1. The learning objective or goal for this week’s scenario is to build excitement among K-3 students in regards to the number 100 and the 100th day celebration that will be happening in the school. My activity encourages teamwork and community building along with problem solving in the form of riddles.
2. Process:
   1. Meet with grade level coordinators to identify needs and get input on what they envision the final product to be like. – podcast to create excitement for K-3 students
   2. Determine which web 2.0 tool to use – Audacity
   3. Decide what I want to do then get approval from grade level coordinators and provide support to teachers – I’m going to do the 100 item mystery clues!
      1. <http://teachinghappilyeverafter.blogspot.com/2012/01/podcasting-in-classroom-audio-boo.html> 100 item mystery clues
      2. 100 ways to make 100
      3. 100 ways to be successful in school
      4. <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-100th-school-20631.html>
         1. Class (or grade) books – 100 people who changed the world, 100 poems, 100 ways to improve (the Earth, our city, our school), 100 living things, 100 games to play
      5. <http://www.globalclassroom.org/100days.html>
         1. 100 seconds of jump roping, jumping jacks, writing stars, writing our names, math problems
         2. 100 coin flip and graphing – will heads or tails win (different prize for each!)
         3. School 100 years ago or 100 years in future
         4. 100 seconds of silence
         5. 100 ways to say hello or love or just 100 words in different languages
         6. How much water in 100 ice cubes?
         7. How long to walk 100 feet, 100 yards, 100 miles
         8. Express 100 in 100 ways – equations
         9. Exactly 100 word essay or summary of a movie
         10. Measure height of 100 pennies, 100 nickels, 100 dimes, 100 quarters, 100 dollar bills – calculate value of money
      6. <http://www.deafed.net/PublishedDocs/12597b.htm>
         1. 100 dots color graph search
         2. 100 lego challenge
         3. 100 signatures
      7. <http://msjacoby.com/100thday.html>
      8. <http://www.scholastic.com/teachers/top-teaching/2013/01/hooray-lets-celebrate-100th-day-school>
      9. From Rebecca Kammerer – PSU classmate – LM5040 Fall 2013: Have each class provide a 10 word group of special words i.e palindromes (can be words or numbers), homonyms, homophones, synonyms, antonyms, onomatopoeia
   4. Determine method of presentation – 3 clues/item and 2 items/day (1 for K-1, 1 for 2-3)
      1. In a real setting I would probably do 3 clues/item and 4 items/day (1 for each grade level) and possibly have the students work on creating these riddles before the Winter Break.
   5. Finalize engagement – daily announcement with each teacher leading a morning meeting with the clues (provided beforehand) and having the students decide as a group what they think the mystery item is. A pair of students per class is able to bring the class’s answer to me in the library. Each class will get a treat bag on the 100th day with a treat/prize for each correct answer their class made. The reward at the end should encourage engagement and excitement. The clues will give them a chance to think deductively and use reasoning. Extra items with clues will be in the library during library time and correct guesses will earn treats for student’s entire class.
   6. Gather materials and clues (this could come from classes also) – pennies, almonds, peanuts, puzzle pieces, pencils, erasers, buttons, beads, cheerios, keys, nuts, bolts, washers, nails, screws, glue sticks, crayons, rulers, scissors, stickers, stars, blocks, marshmallows, paper clips, sticks, guitar picks, etc.
   7. Write and practice script for accuracy and timing – i. is script for class project, ii. Is script format for how I would do this in real-life.
      1. Good Morning Peaceful Valley – are we all ready and listening? This is Mrs. Damon with our 100th day mysteries! Let’s review our rules first – I will read three clues that describe a mystery item. There will be one item for Kindergarten and 1st grade and a second item for 2nd and 3rd grade. Each class will send its answer down to me in the library by the end of the day. Each correct answer gives your class an extra goody or prize in your treat bags on our 100th day of school and I have extra items to guess during your library time for even more goodies. And now - It’s mystery time! Our Kindergarten and 1st grade friends need to have their ears turned on because here are your three clues: First, I am round; Second, I am copper-colored; Third, you can buy things with me! Start thinking about those clues Kindergarten and 1st grade. We’re halfway through and now I need my 2nd and 3rd grade friends to sit up straight and listen carefully to your three clues: To begin, I am a fruit; Next, I taste like a cranberry; And finally, I look like a raisin! Good luck 2nd and 3rd grade – I know you’ll get it! Well that’s today’s clues for our mystery items. Remember – get your class guess to me in the library by the end of school today. Correct guesses get extra goodies/prizes in your treat bags that you will get for our school-wide 100th day celebration! Good luck mystery detectives! Our clues need your hard work!!!
