

**Share-A-Thon**  
**Engaging and Empowering Students**  
**Thursday, 10:00-11:30, Nashua North**

<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm <i>ET</i>	<b>Using Google Apps to Bolster Communication, Teaching, &amp; Learning</b> <i>Damian Bebell, Boston College, &amp; Deb Socia &amp; Matt Mervix, Lila G. Frederick Pilot MS</i>
Grades: All	School leadership from the Lilla G. Frederick Pilot Middle School shares and demonstrates how students, teachers and staff, as well as the greater Frederick community have recently employed and leveraged Google's web-based suite of applications (i.e. Google Apps) to support teaching and learning. Google Apps are a relatively new suite of web-based applications that can be freely accessed from nearly any Internet connected computer. Using both the traditional poster medium as well as a professionally produced 10 minute video, this poster session shares and discusses best practices detailing how the school has effectively incorporated Google Apps to serve a wide range of needs in an urban middle school. Specifically, the presentation documents how the Frederick administration and staff have employed the following four Google Apps: Google Docs, Gmail, Google Calendar, and Google Talk.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm <b>* E<sup>2</sup></b>	<b>Symphony of Art</b> <i>Rebecca Coughlin, Music Teacher, &amp; Kathleen Fencil, McKelvie Intermediate School, Bedford</i>
Grades: 6-8, 9-12	Students grades 5-12. Students create a music composition inspired by a piece of artwork and arrange their compositions in Garage Band. Students research the artist and musicians of the artwork's time period and write a reflection on the artwork, music and their experience with the project. When all these components are complete, students compile everything into an iMovie presentation, which becomes an artifact in their digital portfolio. This project integrates the areas of Language Arts, History (both art and music), Music composition, and Technology.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm <b>* 21</b>	<b>Music Production Techniques in the 21<sup>st</sup> Century</b> <i>Brendan Dowd, Music Teacher &amp; Teresa Merrifield, Ashland Elementary School</i>
Grades: 6-8	By incorporating many higher order thinking skills, a variety of technological tools, and many other learning strategies, students learned how to successfully record music using modern music production techniques and tools. Students used blogs, spreadsheets, and journals to record and reflect on their findings. Ultimately, the students produced a final CD, of which they were responsible for most aspects of the recording process and album artwork creation.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm <b>* E<sup>2</sup></b>	<b>Motivate, Invigorate, Animate</b> <i>Jimi Emery, Technology Educator/Coordinator &amp; Janice Mudgett, Josiah Bartlett School</i>
Grades: Pre-K, K-5, 6-8	We are a kindergarten through eighth grade school. When we introduced Animation-ish in our school, we started with a training session for the teachers. Our teachers were laughing and having fun with all the new tools they were learning. As a teacher, you can use Animation-ish as a teaching tool. Next, the students received training. When the students used the program, it was easy enough for kindergartners to learn and exciting enough to keep middle schoolers engaged and happy. In fact, we grouped our middle school students with a third grader and a kindergartner. The energy from these groups was overwhelming! Our middle school students were the leaders who helped the third grade and kindergarten students develop the story and create the artistic work. Student Objectives: Use different media, techniques, and processes to communicate ideas, experiences, and stories. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Create original works as a means of personal or group expression Use digital media and environments to communicate and work collaboratively Communicate information and ideas effectively to multiple audiences using a variety of media and formats. Using an animation program to integrate language arts, social skills and technology skills. We show student-created animations, give short lessons using the software and model use of a small inexpensive tablet. Once you have seen this program, you will want your students getting animated also! And the great thing is, students from kindergarten through middle school can put this tool to educational use. Join us and see!

