Jamboard

## Links to Jamboard activities

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Jamboard

Jamboard Sample Activity 1:

## Earth Science: Evidence for Earth's Rotation

### Activity:

- In a group of 3-4, create a diagram on a jam frame that explains:
  - *how we know the Earth spins upon its axis and how this relates to our concept of time*
  - *how we know day and night on Earth are not caused by the Sun revolving around the Earth*
- Be sure to annotate your diagram with explanations for what you draw.

### Guidelines:

- All members discuss what to annotate on each jam file.
- Take turns annotating as you move from jam file to jam file.

### Time:

- 10 minutes to create your diagram
- 3 minutes to annotate each jam
- 3 minutes to read annotations on your poster and synthesize with your partner

### Criteria for a good idea carousel:

- All members are involved in discussion about each poster
- Everyone is looking for areas of agreement and disagreement across diagrams

Sample activity provided by NewVisions.org

Jamboard Sample Activity 2:

### Living Environment Tattoo

**Activity:**

You are in charge of developing a tattoo on Jamboard to raise awareness for the assigned term.

Term: _____

- The centerpiece of the tattoo must be the assigned term
- The surrounding artwork must demonstrate an understanding of the term
- The artwork must be suitable for all ages, and appropriate for viewing in all social situations
- Use complete sentences and write a 2-3 paragraph response explaining how the artwork represents the term

Original Activity

Sample activity provided by NewVisions.org

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## Jamboard Sample Activity 3:
## **Characteristics of Life: The History of Life on Earth**

**Activity:**

In your group, make a prediction about the sequence of events by placing environment and organism events along a timeline of a jam file.

Search online and in images to find images that represent the event and add to the jam file.

- Atmosphere (no O2, more CO2)
- Multicellular Animal
- Ocean of Molecules
- Probiont
- Colonial Algae
- Multicellular Plant

- Energy Competition
- Chemoautotrophic Prokaryote
- Anaerobic Bacteria
- Unicellular Eukaryote
- Atmosphere (more O2, less CO2)
- RNA
- Cyanobacteria
- Organic molecules
- Big Bang

1. Place earlier events on the left hand side of the timeline, and later events on the right hand side. Provide a justification for your choices on the Jamboard file.
2. Provide a justification for your group's sequence of events.
   - How did you know which events to place first?
   - What is the reason you placed the events on the "latest" end?
   - Which events are you most uncertain about where to place?
   - What questions do you now have?
   - What information do you wish you had?

Original Activity

Sample activity provided by NewVisions.org

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Jamboard

Jamboard Sample Activity 4:

