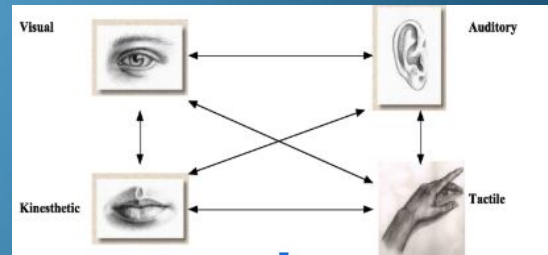
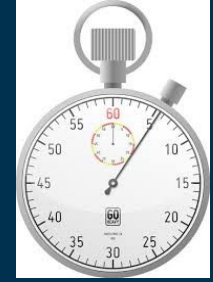
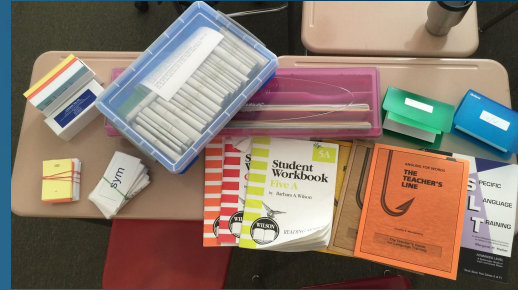




# The Challenge

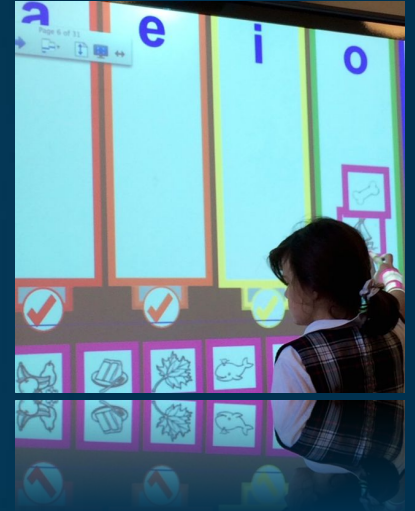
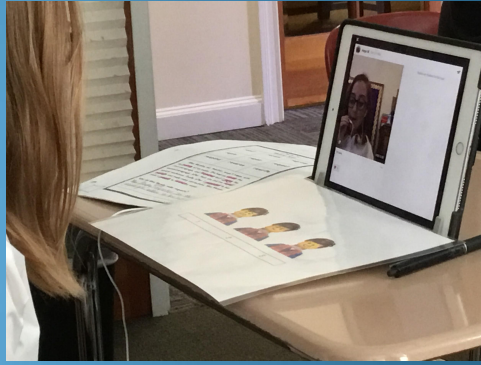


# Why Incorporate Technology





Ch...ch...ch...ch...changes...



# Ch...ch...ch...ch...changes...



SMART BOARD

Edit Check Reset Solve ?

ar (after l, n) or (after s, t)

doll \_\_\_\_\_ vict \_\_\_\_\_

instruct \_\_\_\_\_ sect \_\_\_\_\_

sol \_\_\_\_\_ invent \_\_\_\_\_

act \_\_\_\_\_

profess \_\_\_\_\_

dictat \_\_\_\_\_ direct \_\_\_\_\_

mol \_\_\_\_\_ popul \_\_\_\_\_ regul \_\_\_\_\_

Page 25 of 31 Edited Page



# Ch...ch...ch...ch...changes...



When should you use ck instead of k at the ends of words? 1 point

- after vowel teams
- after a consonant
- right after a short vowel
- before a vowel

What would be the best spelling for the pseudoword /laj/ 1 point

- ledge
- lage
- lag

Which spelling rule applies to each of the following words? 7 points

	silent e rule	y rule	cvc doubling rule
rubbed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
delayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ripest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fanciest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ripped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Key Characteristics of Digital Tools

- Inexpensive and Pervasive
  - Scalable
  - Democratizing
  - Immediate
  - Dynamic
  - Insensitive to Distance
  - Community Friendly
  - Less Sensitive to Time
  - Service Oriented
  - Evolving
  - Complementary
  - Extensible
- (Zucker 2009)



# Why Google?

- Collaboration
  - With students, colleagues, etc.
  - Breaks down walls
- “Cloud Computing”
  - Saves automatically (but you can revert to earlier versions)
  - Can be accessed from any device with web access
  - On the go
    - Many can be used off line and will then sync up when your device next accesses the web
  - Crucial for BYOD schools-kids have variety of devices but all can use Google tools
- Inexpensive



# Why Google?

- Unlimited storage (for Google Apps for Education accounts)
  - 15GB for traditional Google accounts
- Robust platform
  - Can meet most of your needs in one place
  - Tools work well with each other
  - Without having to learn a lot of additional programs
- Google Suite plus some extra add-ons can enhance multisensory presentation
- Accessibility - students/trainees can receive information in a variety of ways and respond in a variety of ways



# What's in Your Suite?

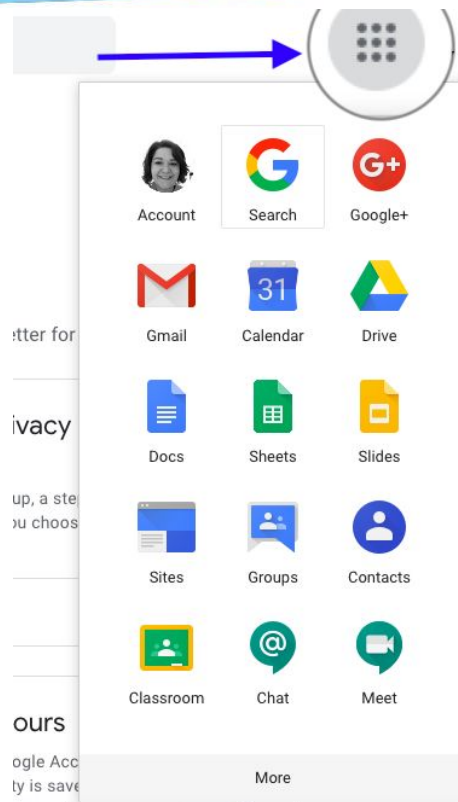
- G Suite is a collection of business, productivity, collaboration, and education software developed and powered by Google.
- Primary tools include:

Gmail	Forms
Drive	Calendar
Docs	Sites
Sheets	Hangouts
Slides	Keep



# Google Apps

- Your Apps “live” in this “waffle”
- May be different than mine, depending on what your institution makes available
- If you scroll all the way down, you can get more from the G Suite Marketplace

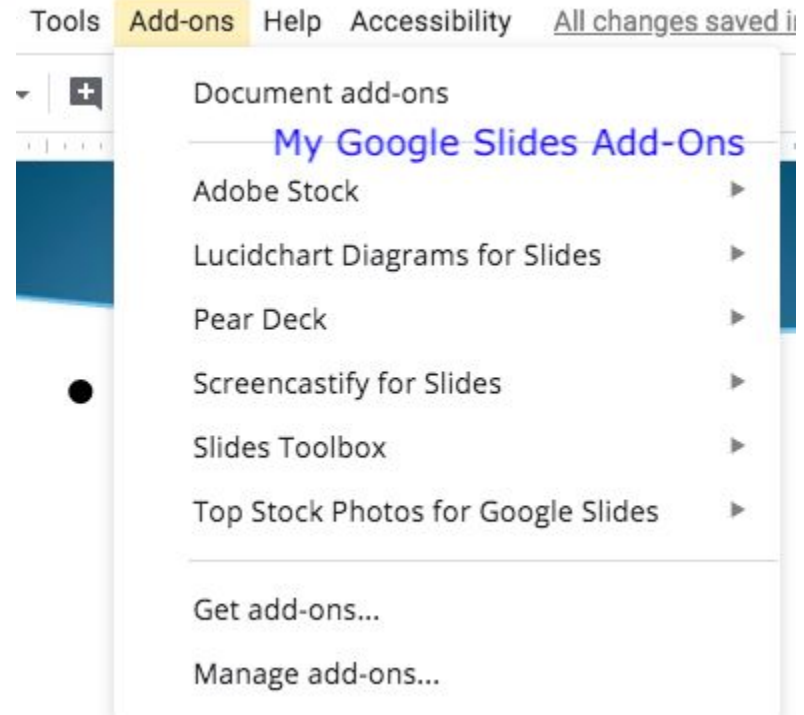






# Add-Ons

- Google Add-Ons:
  - Only work with their Google apps (Drive, Forms, etc.)
  - Once you add them, will appear in the menu for their particular Google Apps





# Add-Ons

**Add-ons** Help Accessibility Last edit wa

Document add-ons

**My Google Docs Add-Ons**

Change Case ▶

EasyBib Bibliography Creator ▶

Extensis Fonts ▶

HelloSign ▶

Kaizena (Voice Comments) ▶

MindMeister ▶

OrangeSlice: Teacher Rubric ▶

Word Cloud Generator ▶

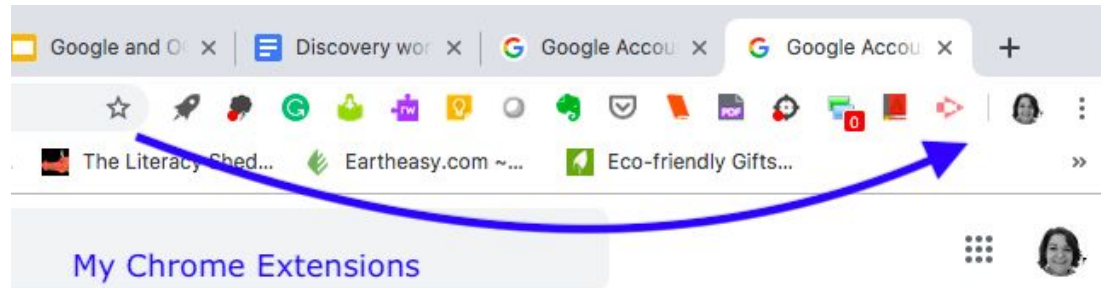
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Get add-ons...

Manage add-ons...

# Extensions

- Chrome Extensions:
  - Modifications to the Chrome Browser
  - Add functionality to Chrome Browser
  - Obtain them from the Google Chrome store
  - You'll find them next to your Chrome search window



# G-Suite for the OG Practitioner





# Google Docs



*click here*  
**to START**



# Google Docs



- Laying out words for review reading/spelling
- Student notebooks
- Writing templates
- Progress monitoring
- Skills checklist

# Google Docs



## VC/V Rule camel division



when 1 consonant comes between 2 vowels,  
try dividing after the first vowel.

