

SMARTPHONES IN THE CLASSROOM

by

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CHAPTER ONE

Introduction Project Overview

Teachers in high school classrooms are vying with many, what seem like competing interests for their students' attention. At any one time students could be thinking about drama in their social circles, performance in an upcoming competition, or issues at home. Yet, those same issues have been around for decades and most teachers can relate in some way to their students on some level. Presently, what most teachers would complain about is what seems like the constant attention students give their smartphones. Students seem to be addicted to their smartphones. The addiction can only be broken by a zero tolerance confiscation policy that allows teachers to teach and students to learn from teachers.

This chapter will provide an introduction to my Capstone Project. It will provide some background information to the problem I will explore. The chapter will connect my personal experience with the research to guide the question: *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?* A rationale for why this research question is important will be presented.

Background

Over the last decade, smartphones, and now smartphones, have tried to integrate themselves as a necessity into every part of our lives. Roose (2019), a tech writer for the New York Times, describes his own smartphone over-usage and the effects it had on his brain. "Unlike alcohol or opioids, phones aren't an addictive substance so much as a species-level environmental shock" (para. 3). He would constantly check Twitter or his email. Roose was no longer able to read books, watch full length movies, or enjoy long, in person conversations

(Roose, 2019, para. 4). Though Roose's smartphone habits may have been extreme, take a look around the airport or a doctor's waiting room to see heads down staring at the rectangle of endless information and distraction. A lot of adults in our society have to make significant, mindful decisions to not be on their phones.

Our current teenagers are seeing the adults around them on their smartphones for significant periods of time and they are following suit. According to the Pew Research Center (2017) report, 96 percent of Americans own a smartphone and 81 percent own a smartphone (p. 3). According to Twenge (2017), this generation of teenagers continues to be very social, but not in person, they use their phones using apps and texting. Current high schoolers still gossip and make fun of each other in a teasing way, they just do it through apps such as Snapchat (para. 24). Snapchat is a smartphone app that allows users to send pictures and videos that quickly disappear. The number of days in a row two people have communicated over Snapchat, called a Snapstreak, is important to teenagers. Yet, this all happens when many teenagers are alone, in their bed, leaving a permanent imprint of their body in the process (Twenge, 2017, para. 2). As our students try to feel more connected on their phones, they do it while being and feeling alone.

My high school students, and increasingly younger students too, feel the pull as more and more of their social lives move online. In addition, video games have become handheld and portable to wherever a player is. My students are demonstrating they are unable to prioritize their schoolwork over their smartphones. It appears students are using them to play multiplayer games with others, connect socially through texting, or use social media apps interact with their peers. I feel that our students need help with self control and the skills to understand the importance of school work.

When I was a student, bored or distracted students caused loud and noisy disruptions to the learning environment. Notes were passed, paper airplanes flew, and materials and equipment for learning quickly became misused. As I started teaching high school English Language Learners (ELL) two years ago, I quickly became aware of how much an average high school student was on their smartphone. Off task students were now silent and in their own worlds on their phones. Even as a high school teacher of recent immigrant ELL's, my students quickly picked up the American high school student cultural norm of a smartphone-centric lifestyle. Without a clear, firm policy in the classroom, it became a daily struggle to get students to stay off their phones and focus on classwork. After multiple warnings I would take their phone for the day. Students might pout, but this would allow them to focus more on the instruction and to better use their work time during class. When the pull of their smartphones were taken away, they were free to be learners again.

Now in my classroom, I have a firm policy of no smartphones. The first time I see them, the smartphones go in a clear calculator holder for the period. The expectations are so a part of our classroom culture now, students walk their own smartphone over when I catch them. They also regulate each other, telling one another to walk their smartphone over to the clear calculator holder. This is a clear policy of no tolerance that takes care of the problem so I have their attention for the rest of the period. However, I wonder if there is a way to structure students' use of smartphones into an engaging academic advantage. This has lead me to my research question, *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?*

I have experimented with smartphones in my classroom already. My first attempt was to harness the power of Google Translate. I would teach students appropriate use of Google Translate and how it works really well to translate one word, but that it doesn't work for sentences and paragraphs. This was a strategy I tried to use as a first year teacher and having seven different languages in my classroom. Unfortunately, despite my reminders and reteaching of methods, students continued to translate entire paragraphs and turn in incomprehensible written work.

My second attempt was a more clear, controlled attempt. I had a review or supplementary activity using Kahoot!. Iona (2017) Kahoot! is a progress monitoring tool where a teacher can create multiple choice question games. The students log into the specific Kahoot! using a pin they type in on their device, typically a smartphone or laptop, at the website Kahoot.it. When all the students are ready, the game starts. A question appears on the overhead projector for all to see with a set time limit for each question. Students are awarded points per question based on their speed at answering the question. (Iona, 2017, p.84) It shows the whole class results per question, so if most students got it wrong, I could explain the grammar point again. It is not a perfect academic activity because students inevitably guess to try and get the most points. Yet, as a way to bring the smartphone into the classroom, it was successful. I put it in at the end of the period, most of my students were engaged, if not competitive with each other due to the point rankings being visible after every question, so students see where they rank. Since I have only used it at the end of the period, students do not need to transition to putting their smartphones back away when we are finished. Overall, it was the success of this activity that made me want to explore using smartphones in the classroom more.

Thinking deeper about this issue, some serious questions came up that needed further exploration. High school is about guiding children along the pathway to adulthood. A lot of aspects of high school are meant to prepare students, academic or otherwise, for life when they graduate high school and are in a more independent academic environment. Teachers purposefully put procedures and routines in place to prepare students. Yet, my policy of no tolerance really does not prepare them for their post-graduate life. Yes, it could be argued that it does prove to the students that they can go up to 75 minutes without checking their phones. What happens when they are at home or the library without anybody to enforce a no tolerance policy and have a choice between their phone or studying? This is where I think current policies fall short. Schools and teachers do their due diligence by having rules in place to maximize class time. Teaching skills that go beyond the classroom should be the goal.

I thought of myself as a smartphone owner and user. I do use it often during the day. When I cannot see the clock, I check the time on it. During my prep hour it will be on my desk. I might get a text from my wife asking if I could pick up my son from daycare. I answer the text, and go back to work. I do not get distracted by it, get lost on social media, or spend time playing a game. This is the self control I would like to integrate into my classroom expectations.

Rationale for Choosing Smartphones

The rationale for choosing my research question and focusing on smartphones is my consistent desire to do something different in my classroom that I haven't been able to achieve. I am only in my third year teaching so my teaching style continues to go through changes, my instructional practices are continually improving, and my procedures and routines become more efficient. This comes from my own experiences, but also learning from other teachers.

As Twenge (2017) stated, 77% of smartphones are being used by teens and because of this, I believe it is an underused technology in the classroom (Twenge, 2017). These smartphones, which have now become handheld computers with enormous capabilities, are being ignored by educators. Our students hold limitless potential in all areas, they just need to be taught and guided along a path of self improvement. Responsible use of smartphones in the classroom is a way that prepares students with skills they need beyond the school grounds and is something I haven't seen. Currently, most of the high quality effective educators have an enforced and effective no smartphone policy.

I try to envision my students after they graduate and what they will do with the skills they have learned while in high school. I like to think the ones with drive will be successful at whatever they do. Some, who gave minimum effort, you can just hope they find something that will ignite their passion. Every student will become their own unique person. The one common problem that made me worry for my students were the ones who seemed to have a serious smartphone self control problem bordering on addiction. What will they become? If only I could teach them some self control or the ability to prioritize academic learning using Facebook and Instagram.

School policies continue to be at odds with students in this area. Irina (2011) successfully argues in her article "A Cell Phone in the Classroom: A Friend or Foe?" that schools continue to see smartphones as a disruption and distraction from academic goals. Yet, students see them more and more integrated into their lives (Iriana, 2011). It seems like schools' current policy is to ignore and exclude the problem and potential of smartphones.

In conclusion, I currently teach high school students. They learn many skills, beyond just academic, while they transition from childhood to adulthood during their high school years. As our students' needs evolve, we as teachers need to change and be ready to support them. Our students have become addicted to their smartphones. This paper explores the research question: *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?*

The following section will review the literature already compiled on this topic. It will divide the current and relevant research into three themes of the difference in opinions towards smart phones by institutions and students, current school and district policies, and most importantly, effective ways teachers have used smartphones in the classroom.

CHAPTER TWO

Literature Review

This section will review the literature on the topic of using smartphones in the classroom. The research is divided into three main themes that kept recurring: the current district and school policies towards smartphones, the difference in student attitudes towards their smartphones versus educational institutions, and most importantly, the positive ways teachers have brought smartphones into the classroom. These three themes can help answer the question: *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?*

The first and second themes help frame what is going on in a typical classroom. The current district and school policies across the United States leave teachers in the middle of a seesaw. Institutions and administrations give an unrealistic expectation of no smartphones in the classroom. The second theme is on students' feelings toward their smartphones that explains how these small devices have become a necessity to many young people. The third theme highlights how teachers have leveraged their students' attitudes towards their devices and engaged students in the content while supporting instruction.

Current Policies: District, School, and Teachers

In order to add the necessary context to the discussion of bringing smartphones into the classroom, a review of the current district, school, and teacher rules regarding these devices is required. It seems many schools are wary of allowing smartphones in the classroom. It is better to not allow them, than to allow and see them misused. Yet, in practice, it is up to the teacher. Their views have been explored by researchers below.

Johnson and Kitsonis (2007) reviewed district and school policies across the United States. They analyzed the benefits and drawbacks of the personal technology devices. Most schools have tried to ban them from campuses. Yet, their analysis concluded a campus wide ban is not a simple issue. It is not easy to get parents to agree with this policy as coordination for after school transportation and a need to have direct contact with their children has become normalized. Horrific acts of school violence only compound parents' desires to always be able to be in contact with their children. School districts and administrators need to consider alternatives to campus wide bans (Johnson & Kitsonis, 2007). This article may seem outdated, but in reality a lot of schools still have these policies in place. Cell phone use has only increased since this article was published.

