

The **#Trending** Teacher:

An Educator's Guide to
#EdTech and **#ARVRinEDU**



JASMINE NIETO

Preface

POV: I've never been an Edfluencer (yes, apparently that's the term...I just Googled it, haha) and I don't want to be.

It's not on the cards for me and hasn't ever been part of the plan.

I never set out to be a teacher who looked into what was trending on #EduTwitter, #TeachersofInstagram, or #TeacherTok. I never ever thought I'd be the teacher who looked up slang on Urban Dictionary and scrolled on socials to understand what the heck brain rot is — all so I could understand what in the world students were talking about. But here I am.

And if I'm being honest, it didn't start with social media or EdTech platforms at all.

Before hashtags and threads.

Before digital storytelling and content creation tools.

Before virtual and augmented reality.

There was just a millennial kid who thought, I can figure that out.

Technology was never about fancy devices for me. It was about forward thinking. It was about access. It was about curiosity.

As a kid, I was intrigued by Photoshop. I didn't have it, so I learned layering, opacity, and cut-out tools on Paint.net instead. When Adobe felt too complex, I stayed where I could grow. When I mastered that, I moved forward. Accessibility mattered. Free mattered. Curiosity mattered more.

Then came social media — MySpace customization, HTML tweaks, font colors, background songs. We weren't "learning to code." We were trying to personalize our space. But in the process, we learned structure, syntax, design, and digital identity.

We burned CDs. We made mixes. We figured out file formats, audio conversions, and playlists long before those words sounded academic. In high school, when I was failing chemistry, I didn't ask for a worksheet — I built Jeopardy in PowerPoint in 2005. Hyperlinked slides. Sound effects. Daily doubles. Buttons that disappeared after being clicked. I reverse-engineered television game mechanics because even back then I knew engagement could change outcomes. It did.

In college, I created my first "music video" using GarageBand, Audacity, screen recordings, and PowerPoint animations. It wasn't polished. It wasn't perfect. But it was mine — and I

learned something from every iteration.

None of that started with hashtags. It started with a mindset.

“I can figure that out.”

That belief followed me into my classroom. And while I never chased trends, I’ve always chased possibility. What happens when we let curiosity lead? What happens when we see technology not as a device, but as a doorway?

This book is not about going viral. It’s not about how to turn your lessons into trending content. It’s about becoming intentional.

Because the future of education isn’t built by influencers.

It’s built by educators who are willing to try.

Appendix A: Lesson Plans

Figuratively Fashionable Faux Pas

Developer(s): Johnson
Sessions: 5

Topic: Figurative Language/Descriptive Writing

Number of

Learning Goals/Target for this Lesson:

Standards addressed in this Lesson:

Primary

L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.

Supporting

W.5.3.b Use narrative techniques, such as description

W.5.3.d Use concrete words and phrases and sensory details

SL.5.4 Report on a topic or text sequencing ideas logically and using appropriate descriptive details to support; speak clearly at an understandable pace.

I CAN STATEMENT: I can enhance my writing by using figurative language appropriately.

Students will know that using figurative language can strengthen writing and create/support a visual for audiences.

Students will be skilled at using a various types of figurative language appropriately throughout a paragraph of descriptive writing.

Lesson Essential Question: How can I strengthen my descriptive writing?

Activating Strategy: Analyze the task name. “Figuratively Fashionable Faux Pas” Use context clues to determine meaning of “Faux Pa,” as it’s used in the paragraph: The outfit they picked out was a serious faux pa. Pink camo pants, a bright green vest, and a rainbow sequins shirt was not the vibe for a candlelit dinner.



Vocabulary Development: figurative, fashionable, faux pa, simile, metaphor, idiom, hyperbole, personification, onomatopoeia, allusion, alliteration

Lesson Instruction (add as many activities/prompts as necessary)

Learning activity 1, 1 day (Monday): Planning the Outfit Part 1: Design your own outfit - at least three articles of clothing (shirt, vest, pants, skirt, etc) - at least three accessories (gloves, scarves, shoes, belt, etc) On the Google Doc: 1. Plan out your outfit - sketch and upload - literally describe your own clothes OR find pics very similar to your plan - collect images for your new outfit You may draw the outfit, make a collage of items found on the internet, or take pictures of your own clothing Assessment Prompt for LA 1: PICK at least ONE part of the outfit (clothing) and describe using any type of figurative language. Identify the type of figurative language in your sentence. Learning activity 2, 1.5 days (Tuesday and Wednesday): Committing to an Outfit and Beginning Description Part 1: Design your own outfit - at least three articles of clothing (shirt, vest, pants, skirt, etc) - at least three accessories (gloves, scarves, shoes, belt, etc) On the Google Doc (to be linked): 1. Construct your finalized outfit - Use https://pixlr.com/x/ to remove backgrounds, crop, etc. as necessary with mini tech lesson on how to do so Part 2: Writing the announcement (½ one class, 1/2 two classes) - Seven to ten sentence paragraph to be spoken aloud - at least four different types of figurative language - use descriptive language to convince us that your outfit is literally fashionable	Graphic Organizer: Template and model provided on both Google Docs (planning and finalized) Assignment: Finalized Google Doc Model (to be attached)
---	--

