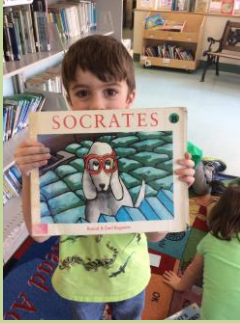


## HES Library –Technology Newsletter

April 25, 2016

Volume 1, Issue 2

### KINDERGARTEN – FIRST GRADE



Dear HES Families,

Welcome back from Spring Break!

This newsletter is the second of three newsletters for library-technology (LT) classes this school year, providing information on what your children have been working on during the late winter and early spring months.

For additional information, please visit the [Library webpage](#) and [Library-Technology Classes](#) site. Please also feel free to look up books and resources from the [HES Library Destiny Catalog](#) and the [State Databases](#).

On another note, I am looking for additional parent volunteers to help out in the library. If you are interested, please email me.

– Mrs. Quaadgras  
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**Library:** Over the past few months, the kindergarten and first grade students have been introduced to additional genres of fiction including historical fiction (K- *Heroes of the Surf* (Carpenter), realistic fiction (K - *A Letter to Amy* (Keats), 1<sup>st</sup> Gr. – *Alexander and the Terrible, Horrible, No good, Very Bad Day* (Viorst)), and fairy tales and fables (*Ninja Red Riding Hood* (Schwartz), *Stone Soup* (Brown), and *The Woodcutter and the Mermaid* (Aesop)). The students were also introduced to a couple of the 2016 Caldecott Medal award titles, including the medal winner *Finding Winnie – The True Story of the World’s Most Famous Bear* (author Lindsay Mattick / illustrator Sophie Blackall) and honor book *Waiting* (author / illustrator Kevin Henkes). We celebrated Dr. Seuss’ Birthday with reading aloud *My Many Colored Days*. As the students completed an activity on colors and feelings, they also listened to music representing the colors compiled by [Omazing Kids](#). In recognition of April as National Poetry month, we covered poetry characteristics and read aloud poems, including *I Like, Mr. Sun, Mr. Wind, Retell the Story, Popsicles*, and Shel Silverstein’s *Shapes and Poemsicle*. Students wrote poems about themselves – *Happy to Be Me* (K) and *My Bio Poem* (1<sup>st</sup> Grade).

**Technology:** The Kindergarten and 1<sup>st</sup> Grade students continue to work on logging onto the computers and school network and accessing parts of the HES website.

The kindergarteners started working with the [Dance Mat Typing](#) application to work on learning how to position their hands on the keyboard home row and learn those keys as well as reaching for keys in the row above the home row. The students continue to access resources on [ABC-Ya](#) to work on mouse and keyboarding skills and reinforce letters, numbers, and pattern recognition. The kindergarteners have also started working with Microsoft Word, where they have typed their names and learned how to change font, font size, and color. Students have also learned how to work in Microsoft Word with adding shapes and modifying them using the drawing tools (Shape Fill, Shape Outline, resizing).



Our first graders spent much time working on their keyboarding skills with the *Type to Learn 4* program. Students complete lessons on learning certain keys and functions and then they work on activities and games based on those lessons. The first graders were also introduced on how to use HES’ online library catalog [Destiny Quest](#) to see if the library has books on subjects of interest.

## FOURTH AND FIFTH GRADES

### SECOND AND THIRD GRADES

**Library:** In our second grade classes, we reviewed putting items in alphabetical order and how these skills are helpful in learning how to find books in the library as it relates to the author's last name.

For our third grade classes, we delved deeper into the Dewey Decimal System and how nonfiction books are organized in the library. In collaboration with our physical education classes, we read aloud *The Adventures of Young Starbury* (Marbury). This story focuses on practice and persistence.

As students search for books in the library using the library online catalog Destiny Quest, they continue to work on putting to use their understanding of call numbers for fiction books, the Dewey Decimal System, and call numbers for nonfiction books and physically finding books on the library shelves.

**Technology:** Our Second Graders completed single slide presentations on their specific Bird of Prey using Microsoft Power Point. Students typed in informational text gathered during their class research time, added formatting to the text, inserted images, and made voice recordings. Students also searched for and printed out pictures for their Heritage Country projects. Over the past few weeks, students were introduced to Microsoft Excel and learned how to create tables and graphs using class data on favorite colors.

In our third grade classes we reinforced skills in working with spreadsheets through a Microsoft Excel project. Many of the students were introduced last year to Excel. This year, students used class data on favorite pets to create and format tables and graphs.

We spent many class sessions focusing on Digital Citizenship concepts, including Rings of Responsibility, Private and Personal Information, and the Power of Words. In our Rings of Responsibility lesson, we reviewed that students have offline responsibilities to themselves, family and friends, and the larger community. Students learned that they also have online responsibilities with respect to these three groups. Student learned benefits of sharing information online and also the safety and security risks of sharing certain types of information. With our Power of Words lessons, student learned what to do when they face mean or scary language when using the Internet, from empathizing with students who have received such messages to understanding what crosses the line from harmless to harmful communications online, and solutions on how to deal with cyberbullying.

The Second and Third Graders spent additional time working on their keyboarding skills using the Type to Learn 4 program application.

**Library:** The Fourth Graders completed their Explorer projects, including writing bibliographies to credit their print and digital text and image sources. We also read aloud a 2015 Caldecott Honor Book *Sam and Dave Dig a Hole* (author Marc Barnett / illustrator Jon Klassen). This book had an open ending and students responded with their thoughts on the ending via Google Classroom. Fifth graders completed their Bibliographies for their Inquiry Projects. Participating students in 4<sup>th</sup> and 5<sup>th</sup> grades voted on their favorite MCBA Books. Their votes were submitted to Salem State University and compiled with votes from all over the state. The 2016 MCBA state winner was *The One and Only Ivan* by Katherine Applegate. The MCBA honor books included *The Land of Stories–The Wishing Spell* (Colfer), *Escape from Mr. Lemoncello's Library* (Grabenstein), and *Wings of Fire – The Dragonet Prophecy* (Sutherland).

**Technology:** The Fourth Graders completed their Explorer presentations using Google Slides. We then began a unit on Computer Hardware, Digital Citizenship, and Cyber Safety. Students were introduced to the physical parts of a computer, including what the central processing unit (CPU), motherboard, RAM, hard drive, and ports look like and their functions. Students learned what are input and output devices and how these peripheral devices interact with the computer. Working in groups, most students have finished up with defining assigned terms with respect to hardware, digital citizenship, and cyber safety and finding images to represent these terms. In this project, students continued to practice their research, note taking, paraphrasing, and citing sources skills. Students have been sharing their group work via Google Classroom and Google Docs.



The Fifth Graders were introduced over several classes to using the apps *Do Ink Green Screen* and *iMovie*. Working in groups, students then used these applications to create multimedia presentations comparing and contrasting the Northeast Region with another U.S. Region. After learning how to use these applications and groups were assigned, the group members defined their roles within their groups and came up with their group meeting rules / norms. The students then had to plan out and execute their projects from writing notes, creating a digital storyboard, writing scripts, selecting images and props, filming, editing, and crediting their sources. The videos will be up on the Fifth Grade Website soon!