

Snorkeling in Okinawa (Digital Journal)

Okinawa Amicus International

Teacher Name: Deborah Pinar

Overview

One of the objectives for this unit was to find an alternative way to motivate the children to compose a journal about their snorkeling activity in September. The students were encouraged to recall the activity and were asked to be creative, by drawing pictures, in showing the sequence of events. The students were also given a chance to edit their own work since they had to record their voice, listen to it and assess whether they were satisfied with their output or make it better. The second objective was for the students to present their digital journal.

Before the students made their digital journal, they were asked to recall the activity, which activity they liked and why they liked it. Next, a sample digital journal was shown on the active board using LoLoNote. The teacher drew her favorite activity and recorded her voice using the program. This presentation got the students' attention since they like using an iPad and drawing pictures. After the teacher's presentation, each student was given an iPad and was asked to pay attention and follow the procedure on how to use LoLoNote. The students were asked to produce a journal with 3-5 slides.

The Benefits of Using LoLoNote School in this Unit

- Motivates students to create / write a journal
- Helps students to sequence events by arranging the slides
- Allows students to edit their work easily
- Enables the students to understand and apply the program after teaching them the basics of LoLoNote
- Easy to monitor the student's progress

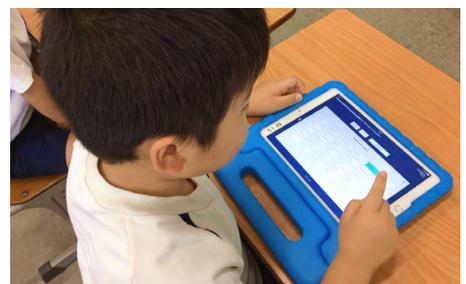
Objectives of the Unit

- Recall and create a digital journal about the snorkeling activity
- Use LoLoNote to create a digital journal
- Present a digital journal

Six Scenes from the Unit

1. Log in

First, the students were asked to find the LoLoNote icon. Then, they were asked to find their class and their name.



2. Slides

Next, The students were asked to choose a subject, "Life Skills". Then, they were taught how to make the first slide. On the first slide, they were asked to type the title of the activity and their name.



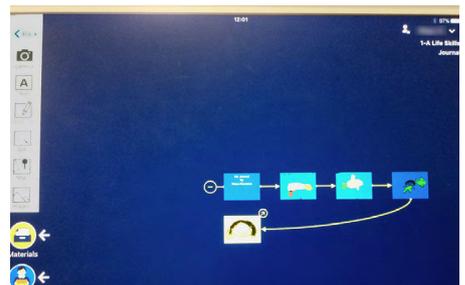
3. Draw

After learning how to type, they were taught how to draw on the slides. They were asked to click "pencil" and choose which drawing tool to use. The students used 4-5 slides to complete their activity.



4. Arrange the slides

The students were asked to review the slides. Then, they were taught how to arrange them by connecting the arrows.



5. Record

The students were asked to record their voice for each slide. They were asked to click the microphone icon, listen to their recording and assess if they need to record it again.

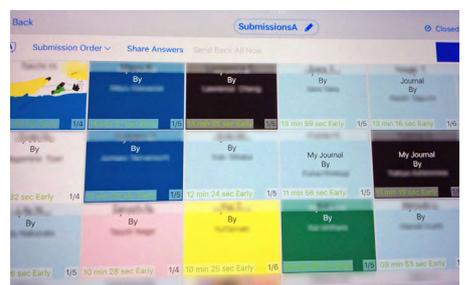


6. Submission

The students were asked to submit their work. They were taught how to drag the slides and choose "task". Students' outputs were shown on the interactive board.

After submitting their activity, the teacher asked for volunteers to present their journal in class.

It took 4 ICT classes to finish the activity.



How to Grow a Morning Glory

Okinawa Amicus International
Teacher Name: Mari Toledo and Ai Yamanaka

Overview

One of the first units in life skills for grade 1 is Plant observation and growing a Morning Glory. In this unit students learn the different steps when growing a plant and what materials they need to do so. Students also realize that although they are children they can create life and contribute to a green healthy environment.

Before we started using LoiLoNote, students planted a Morning Glory seed in their pots and observed their plants from seed to seed pod. In order to keep track of the changes, students kept an observation journal booklet. Students learnt about the material they need to use to grow a plant (pot, seed, trellis, soil, seeds and PET bottle), the different plant growth stages and the needs of the plants. While students were writing their observation journal on a worksheet, I decided it would be interesting for students to make a presentation about everything they had already learnt to grow a Morning Glory. It would actually help them remember what they have learnt and put order in their thoughts.

