



DIGITAL LEARNING & INNOVATION NEWSLETTER



AIG EXPERIENCE

CFI was excited to host the first round of AIG 3rd graders from across the district on October 28th. Students participated in STEAM activities aligned with the book, A Bad Case of Stripes by David Shannon. Their tasks not only included literacy elements but augmented reality, simulated labs, force and motion, writing, and digital storytelling. The students did an outstanding job collaborating with their peers. It was a great day of learning and a whole lot of fun. We look forward to hosting the 4th and 5th graders from across the district this week as well.

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S.T.E.A.M. STARS



Integrating technology into the classroom brings great opportunities to engage students in personalized learning. We see educators all over the district implementing amazing lessons that generate critical thinking, application and personal growth. Students are excited to collaborate and gain understanding of the tools they have available to help increase their knowledge of the content. Educators are using great resources to deliver content and access reports that drive instruction. We want to recognize some outstanding educators for their efforts this month!



STASH101
QUINTILLA CRUTCHFIELD – STEM EHS

Ms. Crutchfield has jumped in head first with STASH 101! Students were interviewed for the jobs they applied for and received recommendations from the interview panel. They will be earning a paycheck in her classroom for their job, and also paying monthly bills from their paycheck!

Ms. Crutchfield is a STEM SS teacher. Embedding the economics side of SS is important to her. When hearing about STASH in the Digital Tools PD in August, she reached out to let CFI know she wanted to give it a go. And GO SHE DID!

We are so excited to hear about all the things the students get to experience by using STASH101!



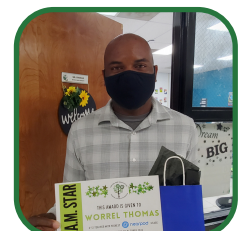
Our district is proud to support learning with Nearpod. October brought about some amazing leaders. We are proud to announce the top users for our county. The school with the most use is Clarke Elementary. The top K-5 user is Ms. Nicole Clarke and the top 6-12 user is Mr. Worrel Thomas. The most popular Nearpod activity district-wide this month was, POLL! We love to get feedback. Way to go educators. Keep up the great work!



**Clarke
Elementary**



**Nicole
Clarke**



**Worrel
Thomas**



TECH RECS



Time to Climb is a highly interactive gamified activity within the Nearpod [#StudentEngagement Platform](#). Students race to the top of the mountain against the clock by answering multiple choice questions. Time to Climb activities are great for bell ringers, learning checks, exit tickets and more. Plus, because it's built within the Nearpod platform, it seamlessly integrates with the rest of your lesson (after all, we hate multi-tab teaching just as much as you do). Give it a shot! What lesson would you like to gamify? To get you started, we've created this collection of [FREE skill-based practice Time to Climb lessons](#). All you have to do is download the lesson and launch it with your students. Watch this [tutorial](#) for more information.

Hour of Code – December 5 – 11

The Hour of Code started as a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with 1-hour coding activities that show learners that coding is fun and creative – so why not get your students started by organizing an Hour of Code event in your classroom or at your school??

You can join in with the over 32000 Hour of Code events taking place across the planet that week by registering your event [here](#). Help your students be a part of the global movement to increase awareness of computer programming. Watch this 3 min [video](#) to get you started!

Useful links:

- [How to plan your Hour of Code](#)
- [Hour of Code activities](#)
- [Hour of Code FAQ](#)



Click to schedule a meeting with a DLIS.

