

# Technology Newsletter

Spring 2009

## Websites of Interest



The **Zerofootprint Kid's Calculator** measures the direct impact of a child's lifestyle on the planet. Our measurements are made in terms kids understand: carbon, land, water and trees.

<http://www.zerofootprintkids.com>



**Quest Atlantic** is an international learning and teaching project that uses a 3D multi-user environment to immerse children, ages 9-15, in educational tasks. QA combines strategies used in the commercial gaming environment with lessons from educational research on learning and motivation.

<http://atlantis.crlt.indiana.edu/>



**Google SketchUp** is software that you can use to create 3D models of anything you like. Dozens of video tutorials, an extensive Help Center and a worldwide user community mean that anyone who wants to make 3D models with SketchUp can.

<http://sketchup.google.com/product/gsu.html>



**Audacity®** is free, open source software for recording and editing sounds.

<http://audacity.sourceforge.net/>



## Middle School Technology Integration

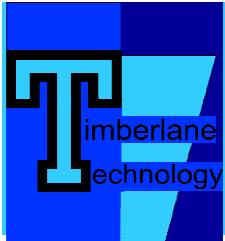
➤ There are some pretty techy things going on in Algebra 1 at Timberlane Middle School. This year we are using the Prentice Hall Algebra 1 textbook and software with great success in 8<sup>th</sup> grade.

**Student comments from Kathleen McGuirk's class:** Brianna Butler of Sandown, and Nicholas Lambert of Plaistow both agree that "Learning Algebra is more fun with the added technology this year because we get to view and hear different learning styles. We can read the book, we can look at the book online, we get to watch video tutors, and we can easily access interactive computer examples of what we are learning."

According to Danville 8<sup>th</sup> grader Steffan Brown, "This is a really cool way to learn Algebra. In class we pull up the Internet and go to phschool.com to access videos that go with our lessons. We also get to see our textbook on the projector and do interactive learning activities where we get instant scores for our work. It's really fun when we all try to beat the test together. I also really like how we have been able to access our Prentice Hall textbook by CD instead of lugging our heavy book home every night. Another really awesome thing is learning how to use graphing calculators to solve and graph equations this year. The TI-83 calculator is a pretty intense piece of equipment."

➤ On Thursday April 2, 2009 the TRMS PTSA held their Silent Auction and TRMS Celebration Night.

**Mrs. Lois Paul** presented an internet safety overview for parents using the PowerPoint presentation from the New Hampshire Attorney General's office. Topics focused on online predators, chat rooms, social networking sites, instant messaging and on line gaming. Some students presented their own power points to their parents because grade 6 and grade 7 have just finished a unit on internet safety. If you would like to see the PowerPoint that was presented, it is available on our schools website. Scroll down the



# Technology Newsletter

## Spring 2009

right side of the page and click on CONNECT WITH YOUR KIDS.

**Mrs. Dianne Sherman and Mrs. Sue Broadhurst** held an Are You Smarter Than an 8<sup>th</sup> Grade Math Student Competition between students and parents. Using the LCD projector and computer, two fun, yet highly competitive challenge board games were played. It was competitive to the end as a very determined group of parents battled a highly motivated and knowledgeable group of students to see who had the greatest math minds. The parents had so much fun; they requested a rematch with the students.

**Mrs. Sue Sherman** had a PowerPoint presentation of the seventh grade Ferry Beach trip running in her room and the café annex system was displaying the announcements the students and staff see daily.

Comments from parents that night included:

*The mere existence of technology doesn't mean it improves learning, this demonstration actually shows that the students can apply what they are learning to improve a situation.*

*Visually more interesting and definitely much more informative*

*It is nice to see updated technology being used in the schools*

*Wonderful to see the different uses of the computer.*

➤ Part of the 7<sup>th</sup> grade science curriculum is the study of microscopic life. At the end of this unit, students communicate what they learn by designing a project. There are 7 choices of projects that address multiple intelligences including writing, drawing, and using technology.

The technology projects focus on designing a slide show or a power point presentation. In these projects,

students are using skills that they have acquired in their technology classes to communicate their understanding of science content. This year, approximately 10% of the students chose to design one of these technology projects. Upon completion of the project and with technical assistance from Cheryl Cronin, students presented their work to their classmates using a multi-media presentation system. In addition to being a great assessment tool for evaluating individual learning, the student presentation of these projects to their classmates also provided an important review of science material.

