

# Engaging Students using ActivInspire

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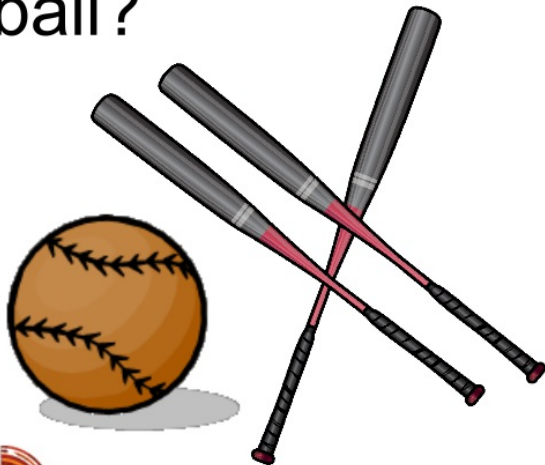
# Eating Lunch

# Brought Lunch



# What does this look like in the classroom?

A ball and bat together cost \$1.10. The bat costs \$1.00 more than the ball. What is the cost of the ball?

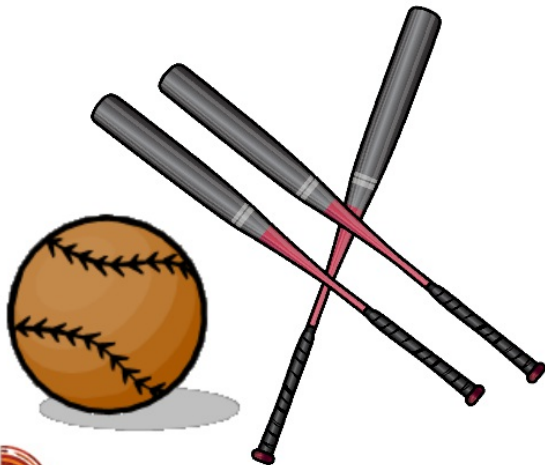




**A ball and a bat cost \$1.10 together. If a bat costs \$1.00 more than the ball, how much does the ball cost?**

# What does this look like in the classroom?

A ball and bat together cost \$1.10.



$$3 + 6 \div 2 - 4 \times 3$$

**$\pi$**

$$\sqrt{144i}$$



1

1	H
2	Li
3	Na
4	K
5	Rb
6	Cs
7	Fr

2

4	Be
12	Mg
20	Ca
38	Sr
56	Ba
88	Ra

3

5	B
13	Al
31	Ga
49	In
81	Tl

4

6	C
14	Si
32	Ge
50	Sn
82	Pb

5

7	N
15	P
33	As
51	Sb
83	Bi

6

8	O
16	S
34	Se
52	Te
84	Po

7

9	F
17	Cl
35	Br
53	I
85	At

0

2	He
10	Ne
18	Ar
36	Kr
54	Xe
86	Rn

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
55	56	57	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
87	88	89	104	105	106	107	108	109	110	111							
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg							

Lanthanides	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
	58	59	60	61	62	63	64	65	66	67	68	69	70	71
Actinides	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr
	90	91	92	93	94	95	96	97	98	99	100	101	102	103

Chemical series classification:

ELEMENT

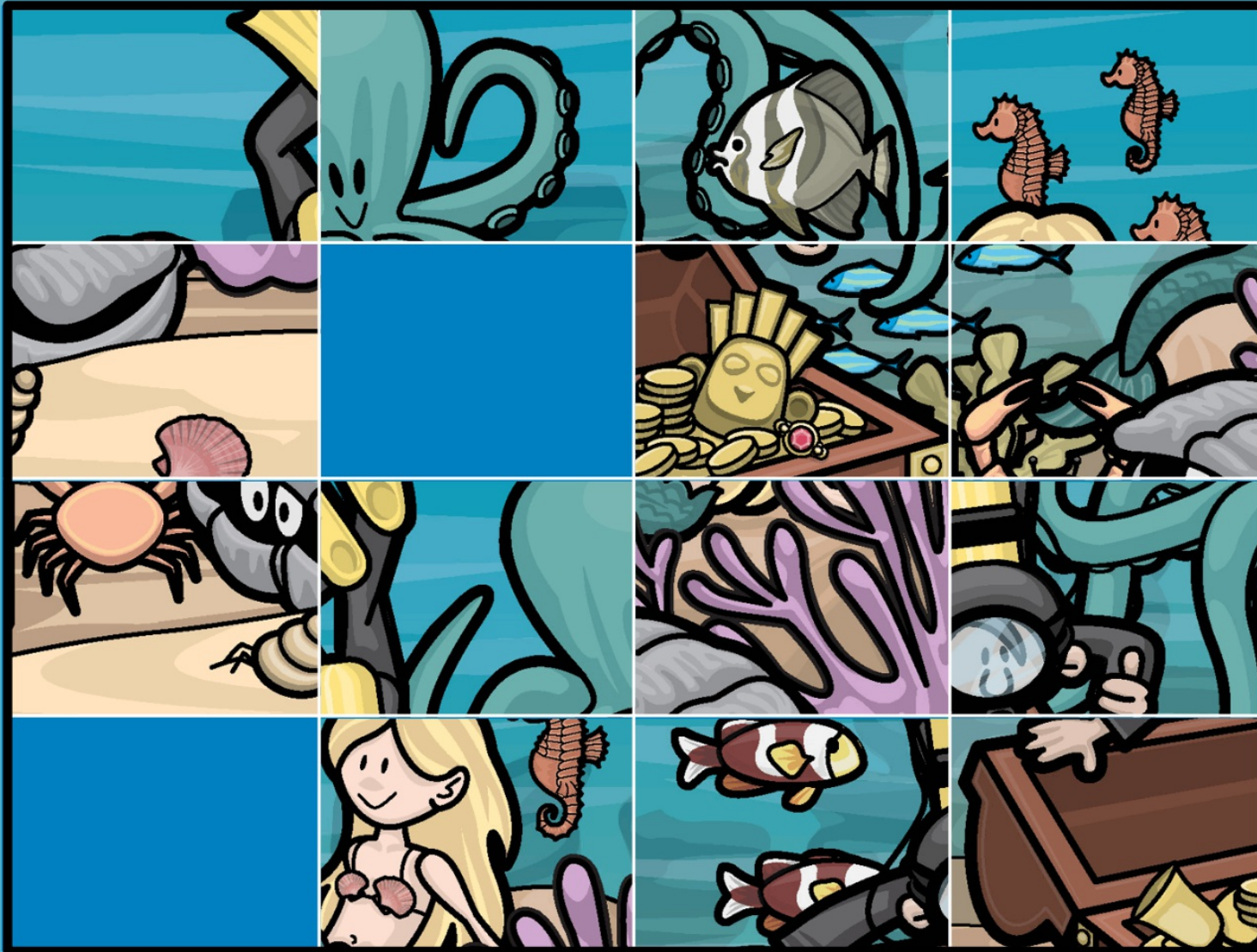
DATA

PROPERTIES

USES

DISCOVERY

Page 7







# Lorem Ipsum

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	



a b c d e f g h i j k l m  
n o p q r s t u v w x y z



Eiffel Tower in Paris

Comment ça va? 