If that doesn't work, then divide after the  
consonant.

camel

static

robin

rebel

seven

talent	limit	vivid
seven	habit	level
radish	comic	chisel
topic	livid	panic
study	cabin	volume
polish	timid	tribute
visit	menu	tenure
decade	planet	relic

the talent contest	limit her travel	vivid red and white
in seven months	a better habit	a level plank
a white radish	note to the comic	chisel in the concrete
topic to discuss	the livid driver	a panic attack
study for the exam	rested in the cabin	<u>volume</u> of the music
polish the glass door	a timid camel	tribute to the dentist
visit <u>to</u> Boston	the children's menu	the teacher's tenure
a decade later	the closest planet	the lost relic

# Google Docs

<u>List: Intermediate</u>	<u>Supporting Sentences</u>

<u>Topic Sentence:</u>	
<u>List: Intermediate</u>	<u>Supporting Sentences</u>



# Google Docs

Expanded Paragraph Template:

TS	
SS1	
Detail 1	
Detail 2	
SS2	
Detail 1	
Detail 2	
SS3	
Detail 1	
Detail 2	
CS	

Expanded Paragraph Template:

TS	
SS1	
Detail 1	
Detail 2	
SS2	
Detail 1	
Detail 2	
SS3	
Detail 1	
Detail 2	
CS	

# Google Docs

Student Name: [REDACTED]  
Academic Year: 2017-2018; 2018-2019  
Tutorial Teacher: Plante/Collins; Collins  
Gallistel-Ellis Test of Coding Skills

	Reading % correct				
Skills	9/17	1/17	5/18	9/18	1/19
CVC Closed Syllables	72%	96%	92%	92%	92%
Closed with blends and trigraphs	60%	95%	80%	90%	95%
Silent-e and open	33%	80%	53%	93%	87%
Soft c, g, s, tch, <u>dge</u>	7%	33%	33%	33%	33%
Vowel team syllables, -alk, CVVC	24%	40%	48%	40%	64%
Vowel r syllables, <u>-eer</u> , <u>CVr</u>	0	73%	60%	60%	80%
Short vowel, -ar, with syllabication & doubling/silent-e + AS suffixes	4%	44%	36%	32%	44%
Cle and final stable syllables	N/A	8%	28%	20%	44%
Multisyllabic words	N/A	0%	0%	N/A	4%
Phonetically Irregular words	65%	65%	75%	60%	80%

# Google Docs

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Tutor Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

## Beginning Skills

Date	Beginning Skills	Date	Beginning Skills
	consonants		or- first sound
	short vowels a, i, o, u, e		ee
	Closed syllables		the two sounds of oo
	Silent-e syllables		ai/ay as a team for read/spelling
	Flex between closed/silent-e		igh/y as a team for read/spelling <sup>1</sup>
	a-e		oa/ow as a team for read/spelling
	i-e		oi/oy as a team for read/spelling
	o-e		ou/ow introduction
	u-e		ow before l and n
	e-e		au/aw introduction
	Digraphs: ch, sh, th, wh		aw before k, l, and n
	2 sounds of s		3 sounds of ea
	Beginning Blends		3 sounds of -ed
	End Blends		ir for reading and spelling
	Open Syllables		mis er and ir for reading/spelling
	Review open, closed, silent-e		teach ur for reading/spelling
	-ing (sing)		ue/ew for reading and spelling
	y says i		<b>Anglo-Saxon Suffixes</b>
	2 sounds of c		-s/es
	2 sounds of g		-ing
	y says e- 2 syllable words		-fu
	er for common words		-ly

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Tutor Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

## Intermediate Skills

Date	Intermediate Skills	Date	Intermediate Skills
	<b>Kind Old Words</b>		trans-
	-ost, old, oil, oit, ind, lid		ob-
	y in a closed syllable (Greek)		ab-
	2 sounds of ie		in-
	2 sounds of ei		dis-
	Rare Spellings:		contra-
	eigh		inter-
	ey		pro-
	_ge		extra-
	_gu		super-
	lion syllable division		ante-
	-sion /shun/ then mix with -tic		circum-
	-cian /shun/		ambi-
	-cian mix w/ lion/sion sort/sp		<b>Latin Roots</b>
	<b>Latin Prefixes</b>		-port-
	ex-		-tract-
	sub-		-ject-
	de-		-rupt-
	con-		-dign-
	re-		-form-
	pre-		-spect-
	post-		-aud-
	ad-		-vid/vis-

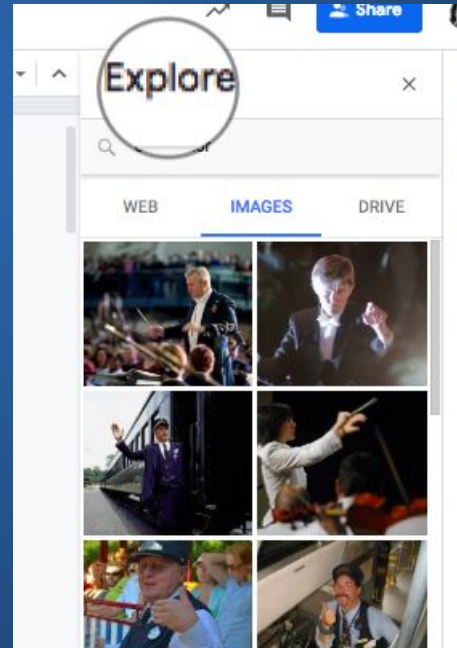
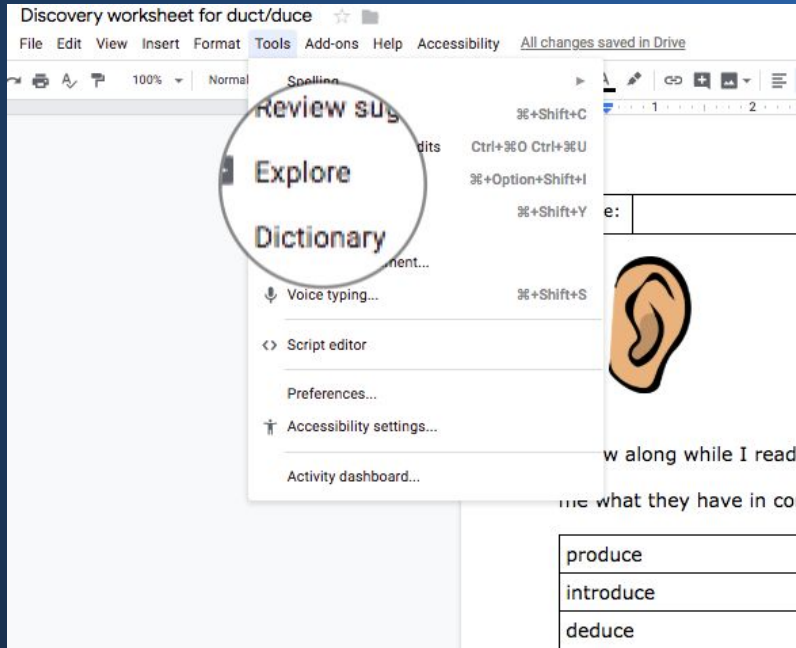
Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Tutor Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

## Advanced Skills

Date	Advanced Skills	Date	Advanced Skills
	y in close syllable (Greek)		Relative Pronoun
	y-e (Greek)		Conjunctive Adverbs
	ou = /oo/ (French Words)		Semi-colon
	ch = /k/ (Greek Words)		Compound-Complex Sentence
	<b>Spelling</b>		Formal Outlining
	ie/ei generalization		Participles
	<b>Latin Connectives</b>		Gerunds
	i=e before vowel suffix		Infinitives
	i=i before consonant suffix		Misplaced Modifiers
	i=y before l or n		Dangling Modifiers
	connective u and ul		Parallelism
	<b>Chameleon Prefixes</b>		<b>Writing</b>
	ex and dis changes		Formal Business Letter of Complaint
	in and con changes		Research Report (3 pages)
	sub and ob		MLA Citations
	ad- 10 changes		MLA Work Cited Page
	<b>Greek Morphemes</b>		APA Citations
	Introduction to Greek elements		APA Reference Page
	Basic Greek elements		Analytical paper w/ textual references (5-10p)
	Basic Greek connective o		Resume
	<b>Grammar/Sentence Skills</b>		Formal Editing Process (thesis, outline, drafting, editing)

# Other Drive Goodies:

- Explore



# Other Drive Goodies:

- Voice Typing

SECTION	PREV. ERRORS	SKILL AREA	NEW ERRORS
I. Handwriting		<b>Letter &amp;/or skill:</b> N/A	
II. Phonological Awareness or Auditory Disc. Drill		<b>Task:</b>	
III. Review		Review learned letters & sounds A. <b>Visual Drill</b> (Phonics Drill Cards, white and salmon decks)  Vowels, consonants, digraphs, blends, vowel r, gentle Cindy  B. <b>Auditory Drill</b> (Phoneme Dictation Yellow cards, about 5)	

Tools menu options: Spelling, Word count, Review suggested edits, Explore, Translate, Voice typing, Preferences..., Accessibility settings..., Activity dashboard...

Select Voice typing under Tools menu

Click to speak

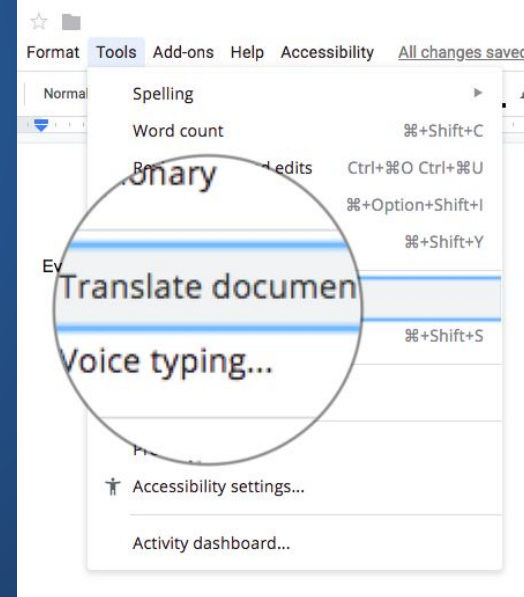
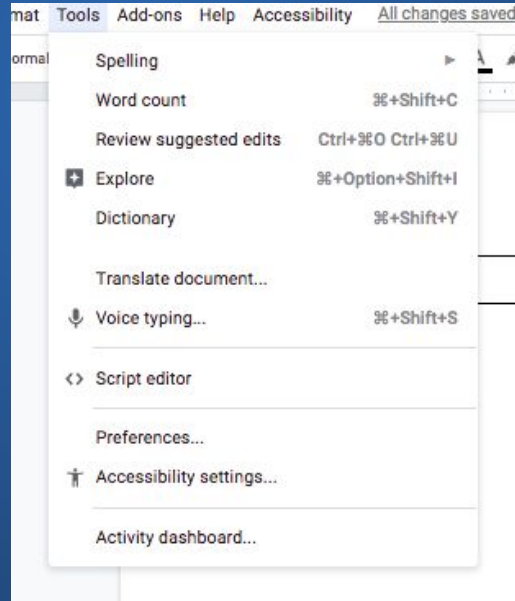
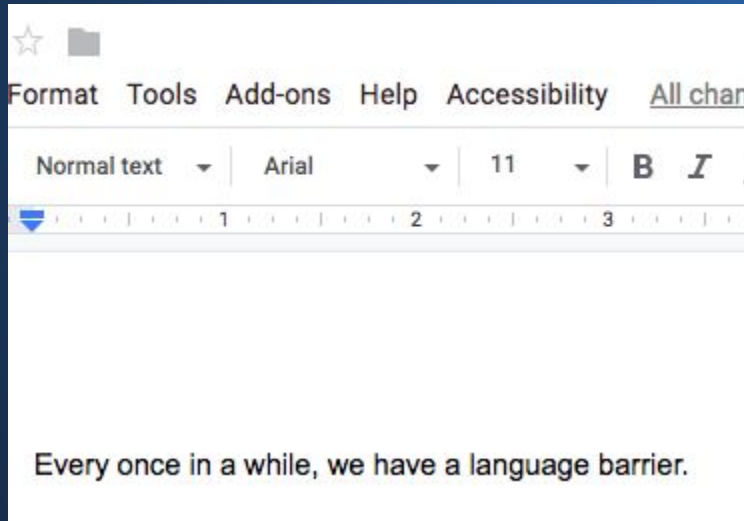
to pop up the microphone. Just click the X when you are finished.