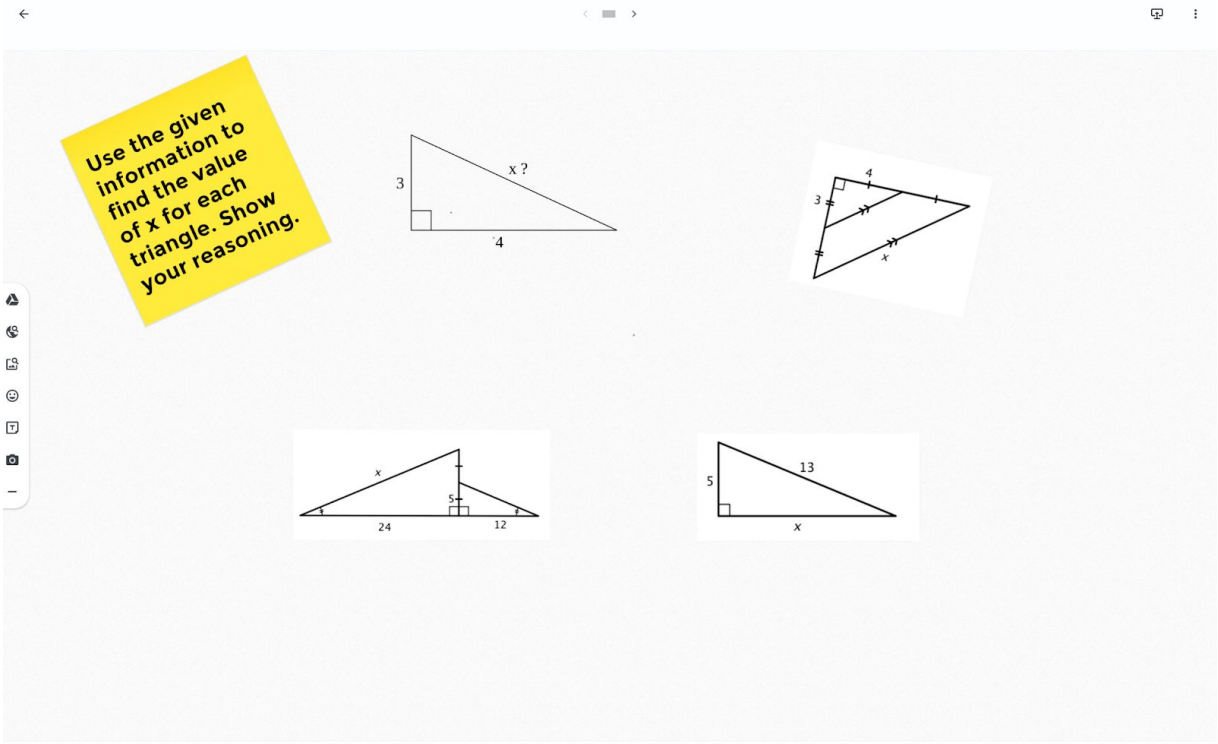
# Math: Solving Right Triangles

## Activity:

Use the given information to find the value of x for each triangle.

You can draw shapes directly onto your jam file or add Math problems to your jam file from Drive. Students can annotate directly on top of each question, and use the notes feature to provide any additional comments about their solutions.

## Example:




Original Activity

Sample activity provided by NewVisions.org

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Jamboard Sample Activity 5:

**ELA/History: Kinesthetic Building Blocks**

**Activity:**

Use the annotation key to underline each building block of the paragraph shown.

**Key:**

- Topic Sentence
- Context
- Evidence
- Analysis
- Concluding Sentence

In the Paleolithic Era, an example of agricultural innovation happened because life as a nomad was not fit to create a civilization. During the Paleolithic Era, ancient people did not have any control over their ever-changing food supply, since the animals they hunted, foraged, fished and trapped were not always at their disposal. Therefore, people in the Middle East started domesticating animals and growing their own crops, and as a result of this change “Neolithic man became a farmer and herdsman” (Doc 1). This is a strong example of innovation because people in the Paleolithic Era changed their lifestyles from moving around for food to creating advanced settlements and controlling their food supply. This innovation had a significant impact on these ancient people because it helped them gain a food surplus and have a lifestyle of domestication. This ability to innovate carried on into the future and lead to the developed civilizations and overflowing population we have today.

Original Activity

Sample activity provided by NewVisions.org

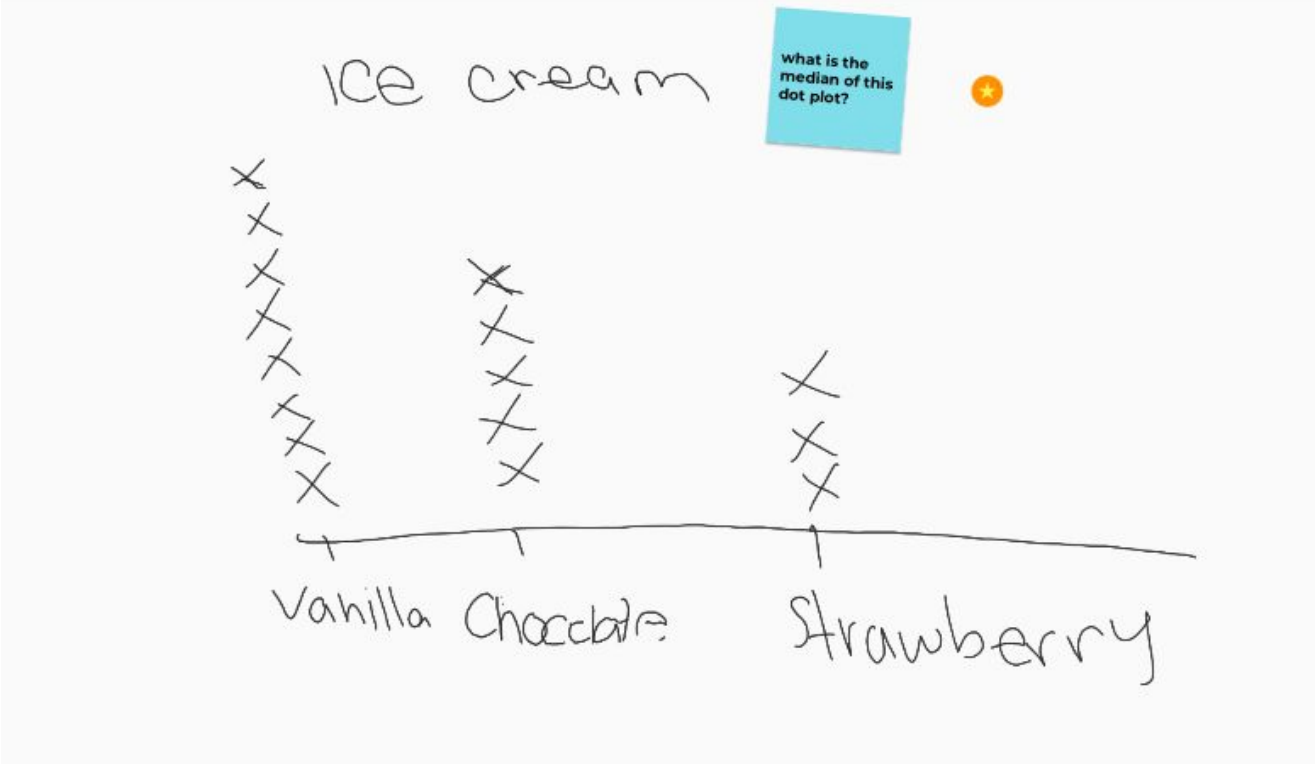
Jamboard Sample Activity 6:
**Math: Statistics**