Mupinga (2017) provided more current data on smartphones. He performed an exploratory study interviewing 27 inservice teachers and administrators with the goal of understanding current smartphone policies. After not finding any standard policies in place, the purpose of the study became to create school wide policies for use, overcome the challenges to enforce these policies, and suggest penalties for misusing mobile devices. Mupinga (2017) found most schools still do not allow smartphones on school grounds. The main reason for this was to avoid the liability if devices were lost or stolen. Teachers did not find these policies easy to enforce as many administrators were not familiar with the policy as well. Mupinga (2017) concluded that the "policy was in place to avoid liability, at the expense of ignoring the educational potential" (p. 73). Classrooms need access to higher levels of technology, and more often than not, the needed level of technology is being ignored right in their students' pockets (Mupinga, 2017. p.77). Mupinga's (2017) research shows the restrictive policies put in place by

schools, hinder the potential for teachers to reach their students and prepare them with the technology they are already using.

Irina (2011) investigated whether smartphones in the academic environment are assisting or distracting student learning. In her opinion, the one reason why smartphones are resisted by teachers and institutions are linguistically, texting does not aid in the development of academic writing. Texting has a well developed shorthand and complex abbreviation rules and does not use academic language. The second, and main, problem is the inability of students to use their smartphones appropriately in an academic setting. She surveyed 40 faculty and 64 students at a Japanese business university for the purpose of The opinions of the two groups were opposite. Only 2.8% of teachers could see innovation coming from the use of a smartphone, while 47% of students could see smartphones used for innovative practices (Irina, 2011).

Irina (2011) concludes that institutions are unable to view smartphones as a possible positive addition to the learning environment. Though an ever increasing amount of the world's population has smartphones, institutions can only see them as a distraction. However, the world of education as a whole needs to accept that the modern students view their smartphones as their tool of choice (p. 11). Student's willingness to use and ease of use of their phones should be used to engage them, not hinder (Irina, 2011). This article points out that students are changing, yet academic institutions refuse to change with them. Institutions of higher learning should be leading the way, not stuck in outdated policies.

Obringer and Coffey (2007) wanted to get opinions from across the country on smartphone use in schools. They used a survey instrument, which was reviewed by a group of 11 principals, before being mailed out to 200 principals in all 50 states. This study had some

predictable findings such as a majority of schools had a school wide ban on smartphones in the classroom. An interesting finding was principals knew their teachers were using their smartphones during prep periods for non-school related things. They did not believe this affected their ability to plan and implement high quality instruction (Obringer & Coffey, 2007). This study points out the exact contradiction being explored. Teachers are able to use self control and not let their smartphones interfere with the effectiveness of their job performance. This skill needs to be taught in schools.

Bedesem and Dieker (2014) explain the smartphone's potential to make accommodations for Special Education students in mainstream. Since smartphones are now so prevalent among students, using apps on their preferred device can help students self monitor in a more discreet way. It will be explained in more detail below, but Bedesem and Dieker close their article advising the reader how to approach school administrators if you believe this intervention will work. They acknowledge most school policies prohibit smartphones. Teachers should approach administration as an advocate for Special Education students, not as a rule breaker trying to circumvent school policy (Bedesem & Dieker, 2014). As teachers continue to work to do the best for their students, and incorporate new technology along the way, outdated school policies still act as a barrier for them to overcome.

Thomas and O'Bannon (2013) surveyed 92 preservice teachers for their views on incorporating smartphones in the classroom using a quantitative descriptive research method. Only 25 percent of those preservice teachers supported the use of smartphones in the classroom. It is important to note that almost all of them lacked instructional modelling of how to use smartphones successfully in the classroom (Thomas & O'Bannon, 2013). Though limitless

potential for authentic learning exists with smartphones, teacher's hesitancy to incorporate them will continue if institutions and the teachers they train do not change.

Andrei (2019) looked for the purpose and how technology, including students' smartphones, were used in a high school English Learner classroom. Using observation and interviews, she focused on five main students at Prime High School in a district in the southern United States. Though the teacher freely organized the room to accommodate plugging in devices such as school issued laptops, smartphones and headphones, technology use did not seem maximized. School issued laptops were used for both entertainment and academic reasons. Students played music on YouTube in one tab of the web browser and complete technology based academic tasks on another. Andrei concluded that smartphones remain an untapped resource in the classroom as they were only used for entertainment (Andrei, 2019). Though students showed the ability to use their school issued laptops for entertainment and academic reasons within the classroom, the teacher was unable to bring smartphones into academic use.

Thomas, O'Bannon, and Bolton (2013) were able to find a group of teachers that might suggest views are changing on including smartphones in the classroom. They found a gap in the literature and wanted to hear teachers' opinion on smartphones in the classroom. The researchers surveyed 78 teachers at the Imagine the Future of Learning Conference in June 2013 in Louisville, Kentucky. This is a unique set of teachers that took advantage of a professional development opportunity focused on integrating technology and effective methods of teaching. Most of the surveyed group saw the potential of using smartphones in the classroom with the main benefit being increasing student engagement. They acknowledged that the main barriers are access and the smartphone becoming a disruption in class (Bolton, O'Bannon, & Bolton, 2013).

This group of teachers surveyed understands the draw smartphones have on our student's attention. The access barrier declines every year as more and more students have smartphones. Its potential, if harnessed correctly, could be immense.

After reviewing district, school, and teacher policies, it is clear that smartphones are not seen as a tool for learning. Districts see only their potential for distraction and misuse. Schools do not want them in their hallways and classrooms. Teachers, whether still in training or already in the classroom, can not effectively incorporate them into the learning environment. Though it is noted, they lack proper training to do so, and likely will not get that training with the aforementioned district and school policies. As noted above, there are groups of teachers changing their perspectives, however educational institutions as a whole seem rigid in their exclusion of smartphones in the classroom educational setting. As is shown when the next theme is explored, this contrasts greatly with the views of the students who seek an education they consider relevant to them.

Student Views Towards Smartphones

The most prevalent users of smartphones in our schools are students. There is a disconnect between how schools and institutions views smartphones and how students view them, as Irina (2011) explained above. In education, the majority of teachers and institutions do not see the potential for smartphones to aid in student learning. As shown below, teens find their smartphones to be an essential part of their everyday life. Understanding how students think and feel towards their phones will help inform what skills need to be taught and how smartphones can be incorporated into the classroom purposefully.

Moulin and Chung (2017) investigated how teens and young adults are managing their technology use and what effect it is having on their sleep habits specifically. While raising teenagers themselves, they noticed a gap between what teachers and parents believed teenagers were doing, and what they indeed were doing. The purpose was to study the effects of modern technology use on the sleep habits of 16-25 year old students. Additionally, the researchers wanted to know how did this night time use of smartphones affect their academic abilities. Through the use of surveys, Moulin and Chung gathered responses of the 89 students (Moulin & Chung, 2017).

Moulin and Chung (2017) came to some startling conclusions. Over 75 percent of those surveyed owned a smartphone and were on it more than three hours a day. The majority of students used them immediately before or while in bed. The majority got less than even 7 hours of sleep, while 8 is recommended. Yet, they could not directly link electronic and media over-use to diminished academic success. This led them to recommend more social academic use of devices in addition to the heavily used Moodle, Blackboard, and Google Drive. They conclude that if our “wifi-ed” generation lives in the digital world, we must attempt to meet them there and teach them self control (Moulin & Chung, 2017). Electronic usage is affecting our teen’s sleep habits and also their social habits. An essential duty of teachers is the need to help prepare our students for their life beyond the classroom. If students are only taught they can survive for a class period without their phones with a zero tolerance policy in the classroom, it is not doing enough to help them. Cell phones are an increasing problem beyond the walls of the classroom.

Tulane, Vaterlaus, and Beckert (2014) succinctly gave an opinion with their provocatively titled article, *An A in their Social Lives, but an F in School: Adolescent Perceptions of Texting in*

School. The researchers used a phenomenological qualitative approach by giving a survey to 218 students at an urban high school in the western half of the country. A majority, 71 percent, of the students supported texting in school. Though many agreed it needed some regulation, a lot wanted more freedom. Responses varied from: students ability to pay attention while sending an important text, a need to stay connected with friends and family during the day, and students needing to learn the lesson--if they are on their phones not paying attention they are not going to learn and advance (Tulane, Vaterlaus, & Beckert, 2014). With such varied responses, it could admittedly be difficult to form a set of expectations. Their clear desire to have more freedom is not difficult to understand for anybody who has been around teenagers. If clear expectations for use and strategies to prevent students from becoming engrossed in their phones were taught, an understanding between students and teachers could be achieved.

For the current generation of students, texting is a vital form of communication. It is easier and less disruptive than passing notes and talking to friends in class. Their need for constant contact may seem strange to an older generation, but Tulane, Vaterlaus, and Beckert (2014) concede an understanding for safety reasons. Given the prevalence of school shootings in America, parents and students alike are united in their defence of students' rights to have their phones with them during the school day. Their study gave voice to students about their texting behavior, which is a common concern from adults (Tulane, Vaterlaus, & Beckert, 2014). This important point was brought up not only by students, but by families (Johnson & Kitsonis, 2007). This is why smartphones need to be brought into the classroom, because nothing is going to prevent families from doing everything they can to keep their students safe. If families feel they

are essential for their children's safety, phones will be present. This is why strategies and proper guidelines for use are needed, not exclusion.

One only needs to look at a study of first year college students to see the effect. Jacobson and Forste (2011) studied the effect of electronic media had on the two main spheres of students: academics and social interaction. They analyzed the results of time diaries and surveys from a college student population of two-thirds female with an average age of 19. The findings from the time diaries showed that first year college students do not know how to manage their digital media use. Their usage is having a negative affect on their academics, as they are unable to prioritize their academics over their smartphone distractions. But in the same way, it is having a positive affect on their social life. Online relationships develop into offline relationships (Jacobson & Forste, 2011). This is proof that students do not know how to manage their smartphone and computer use responsibly on their own. Once they get more freedom, they do not know how to manage their time.