The Benefits of Using LoiLoNote School in this Unit

- Students take responsibility of their own project as they have a deadline to meet and certain steps to follow.
- Students can work in teams and help each other. E.g.: recording their voices
- By making a presentation students learn how to organize themselves (ideas, images) and how to follow different steps.
- Students become creators of their own media artwork instead of passive viewers.
- Shy students, who refuse speaking in English, feel more confident recording their voice as they have several chances to re-record and nobody is listening to them.

Objectives of the Unit

- Learning the Life Cycle of a plant: seed, sprout, seedling, flower and seed pod.
- Identifying the different material needed for growing a plant.
- Identifying the needs of a plant: water, air, space, light, soil.
- Designing a plant observation log in the shape of a presentation with voiceover.
- Learning how to use LoiLoNote: creating notes, taking pictures, saving pictures in folders, submitting work.
- Practising their typing skills and English language skills.
- Self-reflection: students will improve their presentations by means of comparison and classroom rubrics.

Six Scenes from the Unit

1. Pre-activity

Before starting their "How to Grow a Morning Glory" presentation, students first learnt how to use LoiloNote: how to take pictures, save them in folders, create notes, how to search for material in 1B library, record their voice and save all their work in their own folder. We spent 2 periods learning how to use LoiloNote.



2. Creating the presentation: taking and saving pictures, creating slides

Once students knew how to use LoiloNote, they started working on their presentations. This presentation consists of 2 books + final opinion: "1. What materials do you need?", "2. See my plant grow" and "3. Opinion and what I want to plant next".

First, students took pictures of material used for growing their plants and also took pictures of their plants at different stages of growth (seed, sprout, seedling, plant, seedpod). After that, students started creating slides and writing and drawing on them.



3. Recording

Students wrote on a worksheet what they wanted to explain in their presentation. They had to practise reading before proceeding to the actual recording. Those students who finished first recording their voices, helped the slower students with reading and recording. Students had a deadline every day and had to submit their work for the teacher to check how far they got and see what they were struggling with.



4. Rubric and peer/teacher's feedback

Once all the presentations were more or less finished, students had to submit their final presentations to me. We showed 2 different presentations in class, and students had to assess these 2 presentations by means of a rubric: voice, content and creativity. Students had to give meaningful feedback to their classmates.



5. Fine tuning presentations and final submission to teacher

After comparing some presentations and providing feedback, students were given more time to improve their presentations.



Addition: Making Addition Stories

Overview

In this 'Addition' unit, students were expected to not only understand and be able to solve addition problems, but to apply this understanding to produce their own addition stories. This being the first ever project completed by 1C using LoiLoNote, it took them a few lessons. However, by breaking the lessons down into simple steps (planning, drawing, typing, recording), they were able to successfully complete their final projects. Projects using LoiLoNote allow students to gain knowledge and skills in more than one subject area, simultaneously. This project, in particular, integrated objectives from Math, English, ICT and Sophie's Time (moral education). In addition, the use of iPads and such hands-on activities increased student motivation and therefore, promoted effective learning.

The Benefits of Using LoiLoNote School in this Unit

- Increases motivation
- Simple steps for lower grades
- Allows for cross-curricular learning
- Teachers able to track student work/progress
- Students who are shy or have low English skills can gain confidence through recording voice

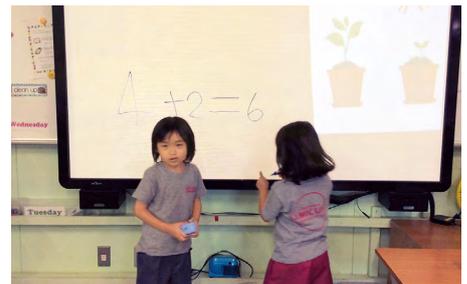
Objectives of the Unit

- To be able to apply understanding and knowledge of addition to produce own addition stories
- To be able to make a connection between addition and real-life situations
- To be able to promote creativity in making original stories
- To be able to learn and demonstrate basic ICT skills such as drawing, recording and typing
- To be able to cooperate and work well with others by sharing responsibilities
- To be able to use correct sentences structures in writing (capital letters, finger spaces, periods)

Six Scenes from the Unit

1. Addition: Pre-learning

Given pictures to use, students created math sentences for each.



