
50+



GOOGLE



CLASSROOM

TIPS and TRICKS

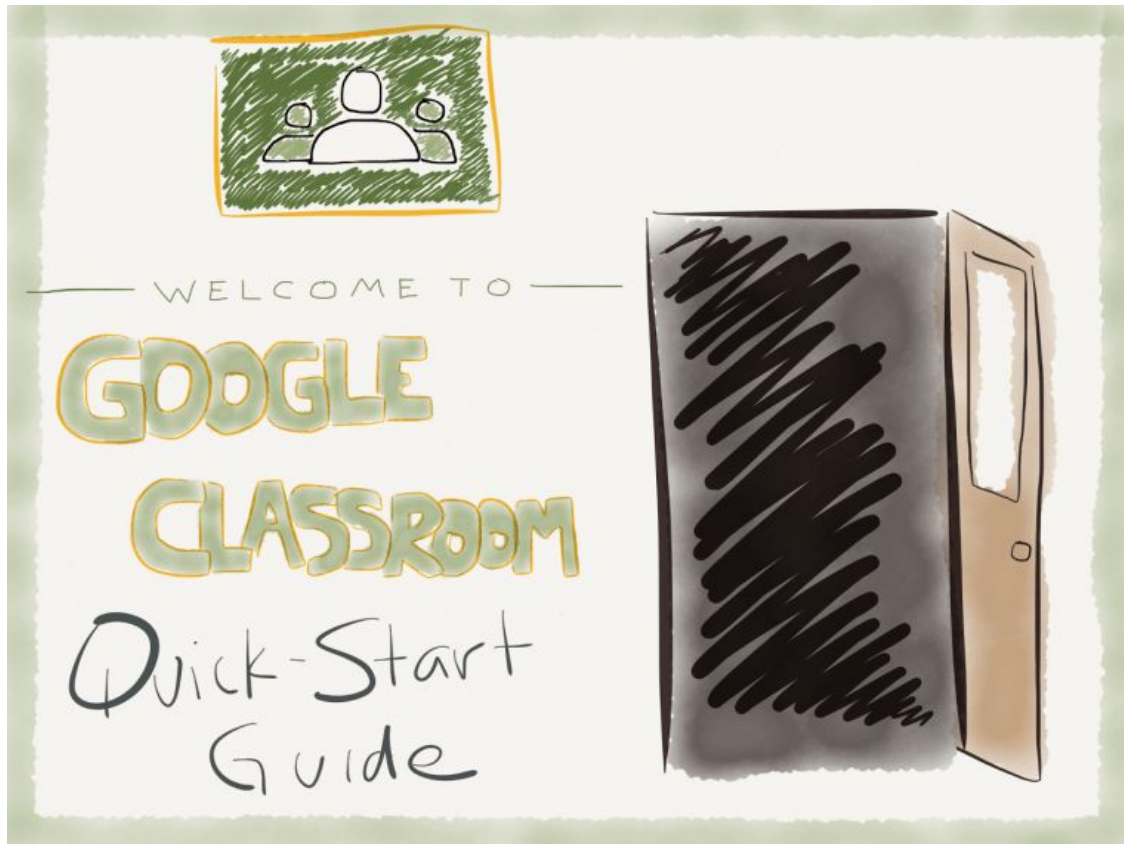


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The Google Classroom Quick-Start Guide



Google Classroom was created to focus less time on tech and more time on teaching. And it certainly has lived up to its billing.

Classroom has streamlined the classroom workflow and makes communication easier between teachers and students. At its core, Google Classroom does a few things and does them really well

- It creates a central home for class activities.
- It lets teachers create assignments (and other class activities).
- It collects assignments from students.
- It helps teachers grade assignments and provide feedback.
- It returns assignments to students.

Looking for even more ideas like this? Visit DitchThatTextbook.com.



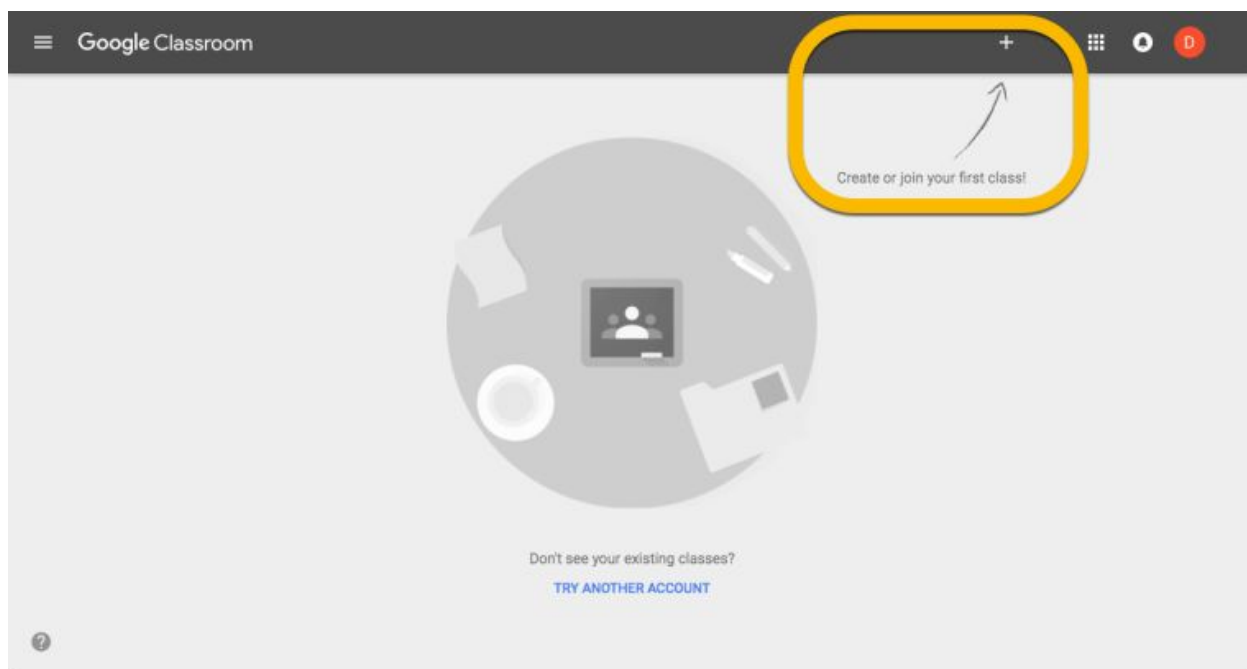
Have you set up Classroom in your classroom? If not, now is the time!