This section makes it clear that teenagers consider their smartphone essential to their lifestyle. Students are prioritizing their phones over getting enough sleep and it is affecting their academics and is, in turn, causing them problems. Their smartphone is their access to their ever growing social life which is moving more and more online. They use it for essential and nonessential communication. Yet, students are never taught how to control their usage or how to use it as a tool for their learning in addition to their toy for their social life. The next section will give inspiring examples about how teachers have leveraged the hold smartphones have on their students to engage them. With clear teaching of appropriate use students have seen the benefits beyond the classroom.

Teacher Inclusion of Smartphones in the Classroom

There are a few teachers who have successfully engaged students with their most coveted and prevalent possession, their smartphones. As mentioned above, Thomas, O'Bannon, and Bolton were able to find teachers who understood their educational potential. Teachers who got tired of the constant power struggles and vying for their student's attention allowed students to use their device with clear expectations for use. At minimum they have engaged their students with simple technology based interactions. But many have gone beyond that to use them as a powerful tool to extend their learning and give them skills to use beyond the classroom.

Before exploring specific teacher examples, Odom (2016) outlines the benefits and challenges of using smartphones in the classroom. The prevalence of smartphones and smartphones has led to the evolution of "mobile learning defined as anytime, anywhere learning using a portable internet enabled device" (Odom, 2016, p. 7). As is shown below, teachers have made the learning of their content mobile to wherever their students are. The nature of the device makes it a learner centric device. The power of students' smartphones can spark the curiosity and motivate them to learn. Though the potential for distraction and cost of access are challenges, the benefits are too great (Odom, 2016). The studies and stories that follow are from teachers that understood these benefits. They undertook their charge to prepare students for what was next and incorporated smartphones into their curriculum.

Thomas and Garcia (2012) included and validated the reading their students were doing, given the context of the 21st century. Garcia taught his 9th grade English class while including technology at a high school in Los Angeles. He gave the students audio files and PDF copies of the book which could be accessed on tablets or their phones in addition to paper copies.

Authentic academic conversations happened smoothly as students could copy and paste easily from the digital versions of the story. Garcia focused in on one quote from a student whose preference was the audiobook version. When the student listened, he didn't do anything else, but focus on what he was hearing "like reading." Garcia pointed to this quote as a reason technology could help teachers guide students beyond common core standards toward authentic lived experiences. It validates the reading, posting, picture taking, and texting instead of leaving them feeling like daily routines and experiences lack value (Thomas and Garcia, 2012). These researchers left behind the antiquated 20th century learning and incorporated 21st century technology into the class and gave the students skills to access and interact with the content. This in turn showed how authentic learning can be for students.

Charles (2012) observed in her small qualitative study that smartphones are like anything else in the classroom; as long as it is based on respect and mutual understanding, the rules can be flexible. By interviewing 4 teachers across the spectrum of experience and expertise at one school and their students, she heard a wide range of explanations. Students explained they had self imposed rules of texting during class. Texting is considered rude because students are there to learn. Teacher control varied from oblivious to authoritarian. The students passed judgement on the teacher for not having control of her class, while the authoritarian teacher was widely disliked and students did not see her as fair (Charles, 2012).

Charles (2012) culminated her article by explaining the most successful teacher at maintaining the classes' attention explained her philosophy. A teacher cannot have a rigid set of rules. Teachers have to remain open to the possibilities that are open to them with technology. Give clear expectations for students and they will operate in the space you give them. Charles

closed with two recommendations. First, be clear with students what is appropriate use. Second, do not be afraid to incorporate new technologies into your classroom environment (Charles, 2012). Students can handle being given some freedom with smartphone use, it just must be clearly defined.

To fight the majority student opinion that social studies is their least favorite class, Maguth (2013) presented an overview of recent research and strategies into integrating smartphones into a class. His ideas worked against the lecture style in combination with outdated textbooks, ignoring the educational capabilities of smartphones seemed like missing out on a potential for student engagement. He noted that incorporating new technology in the classroom got students excited for learning, he referred to smartphones as “Sleeping Giants.” Maguth then presented three applications to use smartphones with, GoogleSMS, Joopz, and polleverywhere.com. Google SMS gives quick answers to fact based questions such as stock prices. Joopz is a notification system that sends text message alerts to keep students and teachers informed. Polleverywhere.com is an interactive poll system that can collect real time data in the classroom (Maguth, 2013). Most of this technology is not startling to teachers in 2019, but most teachers still have not found ways to integrate smartphone technology into the classroom. These clear, educational purposes can allow students to start seeing their phones as a tool and not just a toy for socializing and distraction.

Bedesem and Dieker (2014) see the value in smartphones in aiding and in implementing accommodations for Special Education students. As a replacement for paper and pencil tracking sheets or whole class intrusive technological solutions, they advocate using a smartphone for student to “CellF-Monitor” on task behavior. They argue paper and pencil data collection can get

lost and other technological monitoring systems are made for the stationary setting. A smartphone is more discreet, students already know how to use the device, and it goes with the student wherever they go. The steps for implementing the intervention are the same: identify target behavior, collect baseline data, design the intervention, teach the student to self monitor, implement, and monitor student progress (Bedesem & Dieker, 2014). Cell phones can be used as an important tool for Special Education accommodations in the mainstream classroom. By leveraging its importance for the student and its discreet size, the student can feel more comfortable, if not anonymous in a regular education setting.

Moghari and Marandi (2017) used smartphones to continue students' learning outside the classroom. Acknowledging that most English as a Foreign Language learners only have class time to work and think in English, they decided to incorporate smartphones into the learning process of female 8th grade students in Tehran, Iran. By dividing 60 students into two groups, one experimental and a comparison group, they sent 120 text messages containing grammar questions over a period of 12 weeks. Not only did the students who received the text messages do significantly better on the test, it also got them excited about learning English. Feedback from the students was that they believed the text messages helped them. Using their smartphones to learn as opposed to their books got them excited to learn. They wanted to get the questions right and would look at their notes, English book, or ask a friend (Moghari & Marandi, 2017). This strategy of using smartphones to extend the learning of students worked successfully. The researchers used the student's smartphone to solve the problem of getting them to do homework in addition to giving them an English activity to do in their otherwise non-English world beyond the classroom.

Cybart-Persenaire and Literat (2018) wanted to empower marginalized students by using smartphones in the production of the school newspaper. They wanted to find out how smartphones were utilized in their journalism class in a school that prohibits smartphones. In addition, how did those smartphones impact those marginalized students in the production of the school newspaper? They used participant observation, artifact analysis, and semi-structured interviews in two journalism classes in a large, urban public school in the Northeast United States. Students embraced their phones as a necessary tool for their newspaper production tasks. Smartphones greatly improved the authenticity and effectiveness of the tasks the students needed to complete. First of all, they used them to take photos, take notes, record interviews, and prepare drafts of articles. By using the Google Docs app, students were able to overcome their lack of access to computers for typing up articles. Secondly, when a student proposed an article for the newspaper, factual errors were checked using their personal smartphones to do quick research and correct errors (Cybart-Persenaire & Literat, 2018). In this classroom, smartphones became powerful tools to empower student learning.

By showing students how to effectively use their smartphones as tools for class, this changed their usage habits outside of the classroom. From student interviews Cybart-Persenaire and Literat (2018) students used their phones less for social media and more for research. Using the skills they learned within their journalism class, they did not immediately believe the news on social media, and would fact check it before accepting it as truth. Using skills learned and ingrained in the students inside the classroom also led students to a practical solution to the school wide smartphone ban: they simply asked permission before taking them out. Permission was consistently granted (Cybart-Persenaire & Literat, 2018). This is a strong example of what

effect smartphones can have inside and outside the classroom when taught properly. Students used their phones with purpose and to overcome barriers of access to technology. This also changed their behavior beyond journalism class activities into their personal time. They spent less time on social media and more time reading the news and researching.

The literature shows that districts, schools, and many teachers are struggling with smartphones just a few teachers are using them to empower their students. As is shown, though district, school, and most teachers have negative perceptions of smartphones in the classroom, many teachers have been able to bring them in successfully. By using student's preference for their own device, teachers have been able to engage them better at their level, meeting students where they are. Students do show and say they need help controlling their smartphone and social media usage. Cybart-Persenaire and Literat (2018) give a great example of how a teacher can show students in the classroom skills that they translate outside of the classroom. This should be the goal of every teacher, to teach skills in the classroom that can be used beyond the school setting. There is no better set of skills to teach our current students than how to responsibly use their phone.

The above research was used to inform the project that follows. The methods will be detailed in the next section. With the acknowledgement that current school policies prohibit the use of smartphones in the academic environment and how incompatible that is with students' feelings toward their phones. The above mentioned teachers who choose to incorporate instead of power struggle inspired this project. Their ideas and research laid the groundwork for the following project.

CHAPTER THREE

Project Description

Chapter Overview

Teachers are continually trying to engage students in different ways. Cell phones are usually seen as distraction for students preventing them from focusing on the content being taught in the classroom. As shown in the Literature Review section, smartphones can be powerful tools for engaging students (Cybart-Persenaire and Literat, 2018, Moghari & Marandi, 2017, Bedesem & Dieker, 2014, Thomas & Garcia 2012, Charles, 2012). It is often in their possession and ready to be used. Instead of constantly battling students to keep their phones away and focus on school work, this project aimed to bring them into the classroom learning environment in a controlled way. Like all tools, students need training to use this tool properly. The following chapter is my research approach to the following question: *how can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?*

The chapter will begin with a project overview. The activities were meant to supplement full lessons (see Appendix A) designed by Pearson called the iLit ELL curriculum. The activities were designed to enhance the original lesson progression, engage the students on their favorite device, and build their skills of using their phone as a tool, not just a toy. The project design is six model lesson plans showing how smartphones can be included within iLit ELL lessons (see Appendix A). A more in depth description of my project will be provided as well as a timeline for implementation.

Project Overview

Pearson developed iLit ELL (Hiebert et al., 2018) to use technology with proven research methods. The iLit curriculum designed for English learners has positive aspects such as explicitly teaching grammar and teacher modeling of their reading strategies (Hiebert et al., 2018). However, iLit ELL does not have enough practice and lacks engaging pieces that keep learners interested and excited to learn. By giving this needed extra practice in a smartphone friendly format, students were more engaged in the lesson. Following classroom smartphone procedures taught students the self control needed to use their phone as a tool, not just a toy. A more detailed description of the curriculum follows this section.