<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Mathematics Through Video Game Programming</b> <i>Cameron Fajjo, Adjunct Faculty, Plymouth State University</i>
* E <sup>2</sup>  Grades: K-5, 6-8, 9-12	Sedgewick and Wayne (2008) state that "The basis of education in the last millennium was "reading, writing, and arithmetic; [and] now it is reading, writing, and computing" (pg. v). As the transition from traditional mathematical instruction to computers in mathematics instruction is supplemented by simulations, interactive web sites, and other 'Web 2.0' paradigms, it is important to evaluate context, as well as content, in mathematical learning. In this Share-A-Thon session, we discuss how mathematics education with computers can be grounded in the activity of learning to design and develop a video game. As a popular individual activity among elementary and middle school students, video games have the potential to offer a unique opportunity for engagement and inquiry during learning that is often absent in other computer-related mathematics lessons. We explore the concept of developing a video game in the context of a typical K-12 classroom and different ways to introduce algebraic and geometric principles during a game design session. In addition, we examine Scratch, a programming language developed at the MIT Media Lab, by exploring the various programming constructs in the environment. Elementary and middle school mathematics, computer, and technology educators are encouraged to attend.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Using iTunes and iPods to Teach</b> <i>Amy Gillam, &amp; David R. Cawley Middle School</i>
* E <sup>2</sup>  Grades: All	iTunes offers a wide variety of free resources for educators. Educators have access to teaching materials from Podcasts, iTunes University, and Applications. This Share-A-Thon session showcases some specific resources as well as gives some ideas on how to use the resources in the classroom. There will also be examples given of how you can use iPods in the classroom.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Homecoming and Google Maps</b> <i>Heidi Hanson-Gillis, 8th Grade Literature &amp; Diane Gray, Farmington NH SAU 61</i>
* ET  Grades: 6-8	Homecoming is a novel about four siblings who need to walk hundreds of miles to find their closest relatives. They experience homelessness, poverty, and mental illness. Connections can be made by Social Studies teachers regarding the time period and geographic elements. Math teachers can collaborate in regards to the economics of the situation. Science teachers can connect through the campgrounds, campfires, cookings, and shelters the children need to create. Middle school teachers learn about collaboration strategies and Technology tools. Post Google Maps, excerpts from the story, interdisciplinary elements, and teaching tools connecting ICT standards and GLEs.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Forest Watch</b> <i>Paul Hoiriis, 7<sup>th</sup> Grade Social Studies &amp; Rebecca Sweeney, Newfound Middle School</i>
* D  Grades: 6-8	During the Share-A-Thon, it is our hope to demonstrate how technology can enhance learning in an inter-curricular project about the forest. We used TurningPoint technology as a tool for students to predict what they already know about New Hampshire's forests. We also used Mimio and TurningPoint as gathering tools for information during and after the daily trips to the forest at Slim Baker Lodge. It is our hope that teachers of all disciplines will be inspired to use technology not only for big projects, but also see how this type of technology can be used to stimulate interest in any subject providing students with tangibles while simultaneously providing teachers with an assessment tool that gives immediate feedback and stores student assessment data.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Exploring the Solar System Using Classroom Assessable Technology</b> <i>Sally Jensen, Teacher, Waterville Valley Academy</i>
* E <sup>2</sup>  Grades: K-5	This session is for teachers, K -5, focusing on science inquiry based activities. Celebrating the International Year of Astronomy, 2009, teachers experience using authentic, interdisciplinary, standard based science activities from the Voyage-Journey Through Our Solar System Educational Modules complemented with computer software programs, such as, Stellarium, and useful blogs on intriguing science questions. Participants receive brochures, sample lessons and resources with information on how to make this happen within the classroom.

<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Global Issues and Sustainable Solutions</b> <i>Jamie Karaffa, 7<sup>th</sup> and 8<sup>th</sup> Grade Social Studies Teacher &amp; Kim Lewis, SAU 60</i>
* 21  Grades: 6-8	We created a combined Science and Social Studies Technology project entitled: Global Issues and Sustainable Solutions. A unit on Global Issues and Sustainable Solutions was taught in our eighth grade science and social studies classes to provide background and insight into population, poverty, consumption, conflict, and environmental issues worldwide. Additionally, we had a Tragedy of the Commons Simulation, a World Hunger Banquet, and a wonderful field trip to the Heifer International working farm. Students groups selected a global issue to study, investigating the history, causes, effects, and potential sustainable solutions. Students went into the field to interview Walpole residents and digitally document causes, effects and sustainable solutions within their community. Their study culminated with a multimedia project merging research, photos, and video in Smart Notebook, which was presented on the SMARTboard. We plan to show our 3-minute IMovie that shows this entire project from start to finish.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Robotics in Motion</b> <i>Susan Kessler, Ann Raspuzzi, &amp; Joe Basso, Chester Academy</i>
* E <sup>2</sup>  Grades: 6-8	Chester Academy replicated the Robotics in Motion project originated by Bethlehem Elementary School in 2007. Using Lego NXT Robotics kits, Vernier sensors and Logger Lite software, sixth graders investigated Newton's Laws of motion. During the session see how the students designed an experiment to test a hypothesis demonstrating understanding of force and motion, and then built a robot to test its theory. They also used motion and force sensors with the Logger Lite software to generate data to make the relationship between balanced and unbalanced forces and an object's motion. Creating graphs helped to cement the connection between math and science. Advanced math students used the computer-generated data to study the relationship between speed/acceleration and calculus.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Hands-on science: Students Making Authentic Connections Using Probeware</b> <i>Fran Leach, Science Teacher &amp; Laurie Paolino, Gilbert H Hood Middle School</i>