Je vais bien 

Merci 

Il n'y a pas de quoi 

de rien 





**Volume**

**Refraction**

**Mass**

**Reflection**

**Prism**



# What does this look like in the classroom?

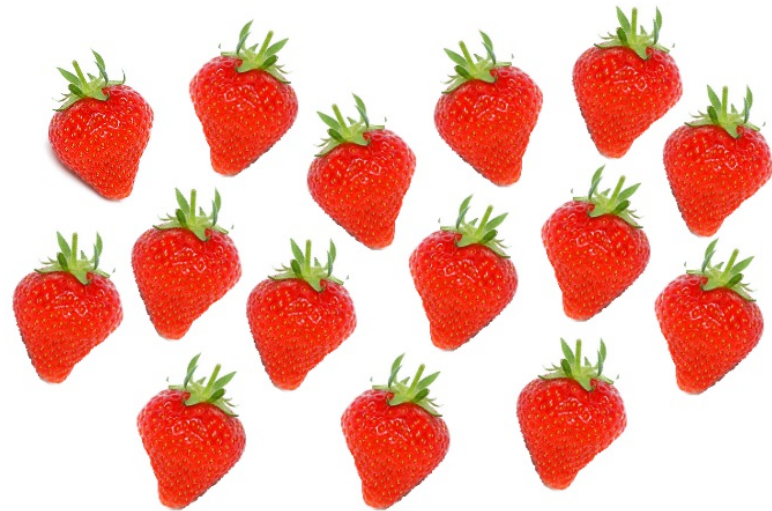
Kayla has these strawberries. She will give four strawberries to each of her three friends. How many strawberries will be left for Kayla?



- A. 1
- B. 2
- C. 3
- D. 4

# What does this look like in the classroom?

Kayla has these strawberries. She will give four strawberries to each of her three friends. How many strawberries will be left for Kayla?







Expressions and Common Core

# THE DAILY NEWS

[www.dailynews.com](http://www.dailynews.com)

THE WORLDS FAVORITE NEWSPAPER

- since 1879 -

## INSERT YOUR HEADLINE HERE



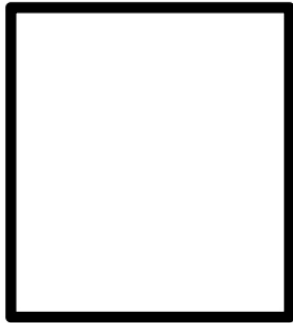
As a group decide on a headline for the picture on the left.

# What does this look like in the classroom?

2.MD.C8

If an item costs 50 cents, how much more money would you need? Show how you figured it out using pictures, words, or numbers. Explain your thinking using the sound recorder.







[-] Container

Can Contain

Contain Object

Contain Words

Contain Rule

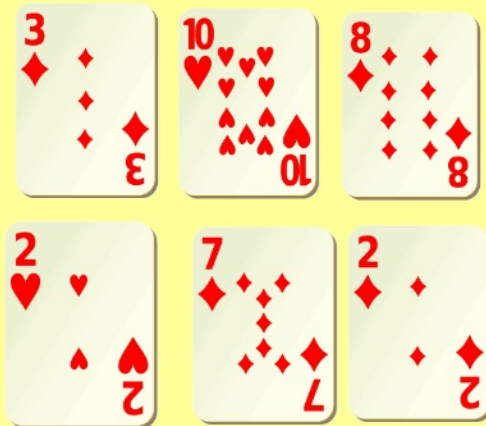
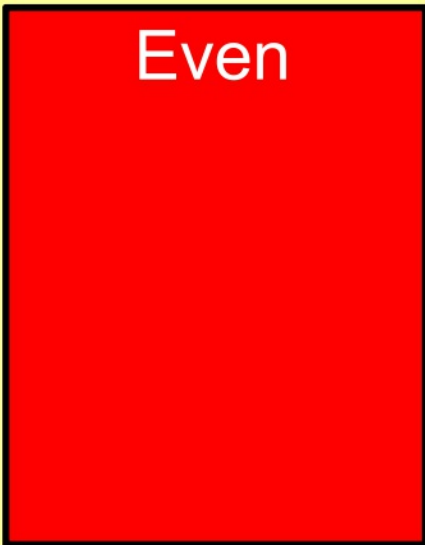
Reward Sound

Reward Sound Loca

Return if not Contai

# Creating Containers

[http://www.youtube.com/watch?v=kKeeq\\_qcFL8](http://www.youtube.com/watch?v=kKeeq_qcFL8)



The next two pages show examples of container activities.