Curriculum Framework

The school district I work for has adopted a new secondary EL curriculum. The Pearson product iLit ELL “is built on a research-based instructional model that incorporates modeling, guided practice, independent practice, and ongoing application of skills and strategies” (Hiebert et al., p. 3). It is aligned with standards for both English Language Arts and English Language Development and provides systematic instruction in grammar, usage, and spelling skills. A typical 45 minute lesson contains 4 or 5 of the 6 daily stages of Time to Read, Vocabulary, Read Aloud Think Aloud, Classroom Conversation, Whole Group, Work Time, and Wrap Up. All stages are cycled through multiple times through a 5 day week, but each day ends with work time (Hiebert et al., 2018). Each stage will be briefly explained below.

Hiebert et al. (2018) explains that a typical lesson will start with Time to Read. This is a 15 minute time block where each student selects an e-book and reads independently. Teachers often use this time to conference with individual students or read with a small group. Vocabulary

uses contextual sentences and media to teach students 1-3 vocabulary words a lesson. Read Aloud, Think Aloud (RATA) is the crucial part of the lesson as the teacher reads to the class and models close reading strategies. Classroom Conversation involves the teacher launching academic text dependent conversation around the RATA text. Whole Group has the teacher modeling and direct instruction of reading skills, vocabulary terms, and elements of writing. Work Time has students working independently on the skills they just learned. Wrap Up has the students discuss what they have learned during the lesson (Hiebert et al, 2018). The stages of the lesson where I saw smartphones being used will be described in the next paragraph.

After working with this product for 1 year within the Newcomer Module, iLit ELL has its positives and negatives. It takes the time to explicitly teach the language within the lesson. The curriculum is spiraled so that grammar points are revisited many times throughout the academic year; however, iLit does not have enough practice for each grammar point or concept. This is where I developed extra practice to better engage the students in the grammar lessons. This was important to engage students in what can seem like endless minute grammar points to remember while learning a new language.

Setting and Audience

The procedures and lessons developed are intended for any teacher using the Pearson iLit ELL curriculum. Pearson iLit ELL curriculum has many positive aspects, but is lacking in enough practice for each of its grammar points in its Newcomer Module. Any teacher that has used this curriculum will find these additional activities helpful. It will give them ideas of where there is space to expand and engage the students using their smartphones.

According to the Wisconsin Department of Public Instruction (WDPI) (2018), my lessons will be used in large suburban school district in the midwest that serves over 20,000 students. The district is made up of 45.7% White, 27.9% Hispanic/Latino, 9.7% Black or African American, 7.0% Asian, 5.9% Two or More Races, 3.7% American Indian or Alaskan Native and .1% Native Hawaiian or Other Pacific Islander. The district serves a population that is 56.4% economically disadvantaged. The English Learner population is 22.4%. The school setting takes place in a large high school of nearly 1,300 students with an English Learner population of 22.7% (WDPI, 2018). My lessons will focus on classrooms of new-to-the-country English Learners with class sizes of 15-20 students. The lessons will be described in the following section.

Project Description

My project had 4 components to be used to support students' learning experience with their smartphone. First, a clear smartphone use policy was in use in my classroom. This gave students clear guidelines to work within. There were two technologies I focused on to supplement the Pearson iLit ELL curriculum. Mentimeter (Mentimeter, 2018) is a presentation technology used to engage the audience using their smartphone to supplement in class instruction. This built students' ability to use their smartphones as a tool and then put it away with self control (Mentimeter, 2018). The other is accessing G Suite for Education (G Suite for Education, 2017) apps through students' smartphone that helped build skills beyond the classroom. G Suite is commonly used within high school classrooms, but also by higher education and businesses (G Suite for Education, 2017).

An additional tool is a survey for teachers to give students (see Appendix B). This was used to better understand students' attitudes and preferences towards their smartphones. As each student and every grouping of students is unique, it was important to get their feedback to better understand their feelings. There is a Pre-Unit Survey and a Post-Unit Survey.

Classroom Smartphone Policy Setting out clear expectations for use for students and their smartphones was important. School's and teacher's fear of misuse can be quickly realized if a clear policy is not put in place. As Charles (2012) explained above, smartphones are like anything else in the classroom; as long as it is based on respect and mutual understanding, the rules can be flexible. A teacher cannot have a rigid set of rules. Set clear expectations and give structure and students will operate within those parameters.

The smartphone policy in my class was a clear 3 step system. The first step was to start class, make sure every smartphone was put away. By giving this direction to start class, every student was given the same clear expectation. The second step if I saw a smartphone out or in use that is not during the appropriate part of the lesson, it went in a clear, plastic calculator holder in the classroom. They did not get to use it for the remainder of the class period, even during a part of the lesson that includes smartphones. Students were not able to contribute their answers in the smartphone friendly format. They were able to see other student's contributions through the smartphone activities and take part in the discussion resulting from their smartphone centric participation. When the bell rings, they could take it with them. The third step, if they tried to take the phone early or do not give me their smartphone, they turn it into the office. This clear, simple system worked well in my classroom, as I rarely had to use the third step.

I have used this system this past year with great effect on usage in the classroom. By including the smartphone in daily lessons, students saw the importance of using their phone as a tool for learning and not just a toy that distracted them from the educational environment. Students took out their phone for parts of the lesson that include smartphones, but had to put it back away when we move on. The policy was not rigid in a way that excluded smartphones from the learning environment. It brings their preferred device into the classroom within a clear set of consequences for misuse. This policy gave students clear expectations that were respectful to their time in school, my time spent teaching them, and the learning environment in the classroom.

Mentimeter Mentimeter is a smooth,uncomplicated technology that students could use their smartphones to engage in the presentation. Mentimeter described itself as an easy to use presentation editor. Students were able to use their smartphones by going to a launch website and entering a 6 digit code. It will allow them to answer questions, then immediately visualize their response alongside their classmates responses on screen to create a collaborative and engaging atmosphere (Mentimeter, 2018).

The companion lesson supports created within iLit ELL lessons, Mentimeter created a more engaging atmosphere. iLit ELL did not have interactive parts of the lesson, but it had to be used with a computer, laptop, Chromebook, or tablet. iLit ELL technology does not consistently operate smoothly and is not easy to use. Mentimeter leveraged students' desires to use their preferred device. I took parts of the existing lesson and put them into a quick Mentimeter presentation (see Appendix A).

By adding this smartphone activity as a quick part of the lesson, I built students' ability to responsibly use their phones. They built the self control to quickly and intentionally use their phones for an academic purpose to aid in their academic pursuits and pivot back to their work efficiently. Phones became tools to aid in their learning. They quickly shared their thoughts and saw their answers alongside the answers of their peers. This in turn created further discussion and engagement. Before moving onto the next part of the lesson, smartphones were returned to their pocket or backpack. Having this structured use of the smartphone within the lesson will help build students' self control in their phone usage.

Google Suite for Education Google Suite (G suite) is a set of free tools powered by Google designed specifically for schools (G Suite for Education, 2017). As its website states (2017), "A suite of tools designed to empower educators and students as they learn and innovate together." They are cloud based and can be accessed anywhere on any device (G Suite for Education, 2017). The three specific apps my project focused on were: Docs for word processing, Slides for presentations, and Google Classroom to keep assignments organized. Students can use all the same tools they can on a laptop or Chromebook, but on their preferred devices, their smartphones.

G Suite for Education was used to extend the learning beyond the classroom. It was used occasionally in class to review answers to homework, but mostly it was to keep the students thinking in English beyond the walls and time constraints of the classroom setting. Students rarely did homework for my class. iLit ELL curriculum had independent work assignments built into the computer program. But students needed to use their Chromebook's to log into iLit to complete the assignment. I assigned homework to be completed on their phones to see if they

completed them. Written work could be completed using the Google Docs app on their smartphones. Quick presentations could be created or edited on the Google Slides app on their phones. Using the versatility of the G Suite for Education helped students complete their homework.

Pre and Post Unit Survey I chose to create a student survey (see Appendix B) because I wanted to find out how they use their smartphones currently. As mentioned above, the current generation of students consider their smartphones their most necessary possession. I gave them the Pre-Survey at the beginning of the year. This helped inform how smartphone-centric the students in the classroom were. The Post-unit Survey helped assess the effectiveness of lessons and skill building of the classroom procedures put in place(see Appendix B). Some of the activities in class were designed to build student's academic capacity with their phones within and beyond the classroom. A survey tool allowed students more space to say what they feel. An interview or in the moment observations does not allow English Learners extra time to process the question and come up with an authentic response.

The Pre and Post unit survey will have 2 sections. The first section is about general smartphone habits.

1. Do you have a smartphone?
2. Do you bring it to school?
3. Do you have internet access on your phone?
4. Do you like using your smartphone more than a computer?
5. How do you use your smartphone the most?
6. What apps do you usually use?

Section 2 is meant to see how they use their smartphones at school.

1. When at school, do you use your phone to help you learn?
2. How do you use your smartphone to help you learn?
3. When at school, do you use your phone to help with assignments?
4. In what class is your smartphone most helpful?
5. If you had a choice, would you use your smartphone before a computer to help you at school?
6. What apps help you with school work?
7. What websites do you use with your phone to help you with school work?
8. How can smartphones be used at school to help students learn?

Timeline

My lesson plans to supplement the Pearson iLit EL curriculum (Hiebert et al., 2018) were completed over the summer of 2019. They were to be used during the 2019-2020 school year. After I used these lessons and put the techniques into practice, I shared them with my ELL department colleagues who use the same iLit ELL curriculum. They understood how I incorporated smartphones into the lessons to improve student engagement by using their favorite device.

Summary

This chapter gave examples on how to incorporate smartphones into your classroom to supplement lessons for Pearson's iLit ELL curriculum (see Appendix A). The needed extra practice for each lesson used student's preferred device of their smartphone to engage them. The two technology platforms used were Mentimeter and Google Suite. Mentimeter was used to

engage students in class. Google Suite was used to extend their learning beyond the classroom on their always close at hand personal smartphone. A pre and post unit survey was also presented in order to better understand students' feelings toward their smartphones and their usage in class.