* E <sup>2</sup>  Grades: 6-8	Middle school students need to connect learning to their own lives to make learning meaningful. This session demonstrates effective hands-on science projects that engage students by using Lego robotics kits and a variety of probeware sensors in real life situations. Projects helping students understand how supermarket doors operate (Motion Madness) and how exercise affects their body fitness (Techno-Fitness) will be demonstrated. The real time graphing changes on the Vernier Labquests enable students to visually see graphs in action allowing for a greater comprehension of graph interpretation. These projects were funded by the 21 <sup>st</sup> Century Technology Grant and the State of NH Enhancing Education Through Technology Mini-Technology Grants.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Interactive Mathematics at PES</b> <i>Kathy Mahanes, Technology Coordinator &amp; Danielle Harvey, Pittsfield Elementary School</i>
* E <sup>2</sup>  Grades: K-5	Pittsfield Elementary School is currently participating in a Digital Tools Project called Interactive Mathematics at PES. We have a team of teachers in grades 4-6 that are conducting a study to see if the SMARTboards lead to greater engagement and achievement for our students using the Everyday Mathematics Program. A team of three teachers (one from each grade level 4-6) who have used the boards this year to teach and assess student learning in the Everyday Mathematics program will share their successful experiences with other teachers. The plan is to share how we developed and presented the lessons to students. It includes how a student response system was used in the lessons to assess student learning and direct instruction.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Creating Digital Portfolios with Sakai</b> <i>Leah Manchester, Technology Assistant, Derry Cooperative School District</i>
21  Grades: All	Sakai is a collaborative learning environment that can be used at any grade level. Creating digital portfolios with Sakai provides students with the opportunity to showcase their work with peers, family, and friends. This presentation consists of a demonstration of the portfolio creation process, including actual student work.

<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Time and Space for Astronomers: A Middle School Voyage</b> <i>Jessica Payeur, Science Teacher, Londonderry MS &amp; Paula Chessin, Londonderry School District</i>
* E <sup>2</sup>  Grades: 6-8	Participants learn about the creation of a newspaper or magazine by middle school students, which incorporated science content, library research/literacy skills and technology integration. This project targets science teachers, library media specialists, writing teachers, and technology integrationists. Objective is to share a successful collaborative and multi-disciplinary learning/teaching unit. Students researched famous astronomers throughout history, but the project can be adapted to other topics that involve higher-level thinking. We showcase student work, resources, and a power point presentation of the activities students were involved in for each step of this month long project.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Adolescent Literacy: An Interdisciplinary Approach</b> <i>Daniella Quinones, Coordinator, WGBH Educational Foundation</i>
E <sup>2</sup>  Grades: 6-8, 9-12	Most students are able to sound out words on a page, but far too many then fail to master critical reading and writing skills. Complicated words and complex theories make it hard for struggling readers to succeed in science and social studies, so the achievement gap in reading becomes an achievement gap in science, too. This Share-A-Thon presentation highlights the creation of the Inspiring Middle School Literacy: Reading and Writing in Science and History collection on WGBH's Teachers' Domain. This collection uses an interactive, media-rich approach to combat adolescent literacy across science and history content areas, using the latest research on adolescent literacy from advisors at Harvard University and the University of Georgia. This interactive collection of resources target struggling readers in grades 5-12 by combining interactive media with reading passages, online glossaries, and structured writing assignments to boost literacy skills and engage students in key topics such as Newton's Third Law and the Emancipation of Slavery. The presentation highlights the interdisciplinary approach offered by WGBH's Teachers' Domain that combines literacy skills with science and history content. It also demonstrates best practice for integrating media resources using technology in the classroom.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Podcasting in the Classroom</b> <i>Audrey Rogers, Assistant Professor &amp; Lyra Riabov, Southern NH University</i>
* ET  Grades: 6-8, 9-12, Higher Ed/Teacher Prep.	In this session Professors Audrey Rogers and Lyra Riabov present their use of podcasting in the classroom. Audrey Rogers, a former Nashua High School Social Studies teacher, uses podcasting in her Educational Technology course at Southern New Hampshire University. Rogers teaches in the School of Education department; Riabov teaches in the Institute for Language Education department and the two have been combining classes for a couple of years. Please see the webpage of their work at: <a href="http://acadweb.snhu.edu/riabov_lyra/Combined%20Class%20Project.htm">http://acadweb.snhu.edu/riabov_lyra/Combined%20Class%20Project.htm</a> . In the fall of 2009 Rogers and Riabov are using podcasting in their combined classes of undergraduates and international students. Students will be working in pairs to teach their culture and to express issues of concern about living in New Hampshire as a nonnative. Participants in the workshop learn foundational concepts about podcasting, pedagogical implementation strategies, resources and examples on the web and the benefits and limitations of podcasting. In addition, Rogers and Riabov discuss how they brought culturally diverse groups of students together utilizing podcasting to express themselves, learn culture and discover commonalities. The target audience is middle and high school teachers, though elementary educators could adapt the material. Our objectives are to provide: a definition and understanding of what a podcast is; uses and strategies as a resource; examples of podcasts; explanation on using Audacity to record students; explanation of benefits and limitations of podcasting with students; example for promoting cultural competence through podcasting; framework for participants to apply podcasting in their classrooms as an engaging way for students to understand content. Our strategies for presenting are varied. We have a PowerPoint. We have a website. We have handouts. One area that we do not plan to spend a lot of time is the technical procedure for putting a podcast on a website.

