



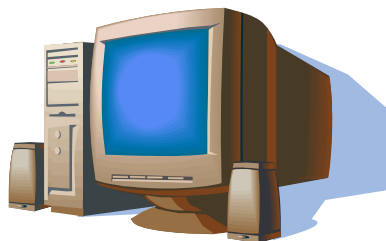
**The New Teacher Support Program
Wilson County Schools
Terry Edwards, Consulting Teacher**

TIP OF THE WEEK!

Issue #4

**“Teaching is not a lost art,
but the regard for it is a lost tradition.” --Jacques Barzun**

Living in a One Computer Classroom



Although many schools have computer labs, portable laptops, and multiple classroom computers, many classrooms are still dealing with a single computer in the classroom. Frustrated teachers ask, "What can I do with just one computer?" Let's explore the options:

The One Computer Classroom: The Possibilities

As you explore the possibilities, think about how the computer can be used. First, brainstorm teacher uses and student uses. Then consider the range of applications and specific activities. Teachers can use the computer for administrative tasks, while students can use the computer as part of a center or station. Both students and teachers can use the computer for assessment, presentation, accessing information, communication, and production and publishing.

Teacher Use

Administrative applications include professional productivity (i.e., letters, worksheets, puzzles, problem sets, labs, handouts, bulletin board materials, lesson plans, tests, forms, newsletters, calendars, reports, certificates, graphic organizers, and seat charts), data collection (i.e., electronic gradebook, attendance, student information, and mail merge), and information board (i.e., announcements, reminders, class introductions, slide shows: back to school, open house).

Student Use

Student applications include using the computer as a creation tool (i.e., production and publishing center: email, word processing, database, spreadsheet, graphics, multimedia) and learning tool including information center (i.e., Internet, CD-ROM, video, resources) and activity center (i.e., drill & practice, problem solving, decision making, and simulation software).

Both Teachers and Students

The following activities can be accomplished as a large group with one computer and a large monitor.

Assess. Teachers can develop and direct pretests, quizzes, post tests, and other kinds of large group administered assessments. Students can take these assessments as a large group. Teachers can also check understanding as they work through a unit.

Present. Teachers can use the computer to direct the class's attention to large group instruction that previews, motivates, provides context, provides information, illustrates concepts, model an activity, leads inquiry, demonstrates a concept, stimulates discussion (i.e., debate, role play), asks questions (i.e., problem solving, involves students (i.e., decision making), and reviews. Students can share their ideas through presentations (i.e., speeches, oral reports, multimedia projects, review activities).

Access Information. Teachers can use Internet based information for professional development, instructional development, and content area

information and resources. Students can access information as a group including reading and research from a single large screen using Internet and CD-ROM resources, as well as resources the teacher creates.

Communicate. Teachers can write and receive professional email including principal to teacher, teacher to student, teacher to teacher, teacher to parents, and class to class. They can share professional materials such as lesson ideas and class projects through email, chats, threaded discussions, web pages, and listservers. Students can write and receive group email as a class. They can participate in class projects such as ask-an-expert, book buddies, and collaborative data sharing.

Produce & Publish. Teachers can lead a group in production and publishing (i.e., brainstorm ideas, prewrite, compose, edit, revise, build charts and graphs, make concept maps, create web pages, build presentations, and create timelines). Students can contribute to large group projects (i.e., class magazine, class book, class presentation, timeline, class journal, creative writing, Inspiration document, Kidspiration project).

The One Computer Classroom: Across the Curriculum

As you explore ways to integrate technology into the curriculum, start with reading, writing, and mathematics. Consider large group activities using your computer and a large monitor.

Reading. Use informational websites, fiction websites, CD-ROM, and presentation software to present reading materials. Use technology to help students in making connections, questioning, visualizing, finding importance, and synthesizing content-area reading materials.

Writing. Use word processing, Inspiration, page layout software, web page builders, reference resources, and checkers in writing activities (i.e., narrative, descriptive, definition, explanation, analysis, classification, comparison, and argument). Use technology to help students in prewriting, composing, revising, editing, and publishing various group written and multimedia products (letter, email, story, poem, journal, report, lab, translation, caption, editorial, photo, chart, graph, diagram, music, sounds, animation, video).

Math. Use informational websites, calculators, visual mapping, and spreadsheets to explore math concepts across the curriculum. Use technology to help students in calculating, visualizing data, and solving problems.

The One Computer Classroom: The Issues

Using one computer in the classroom can be both frustrating and fun. There are issues related to using the computer as part of large group activities and small group activities. There are also some general management concerns.

Large Group Activities. Large group issues include connecting to standards, keeping it simple, modeling concepts, incorporating PowerQuests, exploring Internet resources, involving students, and facilitating group activities.

Small Group Activities. Small group issues include exploring center approaches, providing effective support, considering center activities, encouraging collaboration, exploring scheduling options, building realistic expectations, and finding help.

Management Considerations. Management issues include considering hardware needs, considering timing of projects, and thinking about equity.

Make your computer perform MIRACLES!

1. Use the Computer as Teacher Tool:

- Keep records, manipulate information, produce individual letters to parents.
- Produce a class newsletter.
- Create customized follow-up work for lessons.
- Make personalized certificates of achievement.
- Create customized graphic organizers and direction sheets.
- Create charts, student lists and name tags.
- Communicate with other professionals and subject experts via email.

Tips: Use Stationery and Template files
Use spreadsheets for class lists and charts
Use database for student information

2. Use the Computer as Multi-Media Chalk Board or Flip Chart:

(whole class on TV monitor or overhead or small group on the computer monitor)

- Reading groups: draw story webs, have the computer read vocabulary words
- Demonstrate concepts: for example, add descriptive words to a sentence or rearrange the sequence of words in a sentence to change the meaning.