### Activity:

Create your own dot plot!

### Directions:

Draw a dot plot. Make sure you have a title and labels. Make up a question for students to answer based on the data you made up. Type the question on a sticky. When you are done, share your jam in Google Classroom and answer each other's questions.




Sample activity provided by Ross Berman

Jamboard Sample Activity 7:

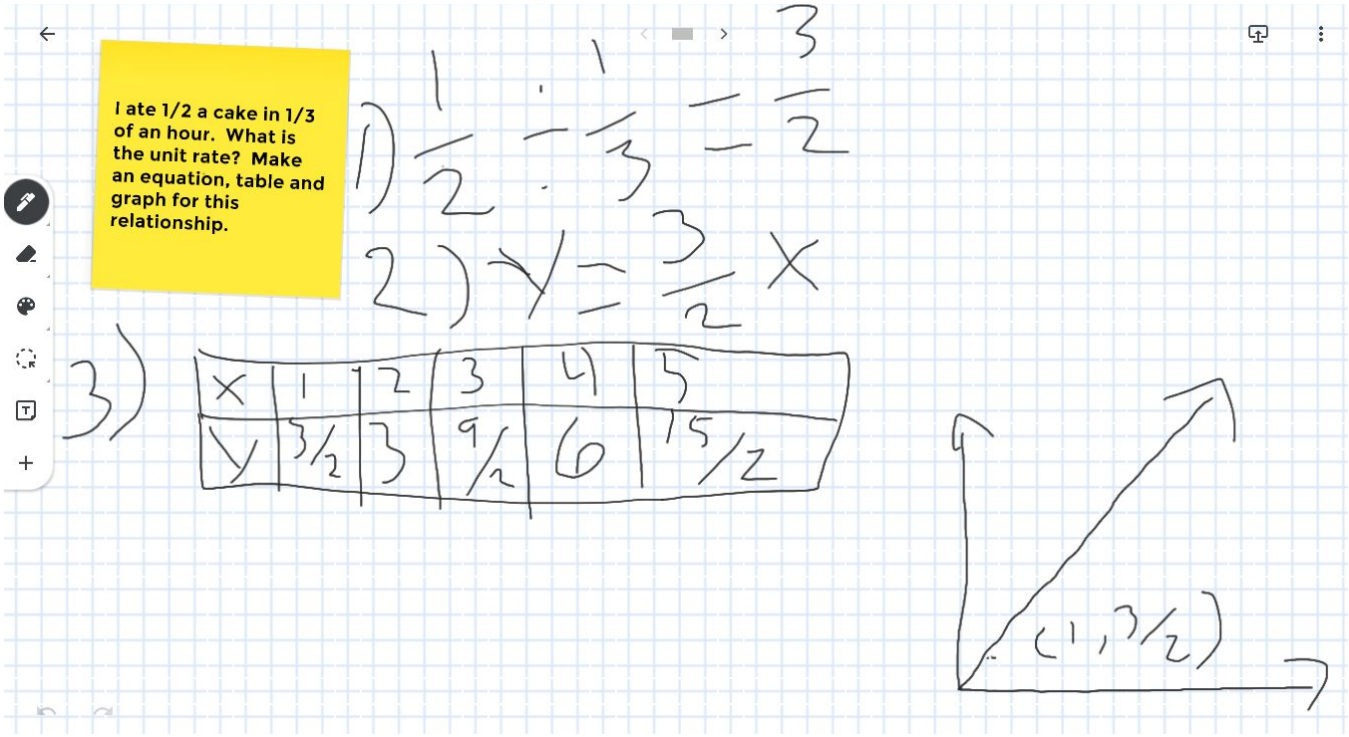
# Math: Proportional Relationships

## Activity:

Represent Proportional Relationships

## Directions:

Find the unit rate for the question on the sticky note. Write an equation for this relationship. Make a table representing this relationship. Sketch a graph and label the unit rate.