SECTION	PREV. ERRORS
I. Handwriting	
II. Phonological Awareness or Auditory Disc. Drill	
III. Review	

B. **Auditory Drill** (Phoneme Dictation Yellow cards, about 5)

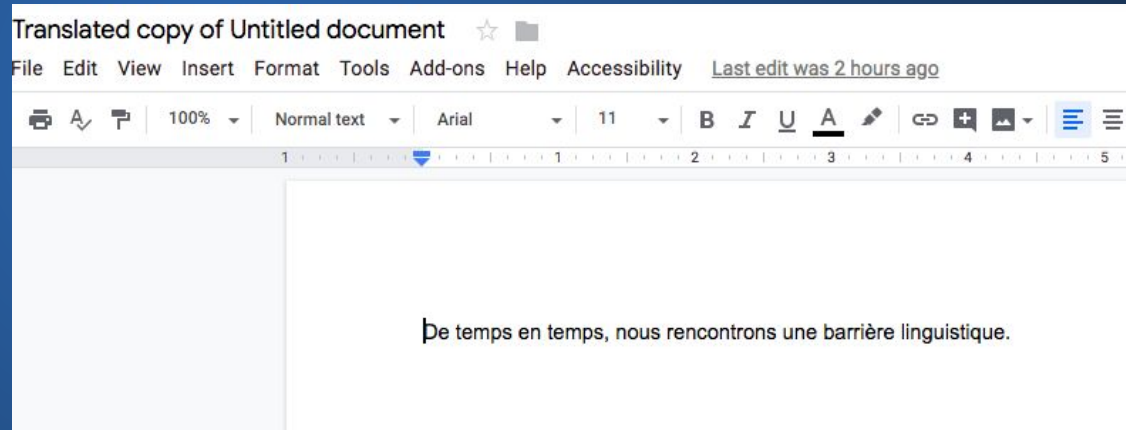
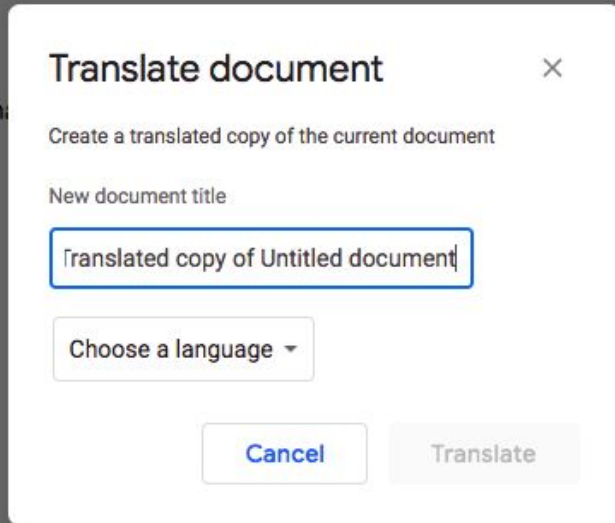
# Other Drive Goodies:

- Translation



# Other Drive Goodies:

- Translation





# Google Classroom



**HOMEWORK AVALANCHE!!!**



- Soon, I needed a management system!





# Google Classroom



# Classroom

- Once you have set up a class:
  - Automatically distributes student assignments
  - Sets up and organizes folders for each student
  - “Files” submitted work
  - Allows you to schedule when assignments are disbursed



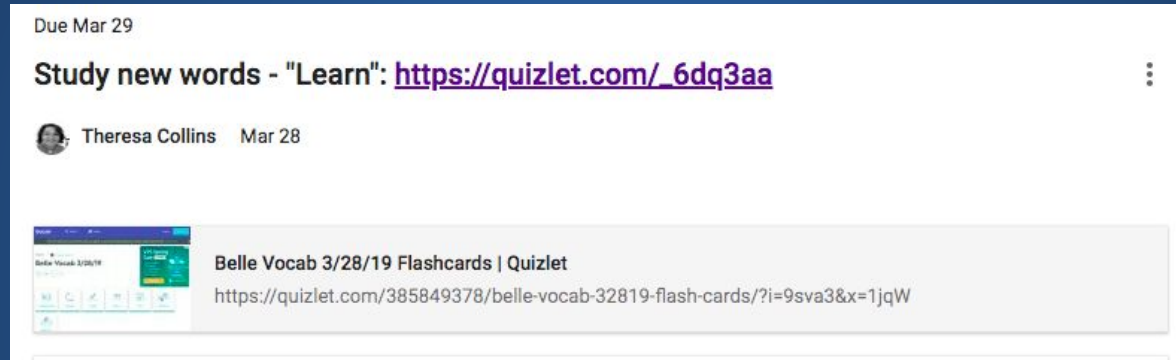
# Google Classroom



## Classroom

- Upload documents, quizzes, videos, slideshows, links...you name it...to give students access
- Grade and return completed assignments
- Allow students to comment on each other's work (if you want to)
- Works with Calendar to post assignments in yours/students' calendars

# Google Classroom



- Integrates seamlessly with a wide variety of other popular tech tools: Quizlet, Classkick, Quizizz, EdPuzzle, ActivelyLearn...



# Google Slides



- Visual Drill
- Word Reading
- Vocabulary
  
- \*Note: Slides “play nicely” with Powerpoint. With Keynote, not so much.

# Google Slides



A screenshot of a Google Slides presenter view. The browser window title is "Presenter view - salmon-white entire deck.pptx - Google...". The address bar shows "about:blank#blocked". The main slide area displays a large black letter 'a' on a salmon-colored background. The interface includes a "Slide 72" indicator with minus and plus buttons, a "Previous" button, a "Next" button, a "Pause" button, a "Reset" button, and a timer showing "00:00:27". A small thumbnail of the current slide is visible in the top left of the presenter view.

# Google Slides

## Intro to Latin

1

<http://www.chickens.universitymanchester.ac.uk/media/services/thechickenuniversityofmanchester/tech/timeline.pdf>

2

## Origins of English

Over HALF the words in English come from Latin!!!!



3

## Origins of English



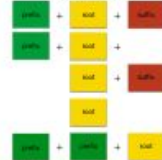
4

## Origins of English



5

## Origins of English



6

consistent  
commitment  
exporting  
expectant  
objection  
instructor  
preventing  
respected  
reporter  
transference  
defendant  
neglected  
proposal  
investment

7

## Origins of English



8

## Origins of English



9

## Origins of English



10

## Origins of English



11

## Origins of English

de = down, from  
depress  
depressed  
dejected  
depart  
distant  
detract

12



# Google Slides



Spectrum



Band of color; broad range  
of related ideas or objects



# Google Keep



- Online posting board
- Notes can have due dates
- Are shareable
- Can be organized using labels / color coding
- Great space for “to do” lists for students or teachers





# Google Keep



- iPad app offers handwriting recognition
- And dictation!
- Students can record themselves, which makes it a great tool for fluency, notetaking, writing



# Google Keep

- What's in My Keep?
  - Notes for this pres.
  - Articles, photos, links for next presentation
  - Notes from Keep pres. I saw last year

The screenshot shows the Google Keep web interface. At the top, there is a search bar and a 'Take a note...' input field with icons for checkmark, edit, and delete. Below the search bar, there are tabs for 'Notes' (selected), 'Reminders', and 'Trash'. On the left side, there is a sidebar with options: 'oginthegoogleclassroom', 'Restart', 'Edit labels', 'Archive', and 'Trash'. The main content area is titled 'PINNED' and contains three columns of notes, each with a blue header and a list of items:

- Tools for OG Instructors**
  - Google Classroom
  - Google Docs - tables for reading/organizing spelling/student...
  - Slides (sound cards)
  - Earth - [googleearth.com](http://googleearth.com)
  - Stories with Google photos-writing projects for students,...
  - Google classroom/Google calendar
  -
- Tools for Practicum Management**
  - slides
  - Google calendar - notifications, attachments
  - Google maps
  - Variety of school calendars: share w FITs for observations
  - Comment in Docs for annotating lesson plans, practice student...
  - Wrote shared lesson plans together ad a group
  - Share template as well as Docs for lesson plans,
  - Value of off line feature
  - Grading work / providing feedback in Docs
  - Automatic saving and value of "see revision history (HW)
  - ...
- Tools for OG Training**
  - Google forms (quizzes) (registration) - incl export to...
  - Slides
  - presentations - presenter tools - present with audience tools?
  - certificates
  - PearDeck add on
  - easybib
  - grammarly

Below the notes, there is a photo of a baby reading a book. To the right of the photo, there are several links related to building a word-rich environment at home:

- <https://www.scholastic.com/teachers/blog-posts/genia-connell/12-steps-creating-language-rich-environment/>
- <http://www.readingrockets.org/article/literacy-rich-environments>
- <https://www.geteduca.com/blog/the-key-to-language-rich-ec-environments/>
- <http://dyslexia.yale.edu/resources/parents/what-parents-can-do-to-support-a-foundation-for>



# Google Sheets



- For organizing text on a page, I prefer to use Tables in Google Docs
- Pretest/posttest data from other applications, such as Quizlet, Kahoot, etc.
- Report Goals & Objectives

# Google Sheets

January 2016 with 3 players

	E	F	G	H	I	J
	bewilderment	mandatory	excruciating	trajectory	inaudible	conundrum
7	excitement	required	agonizing	course	can't be heard	an impulsive decision
2	confusion	required	compulsory	strength	can't be heard	an impulsive decision
3	excitement	required	overjoyed	punishment	can't be seen	an impulsive decision
	INDIVIDUAL QUESTIONS					

Tutorial Skill Checklists by Grade

File Edit View Insert Format Data Tools Add-ons Help Accessibility Last edit was made on March 7 by

100% Arial 10

	A	B
1	Decoding Skills Sequence (ungraded)	
2		
3	<b>Closed Syllables (3 sounds)</b>	
4	Decode /cvcl/ real and pseudo-words containing medial /a/ (e.g., hat, cap, sab)	
5	Decode /cvcl/ real and pseudo-words containing medial /e/ (e.g., pet, beg, fet)	
6	Decode /cvcl/ real and pseudo-words containing medial /i/ (e.g., bit, did, sib)	
7	Decode /cvcl/ real and pseudo-words containing medial /o/ (e.g., hop, dot, sov)	
8	Decode /cvcl/ real and pseudo-words containing medial /u/ (e.g., hut, cup, sug)	
9	Decode one syllable real and pseudo-words containing initial digraphs (e.g., ship, chop, thib)	
10	Decode one syllable real and pseudo-words containing final digraphs (e.g., fish, with, rich, duck)	
11	Decode one syllable real and pseudo-words with double/l/, /s/, /r/, and /z/ in the final position (e.g., hill, kiss, bazz)	
12	Decode one syllable real and pseudo-words containing suffix /s/ (e.g., bugs, cats, fets)	
13	<b>Closed Syllables (4-6 sounds)</b>	
14	Decode /cvcc/ real and pseudo-words containing final consonant blends (e.g., bang, pink, tast)	
15	Decode /ccvc/ real and pseudo-words containing initial consonant blends (e.g., bled, scam, flup)	
16	Decode /cvcc/, /ccvc/, and /ccvcc/ real and pseudo-words containing suffix /s/ (e.g., trumps, spins, crusks)	
17	Decode /cvcc/ words with closed syllable exceptions (e.g., kind, hold, host)	
18	Decode /cccvc/ real and pseudo-words containing initial consonant blends (e.g., sprint, scrap, spled)	
19	<b>Closed Syllables (Multisyllabic Words)</b>	
20	Decode two-syllable real and pseudo-words containing two closed syllables VCCV (e.g., catnip, wagon, palkut)	
21	Decode real and pseudo-words containing two closed syllables, including blends (e.g., disrupt, fragment, plastran)	
22	Decode real and pseudo-words with two closed syllables ending in ct (e.g., contract, district, fantrict)	
23	Decode multisyllabic real and pseudo-words containing closed syllables (e.g., Wisconsin, establish, conbanmint)	
24	Decode real and pseudo-words with -ed & -ing suffixes added to base words (e.g., slashing, blended, crasting)	

# Some Fun & Useful Goodies





- Add-on for Sheets:
  - Flashcards
  - Quiz Games
  - Time Lines
  - Bingo
  - Puzzles/word searches
  - Madlibs
  - Certificates
  - Spelling

# Flippity

Belle Vocab 3/29/19

File Edit View Insert Format Data Tools Add-ons Help Accessibility All changes saved in Drive

100% \$ % .00 123 Arial 10 B I A

Slide1	Slide2	CardColor	TextColor
Audio: English (US)	Audio: English (US)		
brackish	salty		
barter	(n.) an exchange in trade; (v.) to exchange goods	yellow	black
mirth	amusement, especially as expressed in laughter	yellow	black
etch	to engrave	yellow	black
picket	parade in front of the employer's business carrying signs about the dispute	yellow	black
brocade	richly woven fabric	yellow	black
gorge	to eat or swallow greedily; a deep valley with steep sides	yellow	black
barge	a large low boat	yellow	black
merge	to come together	yellow	black

Flashcards List Practice Matching Word Cloud More...

