



**FLIPGRID.**

# Building a K12 Language Arts Flipgrid Community

K12 Flipgrid integration guide

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## How can Flipgrid enhance Language Arts classes?

One of the major goals of a language arts class is to help students communicate effectively. Educators often report wanting to help students develop voice in order to communicate verbally what they have learned. Unfortunately, many educators have trouble finding ways to incorporate this type of instruction into their lessons. <sup>[1]</sup> Flipgrid is designed to do just that -- give students a fun and creative avenue to develop voice and provide educators with a simple way to integrate it in their classroom. With each video creation, students consider how they are perceived, the content of what they have shared, and are given opportunities to make changes in response to feedback. Through this process, Flipgrid helps students become stronger communicators and involved digital citizens.

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## Introducing Students to the Social Aspect of Flipgrid

### Grades K-5

Young students typically have little experience communicating ideas to a larger audience. Flipgrid gives them both the opportunity to develop voice and to learn how to present themselves online. Repeated experience using Flipgrid increases their feelings of social connectedness and improves academic performance. <sup>[2]</sup> Even the youngest students have the opportunity to participate as digital citizens, and Flipgrid provides a safe environment to begin learning how to interact online. When encountering Flipgrid for the first time, young students need to know that this is a safe space where creativity is encouraged so that they can develop confidence with continued use of Flipgrid.

### Grades 6-8

Many students in middle school feel especially sensitive to the evaluations of their peers (we all remember this), but those who feel supported by educators and their peers perform better academically. <sup>[3]</sup> Even though students may have experience with posting videos, the idea of their videos being viewed by other students may make them uncomfortable; therefore, several uses of Flipgrid may be needed before students feel more confident in their use of voice. It may be especially important to remind students that they can do as many takes as they want before posting their video. Gaining confidence in self-expression and the respect of others is important for this age group.

### Grades 9-12

Students in high school may already be regular users of social media like Snapchat, Instagram, Facebook, or Twitter. The first few times students use Flipgrid, they may feel uncomfortable because the topics that are discussed on Flipgrid are likely different from the topics students voluntarily post on social media. For this reason, Flipgrid is a valuable tool to help students learn to share their thoughts on important topics. Additionally, educators may open their grids to students in other locations around the world. Open grids help students learn to respect community voice, gain a deeper understanding of citizenship, and experience a wider diversity of perspectives.

Regardless of the age of your students, one of the best ways to help students feel at ease with Flipgrid is to model it yourself by creating a video to introduce the topic and record the first video in your topic to share your thoughts.

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## When are you starting to use Flipgrid?

### Beginning

If you want to use Flipgrid from the very beginning of the class, you can actually start using Flipgrid before your first meeting. Invite the students to introduce themselves on Flipgrid or use Flipgrid to gauge students' knowledge and experience on the general course content.

### Middle

Adding Flipgrid in the middle of a class is a great way to add variety and energy to material. You may want to use Flipgrid as a way to gauge how students are feeling about the class and to gather suggestions for where they would like things to go in the future. Flipgrid can help students practice describing what they learned, explain how what they learned relates to their own experiences, and indicate areas where they need clarification or additional resources. This is a great time for students to use their voice to connect ideas to their own experiences.

### End

Even if you are at the end of a class, Flipgrid can be a powerful tool to invite students to share what they learned over throughout the class and to make suggestions for improvements. Encourage students to be creative in their responses and collaborate with others both inside and outside the classroom.

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## Timely Uses of Flipgrid

### Course Introductions

As previously mentioned, for those of you who are planning to use Flipgrid in a class that hasn't started, videos are a great way to have students introduce themselves in advance of the class. Flipgrid is also a positive avenue to gauge interest and knowledge in a unit or lesson that you are about to introduce. Sometimes Flipgrid is more about finding out what students don't know and what they would like to know, rather than it is a report on what they have already learned.

### One time Uses of Flipgrid

1. Check in on how students are doing, what they are learning, how they are feeling, or how they want to improve and move forward.
2. Evaluate the end of a unit or project.

3. Gather opinions on a major event or specific holiday.
4. Encourage student voice by asking students to make connections to personal experiences.