This guide will show you how to set Google Classroom up in a matter of minutes and perform the main tasks. It will even address a few things Classroom will NOT do, as it's not a fully featured learning management system.

Consider keeping this post open in one tab in your browser and Classroom in another so you can refer back. Feel free to click on the screenshots below to see the full-sized versions.

Let's get started!

Set up your class in Google Classroom



1. Go to: classroom.google.com.

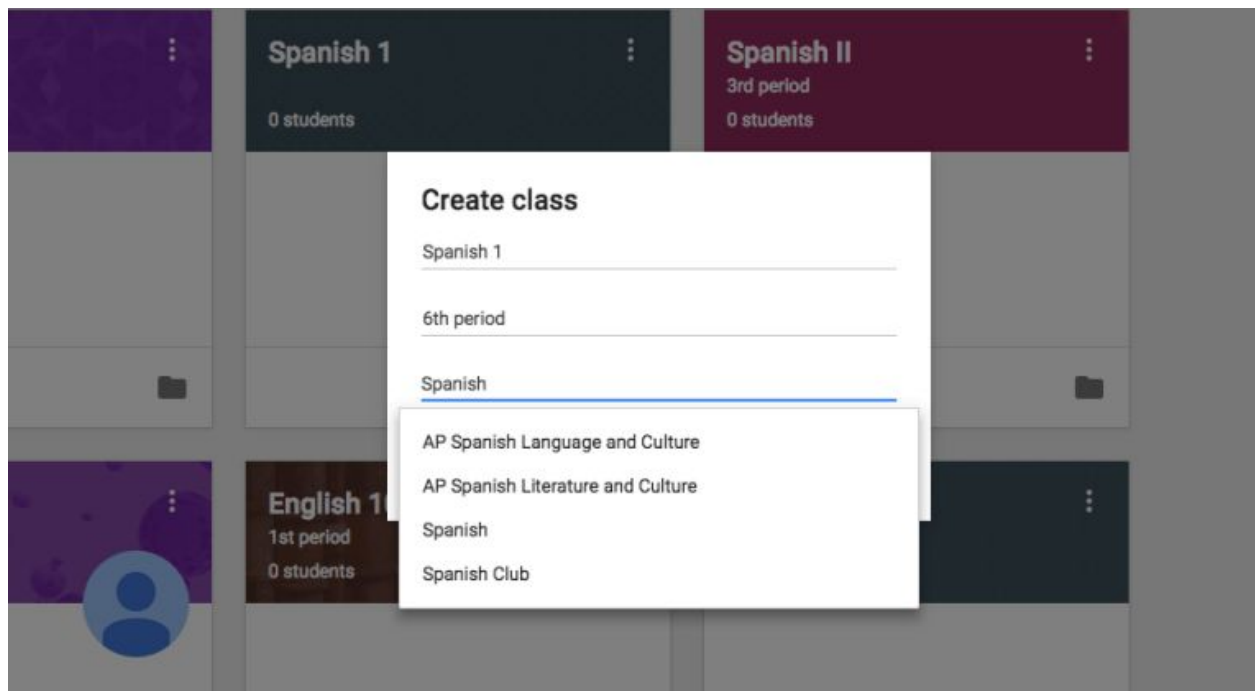
- Google Classroom is now available for Google for Education accounts as well as regular Gmail accounts. Anyone with a Google account can now use Google Classroom.

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2. Click on the “+” button in the top right to create your first class. (It’s next to the checkerboard icon you use to access all of your apps.) Then click “Create class.”

- If you’re getting started for the first time, your screen will likely look like the one above.
- If you have some classes already, they’ll display on this home screen. You can add new classes with the “+” button.



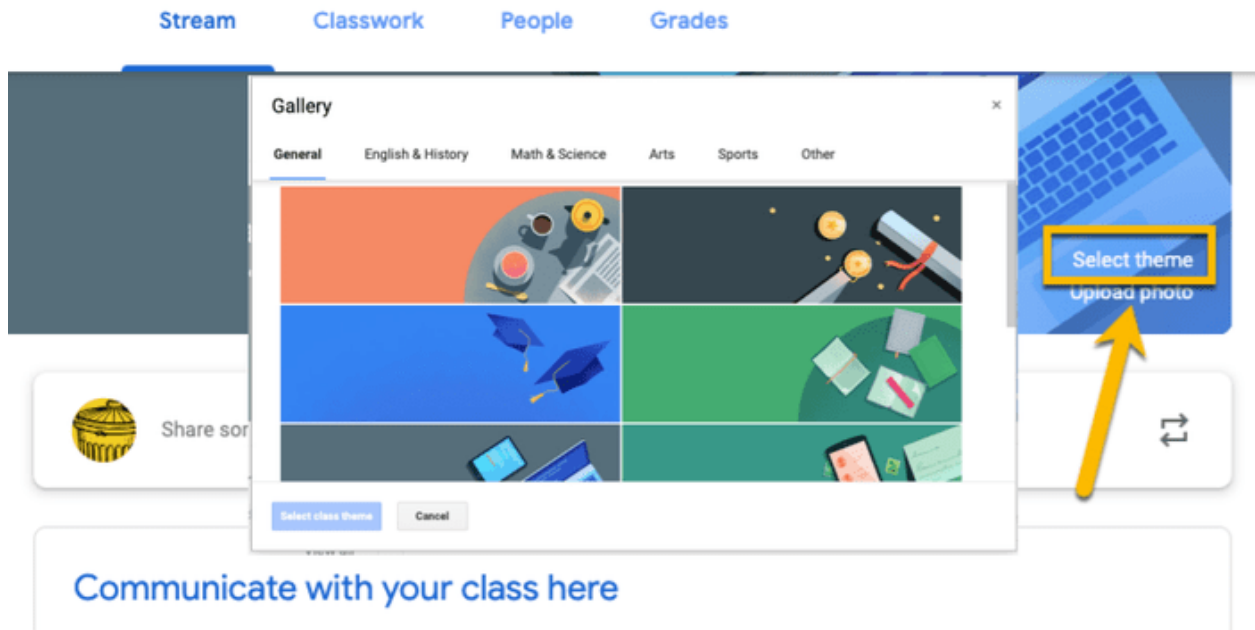
3. Add information about your class.

- You must add a name for your class. This is how your students will identify your class when they open Google Classroom.
- Use the “section” field to differentiate between different classes of the same type. Many teachers will use this field for the class period. (This field is optional.)
- The “subject” field lets you choose from a list of class subjects or type your own. (This field is optional.)



