

## 101 Ways Kennewick Teachers Use Document Cameras

1. The most important use is to demonstrate new material.
2. Show students how to do assigned work. Things are more easily explained when they can see the problems worked out in front of them.
3. Demonstrating 3 dimensional items. Less time spent passing an item around to view.
4. Immediate feedback by displaying student work.
5. Enlarging text for students with vision impairments.
6. Showing and scoring student or sample work.
7. Great to look at all the objects with Food Chemistry, MicroWorlds, Ecosystems. Almost like having a projection microscope!
8. Increased effectiveness in communicating to a large group information from a commonly held document. Example: a page from a book can be viewed by entire group to ensure that all students are on the correct page in the correct place.
9. Model what is expected in the steps included in a math concept.
10. Allows up-close and detailed observations of objects, mechanics of movement, manipulatives, etc. by the entire class.
11. I had a scientist lead 42 students in fish dissection. He was able to clearly demonstrate what the students should do, and point out the organs students needed to locate in their own fish. This would not have been possible with an overhead projector.

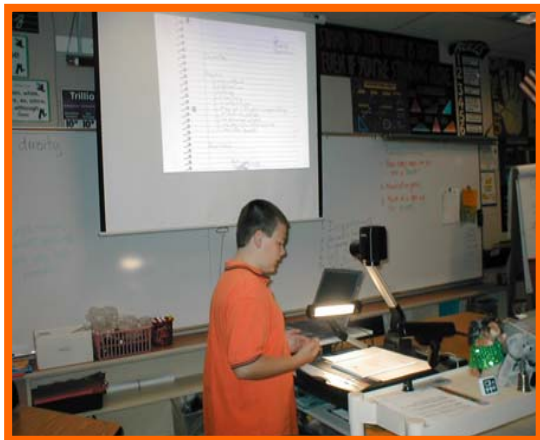


12. Enlarge all math workbook pages, and worksheets. It is invaluable when reading directions, teaching math games and sharing student work.

13. I will save pictures of a student's work that is not created in electronic form and add it to the student's portfolio. In this way, I save time in scanning!
14. Use in staff meetings to explain forms.
15. I do the grades and the daily points on the wall projected from the document camera - everyday to show missing assignments, absences.
16. I use it to display lessons, literature books, group activities, group lessons, speeches, demonstrations, hands on teaching etc.
17. Displaying entry tasks.
18. I do daily writing instruction, math lessons, and science activities.
19. Showing student work. They love to show off their work.
20. In Kindergarten, storybooks are projected on an entire wall. Students love reading words they know.
21. Extemporaneous demonstrations.
22. We have used the document camera to zoom in on parts of a thermometer, and ruler, showing the smallest units and degrees.
23. Demonstrate activities so all the children can see.
24. Reading picture books to the class has been so much better when the students can see/discuss illustrations.
25. Looking over drawings and examples in the book, not having to recreate complicated problems.
26. Decreases prep time (don't have to make overheads, etc.) Has quality imagery.
27. On all the lessons, it focuses the students on what I'm pointing out because they can all see it well, whether it's words, letter combinations, coins and their details, or items from our science liquids and solids kit.
28. Music books, sheet music and other teaching materials are used on the document camera. This is a great tool to help teach music reading skills and literacy too.
29. Math tools (rulers, compasses, calculators) show well on the document camera and the fact that it shows color makes color-coding and maps much more significant.
30. Recently we have been able to zoom in the document camera to show the ingredients on packs of gum we were comparing, as the students did a scientific investigation on the mass of gum after it had been chewed.
31. One of the most important things is for phonics instruction. I use the draw feature to focus on specific things.

