

1. **Bring a list of the novels you used during the first semester. Make a copy for everyone.**

My students read expository text on the computer as they progress through each rotation, studying different sub-categories of technology. The lessons cover the history, main concepts, and career exploration of the technology being studied. The following is a list of the different stations (modules) in my classroom that students rotate through:

Intro To Tech  
Electronic Music  
Radio Broadcasting  
Video Production  
Web Design  
Automation and Robotics  
Computer-Aided Design  
Engineering & Stress Analysis  
Desktop Publishing II  
Computer Animation

2. **Be prepared to share one activity that went well with one novel and write down for me one area that you would like to improve with a novel.**

Although we don't read novels, per se, they do read text (and/or have text read to them via text-to-speech computer synthesis) as they learn about each technology. What I'd like to improve upon is motivating the students to not skip through text as they sometimes do. I developed guiding worksheets with vocabulary words to define, and that helped a lot, but some are still just clicking pages from vocabulary word to next vocabulary word and not really reading the text.

3. **Experiment with "making a connection" lesson using a picture book or a passage from a novel. Be ready to discuss how it went.**

When my students finished their last rotation, I took one day to reflect on the technology they just studied. I used the Comprehension Connection activity of putting students in groups and having them share information they gathered by answering questions with the use of prompt cards. Each member pulled a card from the pile and answered the card in respect to the information they just gained from their module.

There was no more than one student from each module in the same group. The activity was a sharing of information to intrigue other members of the group in different areas of technology while the activity also held the student accountable for knowing the material that was covered.

The cards read:

Connections

“As I was learning about the history of \_\_\_\_(your technology)\_\_\_\_, I was reminded of...”

Questions

“When I watched the Environmental Impacts video, I wondered...”

Visualizing

“When I consider the future of \_\_\_\_(your technology)\_\_\_\_, I foresee...”

Inferring

“In 20 years, I think we will be \_\_\_\_\_ (in relationship to your technology).”

Inferring

“This technology affects me and my family because \_\_\_\_\_.”

Determining Importance

“One very important thing I learned about my technology is \_\_\_\_\_.”

Synthesizing

“We used to...” “Now we...” “In the future we will be...”