## Ongoing Uses of Flipgrid

Flipgrid can be used every day or multiple times a day if students have frequent access to technology. Educators who use it every day are likely to use it as a part of regular assignments. They may use it to find out what students know at the beginning of a unit, to help students dive deeper into explaining and applying the content in a myriad of creative ways, or to evaluate the content at the end of the unit. Frequent users may also use Flipgrid as a way to start the day by involving every student in a discussion. Educators could feature a different student's response every day. In order to take advantage of the active social nature of Flipgrid, frequent users can allocate time for students to respond to each other's Flipgrid responses, either face-to-face or on the grid. Educators might also encourage students to post their own questions and topics to Flipgrid to start new conversations. Now is the time to think more critically about how you can connect Flipgrid to the content and purposes of your classroom.

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## Example Topics, Questions, and Themes Mapped to specific Learning Techniques

### 1. Make it Personal <sup>[4]</sup>

- Ask students to share a favorite book, word, adjective, pronoun, verb, and explain why it is their favorite.
- Invite students to share a time when they incorrectly used a word and how they came to realize the mistake.
- Encourage students to describe their happiest memory of reading.

### 2. Invite Comparison <sup>[5]</sup>

- Ask students to compare words that appear to be similar but are different.
- Encourage students to explain and give examples of different types of words (pronouns, adverbs, nouns, etc.).
- Invite students to compare similar stories or versions of stories they have read.

### 3. Find Meaning <sup>[6]</sup>

- Ask students to describe their process of doing something like sorting, pronouncing words, or finding the answer to a question.

### 4. Be Current <sup>[7]</sup>

- Encourage students to read and describe a book that relates to a current event or holiday.
- Ask students to use different types of words (verbs, nouns, etc.) to describe a current event.

### 5. Use Visuals <sup>[8]</sup>

- Invite students to include written representations of words, letters, types of words.
- Ask students to act out meanings of words.
- Encourage students to have their favorite book with them to demonstrate what they like about it.
- Instruct students to draw pictures and narrate the story.

### 6. Collaborate <sup>[9]</sup>

- Encourage students to work together to produce original stories.
- Have each student create and continue a story with each video so that the class produces an original work together.

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## Grades K-5 Topics, Questions, and Themes <sup>[10] [11] [12]</sup>

### 1. Make it Personal

- Ask students to share a favorite book or story.
- Invite students to choose a favorite main character from a book.
- Encourage students to choose and describe a favorite or unusual word of a particular type (noun, verb, irregular plural noun, adjective, rhyming words, etc.).
- Invite students to describe a favorite idiom, adage, or proverb.

### 2. Invite Comparison

- Instruct students to compare proper, common, and possessive nouns.
- Encourage students to compare personal, possessive, and indefinite pronouns.
- Ask students to compare verb tenses or regular vs. irregular plural nouns.

- Invite students to compare and give examples of literal and nonliteral meanings of words.
- Instruct students to compare the uses of adverbs vs. adjectives.
- Encourage students to use and explain the differences between similes and metaphors.
- Ask students to explain, compare, and give examples of poems, drama, and prose.

### 3. Find Meaning

- Have students explain the process by which they sound out words and figure out their meanings.
- Invite students to write or tell stories using as many prepositions as they can.
- Encourage students to make connections between words and their uses by finding places or objects that illustrate words like *busy* or *comforting*.

### 4. Be Current

- Invite students to find, and then compare, formal and informal language describing current events.
- Encourage students to use as many evocative words as possible to convey feelings attached to holidays or present circumstances.

### 5. Use Visuals

- Encourage students to supply visual representations to illustrate specific words. Recommend that students act out stories with props and illustrations.

### 6. Collaborate

- Invite students to collaborate in telling a story by using distinct voices to separate the perspectives of different characters.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Grades 6-8 Topics, Questions, and Themes

### 1. Make it Personal

- Ask students to share a favorite book.
- Invite students to choose a favorite main character from a book.
- Have students choose and describe a favorite or unusual word(s) of a particular type (nouns, verbs, gerunds, participles, infinitives, etc.).
- Invite students to describe a favorite adaptation of a written work to a visual production.

### 2. Invite Comparison

- Instruct students to compare genres of writings.
- Ask students to compare active vs. passive voice.
- Invite students to explain the differences between what a text says explicitly vs. what it says via inference.
- Encourage students to describe the differences in the experiences of reading vs. watching a plot unfold.