2. Discussion & Planning

Students complete a rough draft, discuss and plan out their story. they need to cooperate by sharing responsibilities and taking turns.



3. Drawing

Students draw pictures for a title page and three slides for their story.



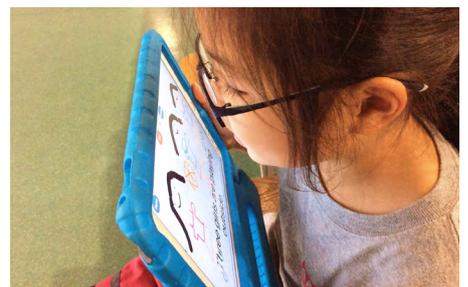
4. Typing

Students type out story using capital letters, finger spaces and periods.



5. Recording

Tudents read sentences on each slide and record.



6. Completion & Presentation

Students connect the slides to produce one video. submit project to the teacher. present to the class.



“Ocean Animals”- making digital picture books

Overview

During the season around September, Grade 1 has many cross-curricular lessons with the theme, ‘Ocean Animals’, such as learning ocean-related stories in Japanese, drawing animals in Art, Snorkeling as one of the school events, and so on. In Life Skills, after introducing the name and habits of ocean animals through various kinds of activities, I decided to expand their knowledge and skills by making digital picture books using LoLoNote. Since they have already learned the basic skills of LoLoNote including drawing, typing, and recording to make digital picture books in Japanese and their own addition stories in Math, I let them try to share slides in pairs to complete their work for this project.

The Benefits of Using LoLoNote School in this Unit

- It is easy enough for primary students to manage the program by themselves once they learn the basic skills such as drawing, typing, recording and so on.
- The use of iPads motivate students to learn new concepts even if they are a little difficult for them.
- Students can gain many kinds of skills through the process of making LoLoNote projects. They can learn ICT skills such as typing, drawing, and even cooperation skills with their friends.

Objectives of the Unit

- Learn new LoLoNote skills, how to send slides to each other to make one complete work at the end.
- Review the names of ocean animals in English and to be able to type them in sentences properly.
- Review some English grammatical skills such as commas, periods, upper/lower cases by typing the sentences.
- Practice how to pronounce the names of ocean animals correctly.

Six Scenes from the Unit

1. Prior lessons

Prior lessons in Japanese, learning and researching ocean animals.



2. Hard-copy picture book

Hard-copy picture book. Each pair gets one. Students make slides based on them.



3. Discussion in pairs

Each pair discusses who will be making which slides. Pairs are made by the teacher for the following reason: one had a higher skill of English/ICT and the other needed support in these areas.



4. Making slides

Students start making slides individually. They copy the sentences in hard-copy picture books which have already been made, and draw the animals using the color specified in the sentences.



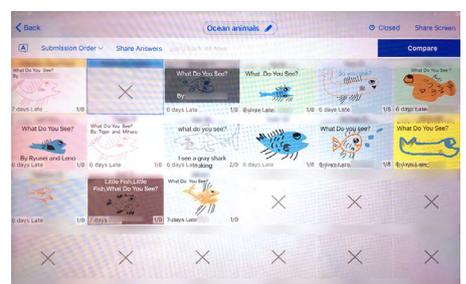
5. Helping each other to complete a pair work

When one student finishes half of the slides, he/she can help make slides that the other has not finished yet. After the pair has all the slides ready, one sends slides to other's account to complete it as one book.



6. Submitted works

Each pair records in a quiet place, final check, then submit.



Classroom Announcement

Overview

Students working in pairs write their own discussion questions for our daily announcement. They are free to use various colors, icons and/or images. Typically, they will have English related questions like spelling, but use of various size letters, colors and/or images is up to them. They usually work almost entirely independently and can finish this task in about 10-15 minutes.

The Benefits of Using LoLoNote School in this Unit

- Students are quite familiar with this program and enjoy working with it.
- Student-friendly displays and interactivity.
- Icons and images make presentations more interesting.
- Students can personalize presentation with their own photos.

Objectives of the Unit

- Make an interesting, unique and entertaining morning announcement.
- Increase knowledge and confidence using apps/iPads.
- Work and create presentation independently in about 10-15 minutes.

Six Scenes from the Unit

1. Teamwork to make today's presentation

From 8:30-8:45am, class helpers work independently outside the classroom to make their own unique morning presentation.



2. Customizing with icons

Using icons/emoticons is a popular way for students to make their presentations more personalized, interesting and fun. Once students are shown how to access the icons, they use this feature very comfortably.