15

Odd

16

Even

12

Even  
Odd

19

Even  
Odd

17

Even  
Odd

Rule:

## Page Extender

Domain: Number and Operations—Fractions  
Item: CR Grade 5

**Half of a school auditorium is needed to seat 3 equal-sized fifth grade classes.**

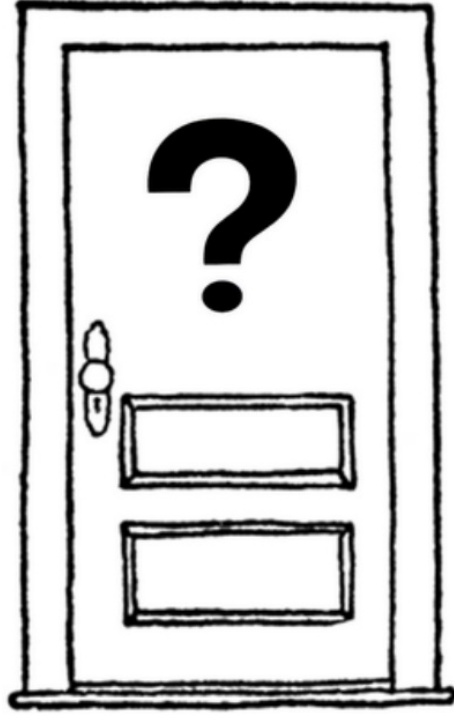
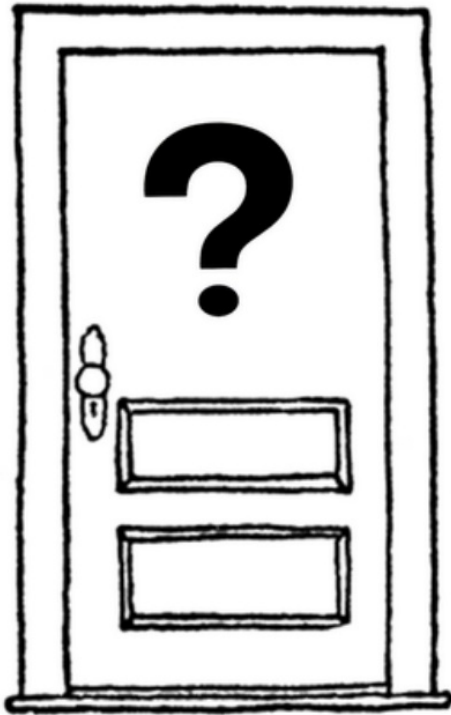
**Part A: Make a visual fraction model to represent the whole auditorium when each class is seated in separate sections.**

**Part B: Write an expression to determine what fractional part of the auditorium one fifth grade class will need.**

**Part C: What fraction of the auditorium will one of the fifth grade classes need?**



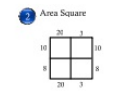
Problem  
**32 X 29**



### Choices

1 Distributive Property  
 $23$   
 $\times 18 (10 + 8)$

$23 \quad 23$   
 $\times 10 \quad \times 8$



3 Standard  
 $23$   
 $\times 18$









# Which of the following sentences contains no errors?

Language Standards K-5

Grade 3 students:

Conventions of Standard English

g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

- A** Its interesting to note that they're not changing their attitudes about government involvement in there lives despite its obvious benefits.
- B** It's interesting to note that they're not changing their attitudes about government involvement in their lives despite its obvious benefits.
- C** It's interesting to note that they're not changing their attitudes about government involvement in their lives despite it's obvious benefits.
- D** Its interesting to note that their not changing there attitudes about government involvement in they're lives despite its obvious benefits.

Show Me!



Lion had no friends.  
He asked monkey to be his friend.  
Monkey said okay.  
Lion chased Monkey, but Monkey ran.  
"Do not chase me!" said Monkey.  
" I chase all my friends!" Then I eat  
them,"  
said Lion.  
"That is why you have no friends!"  
said Monkey.

