

Tech Beat

Technology with a heartbeat

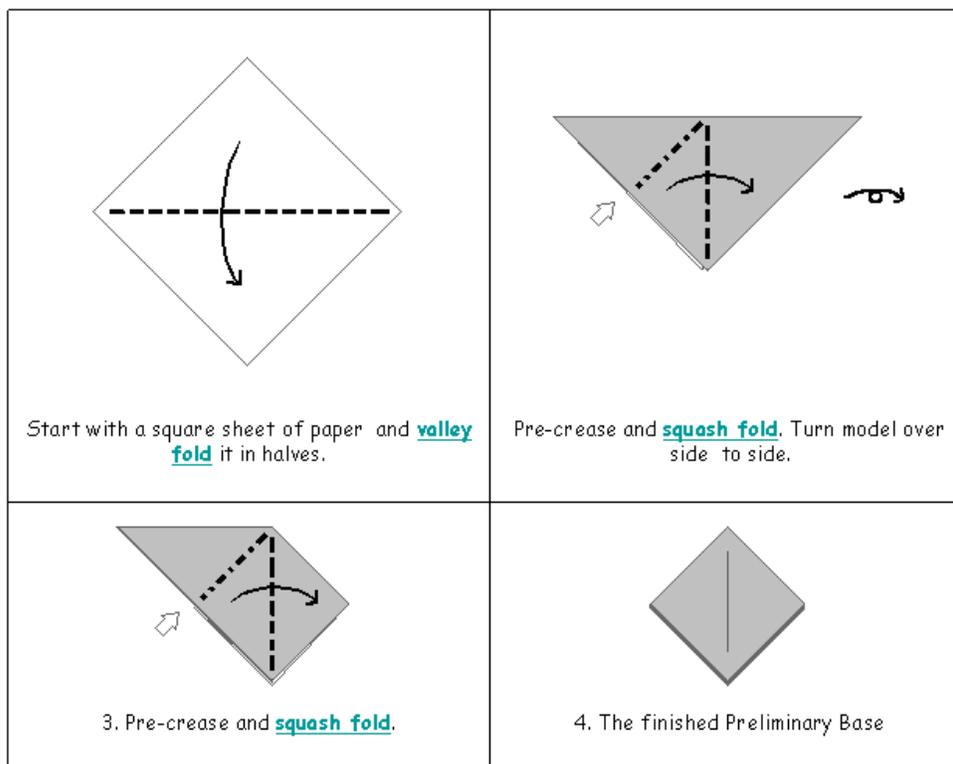
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Yummy Origami—Family Literacy! ESL! ABE! GED!

“Origami is the Japanese art of paper folding. It literally translates as *ori* (folding) *gami* (paper). In Japan, children learn origami at their mothers’ knees. In the West, children are learning it at school. Research has shown that paper-folding, particularly in the elementary school years, is a unique and valuable addition to the curriculum. Origami is not only fun, but also a valuable method for developing vital skills.” ([Educational Benefits of Origami](#)).

If you are looking for activities for parent and child; if you are looking for a way to teach fractions visually and kinesthetically; if you are teaching instructional writing using commands; if you want to teach geometry, cooperative learning, project based skills, spatial and cognitive skills, and have fun doing it, well, there’s always origami. If you want to go further, try knot making, spirals, mazes, and other wonderful ideas on the Web!

Check the basic instructions below. What could your students learn just from that process?



From the basic fold, go right on to other funny and beautiful figures. The site from which I took the model above offers all of its resources free of restrictions. Use them for yourself and for your students. Go to <http://origami.iap-peacetree.org/>

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Go to Google and type in "origami math" and journey from there!

Question: In how many ways can you fold a square into four equal parts? How many colors would you need to separate those parts?

Computer Training

We had a great time sharing ideas and picking up skills (Front Page, Word, Power Point and Publisher) during our Montrose training in March. Next comes Evans and Greeley where we'll be covering the same topics and publishing a renewed Website for Right to Read!

Summer Classes

I am presently facilitating a national course for PBS TeacherLine, called Teaching Phonemic Awareness and Phonics (Grades PreK-3). PBS courses incorporate the latest research in the reading, writing, math and other content. I'm intrigued to find out that not only adults, but infants and pre-schoolers also require meaning to learn to read and write. Since phonics has no inherent meaning to children, research suggests that it should be explicitly taught in a context-rich environment (unlike phonemic awareness, which develops naturally as a child hears people talk and begins to emulate speech). What is the purpose behind an individual's choice to read? Good question for all of us to ask before taking on a student. After all, purpose provides meaning.

If you or someone in your community wants to gain credits in a very supportive online environment, check out the resources and summer catalog at <http://teacherline.pbs.org/teacherline/>. Not all courses are specific to K-12 teachers. Much of the information applies to us as well.

SEE YOU AT RENDEZVOUS 2005!

