

# Classroom Twitter Board

## Writing to an Authentic Audience Using Analog Tweets

**Created By:** Mary Wever

**Grade Level:** 2-12 (used in 3<sup>rd</sup> & 4<sup>th</sup>)

**Time:** throughout the course of one school year

### Objectives:

- Practice and demonstrate online safety
- Summarize thoughts/ideas to 140 characters or less
- Write to an authentic audience

### Standards:

- CCSS.ELA-LITERACY.W.3.1.A  
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- CCSS.ELA-LITERACY.W.3.2  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.3.3.C  
Use temporal words and phrases to signal event order.
- CCSS.ELA-LITERACY.W.3.3.B  
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.
- CCSS.ELA-LITERACY.W.3.5  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CCSS.ELA-LITERACY.W.3.6  
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- CCSS.ELA-LITERACY.W.3.10  
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.L.3.1  
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

## Materials

(materials may vary based on your preference, example provided below)

- Space to display tweets (bulletin board in the hallway)
- Picture of each student (printed 3x3 inches)
- Laminated paper in the shape of a rectangle (one for each student)
- White boards & expo markers
- Vis a Vis markers



- CCSS.ELA-LITERACY.L.3.2  
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.3.3  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **ISTE Standards:**

- **Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations.

## Hook

Tell the class they will have the opportunity to tweet throughout the year on their analog classroom twitter account. Your students will already be curious and excited to do so after seeing your classroom Twitter Board all ready to go! Begin with a discussion about *what* Twitter is and *why* we use it.

*What is Twitter?* Twitter is a social networking service (like Facebook or Instagram) that allows its users to post thoughts/ideas/questions or “tweets” in 140 characters or less.

*What would we use Twitter for?* or *What is the purpose of Twitter?* Connecting with people (family, friends, co-workers, celebrities), breaking news outlet, company contact, celebrity access, creative content, or tracking trends.

The goal here is to excite and inform your students of the power and capabilities Twitter and social networking have. If you have a Twitter account, a great way to excite your class is by showing them your account and tweets you have written. This is helpful for students to understand Twitter better, and it is also a great opportunity for your students to get to know you!

**Overview:** Throughout the course of the year, students will draft, edit, and write tweets on the classroom twitter board. Tweets can be posted daily or weekly and read by an authentic audience (peers, teachers, parents, etc.). Students will be challenged to summarize their thoughts in 140 characters or less, address a specific audience, and demonstrate online safety.

## Teaching your students about Twitter

Your Twitter board will be in use all year long, so the rate you will teach Twitter etiquette is completely up to you and how your students are responding. You can teach them all the skills when introducing the classroom Twitter board, or teach them new skills as precious skills are being mastered. Listed below are all the basics you will want to be sure to cover. There may be more lessons that come up as you tweet, but this is a good start!

### Online Safety

- In today's technology-driven world, students have the opportunity to access and provide information on the internet within seconds. It is so crucial to take the time to teach your students how to stay safe online and its importance. This is something you should be reminding your students throughout the year. Showing videos about online safety can be very beneficial too.
  - Do not use your first and/or last name, age, or location
  - Do not provide your address, phone number or any other personal information

### Twitter Etiquette

- **140 characters or less**
  - Students will be challenged to keep their tweets to 140 characters or less (that includes spaces!). This will develop their ability to summarize their thoughts or feelings. Each time they tweet, they need to be mindful of how many characters they use. It's not necessary for them to count each character each time. With this, they start to get better at estimating (a math skill) too.
- **Who are you tweeting @?**
  - The @ symbol comes before the name of a person you are tweeting. These tweets are basically a direct message to a person, but keep in mind that everyone can still see the tweet.
    - "Hey @MrsWever! I can't wait for our #fieldtrip to the #zoo."
    - "@WhiteHills are you ready for winter break?"
    - A lesson that can develop is the difference between who can see tweets in online Twitter if you put the @ at the beginning of the tweet rather than embedded within. They will start to learn about noun placement in sentences too!
- **Hashtags (#)**
  - Whenever a hashtag is used, it is indexed by the social network and is now searchable by other Twitter users. We use hashtags to get our main idea across to our audience and they are usually nouns. Provide multiple examples of using the hashtag to your class. This is often the most difficult concept to understand.
    - "@mom I cannot wait for #springbreak with my #friends!"
    - "That #mathtest was easy! What did you think @Bob?"

## Management

### Drafts and Editing

- Depending on the grade level, writing ability, and time of year, it is important for students to write a rough draft of their tweets on their personal white board first. We do not want to post misspelled words or have grammatical errors for our authentic audience! Also, this gives you a chance to see what they are writing and provide feedback/make corrections.

### Posting Tweets

- Set aside a time in the day for students to draft new tweets and have them approved by you. Drafting tweets is a great Daily 5 writing activity.
- Have your students post with Vis a Vis markers. They have a fine tip for writing and come off easily with a wet paper towel. You can use Expo markers instead. However, I found that these do not erase easily or completely and you will need to replace your laminated rectangles at the end of the year.
- Teach your students how to wipe off their tweets with a wet paper towel. This is your classrooms bulletin board, and they can all responsible for keeping it clean and readable.

### Differentiation

This can be as simple or as complex as you want. You can teach a wealth of standards with this one project, and your students direct their own learning with the teacher as a facilitator. Teachers can have students tweet about something they learned in class, what is going on at home, something they are excited about, etc. The possibilities are limitless! This board could even be used as a place to post exit slips.

All students should be able to be successful with this activity. Students can write at their level, use hashtags as they become more comfortable, and be accommodated in a number of ways.

### Collaboration

Students will be collaborating with the teacher, their peers and anyone reading their tweets! They can work together to edit tweets and respond to each other's tweets.

### Student Choice

Students will have choice throughout the entire Twitter board experience! They can choose their pose for their photo and choose to tweet about whatever they please. This promotes engagement and ownership.

## **Technology**

Although the classroom Twitter board is not an official use of technology (other than the markers), this prepares them for using technology in the future. You can also propose the idea of creating a classroom Twitter account that students can use to tweet what is happening in the classroom or to connect to other classes around the world! This can be used as an incentive for kids to demonstrate their understanding of online safety and classroom etiquette through the classroom Twitter board first.

## **Modifications**

This lesson can be modified to fit your schedule and your students' needs. Struggling writers can benefit from sentence stems, word walls, and dictionaries. This board could be used as a teaching tool to support curriculum and student engagement or as a place for students to share. It is up to the teacher and students.