An analysis of these curriculum supplements will be presented in the next chapter.

CHAPTER FOUR

Conclusion

Chapter Overview

Teachers are always trying new ways to engage students. As teachers, we have to continue to try new things as our students are always changing and growing. Teachers need to be dynamic in the moment, but also year to year. All high school teachers have seen how their students have increasingly become fixated on their phone. This is why I wanted to create a project to answer the question: *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?*

This section will begin with two of my major learnings from this project. Next, a review of the important literature that informed this project, the implications of this project, and the limitations of this project. Next, chapter 4 will explain what direction future research can go, how this project benefits the profession, and how it will be communicated, and end with a conclusion for this capstone project.

Major Learnings

I had two major learnings from this project that will benefit me professionally. When I began this project, I did not like a zero tolerance phone policy in the classroom. Through the course of my research and developing this project, I realized this is the starting point for bringing smartphones into the learning environment. Teachers and students need to begin building trust and respect within clearly defined rules and expectations. This allows students to build self control and academic skills without the distraction of their phones. It is only when the strict phone procedures are in place, that smartphones can be brought in to support learning in the

classroom. Using their phones in a structured way allows students to start to see their phones as a tool to support their learning and not a toy for distraction.

My second major learning was gaining a better understanding of how to use student's smartphones in the classroom. Mentimeter's (n.d.) presentation and interactive capabilities went beyond my previous experience with Kahoot!. Students could submit their own free response answers to encourage discussion in the classroom related to content. I have used Google Suite for Education for all three years of my teaching career, but I never realized its full capabilities on a smartphone. Implementing it within the classroom to facilitate learning beyond the classroom helped reenforce the skills we were working on in the classroom.

Literature Review Revisited

During the research process, a few articles really inspired me. Leveraging student's interest and ability to use their smartphones as well as their growing prevalence among our population, teachers were able to help students build skills and guide them to impressive results. One example of Special Education accommodations were implemented in mainstream more discreetly (Bedesem & Dieker, 2014). Another helped students' digital lives feel more authentic by reaching them and teaching them through their phones (Thomas and Garcia, 2012). Students are going to be on their smartphones regardless of what teaching method you use, so a teacher should incorporate their favorite device into the learning experience to gain full engagement. The following two articles helped inspire my project.

Cybart-Persenaire and Literat's (2018) work on teaching a high school journalism class was the most inspiring. Reading the stories of how student's smartphones could be so intricately woven into the course to overcome barriers to produce a school newspaper helped solidify my

project's intention (Cybart-Persenaire and Literat, 2018). On top of that, to read the stories of how they used phone edicate to record interviews, GoogleDocs app to edit articles, and the internet to fact check research showed the students' potential for phone use in a classroom (Cybart-Persenaire and Literat, 2018). When I incorporated the smartphone within the classroom environment and allowed students to participate using it engagement was increased. It gives them the skills to use it effectively to support their own learning. This is a skill they use within the classroom and beyond.

Moghari and Marandi (2017) took their student's smartphone use beyond the classroom to continue language learning. Their daily grammar questions sent by way of text message gave me the idea for the Google Suite for Education homework assignments. The researchers engaged the students beyond the classroom on the device they are most likely using outside of class (Moghari and Marandi, 2017). Students will be using their smartphones regardless outside of class. By giving them homework they can complete on their phones they will be engaged and ready to complete the assignment when the only materials they need is their preferred device. These two articles discovered during my research for my Literature Review helped me develop my ideas for my project.

Implications

A major implication of this project is a change of perceptions and policies towards smartphones in the classroom. The current zero tolerance of phones in the classroom, schools are not preparing students for their lives beyond the classroom and school. By bringing in students' preferred device into the learning environment, learners are more engaged. When teachers bring in smartphones in a structured way, students build the skills to use it as a powerful tool to support

them in their academic endeavors. Students will be more prepared to handle their phone usage to be successful. This project and its structured lesson plans (see Appendix A) with smartphone inclusion can be a model to help teachers advocate for a change in school's phone policies.

One implication I would like to see long term is a change in school policy towards phones in the classroom. This project shows how student's preferred device can be woven into a lesson to increase engagement from students. School's should be pushing for inclusion, not exclusion of smartphones. School administrators should be encouraging teachers to add this piece to their lessons, not enforcing a strict no tolerance policy. Schools should embrace this opportunity, not run from it.

Limitations

I faced two limitations while completing my project. The first was the strict implementation of the iLit ELL curriculum. The curriculum is sold as a consistent routine for every day and week to week. This limited how much I could include the smartphone into the lesson. Though iLit ELL is sold as a technology based curriculum, students can only access it on their school issued computers, not on their preferred device. If students could access the curriculum on their phones, it would have allowed for inclusion of their preferred device into the lesson.

The second limitation to this project is only planning lessons. I completed this project over the Summer of 2019. None of my ideas have been implemented yet. The lessons (see Appendix A) may need to be modified because what works on paper does not always translate perfectly to the classroom with students. I cannot report if there was an increased rate of

homework completion on Google Suite for Education. These are just my strong recommendations based on my experience and my research.

Future Research

Future research could include smartphones more and more into the lesson. The smartphones in students' pockets have more capabilities than are allowed within the structured limits of this project. Future projects could attempt to maximize the phone's abilities. As a high school teacher, I think about the modern workplace my students will be entering soon. Students need to practice transitioning between devices and paper and pencil. Future research could have more inclusion of student's preferred device in reading and analyzing content, not just responding to it as my lessons did. Students need to be able to create authentic products from their preferred device.

Communicating the Results to Benefit the Profession

The small modifications I made to the strict iLit ELL curriculum could benefit all teachers using this curriculum. My modifications made the lessons more engaging and helped students turn their thoughts on the reading into oral language, further developing their language skills. I will share these lessons with my colleagues. First, I will work with the teachers at my school teaching the same curriculum. All of us trying these ideas and seeing how they work best in the classroom, which part of the lesson to use it, and what modifications can be made. Next, we can take our findings to the district EL department level. The entire district is using the same curriculum in the 2019-2020 school year and beyond. Having these specific additions to the district wide adopted curriculum will give more teachers support in trying to incorporate smartphones into their lessons to make them more engaging.

Conclusion

In this chapter, I reflected on my experience in answering the research question: *How can smartphones be brought into the classroom so students can learn to use them responsibly within and beyond the classroom?* Using my own personal frustrating classroom experience as a teacher helped to identify a relevant topic in order to better support my students beyond the classroom guided me to my research question. Researching what others have done before me allowed me to identify specific skills to focus on for my students. Furthermore, incorporating the technology that students prefer My own project focused on what I do in my classroom with the curriculum I use everyday. This project was a success that will not only help me, but other educators using the same curriculum that desire to add more engaging pieces within and beyond its strict implementation guidelines.

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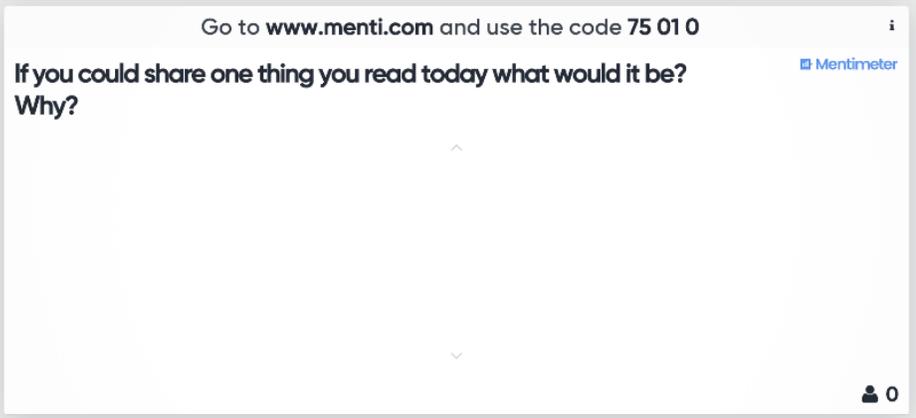
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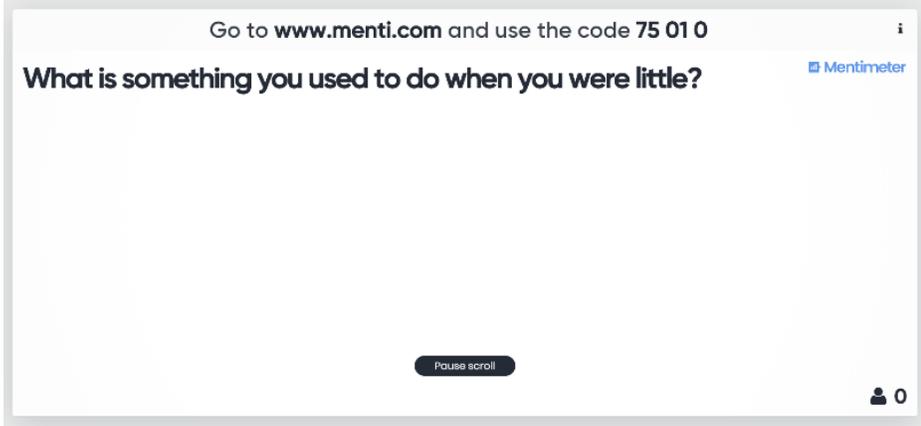
APPENDIX A

iLit ELL Lesson Plans with Supplemental Cellphone Activities in Bold

1.56 iLit Lesson

***Added Cellphone Exercises in Bold**

Time to Read	<p>Read 15mins Independent Reading</p> <ul style="list-style-type: none"> - Before releasing students to read independently explain that there will be an after reading prompt connected to their independent reading book. <p>Respond Have students get out their cellphones and answer the question using the sentence starter that appears on Mentimeter presentation.</p> <p>Question: If you could share one thing you read today what would it be? Why?</p> <p>Sentence Starter: I would share _____ because _____</p>  <p>As the answers appear on the screen, have students read them aloud. When finished, ask students to put away their cell phones.</p>
Vocabulary	<p>Vocabulary Review Review the vocabulary words from last week by projecting the table - living things, non living things, ecosystem, producer. Table #2 consumers, decomposers, food chain Project the 7 questions from the Vocabulary Review. Have students answer them in small groups.</p>
Whole Group	<p>Introduce Statements with Used to Display the roller coaster picture and saying, “When I was younger, I used to ride roller coasters.”</p>

