

### **DreamIT Spring Update**

As we enter this second semester, my classroom is now equipped with a 1:1 iPad ratio. With these new instructional tools, part of my DreamIT project has been altered. First, I new with having students being responsible for their own iPad, I needed to set in place procedures and routines that would ensure that the iPads were handled respectfully and that students were able to use the devices efficiently throughout the day. Therefore, several weeks have been used to scaffold students with navigating the iPads, using specific apps and also the procedures of caring for, storing, and transporting iPads around our classroom.

After looking at my original scope, I wanted to change some of the pedagogical approaches I had planned in my units. I had incorporated many project-based learning opportunities for students to use iPads within groups. Now, students can research, design, and explore using their own iPads and then collectively come together to collaborate on a project. Also, there are many opportunities where we were going to conduct lessons using the smartboard as whole class instruction that now I will allow students to independently work on the iPads for reading texts, watching video clips, completing interactive assignment, etc. This will allow for small group instruction to occur with a teacher while other students are engaged using their devices to complete tasks at their own pace and level.

Finally, I wanted to incorporate more at home connections within my DreamIT project. We just finished our unit on matter where students engaged in several inquiry-

based investigations within the classroom. I created an at-home component to help parents be more involved with their child's learning. Students created matter books by finding daily examples of the three states of matter in their lives outside of school. Students had to apply the science content to their real-world situations again reinforcing our overall theme of, *science is everything; everything is science.*