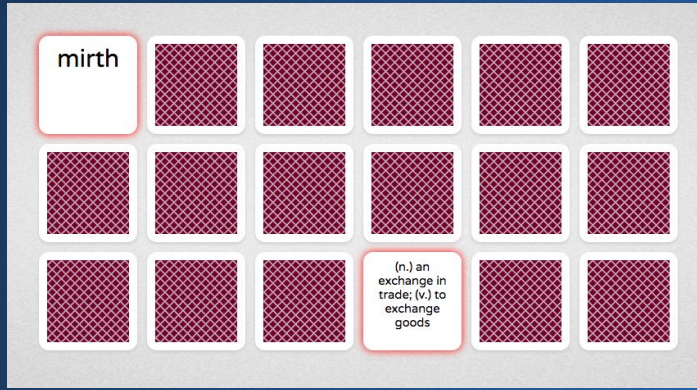
1 of 9

brackish

Side 1 Side 2

1	brackish	salty
2	barter	(n.) an exchange in trade; (v.) to exchange goods
3	mirth	amusement, especially as expressed in laughter
4	etch	to engrave
5	picket	parade in front of the employer's business carrying signs about the dispute
6	brocade	richly woven fabric
7	gorge	to eat or swallow greedily; a deep valley with steep sides
8	barge	a large low boat
9	merge	to come together

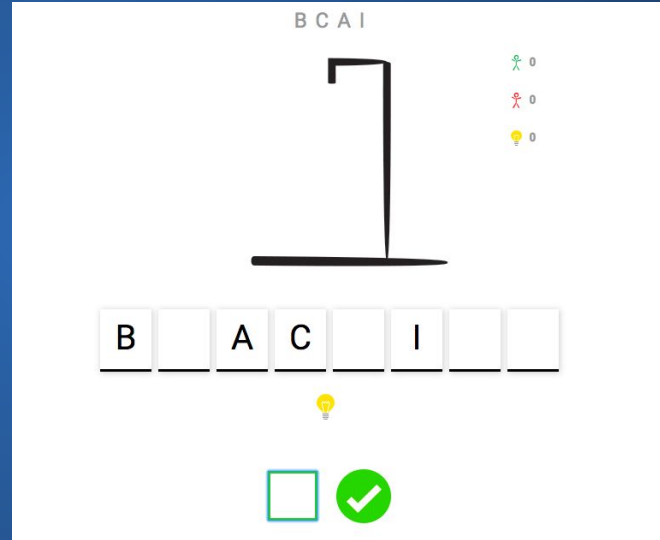
# Flippity



## Flashcards Quiz

Instructions: Write the correct response to each term in the blank provided.

1. brackish \_\_\_\_\_
2. barter \_\_\_\_\_
3. mirth \_\_\_\_\_
4. etch \_\_\_\_\_
5. picket \_\_\_\_\_
6. richly woven fabric \_\_\_\_\_
7. to eat or swallow greedily; a deep valley with steep sides \_\_\_\_\_
8. a large low boat \_\_\_\_\_
9. to come together \_\_\_\_\_





# Flippity...keeps on giving!

Easily turn a Google™ Spreadsheet into a Set of Online Flashcards and Other Cool Stuff

**Flippity Flashcards**  
Easily turn a Google spreadsheet into a set of online flashcards.  
Demo - Instructions - Template

**Flippity Quiz Show**  
Easily turn a Google spreadsheet into a trivia game show.  
Demo - Instructions - Template

**Flippity Random NamePicker**  
Easily turn a Google spreadsheet into a random name picker.  
Demo - Instructions - Template

**Flippity Scavenger Hunt**  
Easily turn a Google spreadsheet into an interactive scavenger hunt activity.  
Demo - Instructions - Template

**Flippity Fun with Words**  
Easily turn a Google spreadsheet into artistic words to save or print.  
Demo - Instructions - Template

**Flippity Timeline**  
Easily turn a Google spreadsheet into an interactive timeline.  
Demo - Instructions - Template

**Flippity Badge Tracker**  
Easily turn a Google spreadsheet into a badges earned page.  
Demo - Instructions - Template

**Flippity Typing Test**  
Easily turn a Google spreadsheet into a typing speed tester.  
Demo - Instructions - Template

**Flippity Spelling Words**  
Easily turn a Google spreadsheet into a spelling word manager.  
Demo - Instructions - Template

**Flippity Word Search**  
Easily turn a Google spreadsheet into a word search.  
Demo - Instructions - Template

**Flippity Crossword Puzzle**  
Easily turn a Google spreadsheet into a crossword puzzle.  
Demo - Instructions - Template

**Flippity Word Scramble**  
Easily turn a Google spreadsheet into a word scramble puzzle.  
Demo - Instructions - Template

**Flippity Bingo**  
Easily turn a Google spreadsheet into a bingo game, print or online.  
Demo - Instructions - Template

**Flippity Hangman**  
Easily turn a Google spreadsheet into one of four hangman-style games.  
Demo - Instructions - Template

**Flippity Progress Indicator**  
Easily turn a Google spreadsheet into progress indicator bars.  
Demo - Instructions - Template

**Flippity Matching Game**  
Easily turn a Google spreadsheet into a matching game.  
Demo - Instructions - Template

**Flippity MadLibs**  
Easily turn a Google spreadsheet into a MadLibs creator.  
Demo - Instructions - Template

**Flippity Mix & Match**  
Easily turn a Google spreadsheet into a random mix & match grid.  
Demo - Instructions - Template

**Flippity Tournament Bracket**  
Easily turn a Google spreadsheet into a tournament bracket.  
Demo - Instructions - Template

**Flippity Certificate Quiz**  
Easily turn a Google spreadsheet into a quiz to earn a certificate.  
Demo - Instructions - Template

**Skip the Spreadsheet**  
In a hurry? No Google account? No good at spreadsheets?  
Try Skip the Spreadsheet

**Try the Flippity Add-on!**  
The fastest way to get up and running with Flippity.  
Created by Bjorn Behrendt, @BjornBehrendt

Follow @Flippitynet for announcements, updates, ideas and more





# Fluency Tutor

The screenshot displays the Fluency Tutor interface. On the left, a Google Doc titled "An Adventure in Mexico" is open, showing a paragraph of text. On the right, a control panel includes a "Record" button, playback controls (play, pause, stop, previous, next), a voice selection dropdown set to "Voice: US Ava", and buttons for "Dictionary", "Picture Dictionary", "Translate", and "Reading Speed: Regular". At the bottom right, there is a "Text Difficulty" indicator with a green bar graph.

- Google Chrome Extension
- Pick a text from Google Docs or the web
- FT will read aloud (adjust rate, change voices)
- Student can read aloud / record
- Online dictionary support
- Picture dictionary support
- Translator

# Fluency Tutor


 fluencytutor™  
by Google™

Theresa Collins  
tcollins@southportschool.org 

## Google Doc

### An Adventure in Mexico

Last year, my Social Studies class completed a project about Mexico. It was quite an adventure! Our teacher began with a lecture about Mexico's modern-day culture, and we looked at some of the land features like its mountains and rivers. We learned about the climate and some aspects of nature. Mexico has worked hard to nurture its native creatures. The temperature in Mexico is between 75 and 82. We learned about some of the imports and exports, and she instructed us that Mexico is known for its manufacture of cars. BMW is just one manufacturer that is constructing a factory there. Another feature of Mexico's economy is electronics; they make up 30% of their exports. We also learned that Mexico has a legislature a lot like the United States that is made up of two houses of government. I hope that my final project will capture everything I have learned. I worked hard to paint a picture of the culture of Mexico and hope to visit in the future.

 **manufacturer**  
**Noun:** a business engaged in manufacturing some product  
**Noun:** someone who manufactures something

[Back to Reading](#)

## manufacturer

**Noun:** a business engaged in manufacturing some product

**Noun:** someone who manufactures something

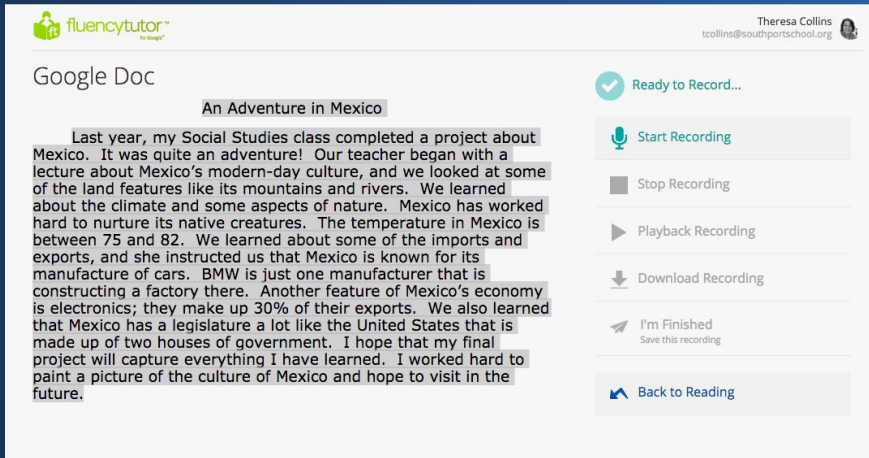
[Back to Reading](#)

## manufacturer



manufacturer

# Fluency Tutor



The screenshot shows a Google Doc titled "An Adventure in Mexico" with a paragraph of text. The text is partially highlighted in grey. Overlaid on the right side of the document is the Fluency Tutor interface, which includes a header with the user's name "Theresa Collins" and email "tcollins@southporschool.org", and a list of control buttons: "Ready to Record...", "Start Recording", "Stop Recording", "Playback Recording", "Download Recording", "I'm Finished Save this recording", and "Back to Reading".

fluencytutor™

Theresa Collins  
tcollins@southporschool.org

## Google Doc

### An Adventure in Mexico

Last year, my Social Studies class completed a project about Mexico. It was quite an adventure! Our teacher began with a lecture about Mexico's modern-day culture, and we looked at some of the land features like its mountains and rivers. We learned about the climate and some aspects of nature. Mexico has worked hard to nurture its native creatures. The temperature in Mexico is between 75 and 82. We learned about some of the imports and exports, and she instructed us that Mexico is known for its manufacture of cars. BMW is just one manufacturer that is constructing a factory there. Another feature of Mexico's economy is electronics; they make up 30% of their exports. We also learned that Mexico has a legislature a lot like the United States that is made up of two houses of government. I hope that my final project will capture everything I have learned. I worked hard to paint a picture of the culture of Mexico and hope to visit in the future.

Ready to Record...

Start Recording

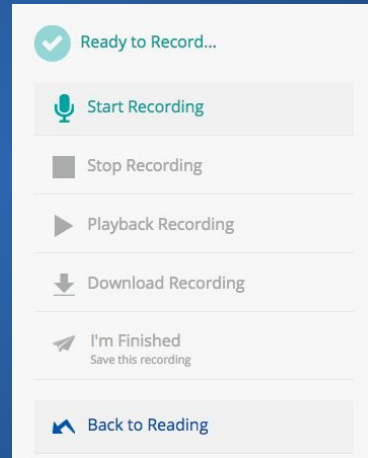
Stop Recording

Playback Recording

Download Recording

I'm Finished  
Save this recording

Back to Reading



This screenshot shows the "Ready to Record..." interface. It features a green checkmark icon and a list of control buttons: "Start Recording", "Stop Recording", "Playback Recording", "Download Recording", "I'm Finished Save this recording", and "Back to Reading".

Ready to Record...