Assessment Prompt for LA 2: Begin writing the announcement to describe your “figuratively fashionable” outfit.

Learning activity 3, ½ class (rest of Wednesday):

Part 3: Explaining and justifying your figurative decisions

- Choose at least two figurative sentences that you wrote in your description. Explain the purpose and meaning of its use

On the Google Doc:

1. Rewrite or copy/paste two different figurative sentences from your runway announcement
2. Write 1-3 sentences explaining why you wrote the sentence
 - What is the purpose of the sentence?
 - Is it comparing? Is it exaggerating? Is it painting a picture in the audience’s mind?
 - How do you interpret the sentence?
 - What does the figurative sentence mean? Does it mean that the particular article of clothing or accessory is shiny, colorful, fuzzy, expensive, etc.?

Assessment Prompt for LA 3: Write justification and explanation for your selected figurative sentences

Summarizing Strategies: Several turn and talks, think pair shares, and whole group shares throughout each learning activity

PRESENTATION/RUNWAY DAY (Friday): Students will stand up in groups of three either modeling or displaying their “figuratively fashionable faux pas.” Audience members will attempt to match the spoken description (by MC: Ms. Johnson) to the outfits and fill out feedback survey with the following questions:

1. Which outfit did you find most creative?
2. Who came up with the most memorable use of figurative language?
3. Which announcement were you most convinced by?

Every response should be 1- sentences long and include an EXPLANATION. Extension: select one question to respond using ACES, citing the specific sentences from the (linked in) announcements (compiled Google Slide presentation will be made for each class on Friday morning).

Appendix B: Exemplar Work Samples

ELA - Room Plan for Mr. Terupt and Luke

Plan out the individual design/decoration choices for the bedroom. You must make at least three choices to reflect each character's **individual** hobbies/interests, character/personality traits, or personal details/facts about them which is total at least six choices total.

<u>Design/Decoration Choice</u> (colors of furniture, items in the room or on walls)	<u>Textual Evidence</u> (at least one quote from any chapter of the novel)	<u>Explanation</u> (1-2 complete sentences explaining how the quote supports your choice)
Luke will also have a chemistry set on his side of the bedroom.	The text states, "I had received a special chemistry set last Christmas."	This evidence supports this bedroom design because Luke got a home chemistry set for Christmas. He secretly took materials from this set to feed to his plant, trying to make water from hydrogen and oxygen molecules.
Luke's blanket will be red.	On page 189, Luke narrates, "I stayed quiet, too, even though I had a lot bottled up inside me about Mr. Terupt's brain surgery."	This quotation proves that Luke had a lot of pent up energy from keeping the secret about Mr. Terupt's surgery. Red symbolizes energy, so having the blanket red shows that he was going to bed at night overcome with intense feelings about Mr. Terupt's condition.
There will be a grass plant on Luke's side of the room.	Danielle's first section of "May" includes the quote, "'Seventy-seven million, five hundred thirty-seven thousand, four hundred twelve,' Luke reminded us."	This excerpt shows that the grass estimation math project left a lasting impression on Luke. Months after it happened, he still remembered his estimate.

The blankets on Mr. Terupt's bed will be gray.	Page 28 in "March" reads, "...we have no other contact person for him.' I stood there quiet. No other person...there was nobody for Mr. Terupt."	This evidence supports my thinking because gray represents the loneliness Mr. Terupt must feel without any family or close friends. Mr. Terupt doesn't appear to be lonely in front of his students, but then the audience discovers he has no family when there aren't any flowers from visitors or a contact person provided to the hospital. Instead of having the gray be a huge part of his room, making Mr. Terupt's blankets gray shows that the loneliness he feels isn't something that is obvious to many people.
Mr. Terupt will have a treadmill in the corner on his side.	Anna describes Mr. Terupt as "young and athletic-looking" on page 20 of the novel.	Anna's description of Mr. Terupt early in the book supports this design choice because he likely works out in his spare time.
There will be a wrestling trophy on a shelf.	Dr. Wilkins says, "Mr. Terupt did a lot of wrestling while growing up, and even into college," during one of Luke's March sections.	This quote proves adding a trophy makes sense because Mr. Terupt must have earned at least one trophy if his wrestling career lasted into college.