Sample activity provided by Ross Berman

Jamboard Sample Activity 8:

**ELA: Create an illustration using Jamboard**

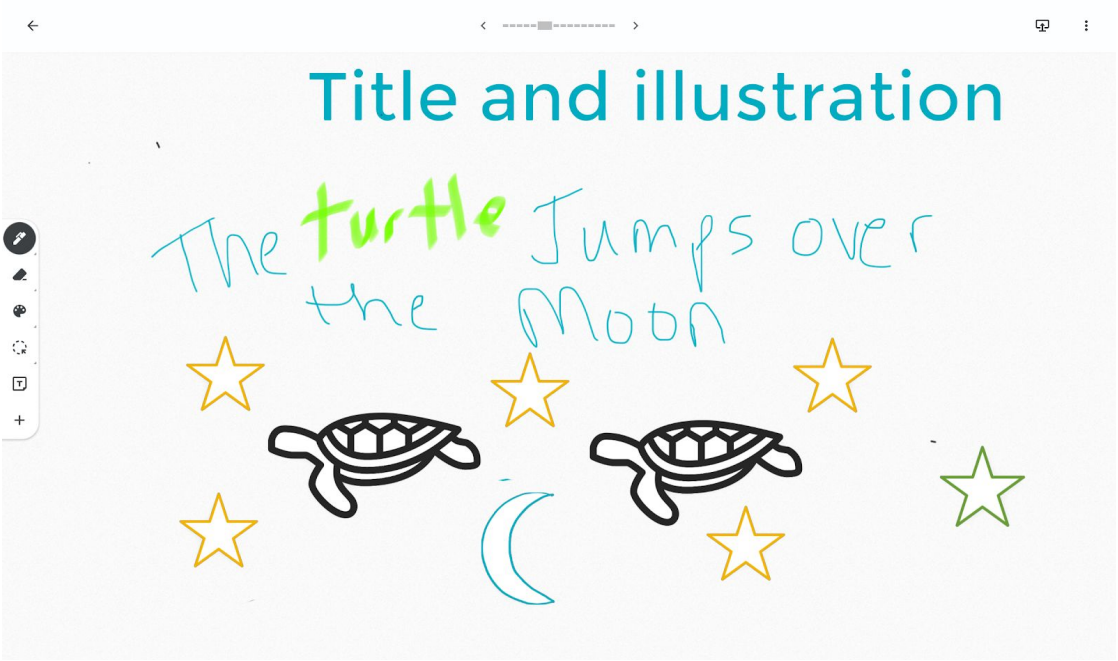
## Activity:

Illustrations using Jamboard

## Directions:

Create an illustration using Jamboard. Allow students to illustrate a scene from a book, or the title of a story. Students may use the auto draw, shapes, and handwriting recognition tools to complete this assignment. Finally, create an assignment in Google Classroom and allow students to link their jam to the assignment in Google Classroom.

## Sample Jam




Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

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Jamboard Sample Activity 9:

**ELA: Story Components**

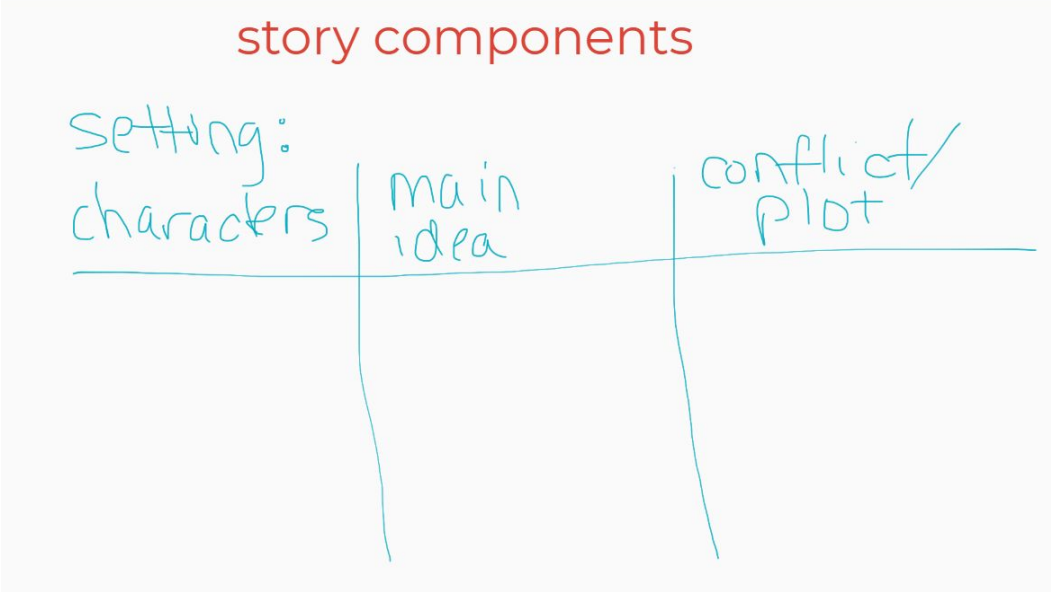
**Activity:**

Document story components using Jamboard

**Directions:**

Create a story component template for your students. Add multiple frames to discuss different components and/or key elements of a story. Allow students to document the main idea, conflict, solutions, characters, settings and more onto the jam. Students may use the auto draw, shapes, and handwriting recognition tools to complete this assignment. Finally, create an assignment in Google Classroom and link your jam to the assignment and select 'make a copy for each student'. This will allow each student to receive a copy of your jam.

**Sample Jam**




Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

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Jamboard Sample Activity 10:

# ELA: Digital Storytelling

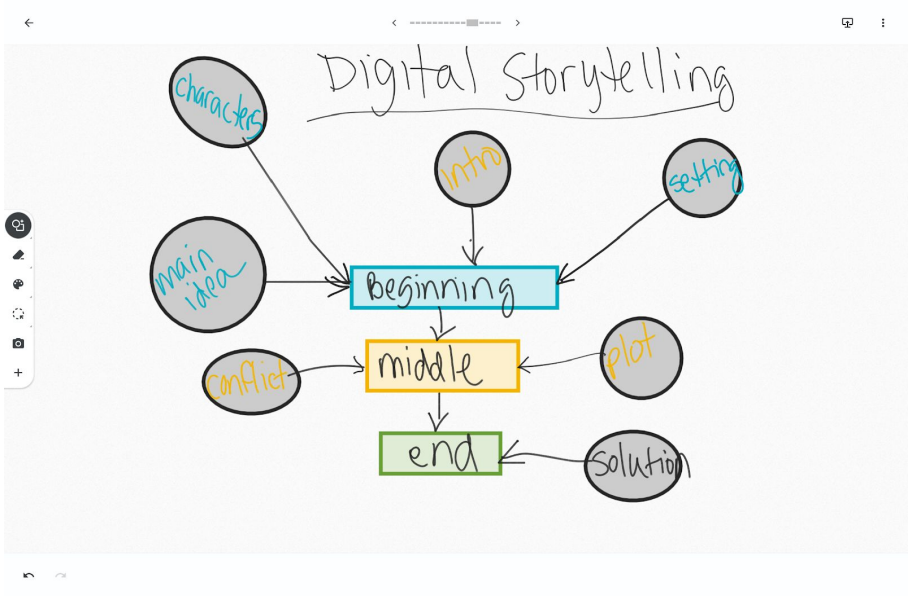
## Activity:

Digital Storytelling using Jamboard

## Directions:

Allow students to create a new jam and document the sequence of events to their story in each frame. Another option is to allow students to create a flow chart of the sequence of events. Students can jot down information using the pen tool, shape tool, or insert images from Drive or from the internet. Students are required to show a beginning, middle, and end to their stories. Finally, create an assignment in Google Classroom and allow students to link their jam to the assignment in Google Classroom.

## Sample Jam




Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

Jamboard

Jamboard Sample Activity 11:

# History: Timelines

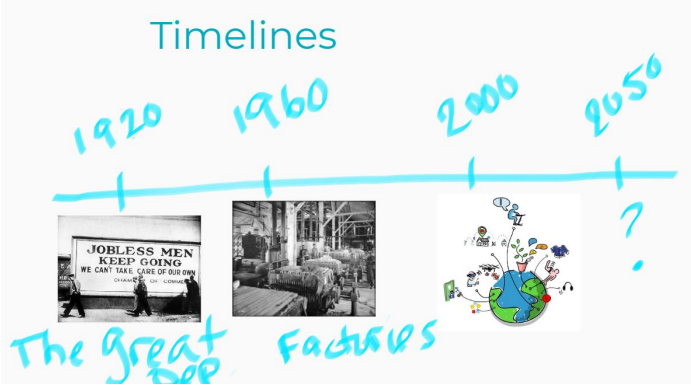
## Activity:

Create a sequence of events using Timelines

## Directions:

Create a timeline that displays a sequence of events. Be sure to include the year, an image, and the title of the event. Allow students to use the pen, shape, or drawing tools to draw the lines, find images from the Internet, and use the handwriting recognition tool for the title of the event. Students can also include Drive files which will have additional information about the event. Another option to this assignment would be to allow students to add multiple frames to their jam and have them include a specific topic or event on each frame. Finally, create an assignment in Google Classroom and allow students to link their jam to the assignment in Google Classroom.