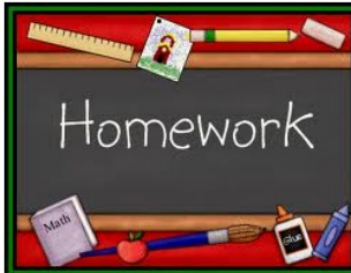
Moral: Do not hurt your  
friends or you will  
have none.



**A noun is a person,  
place or thing.**

Find the nouns.

2c Managing Classroom Procedures



Open  
Folder to Your  
Homework  
Assignment

Review Your  
Homework  
until stamped

Put  
Homework  
Folder  
Away.

Take out  
Math  
Supplies



Expressions and Common Core

# Exit Cards

I learned \_\_\_\_\_

---

---

---





# Exit Cards

I need more practice with \_\_\_\_\_

---

---

---



*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*

Page 2

Use this to take roll and lunch count at the same time.

Page 3

2nd grade math question

What does question mean?

A: total cost is \$1.10

2nd: Bat costs more than ball

Page 5

tap on words

PARCC has heavy emphasis on word problems

Page 6

Show equation editor

Work out 2nd problem using parenthesis to show order of operations

Insert page and work out

$3x^2 - 4x + 1 = 0$  using screen recorder

Page 7

Hoover over an element and get info about it

Click on it to get more details

## **THE OCEAN SLIDING PUZZLE**

### **About this template**

This template can be used by two learners at the same time, or by a teacher and a learner.

Unlike traditional sliding puzzles, the Ocean puzzle has two blank spaces instead of one. This enables two pieces of the puzzle to be moved simultaneously by two different learners.

Puzzle pieces above or adjacent to a blank space can be moved into that space by clicking and dragging the puzzle piece.

### **Add your own picture**

Enter design mode to change the name of the month then drag the numbers into the correct spot

Learn letters by dragging them; good for a center

**Click on the sound icon to hear the words spoken in French then have student click on the microphone to bring up the voice recorder and record their voices**

6th grade science curriculum

Have students record the definition in their own words

Click on the vocabulary word to see the definition



Page 13

What a typical problem looks like

Page 14

Change it into higher order thinking by having the students drag a copy of the kid (3 friends) and then put the strawberries with each friend.

Page 15

Ex. Iwo Jima World War II

Page 16

Underline 2nd sentence and "Explain your thinking".

See how adding just one sentence asking students for the process doesn't only check for the right answer, but assesses their thinking.

Use the same microphone for all voice recordings.

Page 17

Click in the blank rectangle to have a number appear then drag that amount of apples into the bucket

or

have a student write a number in the small rectangle then have another student drag that amount of apples into the buckets

Ex. 9

## Creating Containers

Follow the video tutorial to learn how to create containers.

Have student guess what type of number the 3 remaining numbers are then write the rule using handwriting recognition

**Start the ExpressPoll and let the group struggle with this question. Stop the poll and show the responses when sufficient time has passed, but don't show the correct answer.**

**Choose participants at random to: 1. Empathize with someone else's thinking about this question; 2. justify their answer. Go to the next page.**

**Show page extender to draw, then write expression then the answer**

Show the steps to work out the problem

Copy the door to "My Resources"

change to 100%

have discussion which way you would answer the problem and why you chose that way

think pair share

**Start the ExpressPoll and let the group struggle with this question. Stop the poll and show the responses when sufficient time has passed, but don't show the correct answer.**

**Choose participants at random to: 1. Empathize with someone else's thinking about this question; 2. justify their answer.**

**Go to the next page.**

Select text box

Apply extract text action

Lock text box

click on the monkey to show highlighting using hidden action

To create a button.

Place image on the page

Place a second image on the page to act as the button.

Select the button image and open the action browser.

Scroll down and select the hidden action. choose the image that you want to show and hide and select apply.

Save

Click on posting procedures to show a sample

Can also be a Ticker Tape

**Have students decide as a group an introductory sentence, etc. to write a paragraph.**

Post a question as an exit card to manage students transitioning from one subject to another. Questions like what you learned or what you need help with.

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