Plan out the shared decor for the bedroom. You must make at least two choices to reflect the **similarities between characters' **shared** hobbies/interests, character/personality traits, or personal details/facts about them.**

<u>Design/Decoration Choice</u> (colors of furniture, items in the room or on walls)	<u>Textual Evidence</u> (at least TWO quotes from any chapters of the novel to support EACH character)	<u>Explanation</u> (2-3 complete sentences explaining how the quote supports your choice)
In the middle of Mr. Terupt and Luke's bedroom, there will be a large shared desk with an owl statue on it.	Early in the novel, when describing Mr. Terupt, Jeffrey narrates, "But Terupt figured it out, even if he was new. He seemed smart." Just twelve pages later, Peter explains that Luke has, "got a lot of	These quotes support this design choice because it is clear that both Mr. Terupt and Luke value intelligence. Instead of having a television or gaming console be in the center of the room, it makes sense for a desk for grading papers, doing homework, or enjoying extra research for

	brainpower” and that “He’s been the smartest kid in school since kindergarten.”	fun. The owl on the desk symbolizes an extra touch of wisdom that both Luke and Mr. Terupt show throughout the novel.
There will be a scale on a shelf above the door of the bedroom.	In the middle of “April,” the text states, “I couldn’t be a silent onlooker any longer... ‘It’s not all your fault.’ I told everyone about Mr. Terupt’s early concussions, and the bleeding, and the looming surgery.” Page 253 states, “Mr. Terupt stood up and walked over to Peter. We watched, and he taught us like he did every day we were with him. He showed us how to forgive.”	These excerpts show that both Luke and Mr. Terupt work to do the right thing whenever possible. Luke knew he needed to share the news about Mr. Terupt, so Peter wouldn’t think everything was his fault, and Mr. Terupt knew forgiving Peter was essential to heal the relationship between students in the classroom.
A rug with a white rose will be on the floor of their bedroom.	When Mrs. Williams announced to the class, “Boys and girls, next year, <i>your</i> class will be looping,” Luke couldn’t contain his emotions and narrated, “I ran over to her... ‘Thank you,’ I said.” In June, Mr. Terupt says to a student, ‘I can’t wait, either. I missed you... I love you, too’” after they mention next school year.	This evidence shows that both Luke and Mr. Terupt are looking forward to next school year together. White roses symbolize new beginnings, so having a rug in the middle of the room reflects the idea that next year’s “new beginning” is important for both characters.

PICTURE LINKS:

<https://images.app.goo.gl/9vftWjs9pXobbB4s9>
<https://images.app.goo.gl/KbzXJtouTzezuC1K7>
<https://images.app.goo.gl/uAq12MAMt8VmErZZA>

3D MODEL LINKS:

<https://poly.pizza/m/peaJ51Y3pp>
https://poly.pizza/m/83OkFAim_yo
<https://poly.pizza/m/9hYy4Zmk67>
<https://poly.pizza/m/6Xu7mttjodo>
<https://poly.pizza/m/3yzoWzrCgoS>

**INSERT A SCREENSHOT OF YOUR FINAL BEDROOM DESIGN
BELOW:**



Welcome to Mr. Terupt's and Luke's bedroom! Luke is one of the seven students who narrate in Rob Buyea's *Because of Mr. Terupt* series and Mr. Terupt is his beloved teacher. The large age gap between these two characters is one of the major reasons why most of the furniture is on opposite sides of the room. You may notice the different blanket colors on each bed. The gray blanket on Mr. Terupt's side of the room is meant to represent the loneliness he likely feels because he doesn't have relatives close by, while the red blanket on Luke's side represents the bottled up energy Luke was feeling as he kept the information about his teacher's brain surgery a secret from his classmates. The chemistry set in the corner of Luke's room was the Christmas present from his family that got him in quite a situation during Mr. Terupt's plant unit. In Mr. Terupt's corner you'll find the treadmill he likely uses often based on Anna's description of her teacher's athletic appearance. The grass plant on Luke's wall shelf and the dollar bill on his night stand are reminders of his favorite math projects, dollar words and the blades of grass estimation activity. Mr. Terupt's shelf has a trophy from his wrestling days. While these characters do have many differences, there are a few shared spaces in the room to reflect their similarities. There is a large desk in the middle of the back wall for both characters to work at with a blue owl sitting atop it, symbolizing the fact that Luke and Mr. Terupt both value education. The scale on the shelf above the bedroom door is meant to bring out how even during the toughest times, both Mr. Terupt and Luke strive to do the right thing, particularly when it comes to Peter. Luke shared the details of Mr. Terupt's wrestling career so he wouldn't feel so responsible for his hospitalization and Mr. Terupt forgave Peter after the snowball incident. The white rose on the rug in the middle of the room symbolizes new beginnings. Both characters expressed how excited they were to start next school year as a class together now that Mr. Terupt is looping with everyone. While there are other design choices in this room, the ones highlighted in this room tour best reflect the similarities and differences between Luke and Mr. Terupt.