Start Recording

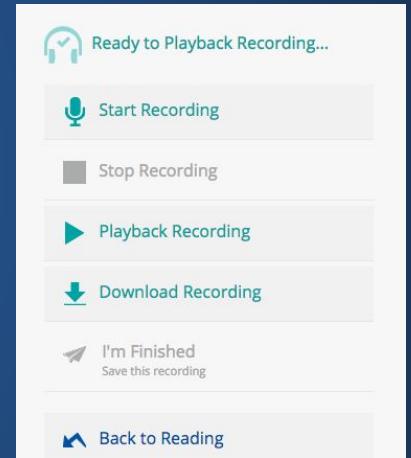
Stop Recording

Playback Recording

Download Recording

I'm Finished  
Save this recording

Back to Reading



This screenshot shows the "Ready to Playback Recording..." interface. It features a headphones icon and a list of control buttons: "Start Recording", "Stop Recording", "Playback Recording", "Download Recording", "I'm Finished Save this recording", and "Back to Reading".

Ready to Playback Recording...

Start Recording

Stop Recording

Playback Recording

Download Recording

I'm Finished  
Save this recording

Back to Reading



# Mercury Reader



- Chrome Extension
- A Roomba for your web reading needs
- Cleans up the visual clutter on a web page

# Mercury Reader

Before:

Not logged in | Talk | Contributions | Create account | Log in

Article | Talk | Read | View source | View history | Search Wikipedia

## Cat

From Wikipedia, the free encyclopedia  
(Redirected from Cats)

*This article is about the cat species that is commonly kept as a pet. For the cat family, see Felidae. For other uses, see Cat (disambiguation) and Cats (disambiguation).*

*For technical reasons, "Cat #1" redirects here. For the album, see Cat 1 (album).*


The **cat** (*Felis catus*) is a small carnivorous mammal.<sup>[1][2]</sup> It is the only domesticated species in the family Felidae and often referred to as the **domestic cat** to distinguish it from wild members of the family.<sup>[4]</sup> The cat is either a **house cat**, kept as a *pet*, or a **feral cat**, freely ranging and avoiding human contact.<sup>[5]</sup> A house cat is valued by humans for companionship and for its ability to hunt rodents. About 60 cat breeds are recognized by various *cat registries*.<sup>[6]</sup>

Cats are similar in *anatomy* to the other felid species, with a strong flexible body, quick reflexes, sharp teeth and retractable claws adapted to killing small prey. They are *predators* who are most active at dawn and dusk (crepuscular). Cats can hear sounds too faint or too high in *frequency* for human ears, such as those made by mice and other small animals. Compared to humans, they see better in the dark (they see in near total darkness) and have a better *sense of smell*, but poorer *color vision*. Cats, despite being solitary hunters, are a *social species*. *Cat communication* includes the use of vocalizations including *mewing*, *purring*, *trilling*, *hissing*, *growling* and *grunting* as well as *cat-specific body language*.<sup>[7]</sup> Cats also communicate by secreting and perceiving *pheromones*.

Female domestic cats can have kittens from spring to late autumn, with litter sizes ranging from two to five kittens.<sup>[8]</sup> Domestic cats can be bred and shown as registered *pedigreed cats*, a hobby known as *cat fancy*. Failure to control the breeding of pet cats by *spaying* and *neutering*, as well as abandonment of pets, has resulted in large numbers of feral cats worldwide, contributing to the extinction of entire bird species, and evoking *population control*.<sup>[9]</sup>

It was long thought that cat domestication was initiated in Egypt, because *cats in ancient Egypt* were venerated since around 3100 BC.<sup>[10][11]</sup> However, the earliest indication for the taming of an *African wildcat* (*F. lybica*) was found in Cyprus, where a cat skeleton was excavated close by a

### Domestic cat



Various types of domestic cat

### Conservation status

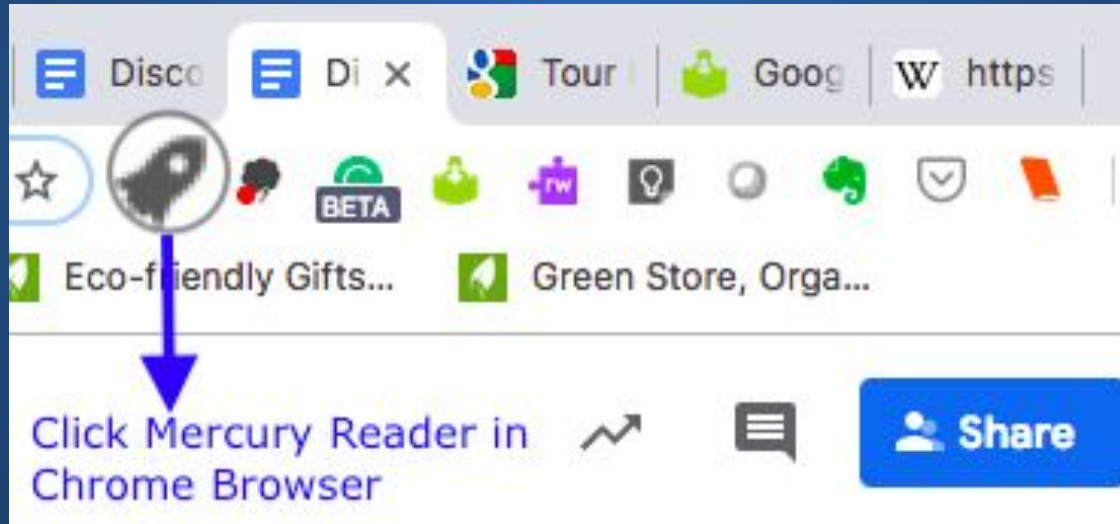
Domesticated

### Scientific classification

Kingdom: Animalia  
Phylum: Chordata

# Mercury Reader

One Click...



# Mercury Reader

After:

W en.wikipedia.org

## Cat

By Wikipedia Contributors | Apr. 1st, 2019

 Send to Kindle

This article is about the cat species that is commonly kept as a pet. For the cat family, see [Felidae](#). For other uses, see [Cat \(disambiguation\)](#) and [Cats \(disambiguation\)](#).

For [technical reasons](#), "Cat #1" redirects here. For the album, see [Cat 1 \(album\)](#).



The cat (*Felis catus*) is a small [carnivorous mammal](#).<sup>[1][2]</sup> It is the only [domesticated species](#) in the family [Felidae](#) and often referred to as the domestic cat to distinguish it from wild members

of the family.<sup>[4]</sup> The cat is either a house cat, kept





# MindMeister



- Add-on for Google Docs
- Creates mind maps based on lists in Docs and imports
- Free but limited to 3 maps/month
- Add many more features for additional \$ subscription



# Read&Write



- Make any text you can engage with on the web more accessible
- Some features are free; some require premium subscription
- Text-to-speech
- Speech-to text



# Read & Write



- Word Prediction
- Dictionary
- Picture Dictionary
- Note taking tools (highlighters, etc.)
- FREE for teachers;-)
- <https://youtu.be/woTyPivJhk4>

# Read & Write

The image shows a screenshot of a web browser displaying a Google Docs presentation. The browser's address bar contains the URL <https://docs.google.com/presentation/d/1BuR1RrgBPaxpzNI6jmymLdB16H8OEFr1wKxfp4RJv6w/>. The browser's tab bar shows several open tabs, including 'How', 'Inbo', 'Sear', 'Disc', 'Birc', 'The', 'Clas', 'Clas', 'The', 'Sam', and 'Loic'. The browser's bookmark bar includes 'Apps', 'News-O-Matic | K...', 'The Literacy Nest', 'What's Going On i...', 'Colorado Experien...', and 'The Literacy She'. The presentation interface features a top navigation bar with icons for navigation (back, forward, home, refresh), editing (undo, redo, copy, paste, delete, insert), and presentation control (play, pause, stop, next, previous, search, help). Below the navigation bar, the title 'Google and OG: Suite Solutions for Educators' is displayed, followed by a star icon and a folder icon. The menu bar includes 'File', 'Edit', 'View', 'Insert', 'Format', 'Slide', 'Arrange', 'Tools', 'Add-ons', 'Help', 'Accessibility', and 'All changes saved in'. The bottom toolbar contains icons for zooming, navigating, and editing, along with dropdown menus for 'Background...', 'Layout', 'Theme...', and 'Transition...'.



# Google Dictionary Flashcards for Google Dictionary



- Chrome Extensions
- Double click on a word to see its definition in a pop-up bubble
- View the complete definition
- Save a history of the words you look up
- Translate foreign words to a language of your choice



# Google Dictionary Flashcards for Google Dictionary



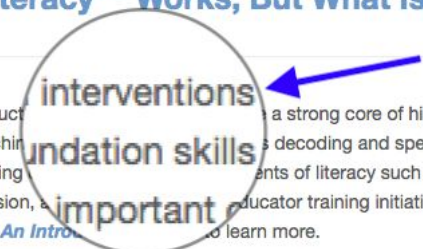
- Chrome Extension
- Only works with Google Dictionary and Google Translate
- Converts words saved/translated from dictionary into flashcards

# Google Dictionary Flashcards for Google Dictionary

## Structured Literacy™ Works, But What Is It?

Successful literacy instruction provides a strong core of highly explicit, systematic teaching of foundation skills such as decoding and spelling skills, as well as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing. See IDA's educator training initiatives brief: [Structured Literacy™: An Introductory Guide](#) to learn more.

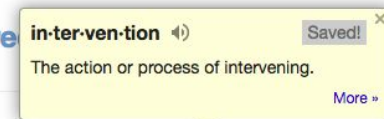
For additional information, see IDA's infographic [What Is Structure Literacy? A Primer on Effective Reading Instruction](#).



## Structured Literacy™ Works, But What Is It?

Successful literacy instruction and interventions provide a strong core of highly explicit, systematic teaching of foundation skills such as decoding and spelling skills, as well as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing. See IDA's educator training initiatives brief: [Structured Literacy™: An Introductory Guide](#) to learn more.

For additional information, see IDA's infographic [What Is Structure Literacy? A Primer on Effective Reading Instruction](#).



# Google Dictionary

## Flashcards for Google Dictionary

intervention 

Remember

Flip

Forget

X

Keyboard shortcut: Remember: a, Forget: f, Flip: space, or ↑,

Remembered: 1, Forgot: 0, new: 1

If the word is not English, click [here](#) to set the correct language for TTS (Text To Speak).

Structured Literacy™ Works, But What Is It? – Internatio...

Successful literacy instruction and **interventions** provide a strong core of highly explicit, systematic teaching of foundation skills such as decoding and spelling skills, as well as explicit teaching of other important components of

The action or process of intervening.

Remember

Flip

Forget

X

Keyboard shortcut: Remember: a, Forget: f, Flip: space, or ↑,

Remembered: 1, Forgot: 0, new: 1

If the word is not English, click [here](#) to set the correct language for TTS (Text To Speak).





# Don Johnston Snap&Read



<https://learningtools.donjohnston.com/product/snap-read/>

- Reads text aloud
- Solid toolbox of annotation tools (highlight, answer ?s on worksheets, label diagrams, take notes)
- Level text with just one click
- Translate text and read it aloud
- Study tools/highlighter
- \$



# Don Johnston

## Co:Writer



<https://learningtools.donjohnston.com/product/co-writer/>

- Speech recognition (speech to text dictation)
- Translate while typing!
- Translate while dictating
- Word prediction in multiple languages
- Data collection (how much students are writing and vocabulary usage)

# G-Suite for Teacher Training





# Google Forms



- Registration
- Data is available in a variety of forms, including Sheets (responses save automatically in Sheets)
- There is even an add-on that will stop accepting responses after your preset quota
- Quizzes
- Self-Grading Quizzes

# Google Forms

## Teaching Experience

Please tell us a little more about your teaching experience to help us best meet your needs.

