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The IWB can be used to assist in taking attendance as the students enter the room. This is an extremely simple task in terms of setup time for the teacher, and it engages the students with a question at the same time. For example, when the students enter the room, they might see a question such as *Do you agree with the new lunchtime rules in the cafeteria?* Each of the students' names is also on the IWB file as draggable items (each name is in its own text field). There is also a simple graphic organizer with two columns, one labeled *yes* and the other *no*. As students are putting away their things, turning in homework, and dropping off notes with the teacher, they also stop by the IWB and drag their name into the appropriate column. When students are finished, the teacher has a visual of the students who are absent in addition to some discussion material to start the day. The content is easily changed from day to day, as the teacher only has to change the question and perhaps the labels for the columns.

## Agendas

Posting a daily schedule satisfies students' curiosity about the events planned for a day or a class period. Teachers can create an IWB slide or page just for this purpose, and minimize it when it is not needed. Or, they can create a pull tab listing the day's events and hide the tab once they begin instruction. (See Chapter 4 for information about creating pull tabs.) Either way, teachers have ready access to the classwork and assignments students are to complete throughout the day.

## Classroom Management

Attending to tasks on an interactive whiteboard is motivating to most students in and of itself. However, engaging with an IWB can also be used as a reward when it becomes part of a classroom behavior plan. Teachers can use opportunities to work at the IWB as a reward for model classroom behavior. These positive reinforcement strategies help both novice and experienced teachers maintain a positive and respectful classroom atmosphere.

### Teacher Quote

*“I downloaded, for a small price, an online interactive Monopoly™ game. I modified it so that the game pieces were the students’ names and the spaces were small rewards, such as a free homework pass, a trip to the treasure box, a small treat, or student choice. Each day, when students turn in their homework, they get to roll a die and move their game piece. If they don’t bring their homework, or if it is incomplete, they do not get to move their name. We only need about five minutes for this at the beginning of each day. It’s a win-win. I collect their homework, and they get to move their game piece for a small reward. My students look forward to doing their homework!”*

—Rebecca Standridge,  
Third-Grade Teacher

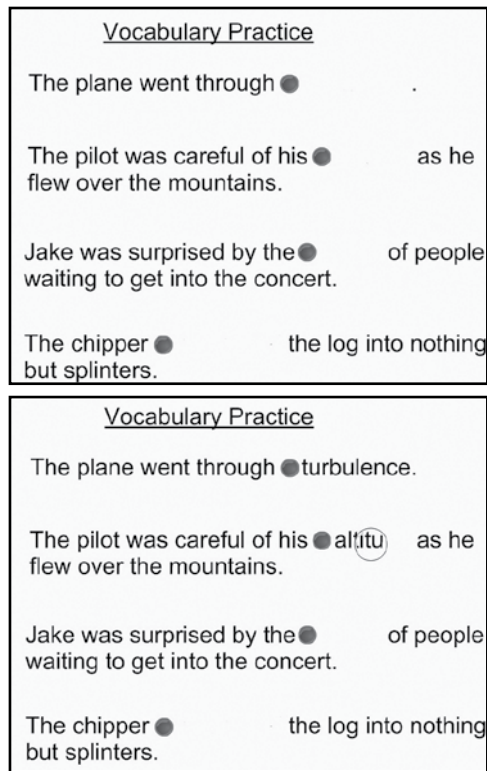
## Language Arts

There are myriad ways in which teachers can use their interactive whiteboards during language arts instruction. The ideas that follow represent some of the many opportunities for integrating the IWB into language arts instruction.

**Self-Checking Options:** An IWB page can use one of many self-checking options.

- Use an interactive template that allows for self-checking.
- Mark over the correct answer with a marker color that matches the background color. Then, students can erase the marker to check their answers. (See Figure 5.1.)
- Cover a word or answer with a filled rectangle. Students move the rectangle out of the way or delete it to reveal the correct word or answer.
- Use the screen cover to hide the correct answer below each question. Pull the screen down after students respond to the question to see the correct answer.

**Figure 5.1 Vocabulary Practice Using the Eraser to Self-Check**



The eraser tool is used to reveal the correct answers.

## Grammar, Spelling, and Punctuation

- Create or stream a self-checking beginning or ending letter-picture matching game.
- Create an alphabetical-order game using a sequencing template, or stream one from the Internet that matches the students' skill level.
- Create a write-in, self-checking, or matching contraction activity.
- Create a matching compound word game.
- Create a noun/proper noun word-sort activity or a parts-of-speech sorting activity. Write original, creative sentences with words from the sorting activity on a second IWB page.

- Display different types of sentences (statements, questions, and exclamatory sentences) with the ending punctuation hidden. Have students use a Self-Checker tool to choose the correct end mark for each sentence.
- Display sentences that require editing (sentences with intentional spelling, grammar, or punctuation errors). Use the Highlighter and Pen tools to edit the sentences as a class.
- Display sentences and clauses. Have students use a self-checking tool to correctly identify each.
- Create a matching game for rhyming words. Add multiple pages, each with its own base word to rhyme, to allow students to practice several different rhyming patterns during one practice session.
- Stream a word-building program for students to practice onset and rime, ending sounds, medial sounds, digraphs, and diphthongs.
- Create a self-check grammar-related activity, such as one to identify proper nouns, plurals, verb tenses, helping verbs, or word endings (see Figure 5.2).

**Figure 5.2 Self-Checking Activity: “Change -y to -ie Before Adding -s”**

The bird  from tree to tree.

fly                      flies                      flyed                      fied

My family visited two .

city    cites    citees                      citys

- Use a word list template (or create one on a blank IWB page) to brainstorm a list of nouns, verbs, adjectives, or adverbs. These lists can be saved and referenced during writing instruction. Challenge students to find or think of unusual words that will energize their writing.
- Allow students to use the IWB at a literacy center to practice their spelling words. Up to four students can write on the board at one time (one student for each pen) while another student (the “teacher”) calls out the words and checks the answers. One student assigned as the “eraser” erases the board to be ready for the next word. After two or three words, the students switch pen colors or switch roles so that each student has a turn as the “eraser” and the “teacher.”

IWB Tips

*from an expert*



During literacy centers, the second-grade teachers have students working on several different independent activities while they meet with individuals for targeted instruction or goal-setting conferences. In one of these independent activities, students write words on the IWB. Each student has a list of words they are working on at any given time, and they pull from this list during the IWB activity. Working in pairs at the board, students simply take turns writing their words two or three times each, in a different color each time, and drawing a picture to represent the word. Students are encouraged to use the words orally in a sentence. When they have both finished writing their lists, they switch to a different activity and a new student pair comes to the board.