	<p>Have students get out their cellphones and answer the question using the sentence starter that appears on Mentimeter presentation.</p> <p>Question: What is something you used to do when you were little? Sentence Starter: When I was little, I used to _____</p>  <p>As the answers appear on the screen, have students read them aloud. When finished, ask students to put away their cell phones.</p> <p>Guided Practice: Statements with Used to Have students cut and paste their “Statements with used to” notes in their notebooks.</p> <p>Knowledge Check Send the Knowledge Check survey through iLit.</p>
Work Time	<p>Student will work on the Grammar: Used to iPractice Activity on their computers.</p> <p>Review Review the Affirmative and Negative responses to Yes/No questions using used to. Have students cut and paste notes into their notebook.</p> <p>Small Group Reteach: Use the Projection tool to go through the answers to the Grammar: Used to iPractice Activity.</p> <p>Yes/ No Questions with Used to Project the conversation. Have partners read the conversation together. Have them create their own conversation using used to questions and answers.</p>

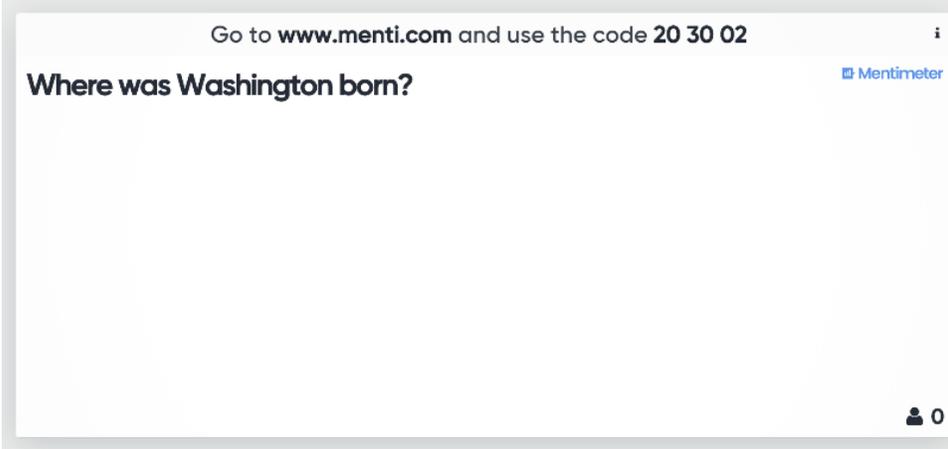
Wrap Up	Closure Have students share one thing they used to do. Respond So do I when appropriate.
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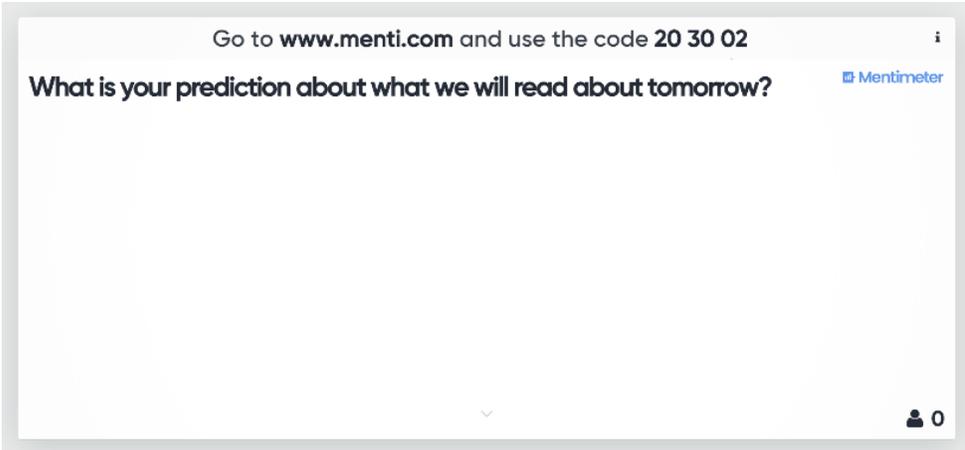
Homework	<p>After class today, take a picture of something you used to use. Upload the picture using your cellphone into the Google Classroom App and attach it to your answer the posted question -</p> <p><u>Question:</u> What is something you used to do when you were little?</p> <p><u>Sentence Starter:</u> When I was little, I used to _____</p>
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1.57 iLit Lesson

***Added Cellphone Exercises in Bold**

Time to Read	Students read a selection from the iLit Library of their choosing. Small Group: Pre Teach “Making a Prediction” to a group of students who will need the concept explained in a smaller setting.
Read Aloud, Think Aloud	<p>Reading Strategy: Predict Looking only at the cover of George Washington: America’s First President Who is this reading about? Why is George Washington important?</p> <p>Read Aloud Today you are going to read aloud the first 4 paragraphs of George Washington: America’s First President.</p> <p>Stopping Point 1: Reread Stop after reading the first 2 paragraphs. Model by thinking aloud the strategy of taking notes when reading. “I notice when I am reading without taking notes, it is difficult to remember important details.” Write these four questions down and listen for the answers when I reread.</p> <ol style="list-style-type: none"> 1. When was Washington born? 2. Where was he born? 3. Whom did Washington marry? 4. Where did they live? <p>Reread the first 2 paragraphs.</p> <p>Give students time to finish answering all 4 questions.</p> <p>Have students get out their cellphones and answer the second question that appears on Mentimeter presentation. - Where was he born?</p>

	 <p>The answers will be put into a Word Cloud with the most repeated answer being the largest and most central with the least repeated answer being the smallest. Have students put away their cellphones. Discuss the correct answer, and repeat the sentence it was found in.</p> <p>Stopping Point 2: Predict After finishing reading the first 4 paragraphs, have students look back at their predictions.</p> <ol style="list-style-type: none"> 1. What prediction did you make? Why did you make that prediction? 2. Why did you think before reading George Wahsington was important? 3. Is your prediction true? 4. Can you find the text that makes the prediction true?
<p>Classroom Conversation</p>	<p>Collaborative Conversation: Idea Web Display the Classroom Conversation slide.</p> <p>Give students time to complete the sentences starters by looking back in the text.</p> <p>Question: Why did the Revolutionary War start?</p> <p>Sentence Starters: The Revolutionary War started because _____</p> <p>The colonists did not like _____</p> <p>Have students discuss their answers in small groups.</p>
<p>Work Time</p>	<p>Have students partner read the 4 paragraphs from today taking turns.</p> <p>Small Group Reteach: Read Aloud Pull some students into a small group who you think will struggle with this activity. Have them take turns reading each paragraph, stopping to stress correct pronunciation.</p> <p>After you give students time to read, ask students if there was anything new they noticed when re-reading aloud with a partner that they didn't</p>

	notice when listening during the Read Aloud, Think Aloud.
Wrap Up	<p>Closure Read Aloud the Vocabulary and Academic Vocabulary for the next days lesson: president, independence, Constitution,</p> <p>Using Mentimeter, have students make a prediction about what we will read about tomorrow. What is your prediction about what we will read about tomorrow? Have students use the sentence starter: Tomorrow we will learn about</p>  <p>Have students read their answers aloud as they appear on the screen.</p>
Homework	<p>In Google Classroom, respond to a prompt in Question format. Make a prediction about something that happens outside of class. Use the sentence starter: I predict _____ Have them follow up with picture evidence if it was correct or not. Explain it using the sentence starter My prediction was (correct/ wrong) because _____</p>

1.58 iLit Lesson

***Added Cellphone Exercises in Bold**

Vocabulary	<p>Progress through Introduce the Word, saying and having students repeat the word, Teach the Word, using context, and Knowledge Check to assess students' understanding of the word, within the iLit program for the words president and independence.</p> <p>Academic Language Display the slide for academic vocabulary constitution Display the slide giving the definition and using it in a sentence. Use the Oral Vocabulary Routine:</p>
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	<p>Define: Have students read aloud the definition of Constitution Expand: The US Constitution is the highest law in the land. Ask: Who helped write the Constitution?</p> <p>Academic Vocabulary: Small Group Discussion Have students work in small groups to answer the academic vocabulary questions for the day -</p> <p>Why is it important for a country to have a written constitution? What can be written in a constitution? What is something that is included in our constitution?</p>
<p>Read Aloud Think Aloud</p>	<p>Recall expand the recall questions from the lesson the day before. Have students answer them. What was George Washington’s first job? Whom did he marry? George Washington became the leader of the Continental Army during which war? Why did the colonists trust George Washington?</p> <p>Reading Strategy: Make Predictions Were there clues about what might come next in the text? Give students time to look back in the text for clues. Write them on the board.</p> <p>Have students take out their cellphones. Using Mentimeter, have students add their predictions to the presentation using the sentence starter. Directions: Make a prediction about what will happen next in the text. Sentence Starter: I think _____ will happen next in the text.</p> <div data-bbox="462 1375 1421 1816" style="border: 1px solid gray; padding: 10px;"> <p style="text-align: center;">Go to www.menti.com and use the code 45 21 78</p> <p style="text-align: center;">Make a prediction about what will happen next in the text.</p> <p style="text-align: right;"></p> <p style="text-align: right;"> 0</p> </div> <p>Connect the predictions to the clues from looking back in the text.</p>