3. Customizing with photos

Photos are another good way to make the presentation more personalized and interesting.



4. The presentation (1)

When finished, the students present and use their LoLo material to lead the daily announcement. Students can hold the iPad and read directly off of it (which means they're facing their audience which is more desirable).



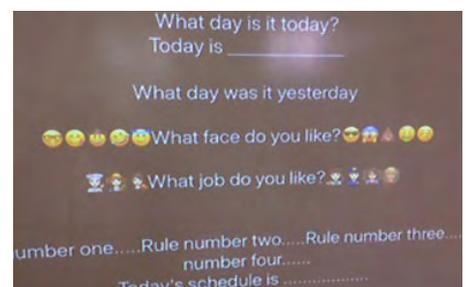
5. The presentation (2)

Students also have the choice to read the announcement directly off the interactive board, but this requires having to constantly keep turning to see the board.



6. Icons offer fun and increase engagement.

Icons reinforce the questions students ask and increase excitement/motivation to answer and participate.



Division

Overview

The goal was to have students use manipulatives to divide and create slides. They had to use the camera to take photos and type the problems, math sentences and complete answers. Finally, they recorded their voices.

The Benefits of Using LoLoNote School in this Unit

- Students are stimulated
- Students use this tool as a practical, not just theory
- Students enjoy creating an original story
- Students show step-by-step how to solve a problem
- The only problem we had was that we didn't have enough time to share the results with other students. Next time, we will plan to have a double lesson.

Objectives of the Unit

- Take photos of manipulatives
- Type a text (math question)
- Use a finger to draw lines (show how to divide)
- Record voice

Six Scenes from the Unit

1. Typing the sentence

Students have a written problem in their note books. They start typing the sentence into LoLoNote.



2. Arrangement of manipulatives and photo taking.

Voice recording

Next, students arrange the manipulatives on their notebooks. Then, they will take photos of the divided manipulatives, and use the drawing pane to draw the lines to separate groups formed from the whole. Finally, they will record their voices.



3. Presentation to pair 1

Students present to the first pair. They have to show a process in about 4 slides. Slide 1 is the typed problem. Slide 2 is the photo taken from manipulatives. Slide 3 is the math sentence. Slide 4 is the answer in a full sentence.



4. Presentation to pair 2

Students move on to the next group in a rotation style to present the same thing.



5. Feedback

During the presentations, the other students give feedback using the worksheet below.



6. Feedback sheet

LoiLoNote presentation (Feedback sheet)				
NAMES	Eye contact/ Loud voice	Math Sentence & Answer	Picture/ Illustration	TOTAL 😊 😊 😊

Learn how media supports our daily life

Okinawa Amicus International

Teacher Name: Shiori Yamauchi

Overview

Aim: To be able to research and give a presentation on "media".

1. Students research on types of information network in our lives (with iPad and books).
2. Students go for a field trip to NHK, Ryukyu Shimpo and Okinawa radio station.
3. Students work in a group making a presentation together with their peers. (Students share their slides through LoiLoNote and put together later for the complete slide shows)
4. Students do presentations by using LoiLoNote (iPad) and the active board.
5. Students write their feedback on their worksheet.

The Benefits of Using LoiLoNote School in this Unit

- You can share your slides with students easily.
- You can see students work by accessing their pages.
- You can share students' work with class easily. (show good examples)
- You can assess their work easily after the lesson.
(The data is saved in LoiLo so it is easy to have a look)
- You can also use LoiLo like Google Doc (data is easy to move to one another, print, and export)

Objectives of the Unit

- Students are able to effectively use pictures and information to explain the media.
- Students are able to cooperate each other to make a presentation. (Check, edit and practice)

Six Scenes from the Unit

1. Research on TV station, radio station, and newspaper company

Students work individually and save the data in their own pages. work in their own folder. We spent 2 periods learning how to use LoiLoNote.



2. Field trip to TV station, radio station, and newspaper company

Students take notes (teachers take pictures of the facilities), ask questions at the site.



3. Students work as a group

Students discuss which part of the explanation they make, and work on their own slides. They type and download the pictures the teacher shared with them via LoLoNote to create their own slides.



4. Students connect their own slides

Students decide the order of the slides (individual)



5. Students share their slides with their teammate

Students put all the slides together and add explanation.
Students improve their slides by discussion. (editing)



6. Presentation

Each group present their work.
Students are able to work on a timing when to move to the next slide (not too quick/slow).
Students give feedback after each presentation