<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Motivating Readers with Booktrailers</b> <i>Sharon Silva, Library Media Specialist, Merrimack &amp; Eric Fairweather</i>
* E <sup>2</sup>  Grades: K-5, 6-8	Students are motivated to choose and read a book after viewing "professional booktrailers" on laptops with the understanding that they will create their own booktrailers over the next few weeks using Photo Story 3 for Windows. Even the most reluctant reader becomes excited with this project! Creating booktrailers is not only a great reading motivator, but it also becomes an excellent assessment tool.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>History Comes Alive Through PhotoStory</b> <i>Diane Tregoe, Teacher / Social Studies &amp; Laura Fant, SAU 5 - Oyster River Middle School</i>
* E <sup>2</sup>  Grades: All, Oral Histories & Family Albums	PhotoStory 3, a free downloaded program from Microsoft, can be used with any subject matter giving students an avenue to express themselves creatively as well as to present research facts and photos. At different grade levels, control of various pieces of production can be given to students. Seventh grade students are capable of performing all phases of production. Students import photos, record a narrative, and add music to produce a movie about their subject area. With the ability to crop, and control image motion and transitions, students learn how to assemble a visual presentation that holds the attention of the audience while teaching the subject matter. Narratives are recorded one image at a time giving students the opportunity to rerecord until the oral presentation is acceptable to them. Students must integrate writing and organizational skills in order to produce a successful piece. A variety of sample movies on a variety of middle school level projects, created by 7th graders, demonstrates the ease of this program. These movies required the students to research a topic, write a story board style narrative, record the narrative, import and cite images, manipulate the image motion, and add music. Participates have the opportunity to walk through the process of making a PhotoStory 3 movie.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Collaborative Wiki's in Educational Settings</b> <i>Kimberley Tufts, Computer Studies Teacher &amp; Julia Macintosh, Derry Cooperative School District</i>
* E <sup>2</sup>  Grades: 6-8, All	The presentation consists of a slideshow, resource list, authentic student work, wiki page, as well as questions and answer time. This presentation outlines the stages of our collaborative wiki project within our classroom here at Gilbert H. Hood Middle School between two eighth grade computer elective classes. The presentation begins by explaining the educational benefits of using a wiki within the classroom as well as explain what a wiki is. By using a projector to show the wiki and the final website product, we demonstrate first hand engaging and authentic educational experiences our students have gained through the process. The objective of our wiki collaborative project began as an idea to talk to other classrooms in our building. It grew from an authentic real world idea. We utilized the wiki as a communication tool and fostered digital citizenship, netiquette as well as responsibility. One class is an HTML website class and the other is a business class, where the students create a business from start to finish utilizing all of the technology programs taught to them from 6-7th grade. The business class hires the website designers, communicating directly through the wiki only, never meeting face to face. The business students address their advertising needs to the website designers, and from there, the website students create a 2-3 page website for the business students. We then meet as a combined class to discuss ideas, creativity, as well as participation in the project. Students gain real life experience, higher order thinking skills, communication and literacy skills as well as valuable authentic and engaging learning experiences while utilizing web2.0 applications.
<b>Share-A-Thon</b> Nashua North 10:30 am - 12:00 pm	<b>Fun and Formative: Using CRS to Engage and Improve Instruction</b> <i>Mary Wilson, 6<sup>th</sup> Grade Math Teacher, Barrington Middle School</i>
* E <sup>2</sup>  Grades: 6-8	Engage your students and increase class participation in completing classwork! Educators use a classroom response system (CRS) as formative assessments, summative assessments, and a tool to use for reviewing skills with students when combined with game software that also encourages cooperation and collaboration. Although the presentation is geared for middle school mathematics, it is easily adapted to all subjects. Participants have hands-on experience with CRS by playing the students' role in a formative assessment, a summative assessment, and in playing a math game. CRS, when used with AccelTest software, automatically scores tests and quizzes, giving educators the valuable gift of time. Come see what CRS can do for you and your students.