	<p>Have students put away their cellphones.</p> <p>Read Aloud Read the second half of George Washington: America’s First President. Start with “After a long, hard war…….”</p> <p>Stopping Point Number 1: Vocabulary in Context Project the slide. Think Aloud: “From the passage, I learned that America did not want to be ruled by England. They fought a war and defeated England. I can understand independence means the colonies in America became a new country.”</p> <p>Finish reading the passage.</p> <p>Without students getting out their cellphones, refer back to the Mentimeter presentation with their predictions.</p> <p>Stopping Point 2: Checking Predictions Have the students answer the questions Think about your prediction. Was your prediction correct? How do you know your prediction was correct or incorrect? If your prediction was incorrect, how would you adjust it? (Look back at the clues on the board.)</p>
Whole Group	<p>Introduce Possessive Nouns, Adjectives, and Pronouns Display the picture of the woman with a parrot. Read aloud and have students repeat. Gia’s parrot can talk. Its her parrot. It’s hers. Ask the class: Who does the parrot belong to?</p> <p>Display the Possessive Nouns slide as well as handing out the notes to glue in their notebooks. Explain the apostrophe -s shows ownership.</p> <p>Display Possessive Nouns, Adjectives, and Pronouns slide and hand out the notes to glue in their notebook. Explain a possessive adjective refers to a possessive noun. A possessive pronoun refers to an entire phrase. Remind the class possessive pronouns and adjectives have to agree in gender and number with the noun.</p> <p>Guided Practice: Possessive Nouns, Adjectives, and Pronouns</p>

	<p>Point out things in the classroom. Whose backpack is this? (It is Lee's backpack.) Continue as needed. Next Slide - Complete the sentences using possessive nouns, adjectives, and pronouns.</p> <p>George Washing was the first president. (<u>His</u>) job was to lead the country. Ria lives near the school. That is (<u>her</u>) house. I can't find (<u>my</u>) pencil. Can I borrow (<u>yours</u>)?</p> <p>Knowledge Check Send the Knowledge check survey.</p>
Work Time	<p>Assignment in iLit - Grammar Possessive Nouns, Adjectives, and Pronouns. (Complete Assignment in small groups for students who need extra support.)</p> <p>Small Group Reteach Possessive Nouns, Adjectives, and Pronouns Reteach with 4 example sentences.</p> <ol style="list-style-type: none"> 1. Our (country/ country's / countrys') independence is celebrated on July 4th. 2. I like to listen to the (children / children's/ childrens') band on that day. 3. I always go to the fireworks with (my/ mine / its) family. 4. My daughter doesn't like the noise, so she covers (his/her/its) ears. <p>As a Class Play a round robin game with students standing in a circle. Each student needs to use a possessive in a sentence. Then points to the next student. Encourage students to support each other and make corrections.</p>
Wrap Up	<p>Closure Read questions aloud for students to answer orally - Think about the vocabulary word we learned today, <i>president</i>. Who is currently the president of the United States? Think about the other vocabulary words you learned today, independence. What picture could you draw to represent independence?</p>

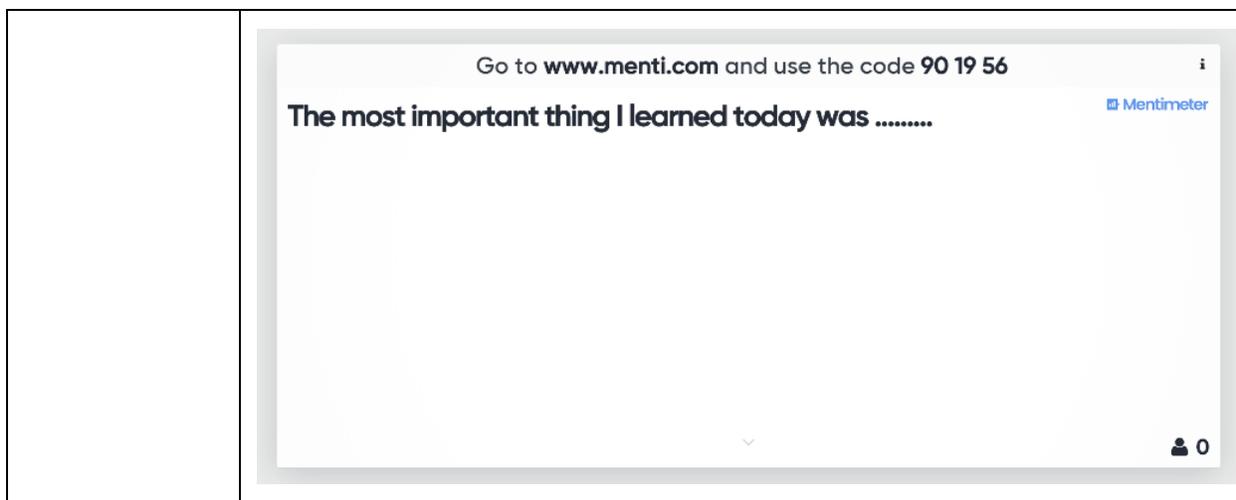
Homework	Using Google Slides, make a collage of at least 8 pictures on a single Slide of what the word independence means to you.
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iLit Lesson 2.1

***Added Cellphone Exercises in Bold**

Time to Read	<p>Read Before giving students 5-10 minutes to read, preview the response prompt with them. Explain the meaning and give examples of sensory details. Have the word bank written on the board.</p> <p>Have students get out their cellphones and complete the Mentimeter sentence frame provided. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.</p>  <p>When finished, ask students to put away their cell phones.</p>
Vocabulary	<p>Oops! Nouns Without Plurals Explain the difference between count and noncount nouns. Noncount nouns usually are an idea or something that can not be counted. You do not add an “s” Examples: fruit, literature, food, money, traffic, furniture</p> <p>Word Study Display the table with singular and plural nouns. Note the spelling changes.</p> <p>Guided Practice From the word list, have students identify the base word and the ending.</p>
Whole Group	<p>Introduce: Make Inferences Display the slide. Ask the students the following questions: Where was this picture taken city, small town or country? What do you see on the left side of the picture? What do you see on the right side of the picture? How is it the same or different from the left side? What makes a reflection?</p>

	<p>Is this a window or a mirror? Project the graphic organizer. Explain that making inferences helps readers better understand the text. Trying to figure out what the author is hinting at.</p> <p>Guided Practice: Make Inferences Read the story aloud. Have students identify 3 clues from the story. Use the clues to make an inference.</p> <p>Display the clues from the diagram. There was a car crash. We don't know how it happened. Have students write the equation form. text clue + text clue + text clue = inference.</p> <p>Knowledge Check Send the survey.</p> <p>Connect to Text: Make Inferences Explain that we will be starting Trino's Choice tomorrow. Read the passage. Have students identify text clues and make an inference.</p> <p>Introduce the Unit Theme The unit theme is belonging. Make sure students understand the literal meaning of <i>belong</i>.</p> <p>What does it mean to belong to a group or community? What does it feel like to belong?</p> <p>Unit Essential Question is Where do I fit in? What does it mean to "fit in" with other people or a group? Do you have to like everyone else in a group to fit in?</p> <p>Unit 2 Book Trino's Choice will be about belonging and fitting in.</p>
Work Time	<p>Send this week's assignments. Have students complete the Regular Plurals activity.</p> <p>Small Group is Whole Class today. Explain how to choose a book from the iLit Library.</p>
Wrap Up	<p>Closure Have students complete the sentence: The most important thing I learned today was</p> <p>Have students get out their cellphones and complete the Mentimeter sentence frame provided. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.</p>



Homework	Google Classroom Have students take pictures as clues to what they did after school. Post 2-3 pictures, then let classmates guess their activity. Guess on other student activities after school.
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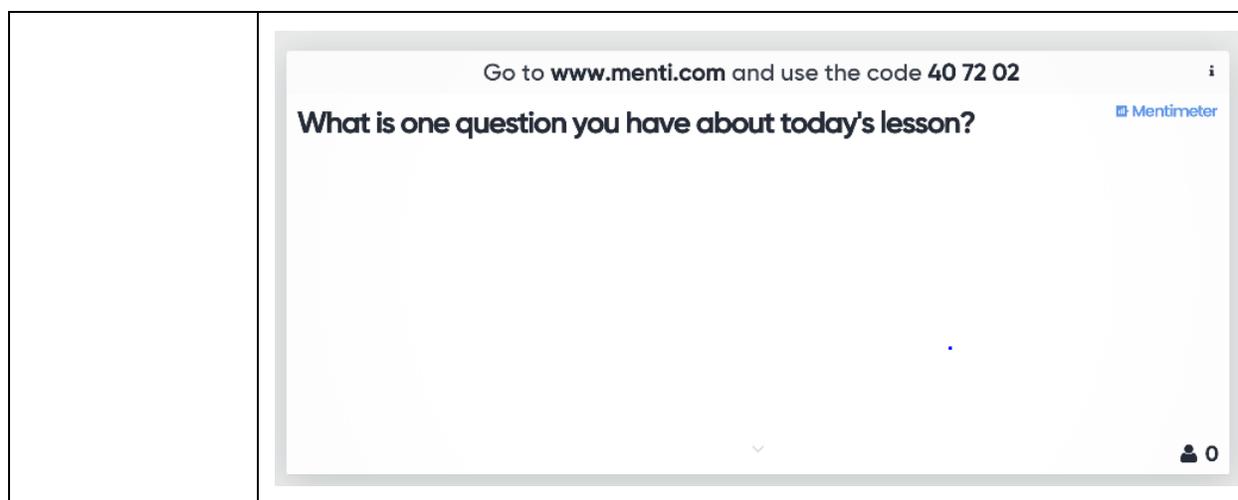
iLit Lesson 2.2