4. Once your class is created, students can start joining it.

- **Students can join your class with a join code (above).** This is a quick, easy way to get students into your class. By displaying the join code (click []), students can log in to Google Classroom, click the “+” button and “Join class” to enter the join code. Then they’re added to your class.
- **You can invite students to your class by email.** This is a good option if students don’t meet in person for your class. To do this, click the “People” tab at the top. Then, click the “Invite Students” button (an icon with a person and a plus). You can invite students individually with email addresses or by groups if all students are in a Google Group.



5. Customize your Classroom.

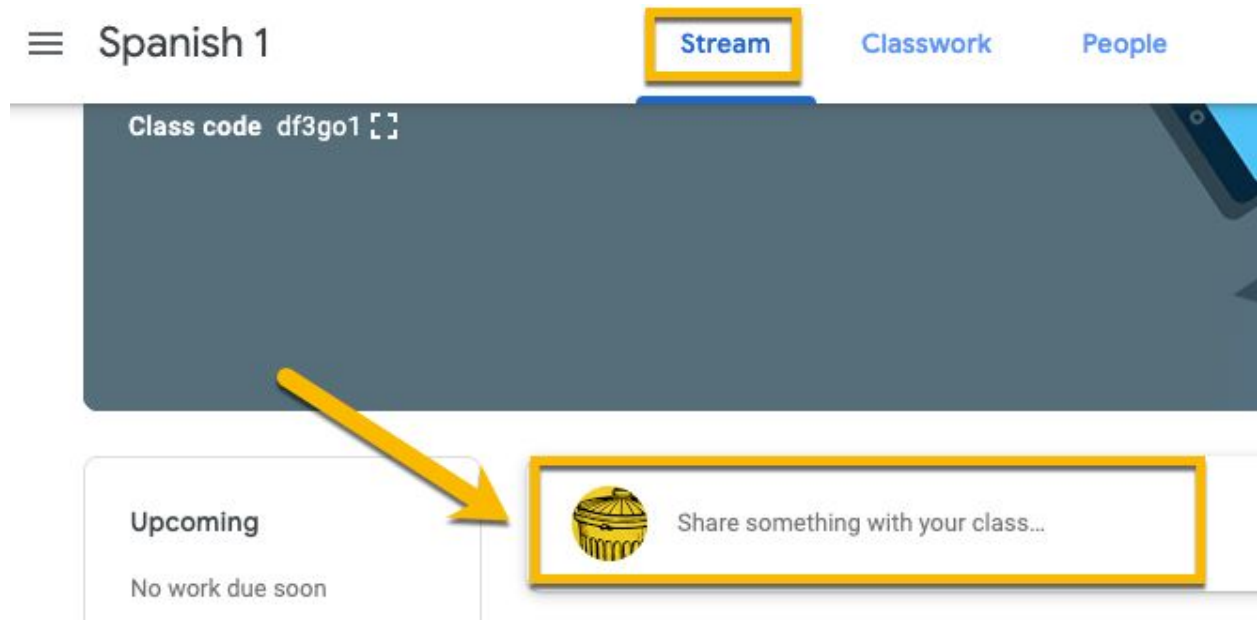
- There won't be any students in your class the moment you create it. This is the time to get creative and have some fun with it! Click **“Select theme”** on the right side of the header. It will open a gallery of header images you can use to spice up your classroom.
- You can also upload a photo to display at the top of your Classroom. You can use an image of your class or something that pertains to your class. Some teachers will create a custom header image with important information and fun graphics. **Use this template to create a header.**

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Using Google Classroom in everyday class

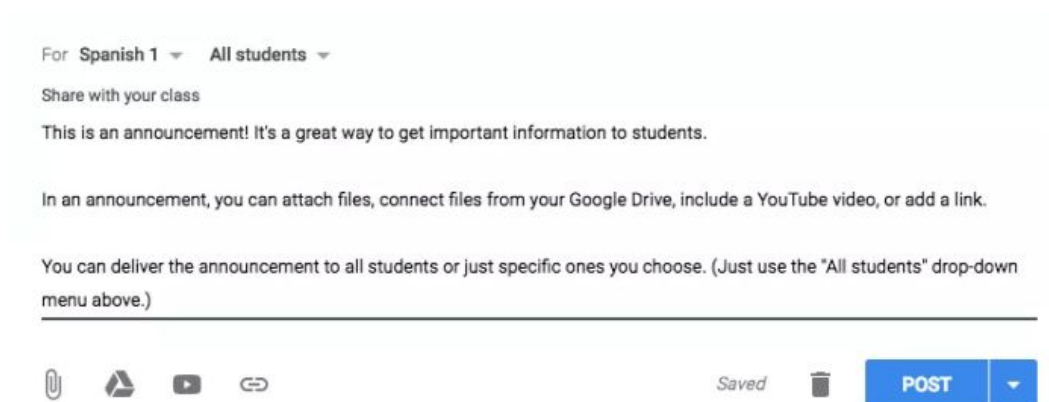
After your class is set up and students join, you have a fully functioning Google Classroom. Congratulations!

But you don't want to stop there. Here are some things you can do in your Classroom:



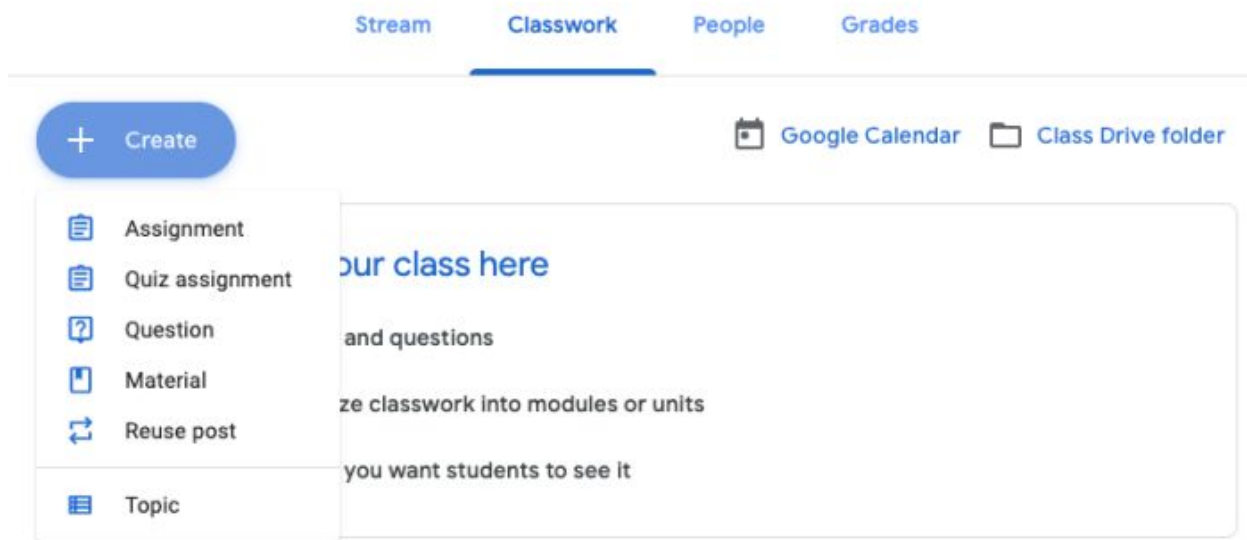
1. Add an announcement.