32. As math students are working on problems I have them share their work with the class. This immediate feedback enables other students to understand how one student solved a problem and allows a class to review a student's work for accuracy and completeness. This really encourages writing detailed solutions to math problems.
33. Showing while we are doing....it's much better than trying to hold something up for them to see.
34. Display pictures of historical events that we are discussing. I also use it for political cartoons in Current World Problems discussions.
35. Critique student work for Six-Trait Writing.
36. I have taken still shots with the document camera of isopods, crickets, cloud fish eating snail eggs on the walls of a student-built eco-column, and other live creatures.
37. We've looked closely at fish scales, pennies, salmon eggs (and have seen the embryos moving inside!) since the document camera has a nice "zoom" feature.
38. Interactive lessons with students.
39. Students bring objects for "sharing" and place them on the document camera, zooming in where needed.
40. Kindergarten children learn the direction of reading, sight words, and many other important things.
41. Have students use it as they teach the class.
42. We share the student's published books daily. The children's illustrations improve greatly when they know their peers are going to look at their work.
43. Tremendous asset to enhance group discussion and help challenged learners "keep up with the pack."
44. It enables me to show real assignments and objects so that the assignments and lessons are extremely clear.
45. Ease of displaying: an object, a written paper, a handout, a text..... No more burning transparencies and erasing the writing on them in order to use them again.
46. Placing newspaper articles, magazine topics, student work on the document camera to share with the whole class.
47. I use the document camera to display samples of maps, workbook pages, art projects, etc., so that the kids can follow along. In a class where English is not spoken as the native language this reduces the confusion for the children. They are able to successfully attempt the assignment because the document camera provides an effective filter to the barriers presented by giving oral directions.
48. To display graphs and charts or visual performances of student work.
49. To work with "at risk" students who require a significant amount of direct instruction.
50. Show pictures in color. I used it extensively for my housing project.
51. Provide full class immediate feedback about answers to questions.
52. To show 3-D objects: pattern blocks in math from all sides and science experiments.
53. I have used it to demonstrate how to fold a paper crane.
54. Display a variety of examples, shorten lesson planning time, and display student examples.
55. Show documents immediately and appropriately sized for students to see, read and discuss.
56. Show slides.
57. Displaying relevant pictures from many sources.
58. Display, analyze, and edit student work.
59. The most beneficial thing with the document camera has been the ease of placing examples from the book up on the board or graphs that are needed for solving different problems.
60. Use for School Board presentation to share assessment data.
61. Demonstrate how to do hands-on projects in science (constructing objects).
62. For writing: being able to edit much easier during instruction.
63. Visuals to enhance the lecture.
64. I put problems on the white board using the document camera. I also use it to put coordinate planes on the white board for students to use.
65. Students are able to visually see what is written - no messy overhead markers.
66. Zoom in on units of measurement to enlarge and demo how to use 1/16, 1/8, 1/4 etc.
67. Having the visual of student work put up immediately is a huge impact for students and the teacher.
68. Demonstrate how to properly and easily use the compass to make circles of all sizes (4th grade Everyday Math).
69. I use the document camera so all students can see examples, pictures in books, zoomed in pictures of objects, etc. from anywhere in the classroom. Visual learners really benefit from the document camera!
70. Gives all students a bird's eye view.
71. Math problem solving. I freeze the pane and can take the book or materials with me as I walk around the room.

72. Go over tests with students to show correct answers.
73. The document camera enables me to bring a lesson to life with the fact that all students are able to see what is being explained or modeled. Before I would have students gather around me in tiers so students could see the demonstration of math, reading, or science.
74. The most important daily use is for instruction and letting students come to the document camera and "be the teacher."
75. Being able to show student solutions and discoveries to the rest of the class or allow students to show how they got their answers.
76. I use it almost every day for math. It really lends itself to our math lessons because we use so many different types of "math manipulatives."
77. Modeling note-taking.
78. I can easily show how to do a lesson. It also shows what I need them to do and how. I use it when ever they need direction in a subject. It makes it easy for them to follow along during the lesson.
79. It is important to me to be able to display pictures and maps from texts. This camera gives me the ability to show these maps and pictures in color and I can zoom in to show specific areas of interest. I use this everyday in some form to give my students a visual description.
80. Walking students through the steps of an assignment.
81. Put text books on the screen so I can read them while moving around the room.
82. Use as a microscope.
83. I am able to demonstrate how to fill out forms that are specific to my program; this would be very difficult without this equipment.
84. Just being able to display and discuss student work is very powerful.
85. I have shown students different graphs which they were able to read and compare, zooming in on fine print such as the "source" of the graph data, using the document camera.



86. Show small pictures for all to see.
87. I put reading and writing samples on the screen for discussion. It allows me to use the classroom textbook and student work on short notice.
88. Display books for reading, when class sets are not available.
89. The whole class can do an assignment together when I may not have had time to make individual copies.
90. Displaying student work as they relate to WASL rubrics and individual performance.
91. Showing the illustrations when I read books out loud.
92. Display, analyze and interpret student work with the whole class IMMEDIATELY!
93. Displaying emerging work from students as exemplars raises the standard for production for that group.
94. Use as a reward for students. They are excited to write for the class and participate more enthusiastically when I allow them to take part in the instruction (first grade).
95. Reviewing pages out of the book or previewing questionnaires for videos.
96. Instead of having to redraw Geometry sketches I project them onto the white board and then work out the problem. Some of our Geometry sketches can take a lot of time to draw so this is a real time saver. I also put my notes up every day for the students to follow and copy.
97. I can use examples of student work on the spot instead of having to make a transparency. It eliminates the time and expense of making overhead transparencies.
98. As a Library teacher, sharing a story with the students so that they can see more details in the artwork.
99. Show students how to work a math problem, share 3 x 5 cards of WASL examples, and the use of colors when explaining various games or manipulatives.
100. As a science teacher it allows me to show lab set ups, make electronic boards and components more visible.
101. It's probably the best way to teach how to use context clues to determine the meaning of unfamiliar words. The book goes on the camera and the teacher and student can together look at the words around the subject word to determine meaning. The teacher can wander the room to check that every student is learning context skills.