## Sample Jam





Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

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Jamboard

Jamboard Sample Activity 12:

# History: Label the states and capitals of the United States

## Activity:

Label the states and capitals of the United States

## Contributed by:

Kimberly Mattina, Technology Teacher Galloway Township Middle School, NJ

## Directions:

Create a jam that has an outline of the United States as the background. Allow students to label each state using the abbreviation. To challenge students, allow them to write the capital of the state. Students can use the handwriting recognition tool or pen tool to insert text onto the map. Finally, create an assignment in Google Classroom and link your jam to the assignment and select 'make a copy for each student'. This will allow each student to receive a copy of your jam.

## Sample Jam


Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

Jamboard

Jamboard Sample Activity 13:

**Math: Graph the Equation**

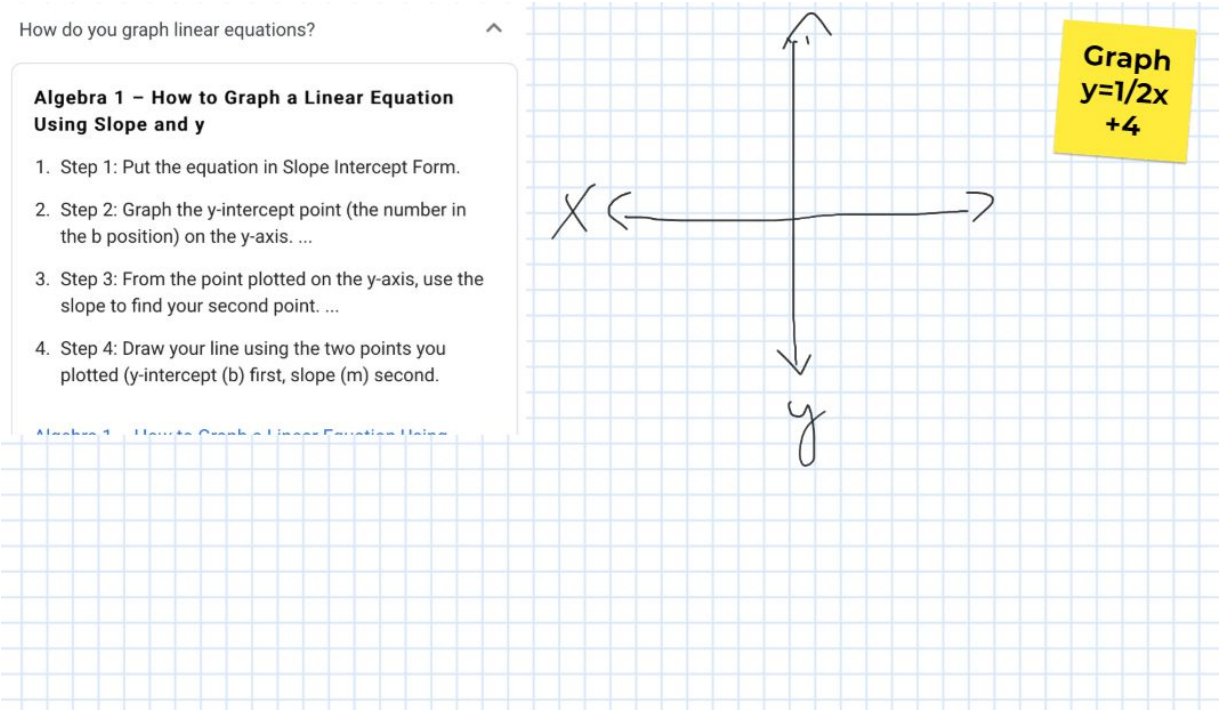
## Activity:

Graph the Equation

## Directions:

Create a jam and change the background of the frames to graph paper. On the first frame of the jam provide the equation using the sticky note tool, and a quick reference (snapshot) from the Internet on how to solve equations and graph them. Allow students to use the pen tool to draw the graph of the equation. Finally, create an assignment in Google Classroom and link your jam to the assignment and select 'make a copy for each student'. This will allow each student to receive a copy of your jam.