### 3. Find Meaning

- Encourage students to explain the process by which they discover themes in works of literature.
- Invite students to share and provide examples of how the author's perspective influences the plot, theme, message, tone, etc.

### 4. Be Current

- Invite students to find and compare literature that addresses issues that are present in current national and international controversies.
- Encourage students to compare changes in oral and written traditions connected to holidays.

### 5. Use Visuals

- Suggest students use pictures or other visual representations to define or explain grammatical or structural elements (types of verbs, phrases, or sentences).
- Recommend that students act out major themes using props and illustrations.

### 6. Collaborate

- Have students collaborate in telling a story by using distinct voices to separate the different characters.

- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Grades 9-12 Topics, Questions, and Themes

### 1. Make it Personal

- Ask students to share a favorite book and why they enjoyed it.
- Invite students to choose a favorite main character from a book.
- Encourage students to choose and describe favorite, difficult, or unusual grammatical constructions such as phrases (participial, gerund, infinitive) or clauses (independent, dependent, relative, etc.).
- Invite students to describe and analyze a favorite adaptation of a written work to a visual art form.
- Encourage students to choose particular passages from a written work that the student thinks are fresh or beautiful.

### 2. Invite Comparison

- Ask students to compare genres of writings.
- Encourage students to describe and give examples of when to use particular punctuation marks.
- Instruct students to explain the differences between several figures of speech (hyperbole, understatement, metaphor, paradox, etc.) and provide examples of each.
- Invite students to trace the changes in a character from the beginning to the end of a book.
- Encourage students to use literary criticism to compare different responses to a poem or novel.

### 3. Find Meaning

- Instruct students to explain the process by which they analyze a literary work.
- Invite students to discover themes in writing.
- Encourage students to discuss how language usage changes with time and whether or how this signals fundamental shifts in thinking.

### 4. Be Current

- Ask students to look for examples of sarcasm, irony, understatement, hyperbole or paradoxes that are present in current journalism.

- Encourage students to express their own opinions on current events by comparing them with themes from older literature.

## 5. Use Visuals

- Suggest students use pictures or other visual representations to define or explain grammatical or structural elements (types of verbs, phrases, or sentences).
- Have students demonstrate how to create mystery, tension, or surprise by having them act out/use those techniques in a video.

## 6. Collaborate

- Encourage students to collaborate in telling a story by using distinct voices to separate the different characters.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Example Social Feedback (Assessment) <sup>[13]</sup>

1. Building feedback -- provide feedback that helps move students toward the next level of critical thinking on a topic.
2. Highlight student videos in class -- every day or after every use of Flipgrid, be sure to show a few example videos in class and have students discuss the videos and provide feedback.
3. Encourage students to provide feedback on Flipgrid in response to other students' videos on the grid. Students can then respond to those responses, creating response chains that continue growing on interesting topics. Encourage students to keep those conversations going!
4. Students can also evaluate their own work in a Flipgrid video by discussing what they would do differently if given the opportunity to repeat the project.
5. Celebrate excellent videos by embedding them on your classroom website or sharing them with the broader community through other social networking sites, school organizations, or parent organizations.

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## Common Core Standards Alignment

We are giving you just a few of many standards that could be met using Flipgrid. Once you start using Flipgrid, you will find many ways the platform can help meet standards in your classroom.

## 1. Standards that align well with “Make it Personal”

- **CCSS.ELA-LITERACY.CCRA.SL.1**  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.L.1**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## 2. Standards that align well with “Invite Comparison”

- **CCSS.ELA-LITERACY.CCRA.R.9**  
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.L.4**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **CCSS.ELA-LITERACY.CCRA.L.5**  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## 3. Standards that align well with “Find Meaning”

- **CCSS.ELA-LITERACY.CCRA.R.2**  
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.W.7**  
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## 4. Standards that align well with “Be Current”

- **CCSS.ELA-LITERACY.CCRA.R.7**  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## 5. Standards that align well with “Use Visuals”

- **CCSS.ELA-LITERACY.CCRA.W.6**  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **CCSS.ELA-LITERACY.CCRA.SL.2**  
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-LITERACY.CCRA.SL.5**  
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## 6. Standards that align well with “Collaborate”

- **CCSS.ELA-LITERACY.CCRA.SL.1**  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.W.6**  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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