To view student work from this project, please go to [www.youtube.com](http://www.youtube.com) or copy the link and paste into your browser.

Morgan Randall's Project – search The Euplotes Project  
<http://www.youtube.com/watch?v=V3f0sKHYA4g>

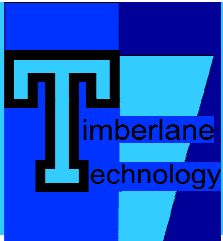
Danielle Arena's Project – search skelatorrokz (Science Project)  
<http://www.youtube.com/watch?v=mljgzehAcEM>

Sarah Halbach's Project – search Protists: The Movie  
<http://www.youtube.com/watch?v=Y11AifhX8Wg>

### High School Technology Integration

Thursday, March 26<sup>th</sup>, the Timberlane Historic Honor Society held a "Hometown Heroes" Day in the High School Library. Twelve members of the Atkinson VFW Post visited our school to give an oral history of their experiences serving in the United States Armed Services over the last seventy years. 40 Students gathered in the library to collect these stories using several technologies to aid in their work. Each of the Veterans gave oral histories and students used wireless laptops to both record the interviews using Audacity

software with hard wire microphones while others transcribed the conversations using wireless laptops



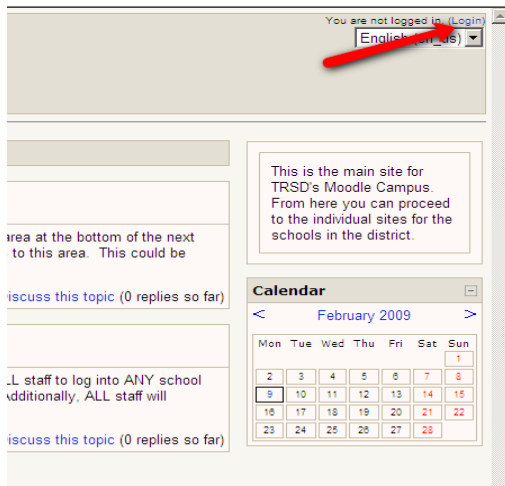
# Technology Newsletter

## Spring 2009

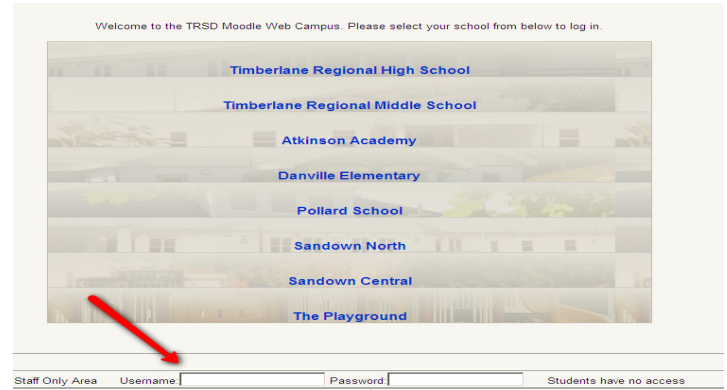
and Word software. Each veteran also brought photos and memorabilia with them to help tell their stories. Students were assigned to scan the photos into a master file on the school's network. While one team of students worked to scan, save, label and sort over 100 photos, another team was using digital cameras to take still photographs of the plaques, models, medals, and other objects that the veterans had brought in and still another group was assigned to save and sort these photos as well. While this collection of oral histories was happening, students were using flash hand held digital video cameras to capture the entire event in the library while another crew held one on one video interviews in the adjacent Tech Room. The day was an overwhelming success and both the veteran's and the students learned more than they could have ever imagined while effectively using technology to make it all happen. The next phase of the project is for the Historical Honors Society to take all of the imaged, sound files, video clips, and written transcripts and create an on-line museum for use by any and all students at Timberlane and beyond. We are currently working with the Tech Staff at the High School to bring this dream to life. **Submitted by Scott Strainge**

### Staff Resources on Moodle

Go to our Moodle site [web.timberlane.net](http://web.timberlane.net). You will see **Login** in the upper right hand corner.