ELA- Propaganda Palooza Pamphlet

One of the major causes of social unrest in the colonies throughout the American Revolution was the Loyalists' and Patriots' use of propaganda. Propaganda is still used today to influence society's opinions about controversial topics, such as politics. Propaganda presents biased information that unfairly favors one side over the other.

You have been recruited to join the cause and promote your political party's beliefs about the events related to the American Revolution with a pamphlet. Pamphlets and Newspapers were also very popular forms of propaganda during this Revolution. These often reported on specific events and shared opinions of well-respected representatives of a political party. As this is a more formal piece of writing, there should be mostly complex literal language used to convey accounts of events and subsequent opinions that follow. Create a pamphlet or newspaper using the guidelines provided on the assignment.

INTRODUCTION

It has become increasingly evident that those in support of this so-called revolution have an agenda beyond that of only "freedom." Rebels are actively seeking to defy acts and proclamations drafted by Parliament in the most abhorrent manner possible. When nonviolent protests and boycotts were not immediately met with surrender, their acts of defiance became lethal. Beginning first with the incident on King Street, disloyal colonists attacked those simply carrying out orders from His Majesty. Tarring and feathering tax collectors and raiding ships in the Boston Harbor were yet additional tactics to bully those remaining loyal into submission. We shall not be deterred. These acts of defiance must be consequenced.



"A desperate disease requires a dangerous remedy."
- Guy Fawkes (1570 - 1606)

NEW YORK, Printed.
And Sold by J. RIVINGTON
in The Royal Gazette, 1774

ACTS OF DEFIANCE:

ADDRESSED TO THE
**LOYAL
SUPPORTERS**
OF
**KING GEORGE
III**

On the following imperative
SUBJECTS

- I. Of the incident on King Street,
- II. Of dehumanizing tax collectors,
- III. Of violent protests in the Boston Harbor, and
- IV. Of colonists forming their own congress

Written by ENGLISHWOMAN
Ms. Johnson

ELA- Propaganda Palooza Town Cry

One of the major causes of social unrest in the colonies throughout the American Revolution was the Loyalists' and Patriots' use of propaganda. Propaganda is still used today to influence society's opinions about controversial topics, such as politics. Propaganda presents biased information that unfairly favors one side over the other.

You have been recruited to join the cause and promote your political party's beliefs about the events related to the American Revolution. They've asked you to go the town square to convince everyone to join your cause. Town Criers were often found in the townsquare to get the attention of citizens and share political opinions or important news from those in power. Criers used alliteration, repetition, and rhyme to keep their messages interesting to listeners. To hold their attention, town cries were relatively short, only between 125 and 200 words. Your town cry should have at least one example of repetition, three examples of alliteration, and a specific rhyme pattern. Once you have written out the cry, record yourself delivering this message. You will then use Powtoon to create a lyric video. I recommend watching the tutorials on the website to help you get started with the program.



Hear ye, hear ye my name is Jedidiah Jordan
and I present Parliament's position
regarding ramifications of the Boston Harbor raid

Heed not the rabble who scream revolution
They have not all interests at heart
All of that destruction was not a solution
Don't think that a change this will start
Such actions shall not speak for me
Pompous men to play such a game
The king will not them his mercy
For shame, for shame

There is now talk of new acts from parliament
More restrictions follow this mess
To repay currency colonies would have spent
So much for our debt being less
Coercive Acts I can assume
Will put an end to this chaos
Preventing an impending doom
A win from loss!

Your position on this public proclamation is
paramount to the preservation of parliament
May all efforts to dismantle its success be
replaced with actions honor his Majesty.

Alliteration

Jedidiah Jordan
Parliament's position
regarding ramifications
currency colonies
Position on this public proclamation
paramount to the preservation of parliament

Repetition

For shame, for shame
Hear ye, hear ye

Rhyme Pattern

Stanza 2/3ABAB