This is a good way to communicate with your class and give them up-to-date information. Announcements are posted to the class stream, but there isn't a grade associated with them.



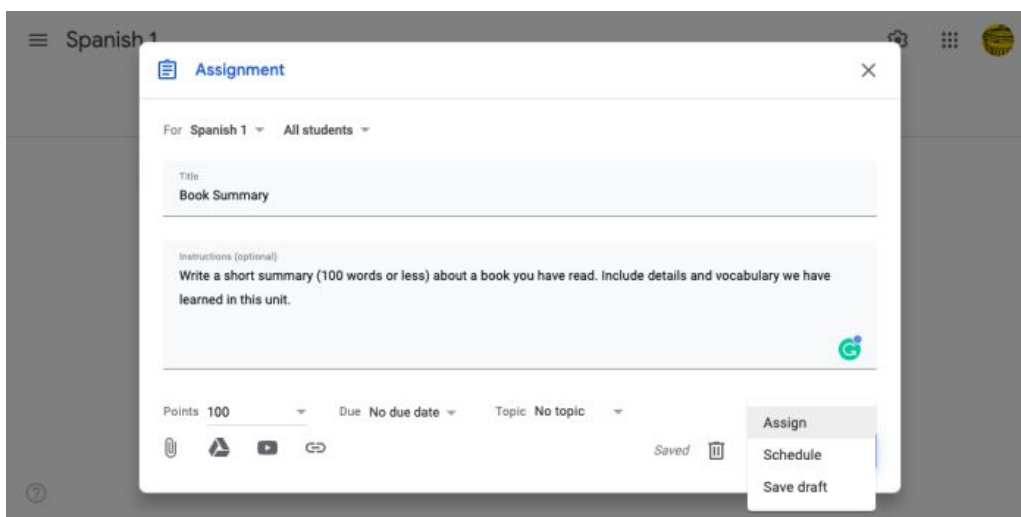
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Go to your class Stream and click on “share something with your class”. Add the text for your announcement. Add any files (attached or from Google Drive), YouTube videos or links you’d like. Then post it (or schedule it for later).



2. Create an assignment, quiz, question, attach material, or reuse an old post.

This is where students get to work! You can create a graded (or ungraded) question for students to answer, a quiz, OR assignment for students to do. You can create them under the “Classwork” tab (above). You can also attach material you want the students to see or reuse an old post.



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Things to include in your assignment or question (above):

- A descriptive title for your assignment. (Pro tip: **It's good to number your assignments to eliminate confusion.**)
- A description. This is helpful for students who were absent and for referring back to a previous assignment later.
- Points. Choose how many points the assignment/question is worth (or use the drop-down menu to make it ungraded).
- A due date. Choose when the assignment is due (or don't use a due date).
- A topic. (We'll get to this in a moment ...)
- File attachments. Attach files, add files from Google Drive, include YouTube videos, or give students a link.

Assign the assignment immediately, schedule it to post automatically later, or save your assignment as a draft to finish later.

3. Organize your class with topics.

If you have different chapters, units, subjects, etc. within your class, you can categorize your assignments and questions by topic to keep everything organized.

Under “Classwork”, click the “Create” button and add a topic. Then, whenever you create a new assignment or announcement, you'll be able to add that topic to it.

4. Grade and return work.

Once students have completed work, you can provide feedback and grade the assignment. Click on the “Classwork” button and click on the assignment to view student work.

Here are some of the actions you can take ...

1. Sort the assignment by students who have turned the work in or all students who were given the assignment. (Just click on the big number.) Or, you can sort by other options with the drop-down menu below the big numbers.)
2. Open and view student work by clicking on it. Inside student documents, slide presentations, etc., you can add comments directly to the file. Or ...
3. Type and view private comments to the student by clicking on the student’s name. You can also see when files were turned in with the history.
4. Add a grade to student work.
5. When you’re all done, return work back to students. Be sure you’ve checked the box next to their names and click the “Return” button.

Tips and tricks

Here are some ideas for maximizing your use of Google Classroom ...

1. On your “Classes” page (click the three lines menu button and “Classes”), **click and drag your class cards** around the page to reorder them.
2. Whenever you see a folder icon, click it to **open that class’s Google Classroom folder** in Google Drive. This is where student work lives when it’s turned in.
3. Assignments with due dates automatically go on your class’s Google Calendar. **Click a calendar icon to view it.**
4. Want to **make an individual copy of a file for every student** in an assignment? (i.e. You have a graphic organizer you want ALL students to complete.) Google Classroom is like your digital photocopier. When you attach the file to your assignment, use the drop-down menu on that file and choose “Make a copy for each student.”
5. **Know the difference between the types of comments** you can leave in Google Classroom. Check out the graphic below!
6. The **Google Classroom mobile app** is your secret tool for giving students quick, easy, instant feedback. **Check out all you can do with it.**
7. **Adjust the settings** for your class using the gear icon from your class’s home screen. You can change your class name, display the class code, decide what actions students can take in the stream, and decide whether to display deleted items.

Use the **RIGHT** kind of **COMMENT** in *Google Classroom*

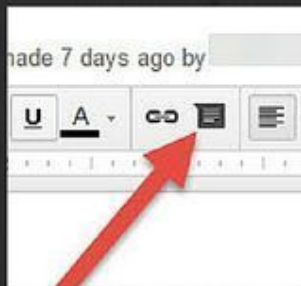


Class comment

Found "outside" an assignment, announcement or question on your stream. Perfect for comments anyone in class should see.

Private comment

Found in student work when you click on a student's name. Perfect for general feedback on assignments with info only the student can see.



Comment in a file

Found in a document, slide, sheet, drawing, etc. Perfect for leaving specific, pointed feedback about specific parts of an assignment.

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10 Ways to Make Good Google Classroom Assignments Better



If you've used Google Classroom for long (or even if you're just beginning to use it), you're likely to see that there's not a lot to it.

Google Classroom was created to help teachers teach and learners learn so that tech stays out of their way to do it. Less tech, more teach.