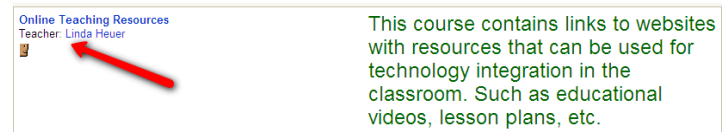


Click on it and it will take you to the Staff Only Area login page



Enter your network username and password.

On the next page look for this course.



Click on [Online Teaching Resources](#) to open the course.

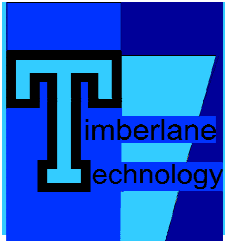
If you have a website you use in your classroom and would like to share it, email it to me at [linda.heuer@timberlane.net](mailto:linda.heuer@timberlane.net). I will put it on the list of resources.

### Atkinson Academy Students Comment on Laptops in the Classroom

**Mrs. Lozowski's 5<sup>th</sup> grade class Atkinson Academy**

*By: Sarah Regan, Melissa Page, Olivia Doulames, and Ian Carmichael*

We all like our laptops because we can go anywhere in the room with them. They load much faster than the other computers. The mouse pad moves on your touch which is much easier than the mouse on the old



# Technology Newsletter

## Spring 2009

computers. Also you can adjust the screen easily, so you can make the screen closer to you. We also like the laptops because keys are easier to type with. We are very thankful for the laptops in our classroom, so thank you so much for giving the laptops to us!

By: Jamie Stewart, Katie Salvagno, Hanna Marden, and Trevor Cunningham

What we like about the laptop computers is that we can bring them to our seat. They are cool because they are easier to carry around. They are able to be put in a lot of different places and are faster than the normal computers. They allow us to type anywhere in the classroom unlike just typing at a table. We can also use the touch pad without getting it tangled in the desk like the old computers. There is a mouse built into the computer. I think that everyone should have a laptop.

By: Claudia Jenkins, Alysha Assaf, Jenna Hill, and Jonathan Beaulieu.

The laptops are much faster than the regular computers! These laptops help us much more than the regular computers because we are able to bring them around the classroom!! They are better than the other computers. These laptops are much easier to type on than the old computers.

By: Connor Suech, Jason Hughes, Cassidy Murphy, and Meghan Tarr

The laptops in our class are very convenient because you can take them to your desk and on the floor. You can work with friends anywhere in the classroom. The laptops are faster in loading programs such as the internet. They are more modern than the old pc's. They teach us to be responsible because they are expensive and fragile so we make sure to be careful with them. The bottom line is they are awesome.

By: Jonathan Chiachio, Reed Sheridan, Bradley Lamonica, and Niall Kimball:

I like the laptops in school because you can move them around. I like the way that you can type something private in your own space if you want to. And that you

don't have to plug it into a wall. We like how they are easier to clean off. We like how there is a plug to put a mouse in. We hope that the laptops will be in middle school for the convenient help it gives us.

By: Jared Spang, Molly Wilmot, Anthony Boggiatto and Austin Witley

We like laptops in our classrooms because they are portable and we can work at our seats with them. They consistently work and they don't freeze. They are really fast and easy to use. They charge quickly. They are light weight and easy to carry.

Some of the websites we like to go on are renzulli, Enchanted Learning, History.org for kids, and everyday math websites. The laptops can record sounds. They make it easy to do an essay or other class work. You can also use this to look up important information.

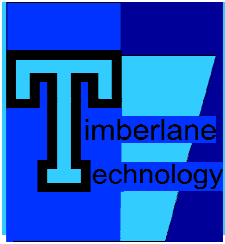
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### Technology Integration at Sandown North/Central

**Justin Bentley-Melle** uses the internet to access research for my students. I create presentations using PowerPoint. I scan students' artwork, and use digital photography for presentations. My students also use windows movie maker to edit video.

**Jessica Skelton** uses technology in her classroom and the library. Third graders are currently doing a report on animals; students therefore research on the computer and various library-related sites. Students also work on their own stories and type on the computers in the lab, as well as in the classroom! A few students who are making a power point presentation because they are a part of Renzulli, an enrichment reading group.