## Sample Jam




Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

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Jamboard Sample Activity 14:

**ELA: Emoji Story Writing**

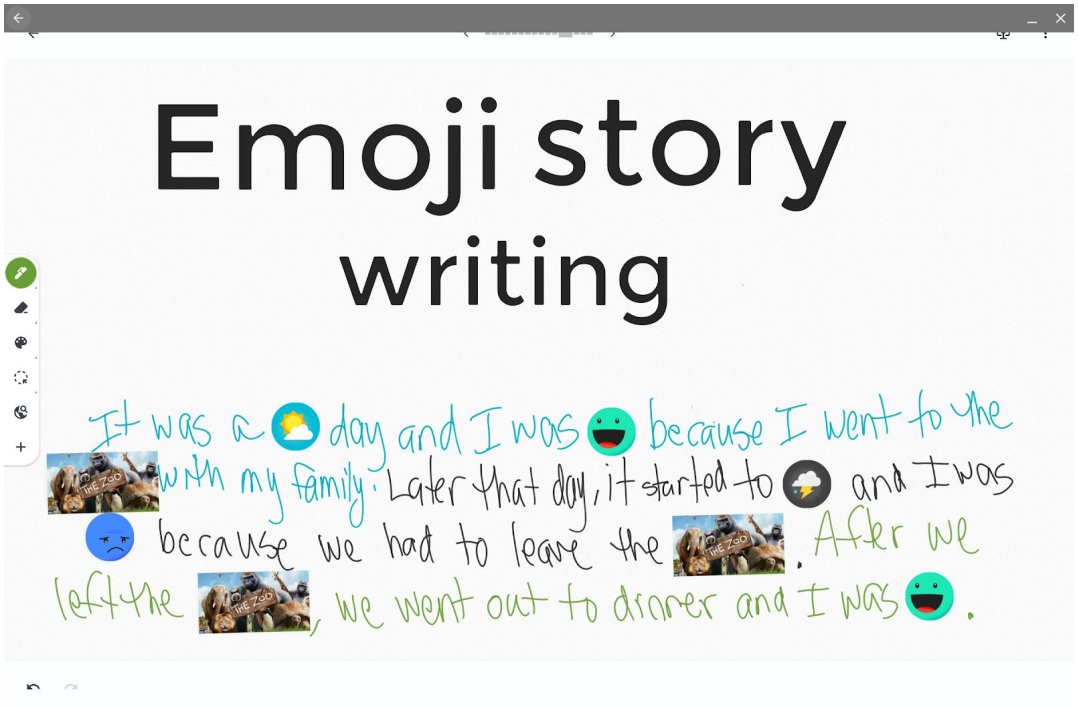
**Activity:**

Emoji Story  Writing

**Directions:**

Allow students to create a jam and write an emoji story.  Allow students to use the emoji tool, autodraw tool, or search the web for specific emojis and only use emojis to tell the story. Students can create a legend of their emojis in the beginning or end of the story.  Another version of this assignment is to allow students to create a story using only 5 of the same emojis.  Students can include words in this type of emoji story.  Allow students to use the color palette tool to change the color of the pen during the story writing. Finally, create an assignment in Google Classroom and allow students to link their jam to the assignment.

**Sample jam**:




Sample activity provided by Kimberly Mattina, Galloway Township Middle School, NJ