*Added Cellphone Exercises in Bold

Vocabulary	<p>Introduce Vocabulary Send the survey and read the word aloud - suspense.</p> <p>Teach the Word Project the slide and have a student read the context sentence. Help students understand the context sentence and infer the meaning.</p> <p>Knowledge Check Send the survey. Depending on the results reteach the word suspense.</p> <p>Introduce Vocabulary Send the survey and read the word aloud - intense.</p> <p>Teach the Word Watch the video clip and have a student read the context sentence. Help students understand the context sentence and infer the meaning.</p> <p>Knowledge Check Send the survey. Depending on the results reteach the word intense.</p> <p>English Language Development: Academic Vocabulary Display the notes and use the oral vocabulary routine. Have students glue their notes in their notebooks. Say each word and have students repeat it.</p>
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	<p>English Language Development: Small Group Discussion Display the questions for today’s vocabulary words. Have students work in pairs to answer all 4. Come together and review the answers as a class.</p>
<p>Read Aloud Think Aloud</p>	<p>Introduce the Unit Theme Remind students the unit theme is belonging. Ask the class What groups do you belong to? What do other people do to help you belong? Have you ever had to work to belong to a group?</p> <p>Remind students the Unit Essential Question: Where do I fit in? Ask the class Why does it feel good to fit in with a group? Can you think of times it is better not to fit in?</p> <p>Tell the students we will beginning reading theUnit 2 book <i>Trino’s Choice</i> today.</p> <p>Introduce Reading Strategies: Preview and Identify Author’s Purpose Model how you are using the theme, essential question, and title to help you look for clues to understand the book and what the author wants me to learn. .</p> <p>Read Aloud Read Chapter one of Trino’s Choice.</p> <p>Stopping Point 1: Identify Author’s Purpose Display Identify Author’s Purpose slide. Explain to the students how the author’s purpose is to inform and entertain the reader.Have students complete the sentences using the sentence starts and the word bank. Give them time to work with paper, pencil, and the book.</p> <p>Have students get out their cellphones and give an answer to Identify Author’s Purpose to put on the Mentimeter presentation. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.</p>

	 <p>When finished, ask students to put away their cell phones.</p> <p>Stopping Point 2: Connecting Words Explain how the author connects ideas with “and”</p> <p>Stopping Point 3: Vocabulary Read the paragraph aloud. Lead students to the definition of intense meaning excitement.</p>
Classroom Conversation	<p>Collaborative Discussion: Quickwrite Explain to the class that a Quick Write is just jotting down ideas quickly. The sentence starters from the slide are meant to get them started. Use the Collaborative Conversation Routine Card to refer to.</p>
Work Time	<p>Assignments Make an Inference activity in Assignments. Early finishers can try an Extra Practice activity.</p> <p>Gather Small Group Give students extra support in Regular Plurals Assignment.</p> <p>Vocabulary Pause Have students write their own definition to words suspense and intense. Project the slide and have them answer questions about how an author creates these within a text.</p>
Wrap Up	<p>Closure Have students write one question about today’s lesson. Have students get out their cellphones and put their question on the Mentimeter presentation. Call on students to read a question and try to answer it. Allow for discussion and further explanation if needed.</p>



Homework	Google Classroom Put the questions from the Closure activity on Mentimeter into a Google Doc. Have students answer some of the remaining questions that they did not get to in class.
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iLit Lesson 2.3

*Added Smartphone Exercises in Bold

Vocabulary	<p>Introduce Vocabulary Send the survey and say the word aloud hassles Teach the Word Project slide and have a student read the text aloud. Guide the students as they infer hassles means arguments, fights, trouble Knowledge Check - send the survey, depending on the results, go back and reteach the word.</p> <p>Introduce Vocabulary Send the survey and say the word aloud gaze Teach the Word Project slide and have a student read the text aloud. Guide the students as they infer gaze means a fixed, steady look Knowledge Check - send the survey, depending on the results, go back and reteach the word.</p> <p>English Language Development Display the academic vocabulary slide and give students a cutout to glue in their notebooks. Say each word and have students repeat it.</p> <p>English Language Development: Small Group Discussion Display the questions for today's vocabulary words. Have students work in pairs to answer all 3. Come together and review the answers as a class.</p>
Read Aloud Thank Aloud	Recall Display the Graphic organizer. Point out that it shows the beginning, middle and end of Chapter1. Give students a copy to cut out and glue in

their notebooks. Remind the class that Chapter 1 introduces us to Trino and gives us an idea of the problems Trino faces.

Use the following questions to lead students to fill in the empty sequence boxes.

What happens after Trino runs into the store? What does the Book Lady do? Does Trino take the food? What does Trino do after the Book Lady leaves the room?

Who does Trino think is in the store?

Reading Strategy: Make Inferences Display the making an inference slide. Remind students that making an inference is using clues in the text to figure out an idea the author does not state directly. “Remember the example of me walking into a room with wet shoes, an umbrella, and a raincoat. You will infer it is raining outside.

Read Aloud Read Aloud Chapter 2 of *Trino’s Choice*.

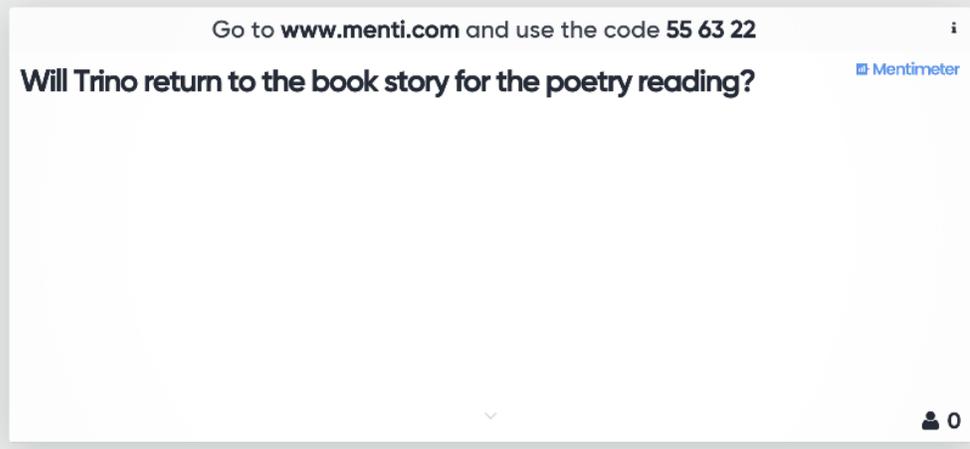
Stopping Point 1: Analyzing Language Choices Explain how the author uses informal language to describe Trino’s thoughts inside his head. Display the slide for students to complete the formal sentences for each informal example.

Stopping Point 2: Vocabulary Our vocabulary word *gaze*, a steady look. “A quick look” in the eye reminds me that this means looking. When Janie “drops her gaze” I know it means look down.

Stopping Point 3: Making an Inference

Have students get out their smartphones and give an answer to What inference can you make about Trino at this point? to put on the Mentimeter presentation. Have students read their responses aloud as they appear in speech bubbles. Allow for discussion and further explanation if needed.

	 <p>Go to www.menti.com and use the code 55 63 22</p> <p>What inference can you make about Trino at this point?</p> <p>Mentimeter</p> <p>0</p> <p>When finished, ask students to put away their cell phones.</p>
Whole Group	<p>Introduce: Make, Review, and Modify Predictions Tell students making predictions is an educated guess like an inference except is it about what is going to happen next. Display the picture and ask the following questions: Why might the player be alone in front of the basket? What do you think the player will do next? What do you think other players will do next?</p> <p>Play the video on the next slide. Explain that a good prediction is based on evidence. A good prediction can be wrong because a story can have a surprising twist or change in the story line.</p> <p>Display the Make Predictions chart and have students glue a copy of it into their notebooks. Read the headings aloud. As you read, look for clues about what will happen next. Use those clues to make a prediction about what will happen next. Next, keep reading and find out what happens next. If your prediction is not correct, go back and look for clues you might have missed.</p> <p>Guided Practice: Make, Review, and Modify Predictions Read the story about Shayna. Help students fill in the chart.</p> <p>Read the next part of the story. Display the chart. Go through the answers.</p> <p>Knowledge Check: Make, Review, and Modify Predictions Send the survey, depending on the results, go back and reteach the word.</p> <p>Connect to Text: Make, Review, and Modify Predictions Display the passage. Give students a copy of the passage. Have students</p>

	<p>work in pairs and make a prediction about whether Trino will return to the bookstore for the poetry reading. Write down one detail that helped them make that prediction.</p> <p>Have students get out their smartphones and give a prediction to Will Trino return to the book story for the poetry reading? to put on the Mentimeter presentation. Have students read their responses aloud as they appear in speech bubbles and give their clue from the passage they used. Allow for discussion and further explanation if needed.</p>  <p>When finished, ask students to put away their cell phones.</p>
Work Time	<p>Today in Work Time Student will select an interactive Reader from Assignments.</p> <p>Early finishers can try an assignment from the Extra Practice Assignments.</p> <p>Small Group Reteach: Make an Inference For students who need extra practice, do the assignment together.</p> <p>Vocabulary Pause Have students write definitions for <i>hassle</i> and <i>gaze</i> in their own words. Display the Vocabulary Pause slide. Have students answer the questions using the words in their answers.</p> <p>Oops! Nouns Without Plurals Remind students what a count and non count nouns are. Send the knowledge check survey.</p>
Wrap Up	<p>Closure Have students make a prediction about the upcoming weather, school or sporting events. Have students respond orally. Other students give a thumbs up or thumbs down if they agree or disagree with the prediction.</p>

Homework	<p>Google Classroom Have students post their prediction from the closure activity. Have them respond to their own prediction with picture evidence and state whether their prediction was correct or not.</p> <p>Example: Prediction: The girl's basketball team will win their game tonight. Response: My prediction was correct. (Picture of the final score)</p>
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APPENDIX B

Pre- and Post- Unit Survey

Pre Unit Survey

Section 1

1. Do you have a smartphone?
2. Do you bring it to school?
3. Do you internet access on your phone?
4. Do you like using your smartphone more than a computer?
5. What do you most use your smartphone for?
6. What apps do you usually use?

Section 2

7. When at school, do you use your phone to help you learn?
8. How do you use your smartphone to help you learn?
9. When at school, do you use your phone to help with assignments?
10. What class is your smartphone most helpful?
11. If you had a choice, would you use your smartphone before a computer to help you at school?
12. What apps help you with school work?
13. What websites do you use with your phone to help you with school work?
14. How can smartphones be used at school to help students learn?

Post Unit Survey

1. Did using your smartphone more often in class help you learn more?

2. Which classroom activity with your smartphone did you enjoy the most?
3. Which classroom activity with your smartphone helped you learn the most?
4. Which classroom activity with your smartphone did not help you?
5. Do you feel more confident knowing how to use your smartphone in class to help you learn?
6. Any additional comments on using your smartphone in class that you would like me to know?