**Carol Mortenson** continues to use Power Point, word processing, and research data bases with her fourth grade class. She has also started using Moodle with her class. She has developed a Moodle site where her



# Technology Newsletter

## Spring 2009

students can journal, check on assignments, and visit approved websites.

In **Jan Gilman's** class students use computers for word processing, practicing typing and math games. They have generated PowerPoint presentations as book reviews, biographies, to share research in social studies and as an alternative to "publishing" a story they have written. She has created a Moodle website with homework, newsletter and sites that support content areas.

**Stan Stone's** class recently did a report using only technology. The steps were:

1. Created a document for our report where we kept addresses (URLs) of acceptable sites with information about our topic. That way students could open the document and jump to their useful sites.
  2. Created a document for taking notes from each site. We used subheadings for the information that we needed and then put a web site under the heading. From there the students took notes by highlighting words, parts of sentences, small paragraphs as if they were taking notes and pasted the notes into the document for notes.
  3. Then used cut and paste to rearrange our notes
  4. Created a new document (the report). Started typing the report information under each subheading in our own words from our notes.
  5. Revised, edited, printed report.
- This allowed me to have the students do a report completely using the computer.

**Jenn Johnston** used technology in the Enrichment Program by having 11 students participate in the web-based Renzulli Learning Program. She also used the internet to show students videos from National Geographic that illustrate a concept we are learning in class. She has also gained beginner knowledge of Moodle, which she will integrate more into the classroom in the future.



### Technology Integration at Pollard

In the computer lab, **Patti Fogarty's** students are using the computers to work on Photo Story projects. The students are learning how to bring pictures and audio files into the program to create their storyboards. They are learning how to use the program to adjust their storyboards with transitions, fades, titles, and voice over options. They are using Word to create drafts of their stories as well as using the program for letter writing. The computers in the Tech Lab are used frequently by the different grade levels to work in the Every Day Math Games programs as well as using the internet for project research.

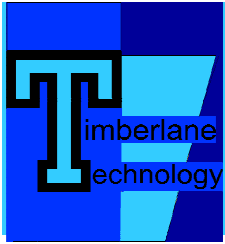
How **Barbra Kane** uses technology:

- Microsoft Word for penpal letters
- Power Point for student presentations in Social Studies
- Inspiration for webbing story ideas and making character webs
- Distance learning "Snow Presentation"
- We use library data bases for note taking during NH study

**Lisa Kennedy's** students use the laptops daily for writing in Word and PowerPoint, Every Day Math games, and on-line reading websites. They've been using the projector to share PowerPoint presentations. We've participated in distance learning activities as well. We use the AlphaSmarts too.

**Alexis Zavalianos'** kids use the computers a lot to type stories on Word. They also use PowerPoint quite often. During reading, they listen to stories online from the library website. For math, they play Every Day Math games. We usually do distance learning once or twice during the year.

**Colleen Ferrante's** class attended a Distance learning program on States of Matter, this was a wonderful program that the students enjoyed a lot. We also do



# Technology Newsletter

## Spring 2009

Every Day Math Games in the afternoon in class and full class at the lab every Tuesday morning using the Waterford program for Keyboarding and phonological awareness and the Waterford reading program with lower level kids that need more time.



### Technology Integration at Danville

Students in **Kathleen Cox's** second grade class are using Microsoft Word to publish their stories and reports. Students can access a webquest created by their teacher to gather information for their writing lessons. For example; A student doing a report on Robins can access one of the websites from the web quest and listen to the robins chirp, view photos and find out additional information for their report. Students are also accessing an on-line dictionary.

**Mrs. DeSantis**, a second grade teacher, has created a digital story using Photo Story 3 of her students writing lessons to demonstrate to them how to use the program. She is planning to have each of her students create their own digital story using Photo Story 3. Her students are also using the Waterford Early Reading Program and Every Day Math games in the classroom daily.

Students in **Dave Ciarla's** third grade class are tracking and entering their daily reading minutes from home into an Excel spread sheet. At the end of week students are using the SUM feature in Excel to add up the weekly reading minutes for their weekly reading logs.

Fifth grade students created school brochures using Print Shop Deluxe during their technology class to be displayed during Danville's Academic Fair. Students took pictures with in the school and inserted them into the brochure. Each brochure included facts about their school, facts about their class, and their favorite special class.