Jamboard Sample Activity 15:
**World Language (French): Body Parts**

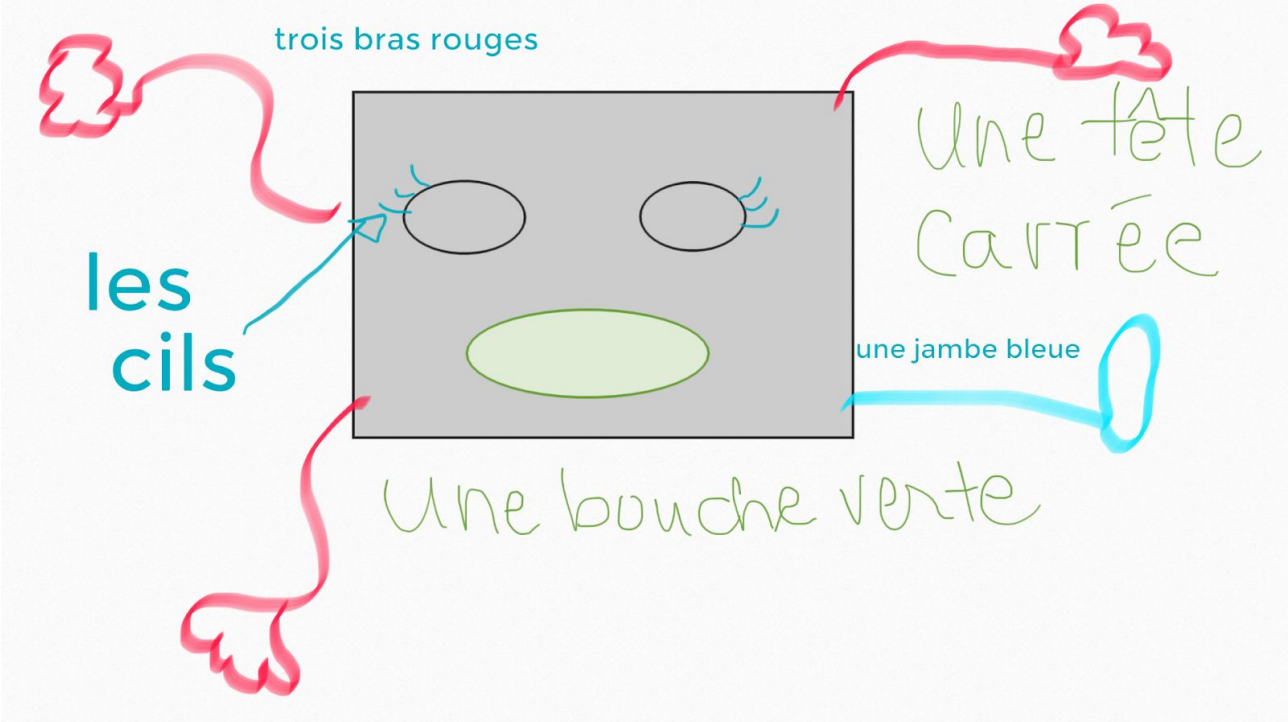
**Activity:**

Listen and Draw and Label

**Directions:**

Students will be listening for size, color, body part (in language) then will draw for the activity. Be sure to label for extra spelling practice!
Challenge:  Have students on next board tell a partner what to draw and see how it turns out.

**Sample jam:**




Sample activity provided by Chrystal Hoe Hopkinton Public Schools

Jamboard Sample Activity 16:
**Math: Elementary Level**

**Activity:**

Students are prompted for computations on a Jamboard

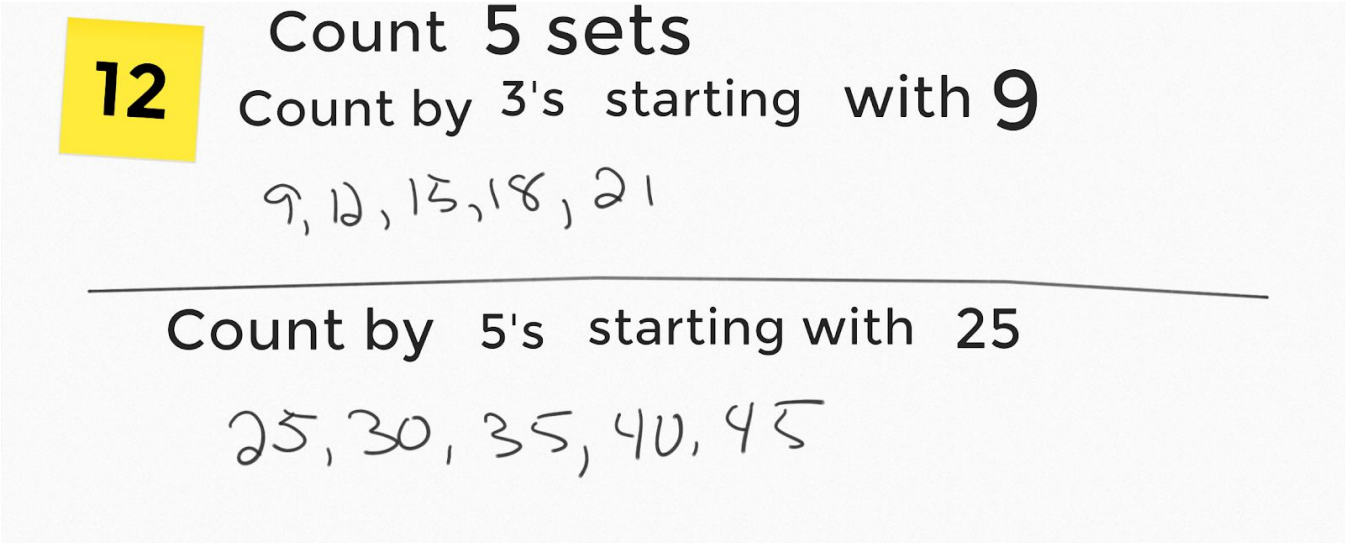
**Directions:**

Jamboard is created with a sticky containing student math numbers. Each student then follows instructions to demonstrate their computation skills. Example: Write multiples of 5 starting with 25. Erase frame and move to next skill. Final computations will be saved for reflection

**Challenge:**

Understand that using the computations relates to Multiplication, IE counting 5 sets of 6 is the same as 5x6

**Sample jam**:




Sample activity provided by Thomas Rup York School Department York Me