And Google Classroom delivers. Here's how its workflow basically works:

- Teacher creates assignment.
- Student completes assignment and turns it in.
- Teacher collects assignment and provides feedback.
- Teacher assigns a grade and returns the assignment.
- Feedback and collaboration happen throughout.

The magic is not in Google Classroom itself. It's in how teachers and students use it and how learning is improved. Clicking the "Assignment" button to create an assignment isn't enough.

For that reason, not all uses of Google Classroom are equal. It can be used poorly, and it can be used to supercharge teaching and learning.

If we understand its features and how they can support solid teaching and learning, we can create better learning experiences.

Here are some ways to Google Classroom's features to make good assignments even better:

10 ways to make **GOOD** Google Classroom assignments **BETTER**

1. Leave great instructions (and revise them).
2. Make instructions easy to read.
3. Add the right amount of attachments.
4. Collaborate with "everyone can edit".
5. Use "Make a copy" for individual work.
6. Be concise.
7. Create a FAQ section or document.
8. Make friends with "Mark as done."
9. Organize with topics.
10. Create a parent corner.

1a. Leave great instructions. This is something I've fallen victim to many times. I would create the assignment and give it a title, then get students working on it. But if I failed to write solid instructions, absent students suffered. Students who didn't finish work in class suffered. Students who didn't pay great attention to my verbal directions — or those who were unclear — suffered. It all could have been averted. It's a simple idea, but take the time to write out detailed instructions. Everyone benefits.

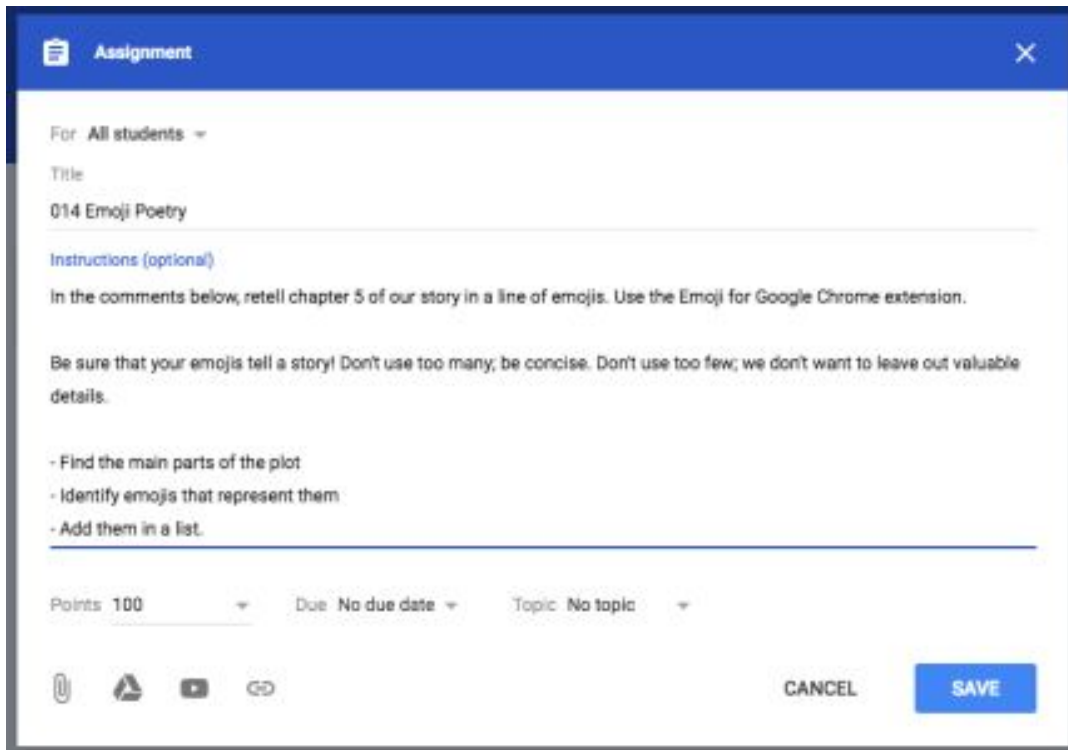
1b. Revise your instructions. When something changes with an assignment, update the instructions in Classroom. This helps you — and students — avoid assignments that don't reflect the most recent changes.

2. Make your instructions easy to read. No one likes to read a huge block of text. It's hard on the eyes. Our brains like to look on a page for white space where our eyes can rest. Break up your instruction with double returns. Don't just hit return once; hit it twice to create that line of space. And add bullet points. Classroom doesn't support them (or rich text formatting), but you can create them with hyphens or something else.

Looking for even more ideas like this? Visit DitchThatTextbook.com.



(Emojis make fun bullet points, and Classroom supports them!) See examples in the image below.



The image shows a screenshot of the Google Classroom assignment creation interface. At the top, there's a blue header with a document icon and the word "Assignment" and a close button (X). Below the header, the form is white with a blue border. It starts with "For All students" and a dropdown arrow. The "Title" field contains "014 Emoji Poetry". The "Instructions (optional)" section contains the following text: "In the comments below, retell chapter 5 of our story in a line of emojis. Use the Emoji for Google Chrome extension. Be sure that your emojis tell a story! Don't use too many; be concise. Don't use too few; we don't want to leave out valuable details." Below this, there are three bullet points: "- Find the main parts of the plot", "- Identify emojis that represent them", and "- Add them in a list." At the bottom of the form, there are three dropdown menus: "Points 100", "Due No due date", and "Topic No topic". At the very bottom, there are icons for adding attachments (paperclip, Google Drive, YouTube, and a link icon), a "CANCEL" button, and a blue "SAVE" button.

3. Add the right amount of attachments. It's super easy to add attachments to Google Classroom assignments. But we don't want it to become a dumping ground for lots of stuff your students realistically won't use. Don't add them because it feels like you should; add attachments because they serve a purpose.

4. Add a layer of collaboration with attachments where everyone can edit. Some of the best attachments may be files where you don't do much more than create them blank. Create an empty collaborative space for students in a Doc or Slides. Then attach the file to the assignment. Be sure to think ahead about ...

- How collaboration enhances the assignment
- What students should do in the space
- What behavior is appropriate for the space

This [shared Google Slides activity](#) I posted about gives a great framework for establishing a space and how students can use it.

5. Add “make a copy” attachments when students need to do individual work. If students need their own personal space to think through an assignment or reflect, making a copy is great. When you attach a file and choose “make a copy”, it automatically distributes copies of that file to each student AND adds the student’s names to the file name.