      2. Good Morning Peaceful Valley – are we all ready and listening? This is Mrs. Damon with our 100th day mysteries! Let’s review our rules first – I will read three clues that describe a mystery item. There will be one item for each grade. Each class will send its answer down to me in the library by the end of the day. Each correct answer gives your class an extra goody or prize in your treat bags on our 100th day of school and I have extra items to guess during your library time for even more goodies. And now - It’s mystery time! Our Kindergarten friends need to have their ears turned on because here are your three clues: First, I am round; Second, I am copper-colored; Third, you can buy things with me! Start thinking about those clues Kindergarten! Are my 1st grade friends ready? I hope so because here are your three clues: Number 1, I have a pointy head; Number 2, I am colorful; Number 3, Artists of all ages love me! Ok 1st grade start thinking! We’re halfway through and now I need my 2nd grade friends to sit up straight and listen carefully to your three clues: To begin, I am a fruit; Next, I taste like a cranberry; And finally, I look like a raisin! Good luck 2nd grade – I know you’ll get it! And last but not least are my 3rd grade friends – I hope you haven’t fallen asleep so you don’t miss your three clues: To start, I need my friends to be complete; Next, we are sad if anyone of us are missing; Then, we make a pretty picture! Get cracking on your clues 3rd grade! Well that’s today’s clues for our mystery items. Remember – get your class guess to me in the library by the end of school today. Correct guesses get extra goodies/prizes in your treat bags that you will get for our school-wide 100th day celebration! Good luck mystery detectives! Our clues need your hard work!!!
   8. Record podcast and get feedback from key players
   9. Make modifications to podcast and jazz it up (this was not done on my submitted podcast due to time and equipment constraints, but bells and whistles are always good when working with kids!)
   10. Complete recordings and get relevant information from/to staff
   11. Verify that all podcasts are ready to go with office staff trained to present podcasts during announcements.
   12. *For this particular activity:*
       1. Bags should be created to hold 100 of each mystery item for kids to see during the celebration
       2. Treat bags should be set up for each student with the appropriate number of additional treats/goodies (100th day pencils, Hershey’s Kisses, bracelets, stamps, stickers, etc)
       3. Treat bags would be handed out to each student and feedback on the activity gathered from them.
3. Points of collaboration:
   1. I would have a brainstorming meeting with all the teachers and grade level coordinators where I would share my ideas and include others’ ideas. I would gauge how much teachers were amenable to helping with the execution (having classes involved beforehand, active class participation beyond the podcast, etc.)
   2. I would check again with the group more casually and in smaller groups to be sure a consensus can be reached on the idea and to double-check on adult enthusiasm about participation.
   3. After finalizing the plan, I would check in with the key players and those who showed the most enthusiasm towards the project as a whole.
   4. Once the first podcast is taped, I would check with the grade level coordinators to ensure satisfaction with basic product.
   5. When all the information is ready, I would get relevant information to staff – in this case it would be to make sure they have their copies of the clues so they can review them with the students in the classroom as they develop their class “guess”
   6. On those special days of broadcast, it is important to make sure everyone involved in playing the podcast over the announcements is comfortable (and trained) to run the equipment and understands what needs to play when.
   7. After the podcasts are played, there is still collaboration in checking how the activity is going over in the classrooms and supporting wherever there may be issues, as well as, being available to the students when they are following the steps of the instructions and need to be able to turn in information or look up things.
   8. During the 100th day celebration, students should be acknowledged for their participation as well as seeing their staff being praised. This helps the community grow closer through shared moments.
   9. After the 100th day celebration, there should be a debriefing that pinpoints the roses, thorns, and buds of the project! Roses would be the good things that happened, thorns are the issues encountered, and buds are the goals for the future and depending on the success the bud could be to “find a new activity so we never have to do that one again!” The most important piece of any collaboration to me is that point where you evaluate the outcomes of the project and reflect on what’s right, what’s wrong, and whether it’s worth doing again!
4. Using Audacity to create a podcast, I can share my excitement with all the students without having to be personally in their classroom. The podcast can be shared as part of morning announcements and/or as part of a lesson depending on the needs/desires of the teachers. Additionally, students that are absent can have access to the podcast through the Internet if the podcast is posted on teacher/school websites/wikis. Students will use the information from the podcast to problem-solve the clues in the riddle to determine, as a group, what the mystery item is thereby developing a stronger sense of community as well.
5. I learned that I need better equipment to create better podcasts and need to understand audio recording and track mixing much better so I can include special effects and background music to make it more entertaining. While I really disliked (HATED!) myself on video, I didn’t have the same feeling hearing my voice. I don’t really like how I sound – Who really does! – but I’m becoming more accustomed to its sound. As you can see above, I discovered many wonderful activities for 100th day celebrations and have them recorded above so I can return here and review them when I’m in an elementary school around 100th day! I did have problems finding an activity that would fit easily into a 60 second-ish time frame with audio only that I could accomplish in the time frame allotted.
   1. Some technical problems I encountered:
      1. Excessive noise from internal microphone
      2. Couldn’t export Audacity file as MP3
      3. Version of Audacity at school was not compatible
      4. I needed to export the original Audacity file as a WAV file and then upload into a free video/audio converter program in order to export as a MP3 file

Overall this program was uncomfortable as I haven’t done much with audio recording or podcasting, but I feel that my feet are now wet and should I have occasion to use these tools again, I would be a bit more at ease and able to expand on this experience successfully!