- Record information from a group brainstorming session that introduces a new unit.
- Demonstrate writing or editing skills.
- Demonstrate Math concepts
- Color text for exploring, or critically evaluating written material
- Color text for demonstrating patterns and devices in poetry
- Spreadsheet for graphing simple survey information
- Live access to a selected Internet site to enhance discussion or illustrate a point.
- Live access to a selected Internet site to retrieve authentic data

Tips: Connect computer to TV scan box

Connect computer to projector

Pull authentic text from the Internet to illustrate points

Involve students to enter some information or control the mouse

3. Have Students use the Computer as a Tool for Individual Input as Part of a Larger Group or Class Project:

- Lists: each student adds one item related to a topic that will be used for discussion
- Science topic: students type questions of things they want to know about a new subject. The questions may be used to introduce a lesson.
- Have each student write on type of sentence, for example, a topic sentence, and use this information for a class discussion on that type of sentence.
- news article facts
- continuing story
- group or class email letter
- Enter personal information or opinions in a spreadsheet and then graph the whole class' responses

Tips: Use any word processing program

Use a database or spreadsheet that can be resorted for class discussion or sharing with another group.

4. Use the Computer as Learning Center or Station:

- Use an atlas or encyclopedia: find some type of information such a six rivers in Africa or Go to CIA World Fact Book with a Scavenger hunt worksheet.

- Use one component of some commercial software that goes along with your curriculum topic (Use a worksheet to direct student use.)
- Calculator in math to check work
- Spell checker during writing times
- Thesaurus during writing times
- Rhyming dictionary during poetry writing
- Alphabetize a list
- Database of characters in literature books (can be entered by individuals or small groups): list traits and then use the database to compare two different characters from different books. Have students write a paper describing which one they would like to have for a friend and why.

Tips:

Use either a time or a defined task to determine the length of a child's turn at the computer.

Construct a chart or database to organize which students have had a turn on the computer

Use the computer with manipulatives or worksheet.

Assign 4-6 students as Helpers or Monitors to assist children who are working on the computer, so that the teacher is not disturbed when a student has a question related to the operation of the computer.

Internet site of factual information or current event related to literature book.

5. Use the Computer as Cooperative Learning Tool:

(Use for writing, organizing, synthesizing, brainstorming, comparing, contrasting, etc.)

- group story (setting, characters, plot, ending)
- enlarge, double space and print written work to be edited by a partner
- Sequence, compare or categorize lists (Use authentic data from the Internet)
- poll the class on a topic and make a graph and compare results

Tips:

Assign roles related to computer use: typist, mouse operator, leader, timer, reader, editor, spell checker, etc.

6. Have Students Use the Computer to do Individual Work for Practice or Assessment:

(one child's work visible at a time either by using separate files or a data base)

- Correct a sentence
- practice typing a pattern
- type part of a final copy for a project - for example: the bibliography or outline for a research paper
- Take a quiz

***Website link: 101 Activities for the One Computer Classroom**
<http://www2.drury.edu/dswadley/101/index.html>

****INSTRUCTIONAL STRATEGIES OF THE WEEK:**

Stir the Teams

Students are assigned to teams and each student in the team has a number (typically 1 through 4). Teams discuss their group answer to the teacher's question, when the team is done they give a signal. When all teams are done, the teacher calls a number (from 1 to 4) and the students with that number rotate to the next group to share their team's answer with their new team. The procedure then repeats through the series of questions.

The Last Word

Summary technique. Each letter in topic name is used to remember key ideas in topic. (example: snow, Six-sided ice crystals. Near center is dust particle One snowflake is usually made of more than one crystal. Water vapor freezes to form.)

Videotaping

Students produce videotapes then review their presentations. Useful in improving metacognitive and communication skills.

Generative Learning Model

A four phase method (preliminary, focus, challenge, and application) that encourages students to "do something" with information. This constructivist approach allows students to construct (or generate) meaning through their active use of information.

*****REMINDER: INSERVICE ON PARENTS**

TEACHERS & PARENTS AS PARTNERS on Thursday, September 14, 2006 at the Wilson County Teacher Training and Resource Center. 2 hours inservice credit/register online or to edwardst@wcschools.com

*****NEW TEACHERS OF THE WEEK:**

Beginning this week through the remainder of the school year, I would like to introduce you to the newest members of the Wilson County teaching family. Congratulations to these members of the New Teacher Support Program:



Left: **REBECCA LEE**

SOUTHSIDE ELEMENTARY
SPECIAL EDUCATION TEACHER K-3RD GRADE
WHY DID YOU BECOME A TEACHER?

"I became a special educator because I wanted to help those special students that other people had given up on. All children can learn and they should be given the opportunity to do so."

Right: **MATT LOLLAR**

LEBANON HIGH SCHOOL
DOCUMENT PRODUCTION/DESIGN, ACCOUNTING, BASKETBALL
WHY DID YOU BECOME A TEACHER?

"When I think about it, it seems as if my teachers growing up offered the biggest influence in my life other than my parents. My teachers always seemed educated, active, and happy to help or assist me in becoming a better individual in and out of the classroom."

I would have to conclude that I became a teacher to hopefully offer guidance to children, the same way I was directed throughout my adolescence. Teachers are truly inspirational people and I am happy to have the opportunity to make a difference. "



"I've gotten a computer upgrade, so how come my grades aren't up?"

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