### Name of School

Short answer text

### Grade Level

Short answer text

### Dates

Short answer text

### Name of School

Short answer text

### Grade Level

Short answer text

### Dates

Short answer text

# Google Sheets

	Timestamp						
	L	M	N	O	P	Q	R
1	City	State	Zip	Name of School	Grade Level	Dates	Name of School
2	Ridgefield	CT	6877	Manhattan New School	4th special ed	2003-2005	PS 38
3	Wallingford	CT	6492	EHS			
4	Norwalk	CT	6855	Fox Run Elementary Sch	2nd-5th	2013-2016	Roxbury Elementary Sch
5	New York	NY	10017	Waterside School	2nd grade	September 2014-present	Avenues School
6	Ridgefield	CT	6877	Waterside School	JK	2015-present	
7	Stamford	CT	6907	Eagle Hill School	3-5	8/2014 - Present	Cerebral Palsy of Westch
8	Greenwich	Connecticut	6831	Eagle Hill School Greenw	multiple	2009-2016	
9	Greeniwch	CT	6831	Eagle Hill - Greenwich	Upper School	2010 - present	Lakewood Middle School
10	Fairfield	CT	6825	Miller-Driscoll	K-2 Reading Teacher	2013-	West Rocks Elementary S
11							

# Google Forms

Which of the following consonants is unvoiced (voiceless) \* 1 point

/f/

/v/

/z/

/d/

Other: \_\_\_\_\_

Which consonants is an evil liquid? \* 1 point

/t/

/m/

/ng/

/r/

How many phonemes does phone have in it? \* 1 point

1

QUESTIONS RESPONSES **26** Total points: **20**

26 responses

SUMMARY QUESTION INDIVIDUAL

Accepting responses

Insights

Average	Median	Range
14.96 / 20 points	15 / 20 points	7 - 20 points

Total points distribution

Points scored	# of respondents
7	1
10	1
11	1
13	3
14	6
15	6
16	2
18	2
20	4

Frequently missed questions **?**

Put the long /I/ spellings in frequency order: (lgh) **10 / 25**

Put the long /I/ spellings in frequency order: (y) **9 / 25**

When would it be useful to use pseudo words? **11 / 26**

Correct responses

# Google Forms


Put the long /i/ spellings in frequency order:

	1	2	3	4	Score	
i	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>1</u> / 1	✓
igh	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>1</u> / 1	✓
i-e	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>1</u> / 1	✓
y	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>1</u> / 1	✓



# Google Sheets

	D	E	F	G	H	I	J	K
1	Date:	Which of the following cor	Which of the following cor	Which consonants is an e	How many phonemes doe	Which of the following wo	Put the long /i/ spellings ir	Put the long /i/ s
2	8/8/2018	/b/	/f/	/r/		3 chin		1
3	8/9/2018	/b/	/f/	/ng/		3 chin		3
4	7/9/2018	/b/	/f/	/ng/		3 chin		4
5	8/9/2018	/b/	/f/	/ng/		3 chin		1
6	8/9/2018	/b/	/f/	/r/		3 chin		1
7	8/9/2018	/b/	/f/	/ng/		3 chin		1
8	8/9/2018	/b/	/f/	/r/		3 chin		2
9	8/9/2018	/b/	/f/	/r/		3 chin		1
10	8/9/2018	/b/	/f/	/r/		4 chin		1
11	8/9/2018	/b/	/f/	/ng/		3 chin		1
12	8/9/2018	/b/	/f/	/ng/		3 skip		1
13	8/9/2018	/b/	/d/	/r/		3 chin		1
14	8/9/2018	/sh/	/f/	/ng/		3 chin		1
15	8/9/2018	/b/	/z/	/r/		3 chin		4
16	8/9/2018	/b/	/f/	/ng/		3 stove		1
17	8/9/2018	/b/	/f/	/ng/		3 skip		1
18	8/9/2018	/b/	/f/	/ng/		3 chin		1
19	8/8/2018	/b/	/f/	/r/		3 chin		1
20	8/9/2018	/t/	/v/	/r/		1 chin		1
21	8/9/2018	/t/	/f/	/r/		3 chin		1

+ ☰ **Form Responses 1** ▾  Explore



# Google Slides



- Allow for collaboration among  
Fellows-in-Training
- Certificates



Academy of  
Orton-Gillingham  
Practitioners  
and Educators

This certificate is awarded to

for successful completion of 36 hours of Orton-Gillingham training at the Classroom Educator level. S/he has demonstrated an understanding of dyslexia and the basic concepts of Structured Literacy instruction and met the coursework prerequisite for the Academy of Orton-Gillingham Practitioners and Educators' Classroom Educator Practicum.

Theresa Collins, ATF/AOGPE

June 22, 2018



# Google Docs



- Shared Syllabus
  - Live - reflects changes
  - Embed links & resources (readings, videos, etc.)
- Resources easily shared to trainees, including slides, documents, weblinks, videos (anything available online)



# Google Keep



- Brainstorming/collating resources
- App allows me to take notes manually from any of my devices
- Chrome extension allows me to add content from the web

# Google Keep

www.readingrockets.org/article/reading-tips-parents-multiple-languages

## Reading Rockets

Teaching Reading | Helping Struggling Readers | Reading Topics A-Z | Children's Books & Authors

Research, Guides and Resources | Our PBS Shows | Video | Blogs | Fun Stuff | For Parents, Teachers and Others

### Reading Tips for Parents (in Multiple Languages)

By: Reading Rockets

A child's success as a reader begins much earlier than the first day of school. Reading, and a love for reading, begins at home. Our one-page parent tips offer easy ways for parents to help kids become successful readers. Although we've divided these tips by age, many of them can be used with children at various ages and stages — we encourage you to choose the ones that work best for your child.

**What you'll find here:**

- Reading tips in English
- Reading tips in other languages
- Reading tips for parents of children with disabilities

**RELATED**

- Simple Yet Powerful Things to Do While Reading Aloud
- Use a PEER When You Read Aloud
- How to Read Nonfiction Text

**River Rangers!**  
A book-based science adventure for kids

**Summer Reading Tips to Go!**  
Delivered to your mobile phone each week. In English & Spanish.

The Literacy Shed | eartheasyc.com

Present | Share

Reading Tips for Parents (in Multiple Languages)  
www.readingrockets.org

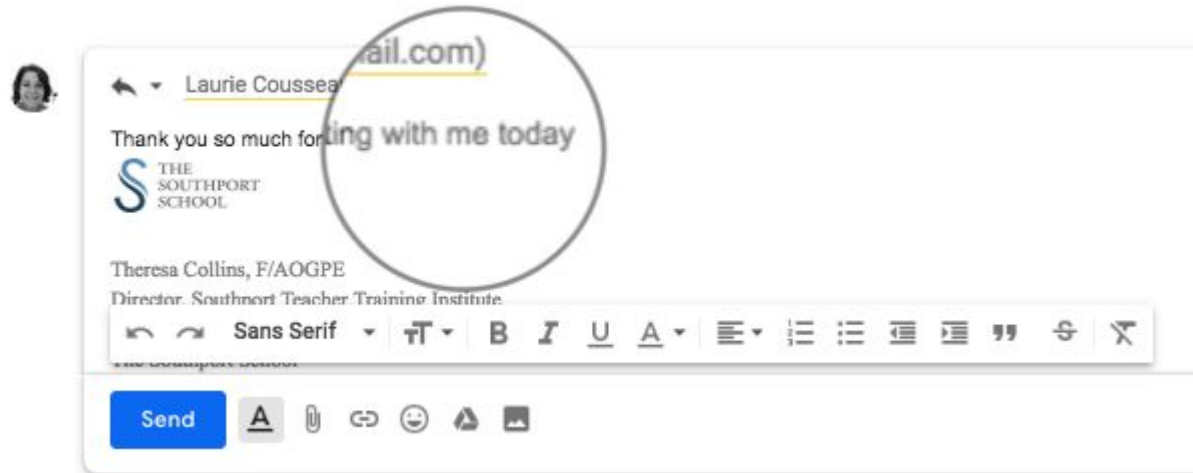
**Reading Tips for Parents (in Multiple Languages)**  
Building a Word-Rich Environment

Saved



# Gmail

Gmail's word prediction is eerily accurate.





# Grammarly



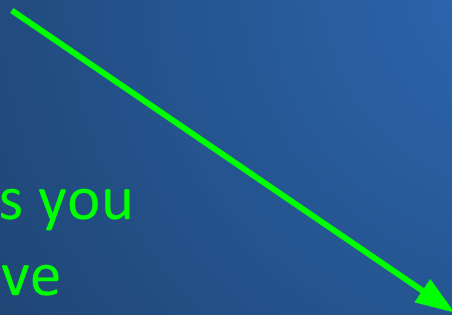
- Available on the web - paste in text to grammar/spell check (
- But quietly sits in background (extension) running real-time spelling and grammar checks in Docs, Gmail, Forms, etc.



# Grammarly

The Grammarly extension offers many features

- Grammarly is like your best friend...
- Who tells you if you have spinach in your teeth,

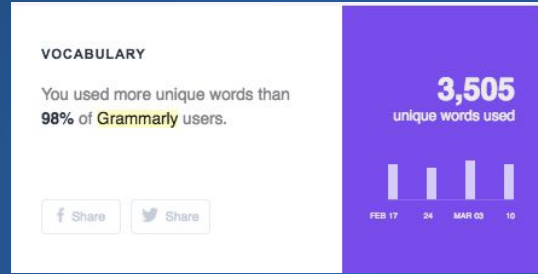


TOP 3 MISTAKES

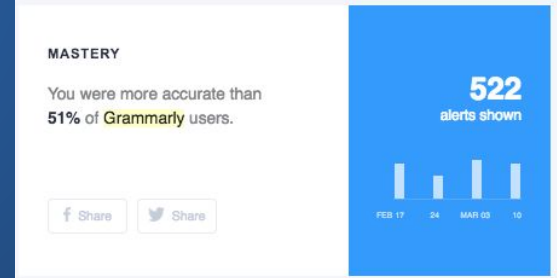
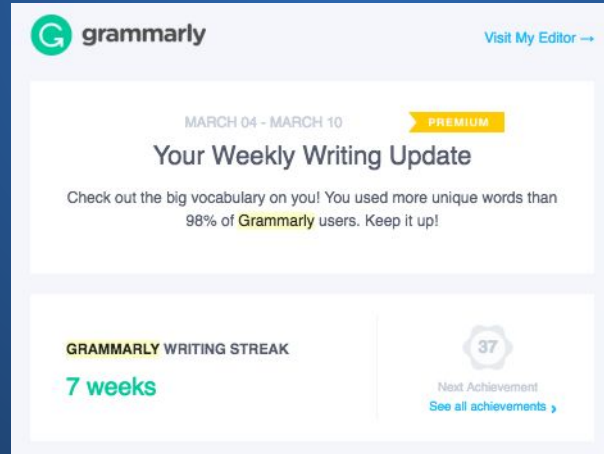
1. Missing period		135 alerts
2. Unnecessary ellipsis	<a href="#">Learn More</a>	126 alerts
3. Missing article	<a href="#">Learn More</a>	125 alerts

# Grammarly

- Grammarly is like your best friend...



- And tells you that you look pretty in that dress!