A word of caution: This is a great way to distribute digital versions of mindless electronic worksheets. Resist the temptation to do that. Remember that classroom technology is an opportunity to teach differently, to improve what we do. When we use technology to teach the same way we did without it, we’re squandering the gift — the opportunity to do something amazing. Keep asking yourself, “How could the technology make the learning experience better?”

6. Be concise. Let’s go back to instructions. You can be detailed as well as concise. Students don’t need flowery prose in instructions, and many times, they don’t need a lecture or a longwinded speech. They need exactly what they need to get started.

7. Create a Frequently Asked Questions section (or document). If you’re creating a bigger, longer assignment, students may come to you with the same question multiple times. Instead of answering the same questions over and over again (the bane of the teacher’s existence), try a FAQ. Here are a couple of models:

- Anticipate questions that students may have and add answers to them in the instructions section (below the directions we talked about above).
- Create an “anyone can edit” FAQ document for frequently asked questions. When any student asks a question, type your response (and the question) in the document. Or ask the student to type a summary of your answer in the document for other students! In fact, students can be encouraged to add questions their peers might come across with their own responses.

8. Make friends with “Mark as done”. Students can mark an assignment as done without turning in a file (like a document or spreadsheet). This can be useful in many ways ...

- Create a Classroom assignment for a physical product (hands-on project, paper assignment) and have students “mark as done” when complete. This opens a channel of communication through private comments and gives you a digital space to leave a grade.
- Use an ungraded “mark as done” assignment as a check-in or reminder on a longer assignment. Schedule an assignment called “Check-in: One week left!” for a week before a project is due. Have it publish automatically by clicking “Schedule” (later) instead of “Assign” (now). Students mark it as done when they see it as a reminder.

9. Organize with topics. This can save everyone time in the end and make classwork less painful. Use the topics in the “Classwork” section of Google Classroom to organize items in Classroom. Organize by chapter or unit. Organize by type of work. Create subtopics to further organize that look like this:

- Chapter 1: Animals
- Chapter 1: Plants
- Chapter 1: Other living things

This keeps a topic for a single chapter from becoming bloated and unwieldy.

10. Create a parent corner. I learned about this tip from the incomparable Alice Keeler, one of the world’s foremost experts in Google Classroom. She suggests that, in addition to writing instructions for students, we add a “parent corner” geared specifically toward them. Here’s how Alice puts it:

“Consider when creating assignments to also specifically consider how parents will understand what their child is doing and how they can help support their child in learning. Including a parent corner where you can write a note to the parent to explain the activity and the goals provide parents a clearer window into our classrooms. Without having to decode the assignment from the student perspective, writing a few sentences directly aimed at parents can help them feel included and more clearly understand what their child did that day.”

[Check out her post about the parent corner here.](#)

Google Classroom: How to differentiate like a ninja

Tips from guest blogger [Jacqueline Pora](#)



Google Classroom has lots of features that let you assign to small groups or even individual students.

But how can you do that with such a variety of levels within the same class?

It really doesn't take as much planning and prep as you may think.

Here are some quick ways to differentiate in your own classroom to help students achieve and surpass their learning targets:

Model 1:

- **Give a Formative Assessment:** You can use almost anything from a scrap piece of paper exit slip with answers to essential questions to one of the online options ([GoFormative](#) and [Socrative](#) are GREAT!!). Check out your grade book system. We use Skyward and the online assignments option is my best friend!
- **Come Up With Three Groups:**
 1. Group C: I am bored and ready to take a long needed *siesta* during your class because I scored an A on the formative. I get this already!
 2. Group B: I am almost there, I just need more practice.
 3. Group A: They need intensive help. This is a struggle. They are sinking and FAST. I need to catch them before all love of learning a new language is extinguished before Winter Break!

- **Use Google Classroom:** The assign specific students option is amazing!! I just took a regular lesson and modified it for my A group and C group. The B group was right where they should be with the practice. My A group needed more guidance and attention. My C group was ready to fly to the next level.
- **Use Your B Group As Peer-Mentors:** They know the struggle at times. They are wonderful to help others (along with some help with strategic pairing by YOU!)

I do not do this on a daily basis. I set a goal. Start with once a month.

Model 2:

Set up an extension Google Classroom! Let the first assignment be: what would you like to learn more about in regard to (the subject you teach). Students can answer right on Google Classroom. So when you are feeling drained on ideas, go there. My students are far more creative than I am!

Put the things on the Extension Class that first inspired you to pursue teaching in your field. For me, it is food, music, culture, and travel. I passionately teach these things and the kids begin to get excited and request more on the same topic.

Model 3:

What about the kids that are still bored?: I have them. The group who will go on and travel the world and rule it. The kids who already speak fluent Spanish. What do I do with them?!

- They have **their own Google Classroom!** They are the ones I NEVER speak English to. We do novel studies, Skype with native speakers in other countries, Duolingo, etc. I constantly ask them how I can challenge them more. And guess what...they tell me

3 easy strategies to organize your Google Classroom



Let's be honest. Your Google Classroom is a hot mess.

If it is, you're like many, many other teachers.

(If it's not a hot mess, kudos to you. We can learn something from you!)

Thankfully, Google Classroom has a feature that helps you keep your classwork page neat and tidy and orderly — topics!

Some of the basics to know about topics:

- Topics are like headings for your assignments, questions and materials.
- Add a topic with the “Create” button on the classwork page.
- You can create as many topics as you want.
- Click and drag things on your classwork page under any topic.

Of course, how you use topics on your Google Classroom classwork page will dictate how effective and efficient they are for you.

Here are three strategies that can help make the most of this useful feature:

1. Pick the organizational structure that works best for you

If your classwork page were a filing cabinet filled with folders, what would you put on those tabs?





There's a variety of structures you can use. And thankfully, you can change your mind. Topics are so easy to change. Topics are so easy to rename, add and delete. In a matter of minutes, you can switch to a brand new organizational structure if one isn't working for you.

Looking for even more ideas like this? Visit DitchThatTextbook.com.








Here are some examples of structures you could use:

a. Sort by week


Week 1 (Aug. 12-16)		⋮
	Book summary	Posted August 12, 2019
	Class discussion	Posted August 12, 2019
	Reference material	Posted August 14, 2019
Week 2 (Aug. 19-23)		⋮
	Google Slides activity	Posted August 19, 2019
	Bell-ringer question	Posted August 20, 2019


b. Sort by unit


Unit 1		⋮
	Practice questions	Posted August 12, 2019
	What do you want to learn?	Posted August 12, 2019
	National Geographic article	Posted August 14, 2019
Unit 2		⋮
	Vocabulary quiz	Posted August 19, 2019
	What do you remember?	Posted August 20, 2019


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c. Sort by subject or topic


Water cycle 


 Step by step illustration Posted August 12, 2019

 Question to answer Posted August 12, 2019


 Diagrams of water cycle Posted August 14, 2019


Biomes 


 Writing activity Posted August 19, 2019


 Who lives where? Posted August 20, 2019


d. Sort by file type


Assignments 


 Chapter 1 questions Posted August 12, 2019

 Chapter 2 questions Posted August 12, 2019

 Chapter 3 questions Posted August 12, 2019

Materials 

 Chapter 1 slides Posted August 14, 2019

 Chapter 1 notes Posted August 14, 2019

Of course, any of these can be modified. But having some suggestions can help you figure out which fits you best — or at least which one you want to try first.