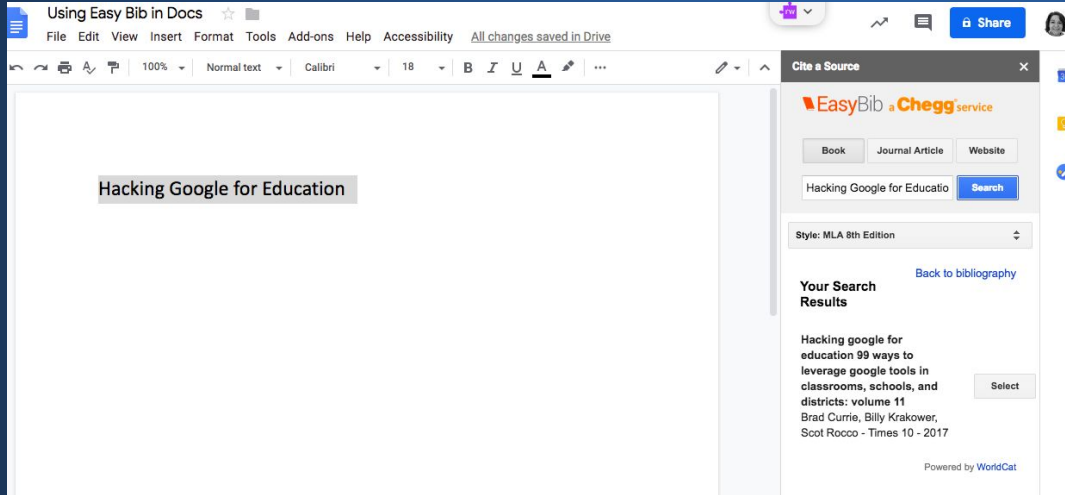


# EasyBib Add-On



- Works with Docs
- Creates bibliography entries
- Pastes directly into the document

# EasyBib Add-On



Using Easy Bib in Docs

File Edit View Insert Format Tools Add-ons Help Accessibility All changes saved in Drive

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Hacking Google for Education

**EasyBib a Chegg service**

Book Journal Article Website

Hacking Google for Educatio Search

Style: MLA 8th Edition

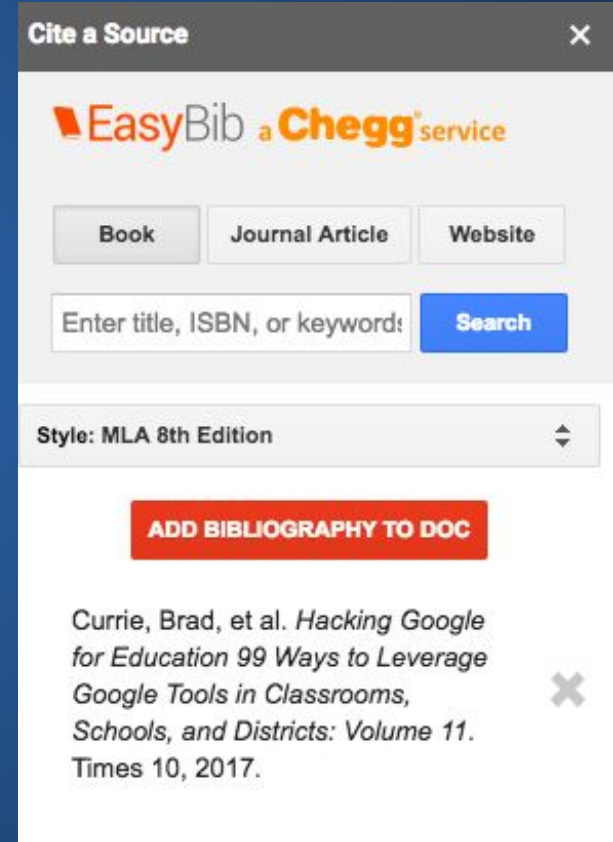
[Back to bibliography](#)

**Your Search Results**

Hacking google for education 99 ways to leverage google tools in classrooms, schools, and districts: volume 11  
Brad Currie, Billy Krakower, Scot Rocco - Times 10 - 2017

Select

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**EasyBib a Chegg service**

Book Journal Article Website

Enter title, ISBN, or keyword: Search

Style: MLA 8th Edition

**ADD BIBLIOGRAPHY TO DOC**

Currie, Brad, et al. *Hacking Google for Education 99 Ways to Leverage Google Tools in Classrooms, Schools, and Districts: Volume 11.* Times 10, 2017.

## Works Cited

Currie, Brad, et al. *Hacking Google for Education 99 Ways to Leverage Google Tools in Classrooms, Schools, and Districts: Volume 11*. Times 10, 2017.



## Pear Deck Add-On



- Projects slide content directly to audience member's devices
- Provides interactive activities to poll audience, gauge comprehension, promote engagement



# Pear Deck Add-On

q

Drag your dot to indicate whether you agree or disagree:  
The cost of training all K-3 teachers in structured literacy  
is too high to make it a realistic option.



Students, drag the icon!



Pear Deck Interactive Slide  
Do not remove this bar



# Pear Deck Add-On

tu

List some possible  
benefits of early  
intervention:



Students, write your response!

Pear Deck Interactive Slide  
Do not remove this bar



# G-Suite for Practicum Management





# Google Docs



- Trainee Records
- Lesson plans/observations
  - Shared documents facilitate observation write-ups/feedback
  - (esp. Helpful with multiple Fellows involved)
  - Shared reading summaries allow Fellow to comment
- Commenting on sample lesson plans/profiles

# Google Docs

Associate Member Requirements and Checklist Form (1/3/17)

APPLICANT'S NAME: [REDACTED] Practicum Fellow: Theresa Collins

Associate Option A  
**REQUIREMENTS CHECKLIST**

Address: Eagle Hill Southport, 214 Main St. Southport CT, 06890

Email Address: [REDACTED] Phone #: [REDACTED]

College Name: Fairfield University Degree: M.A. Graduation Date:  
 College Name: S.C.S.U. Degree: B.A. Graduation Date:

Classroom Edu. Course Date: August 18-21, 2014  
 Course Hours: 30- Hrs.  
 Instructor: Dawn Nieman, F/AOGPE

Associate Part II:  
 Course Hours: 30 hours  
 Instructor: Theresa Collins, F/AOGPE; Beth Stone, FIT/AOGPE

**Conferences/Workshops/Related Training:**

- 8/25/2014, 2-Hrs, GORT-V Administration Training, Theresa Collins
- 8/29/2014, 1-Hr, GORT-V Administration Training, Theresa Collins

August 29, 2016 - Effective Literacy Practices: Phonological and Phonemic Awareness - Wendy North (3 hr)

October 19, 2016 - Insights from the Reading Brain for Reading Development, Dyslexia, and Digital Culture - Dr. Maryanne Wolf (1 hr)

**100 hours in a supervised practicum teaching small one-on-one for a minimum of 2 periods of 40-50 minutes each week (on nonconsecutive days) under the direction of a Fellow for no less than 8 months:**

# of hours: \_\_\_\_\_ Period of Time: \_\_\_\_\_

Associate Member Requirements and Checklist Form (1/3/17)

APPLICANT'S NAME: [REDACTED] Practicum Fellow: Theresa Collins

**10 HOURS MINIMUM OF DIRECT OBSERVATION OF 1-1 TUTORING**

Observation #	Date	Fellow	Grade	Level
1	11/23/15	Collins	8	[REDACTED]
2	1/25/16	Collins	8	[REDACTED]
3	3/16/16	Collins	8	[REDACTED]
4	3/28/16	Inwin	8	[REDACTED]
5	4/18/16	Inwin	8	[REDACTED]
6	11/30/16	Collins	7	[REDACTED]
7	2/1/17	Collins	7	[REDACTED]
8	3/20/17	Collins	7	[REDACTED]
9	5/16/17	Collins	7	[REDACTED]
10	5/31/17	Collins	7	[REDACTED]

**READINGS may be assigned at the discretion of the Fellow.**

Date Complete	Chapters/pgs. Complete	Required Readings
4/10/17		Academy of Orton-Gillingham Practitioners and Educators. (2016). <i>Academy of Orton-Gillingham Practitioners and Educators: Overview</i> . Amelia, NJ: Author. <a href="https://app.box.com/v/JADGPE-Overview">https://app.box.com/v/JADGPE-Overview</a>
4/13/17		Berninger, V. W. (2012, May-June). Strengthening the Mind's Eye: The Case for Continued Handwriting Instruction in the 21st Century. <i>Principal</i> . Reprinted with permission. Copyright 2012 National Association of Elementary School Principals. All rights reserved. <a href="https://app.box.com/v/Berninger-StrengtheningMinds">https://app.box.com/v/Berninger-StrengtheningMinds</a>

Associate Member Requirements and Checklist Form (1/3/17)

APPLICANT'S NAME: [REDACTED] Practicum Fellow: Theresa Collins

6/22/17		Cain, K. (2009, Spring). Making Sense of Text: Skills That Support Text Comprehension and Its Development. <i>Perspectives on Language and Literacy</i> , 11-14. <a href="https://app.box.com/v/Cain-Making-Sense-of-text">https://app.box.com/v/Cain-Making-Sense-of-text</a>
6/16/17		Chall, J. (1983). Chall's Stages of Reading Development. <a href="https://app.box.com/v/Chall-Stages-of-Reading">https://app.box.com/v/Chall-Stages-of-Reading</a>
1/2015	Chap. 1-4 Chap. 5-6 Chap. 7-10	Gillingham, Anna and Stillman, Bessie. (1997) <i>Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship</i> . (The Green Manual) ALL (10 chapters)
6/21/17		Hook, P. E., & Jones, S. D. (2004, Spring). The Importance of Automaticity and Fluency for Efficient Reading Comprehension. <i>Perspectives on Language and Literacy</i> 16-21. <a href="https://app.box.com/v/Hook-Automaticity-Fluency">https://app.box.com/v/Hook-Automaticity-Fluency</a>
4/12/17		King, D. H. (2015, April-May). Why Bother with Cursive? <i>The Examiner</i> . <a href="https://app.box.com/v/King-Cursive">https://app.box.com/v/King-Cursive</a>
1/3/17		McClelland, L. (1989). Gillingham: Contemporary After 76 years. <i>Annals of Dyslexia</i> , 39, 34-49. Ask your Fellow for a copy.
6/23/17		Moats, L. (2005-2005, Winter). How Spelling Supports Reading. <i>American Educator</i> , 12-22 & 42-43. <a href="https://app.box.com/v/Moats-Spelling-Reading">https://app.box.com/v/Moats-Spelling-Reading</a>
		*Orton, June Lyday. (1964). <i>A Guide to Teaching Phonics</i> . Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0241-9) (Optional)
4/12/17		<i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i> (3rd ed.). (2006). National Institute for Literacy, the Partnership for Reading, LINCS: Literacy Information and Communication System. <a href="https://app.box.com/v/Put-Reading-First">https://app.box.com/v/Put-Reading-First</a>
4/10/17		*Rome, Paula & Osman, Jean. (1972). <i>The Language Tool Kit</i> . Cambridge, MA: Educators Publishing Service. (ISBN: 0-8388-0521-3) (Optional)
4/15/16		*Rome, Paula & Osman, Jean. (1972). <i>The Advanced Language Tool Kit: Teaching the Structure of the English</i>

# Google Docs

Lesson #: [REDACTED]  
 Student(s): [REDACTED]  
 Observed by Theresa Collins, ATF/AOGPE

Date: 3/20/19  
 Teacher: [REDACTED]

Skill	Review Lesson Concept/Objective: Students will review reading and spelling glued sounds: ink, ank, onk, unk	Comments/Error Patterns/DATA
<b>Kinesthetic Handwriting</b>	Students will sky write the glued sounds ink, ank, onk, unk What is the glued sound in...pink? i-n-k/ ink/ pink	
I love that you start the lesson in the hall while walking to class. They sky wrote - pink, bank, honk. I just read somewhere recently about the importance of skywriting with straight arms and two pointed fingers. No wiggles. That will make the kinesthetic reinforcement stronger and more consistent.		
<b>Visual</b>	<b>Phonograms Cards:</b> a, i, o, u, e, sh, ch, th, wh, ank, ink, onk, unk Focus sound: nk	
You took turns so they each read individually and set aside the cards in separate piles so you knew who did what. <u>ank, onk</u> (Colin seemed to be struggling a little more than Anayah. Some differentiation here - you gave Anayah the frequent reversals (p, b, d).		
<b>Auditory Phonemic Awareness</b>	<b>Students will have the key word cards for ank, ink, onk, and unk. I will say a word and they will hold up the card with the correct spelling of the glued sound.</b> sink, honk, trunk, tank, thank, think, skunk, stink, bank, pink	
You gave them each the glued sounds on cards. You dictated words, and they held up the glued sounds they heard in each word. This is a great exercise. They started out not saying the words, but you prompted them to say them aloud. You prompted them to look at your mouth while you said them. Excellent. They do need to repeat the word (it provides more auditory input because you hear more strongly what you say yourself. It also adds kinesthetic feedback from the speech organs. Furthermore, if they mishear the word (which did happen), you have the opportunity to correct them. <u>onk</u> and <u>unk</u> ...seemed to be harder for them. I could see them playing a really fun game of go-fish with glued sounds.		
<b>Auditory/Visual</b> <b>WORD BUILDING</b>	Using the Foundations boards students will bring down the letters and use the correct glued sound to build the word. think to sink, sink to rink, rink to rank, rank to thank, thank to bank (think carefully, ask yourself, what changed...the initial sound or the final glued sound)	
You reminded them again emphatically to REPEAT the word. think - "look at my mouth." Then they built them with Foundations board. Change <u>think</u> to sink, think, think to sink. (Colin did think backwards). Change sink to tank. Nice emphasis on proofreading here as well as the fact that we read		

# OrangeSlice

- Google Docs Add-on
- Creates and scores rubrics.