Looking for even more ideas like this? Visit DitchThatTextbook.com.

2. Organize more deeply with subtopics

If you're a super organizer (or an aspiring super organizer), you may think along these lines ...

Organizing by unit sounds great. But each of my units has multiple chapters. And each chapter has multiple lessons. I wish I could organize my Google Classroom like an outline with points and subpoints — and sub-subpoints!

Guess what? You can! We just have to be creative with naming our topics and how we organize them.

For example, your organizational structure can easily go two levels deep — chapters and lessons. Figure out how you'll type it in the topics so it fits nicely. Then, keep it consistent.

The screenshot shows a Google Classroom interface. At the top, there is a heading "Ch. 1 Lesson 1: Water cycle" followed by a vertical ellipsis menu icon. Below this heading, there are three items listed in a column:

- Step by step illustration (with a clipboard icon) Posted August 12, 2019
- Question to answer (with a speech bubble icon) Posted August 12, 2019
- Diagrams of water cycle (with a document icon) Posted August 14, 2019

Below these items, there is another heading "Ch. 1 Lesson 2: Weather patterns" followed by a vertical ellipsis menu icon. Below this heading, there are two items listed in a column:

- Google Slides activity (with a clipboard icon) Posted August 19, 2019
- Bell-ringer question (with a speech bubble icon) Posted August 20, 2019

Here, just by typing them in the name, you have a chapter and a lesson.

Consistency keeps it neat! I abbreviated the word “chapter” but spelled out the word lesson. Why? For me, it fit in the space and I thought it looked good that way. However you decide to do it, stay consistent. It'll make your topics much easier to scan for students. They'll find what they need faster.

Let's go crazy — three levels of organization!

U1 Ch1 L1: Water cycle

- Step by step illustration Posted August 12, 2019
- Question to answer Posted August 12, 2019
- Diagrams of water cycle Posted August 14, 2019

U1 Ch1 L2: Weather patterns

- Google Slides activity Posted August 19, 2019
- Bell-ringer question Posted August 20, 2019

In this case, I abbreviated everything: U1 for unit 1, Ch1 for chapter 1, L1 for lesson 1.

See ... you don't need an official function in Google Classroom for multiple levels of organization. Just make them yourself!

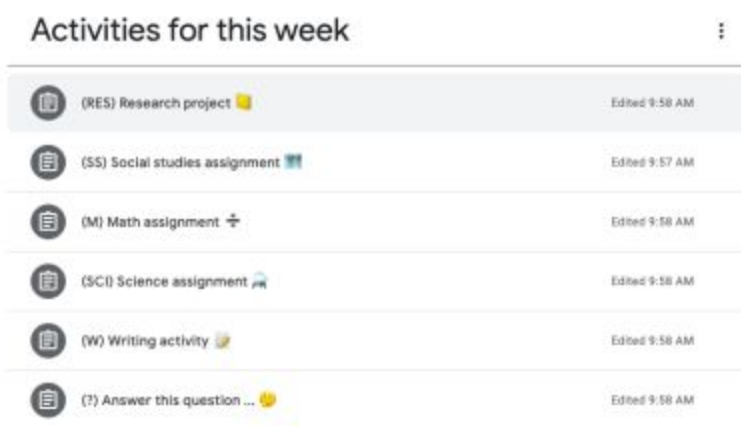
3. Use emojis and/or parenthetical abbreviations as tags

Let's say your items in the Google Classroom classwork page have different characteristics ...

- Some may have videos.
- Some may be written activities.
- Some may be from different academic subjects.
- Some may have different styles (poetry vs. short story vs. novel)
- Some may just be fun or funny things you want to share with students.

For any of those characteristics, assign an emoji in the name for that characteristic.

- On mobile devices, I'll bet you already have an emoji keyboard! (If not, search for how you can add one to your keyboard.)
- On Chromebooks and devices with the Google Chrome web browser, use an extension like [Emoji Keyboard](#).
- On Macs, use the Ctrl + Cmd + Spacebar keyboard shortcut to bring up emojis.



In our examples above, if your assignment includes a video, is a writing assignment and is a social studies activity, you could include one emoji for each of those.

To use this, basically think of what characteristics students might search your classwork for. Adding an emoji lets them find that assignment at a glance.

Don't want to use emojis? (Or, want to add a second layer of tagging?) Try text-based tags instead! In the image above, I used (RES) for "research project". Any activity related to the research project could be tagged with that (RES) abbreviation.

Are you ready to get your Google Classroom under control now???

1. Find an organizational structure.
2. Add subtopics (and sub-subtopics!).
3. Use emojis or text abbreviations to assign tags to classwork.

Use one of those strategies. Use two or even all three! Then, watch as your Google Classroom falls in line with your organizational hopes and dreams!

10 add-ons to Google Classroom you MUST try



The basic functions of Google Drive and Google Classroom are only the starting point for the innovative and creative uses one can use in the classroom.

Alice Keeler, my co-author in our upcoming book *[Ditch That Homework](#)*, proves that again and again.

Alice is one of the only people I know personally who codes for fun. (OK, she's probably the *only* one I know like that!) She writes scripts for teachers to use with their Google tools.

It's like Google Sheets bows down on one knee to this woman and does her bidding. Seriously.

Alice has created dozens of pre-created templates, add-ons, scripts, extensions — you name it, she's created them. After browsing her library of them, I knew I had to share some of them with you.

Two of these are Google Chrome extensions — little programs you install in your Chrome web browser that will perform certain tasks. (Kind of like an add-on in that you're "adding on" a function to what you do within Google Classroom.)

But most are scripts/add-ons she wrote to run inside Google Sheets or other Google tools. With those, you just make a copy of her original form and follow the instructions to make those files dance, sing and do whatever you want them to do. (Figuratively, of course ...)

Here are 10 of them I like the most. Some are super simple (see: RosterTab). Others are a bit more complicated but doable (see: Teacher Newsletter).