OG Lesson Plan Rubric

File Edit View Insert Format Tools Add-ons Help Accessibility All changes saved in Drive

100% Normal text Times New... 10 B I U A

Rubric: Orton-Gillingham Lesson Plan

Instructor: Anna G. Supervising Fellow: Collins

Rubric Categories	4	3	2	1	Grade & Comments
<b>Objective</b>	Objective is clearly stated.	There is evidence of an objective but it is not direct and explicit.	The objective is inappropriate to the needs of the student.	There is no evidence of a clear objective.	
<b>Lesson Sequence</b>	Shows a full understanding of the sequence of an OG lesson.	Some parts of the lesson are in a logical order, but the lesson could be more effective if the elements were reordered.	All lesson plan elements are included, but they are not presented in a logical order.	One or more elements of the lesson are missing.	
<b>Visual Drill</b>	The Visual Drill includes sufficient sampling of previously taught graphemes.	The Visual Drill does not include enough items to ensure development of automaticity.	The Visual Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Visual Drill.	
<b>Auditory Drill</b>	The Auditory Drill includes sufficient sampling of previously taught	The Auditory Drill does not include enough items to ensure development	The Auditory Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Auditory Drill.	

**SETTINGS**

**GRADES**  Feedback **TEXT**

**Objective**

4 Objective is clearly stated.

3 There is evidence of an objective but it is not direct and explicit.

2 The objective is inappropriate to the needs of the student.

1 There is no evidence of a clear objective.

**Lesson Sequence** **TEXT**

4 Shows a full understanding of the

**Process Grade**

Rubric Categories	4	3	2	1	Grade & Comments
<b>Objective</b>	<b>Objective is clearly stated.</b>	There is evidence of an objective but it is not direct and explicit.	The objective is inappropriate to the needs of the student.	There is no evidence of a clear objective.	
<b>Lesson Sequence</b>	Shows a full understanding of the sequence of an OG lesson.	<b>Some parts of the lesson are in a logical order, but the lesson could be more effective if the elements were reordered.</b>	All lesson plan elements are included, but they are not presented in a logical order.	One or more elements of the lesson are missing.	
<b>Visual Drill</b>	<b>The Visual Drill includes sufficient sampling of previously taught graphemes.</b>	The Visual Drill does not include enough items to ensure <u>development</u> of automaticity.	The Visual Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Visual Drill.	
<b>Auditory Drill</b>	<b>The Auditory Drill includes sufficient sampling of previously taught graphemes.</b>	The Auditory Drill does not include enough items to ensure <u>development</u> of automaticity.	The Auditory Drill includes graphemes that have not been explicitly taught.	There is no evidence of the Auditory Drill.	
<b>Old/New Review</b>	The Review includes sufficient sampling of previously taught concepts for reading and spelling.	<b>The Review includes both reading and spelling, but the sampling of concepts is insufficient.</b>	The Review includes either reading or spelling but not both.	There is no evidence of old or new Review.	
<b>Introduction of New Material</b>	New material is presented directly and explicitly, and there is sufficient practice for reading and spelling.	<b>New Material is presented directly and explicitly and reinforced with reading and spelling, but the sampling of words is insufficient.</b>	New Material is presented directly and explicitly, but only <u>the reading</u> or spelling is included.	There is no evidence of direct instruction of the New Material.	
<b>Spelling of Words and Sentences</b>	Dictation employs SOS spelling and provides a sufficient number of words/sentences.	<b>Dictation is included, and there is evidence of SOS spelling; however, the number of words/sentences is insufficient.</b>	Dictation is included but does not incorporate SOS spelling.	There is no evidence of dictation of words or sentences.	
<b>Oral Reading</b>	Connected text and level of teacher	<b>Connected text reading is</b>	Connected text reading is included,	There is no evidence of	

# OrangeSlice

3

Apr 2 -> Competency: 3

Summary

Good job for observation #3. See observation notes for more specific suggestions.

Lesson Sequence

I'd like to see the review and new separated.

Introduction of New Material

Would be more effective if the new concept were presented in isolation and words kept controlled.

Oral Reading

Could be structured to provide greater differentiation for the group of 3.

Teacher: Anna Gillingham; ID: 0026076; cell: 40274



# Google Hangouts



- Simple platform for distance observations and meetings
- Operates easily with Gmail and Calendar
- We have found to be easier than Skype and cross platform (unlike Facetime)

# Google Hangouts

× Learning Ally Presentation

Jun 7, 2019 to Jun 7, 2019


All day Does not repeat ▾

**Under Event Details, Select "Add Conferencing"**

Event Details Find a Time



**From the drop down menu select Hangouts.**

Add location

 **Hangouts** days ▾ before at 11:50pm ×

**No confer**

Free ▾ Default visibility ▾ ?

⋮  **B** *I* U | ☰ ☰ |  ✂

Add description

Detailed description: This screenshot shows the Google Calendar event creation interface for an event titled "Learning Ally Presentation" on June 7, 2019. The event is marked as "All day" and "Does not repeat". The "Event Details" tab is selected, and a blue arrow points to a dropdown menu where "Hangouts" is highlighted. A circular callout around the "Hangouts" option includes the text "From the drop down menu select Hangouts." Below the "Hangouts" option, the text "No confer" is partially visible. The interface also shows a location field, a time field set to "11:50pm", and a "Free" status. At the bottom, there is a rich text editor with icons for bold, italic, underline, list, link, and unlink, and a text input field for "Add description".



# Google Hangouts: A "Piece of Cake"

Calendar view showing events for TUE 26, WED 27, THU 28, and FRI Mar 1. A pop-up window for a Google Hangouts event titled "CAB Follow-up (Google Hangouts)" is displayed, showing the time 12:00 - 12:30pm and 3 guests: Laurie Cousseau, Theresa Collins, and Ben Powers. A magnifying glass highlights the "Join Hangouts" button, with a blue arrow pointing to it and the text "One click from Google Calendar".





# Google Calendar



- Alerts
- Collaboration
  - Shared calendars help facilitate scheduling, w/in school and between schools
- Attachments

# Google Calendar

- Together, Calendar and Maps help me get where I'm going!

Obs. Debrief Jeannine G.

Mar 28, 2019 11:50am to 12:31pm Mar 28, 2019

All day Does not repeat

**Event Details** Find a Time

Location

Add conferencing

Notification 10 minutes

Add notification

Theresa Collins

Busy Default visibility

Rich text editor: **B** *I* U

Gallagher C... x Discovery ... x

[Blank Lesson Plan for observation #2](#)

Arrows point to the location field, the rich text editor, the tabs, and the link.

OGCE Obs #3 Alissa F @ KHS

Thursday, March 28 · 1:20 – 2:00pm

Kings Highway Elementary School  
125 Post Rd W, Westport, CT 06880, USA

3 guests  
3 yes

Sally Joyce  
(sjoyce@westportps.org)  
Organizer

afaucher@westportps.org

Theresa Collins

I am hoping there is time for the follow up immediately after the lesson Alissa:)

10 minutes before

Sally Joyce

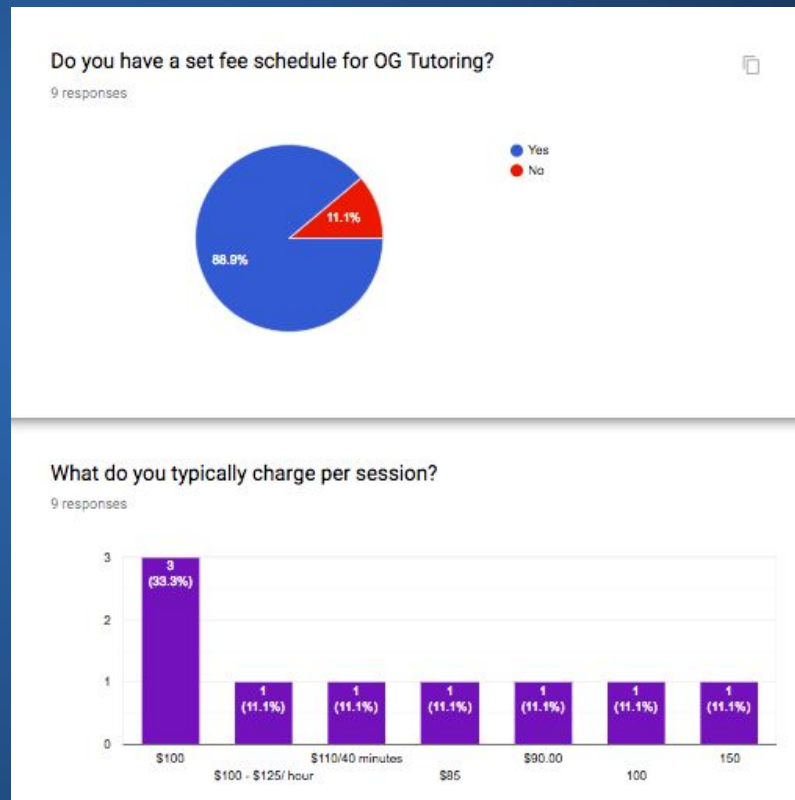
Going? Yes No Maybe ^

A bracket and arrow point to the location and guest list.



# Google Forms/Sheets

in charts and graphs.





# Takeaways



- It's a tough world out there!
- Every OG practitioner is overworked.
- Every Fellow is wearing many hats.
- We need some ways to make our lives easier.
- In my experience 100 different tool boxes are NOT the answer, but ONE well stocked tool box IS.



# Takeaways



- You don't have to love all the tools.
- It's okay to try just one!
- You can always come back for more.
- Don't be afraid to explore.



Questions?





# References

- Bell, Kasey. *Shake up Learning: Practical Ideas to Move Learning from Static to Dynamic*. Dave Burgess Consulting, Inc., 2018.
- CLARK, HOLLY AVRITH TANYA. *GOOGLE INFUSED CLASSROOM: a Guidebook to Making Thinking Visible and Amplifying Student Voice*. ELEVATE, 2019.
- Covili, Jared. *Going Google: Powerful Tools for 21st Century Learning*. Corwin, a SAGE Publishing Company, 2017.
- Currie, Brad, et al. *Hacking Google for Education 99 Ways to Leverage Google Tools in Classrooms, Schools, and Districts: Volume 11*. Times 10, 2017.
- Keeler, Alice, and Libbi Miller. *50 Things You Can Do with Google Classroom*. Dave Burgess Consulting, 2018.
- Keeler, Alice, et al. *50 Things to Go Further with Google Classroom: a Student-Centered Approach*. Dave Burgess Consulting, Inc., 2016.



## Great Google Gurus

Free Tech for Teachers -

<https://www.freetech4teachers.com/>

Alice Keeler - <https://alicekeeler.com/>

EdTech Takeout Podcast -

<https://edtechtakeout.podbean.com/>

Google Teacher Tribe -

<https://googleteachertribe.com/>



[fppt.com](http://fppt.com)