1. DriveSlides — DriveSlides is a Google Chrome extension. DriveSlides was created by Alice Keeler and me in connection with the book *[Ditch That Homework](#)* that we're currently writing.

With DriveSlides, you can:

- Save images to a folder in Google Drive
- Create a slide presentation, putting each image on a separate slide automatically

How to use it: I wrote a blog post about DriveSlides, including step-by-step directions and a tutorial video. [Click here to see it!](#)

Link:

<https://chrome.google.com/webstore/detail/driveslides-by-matt-mille/ijnjlojbdhgpamjiflocklhfeciockfdl>

2. SlideShot — SlideShot is a Google Chrome extension. It will let you:

- Capture an image of your screen (a screenshot) every minute
- Put each screenshot on a separate slide in a new Google Slides presentation

This is great for having students look back over their work for the day and reflect on what they've learned or how they've spent their time.

How to use it: In [the DriveSlides blog post I mentioned above](#), I outlined SlideShot, too — and included ways both can be used in the classroom. [Here's a blog post by Alice about SlideShot as well.](#)

Link:

<https://chrome.google.com/webstore/detail/alice-keeler-slideshot/aedgoefpkibhaiigkbjigccgnldoice?hl=en>

3. Group Maker — Group Maker lets you use the roster for your class to randomly assign students to groups.

How to use it: Add your roster to the roster column. Change the size of the group to the number of students in each group. From the menu, click: Add-ons > Group Maker > Start. Then click the “Make Groups” button. [Alice has a blog post that explains it in detail here.](#)

Link: alicekeeler.com/groupmaker

4. Google Classroom: List Docs — List Docs does what it sounds like it does: it gives you a list of all of the documents students have submitted through Google Classroom. It makes a spreadsheet — one sheet has a list of all of your Google Classroom folders, and the subsequent tabs list all of the documents students have turned in to each folder.

How to use it: [Alice’s blog post \(and tutorial video\) outlines it in detail,](#) but generally, here’s what you do:

Open the template in the link below. You’ll need to provide the folder ID for your Google Classroom folder (which Alice shows you how to do in her blog post above). Run the add-on called “Show me all the docs” (great name, huh?) that’s already pre-loaded in the spreadsheet. It will create a spreadsheet with links to all of your docs.

Link: alicekeeler.com/showdocs

5. Teacher Newsletter — This one is amazing, but it does take some setting up first. Teacher Newsletter lets teachers create unique newsletters customized for each student. It can include unique praise for each student, unique goals, etc. It then automatically emails those newsletters to parents.

How to use it: Alice details it in [her blog post here](#). Basically, you use the template at the link listed below. Design your newsletter in Google Docs. Add merge tags to the newsletter where you want to pull in the unique information for each student.

Add each student’s name and email address in the sheet along with any unique comments/info to send to parents. Then run the add-on and it emails those personalized newsletters to parents!

Link: tinyurl.com/keelernewsletter

6. Comment Maker — Comment Maker lets you email each student a note quickly and easily. You can type everything you'll need to send everyone an email all on one screen.

How to use it: Open the spreadsheet at the link below. Copy and paste in student names and email addresses. Type individual comments to each student. You can also add a “global note” — a comment that goes to everyone AND choose not to send emails to specific students. Click the “send emails” button and you're done! [Alice has detailed directions with screenshots in this blog post.](#)

Link: alicekeeler.com/sendcomments

7. Pull the Paragraph — Want to save the time and hassle of opening lots of documents turned in by students to Google Classroom? Pull the Paragraph pulls in all of the students' documents into one Google Sheets spreadsheet. You can read everything on one screen, type feedback and submit it to students.

How to use it: Load the spreadsheet in the link below. Open a folder of student work in your Google Drive. (If you're using Google Classroom, it will be in the Classroom folder.) Pull the Paragraph will pull in all of the students' writing in the spreadsheet. You'll want to make the columns wider and use word wrap so you can see everything. Read student work and type comments to return to them in the comments column. Pull the Paragraph will add those comments to the students' documents automatically and can even email them, telling them that there's feedback to see.

See screenshots and detailed directions [in Alice's Pull the Paragraph blog post.](#)

Link: alicekeeler.com/pulltheparagraph

8. RosterTab — This one is so simple and saves time. Create a spreadsheet with a tab for every student — giving each student his/her own digital space to work within an entire class file. RosterTab will create all of those tabs for you instantly.

How to use it: Load the spreadsheet with the link below. Copy and paste (or type in) the names of all of your students. (Note: The link below goes to RosterTab2, which adds an option to email students a link to their tabs (less confusion!)) In the menu, go to Add-ons > RosterTab2 > Start and it will create those tabs — one for each student.

[Detailed directions and screenshots are available in this blog post.](#)

This is great for having students do some simple work that's gathered in the same file — so you don't have to open lots of documents to grade.

Link: alicekeeler.com/rostertab2

9. TemplateTab — TemplateTab is a variation of RosterTab (above). TemplateTab will create new tabs in a spreadsheet for every student in your class. However, you can pre-design those tabs for the students by adding text, color, etc. You create a template for everyone to use and TemplateTab will copy it on each student tab when they're created.

How to use it: It's the same as RosterTab (above) except you design the template you want your students to use in the template tab at the bottom of the spreadsheet. Do that before starting the add-on. [Here's a blog post with step-by-step directions.](#)

Link: alicekeeler.com/templatetab

10. RubricTab — Again, another take off TemplateTab (above). In this version, RubricTab copies a rubric that you create to each student tab. You can give a grade and provide feedback on each student rubric. When you're done, you can copy/paste and email a link to each student's tab to each student.

How to use it: [Check out Alice's blog post for step-by-step directions.](#)

Link: alicekeeler.com/rubrictab

30 Google Classroom Tips Every Teacher Must Know

30 Google Classroom
TIPS every
Teacher
MUST KNOW



Like most of the G Suite tools, Google Classroom is constantly getting updated with new features. By utilizing these features we can make Google Classroom work even better.

Sometimes, a few tips, tricks, and strategies can make all the difference.

We asked the community to share their top tips, tricks, and strategies every teacher must know when using Google Classroom. Educators shared ideas for using topics, announcements, comments, feedback, emojis, and more!

Click [here](#) or scan the QR code for 30 tips to help you make the most out of Google Classroom!



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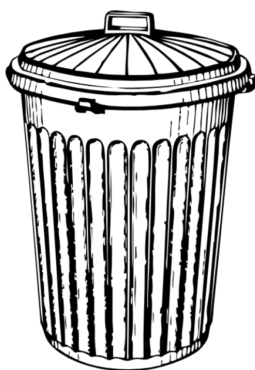
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