



Special Project



Building on the projector project...



Huge win...





students learn more and are more engaged



But now we can get stuck near the computer and that's bad, because



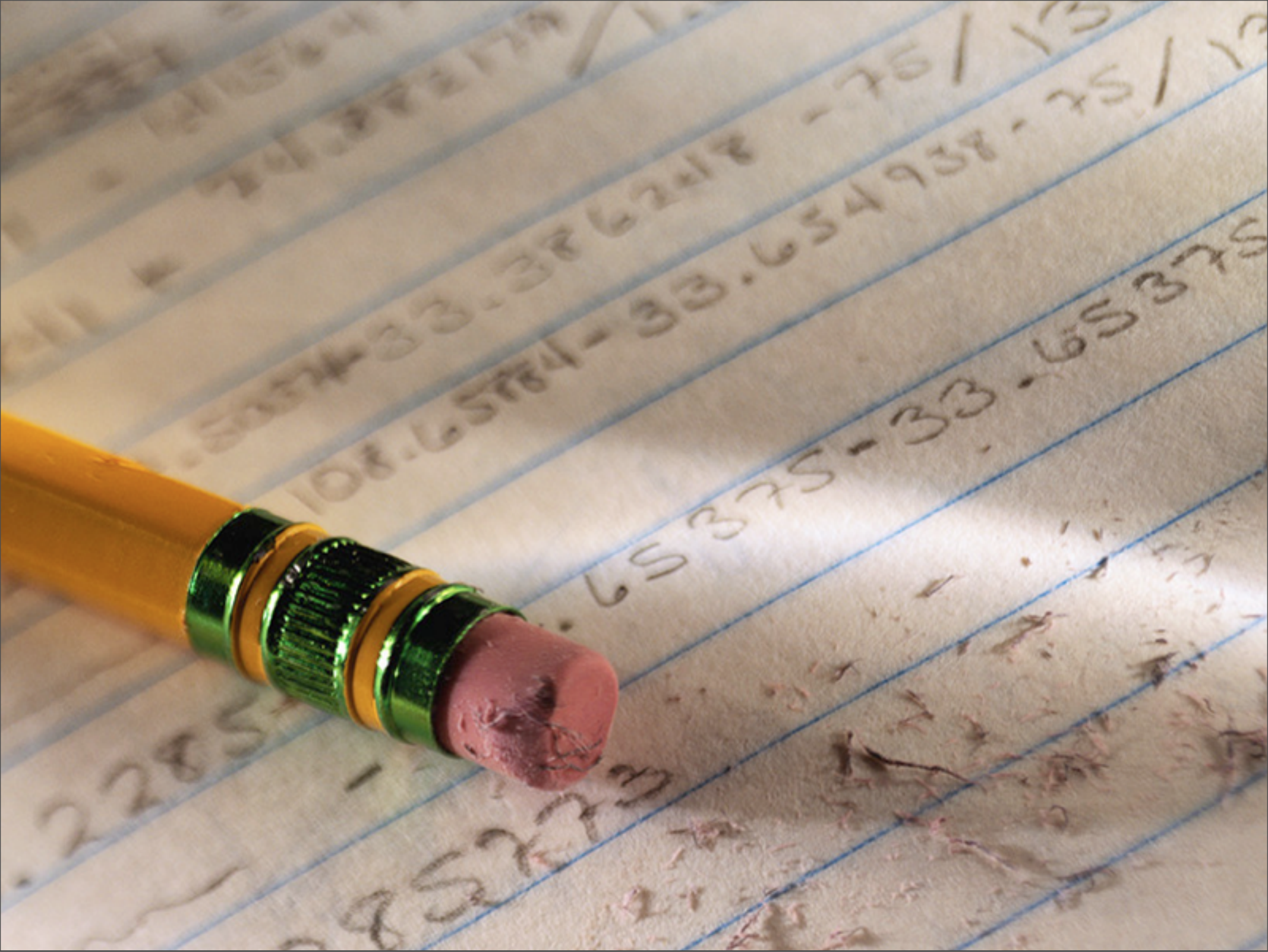
mobility is important



when teachers can walk around the classroom they see...



students who have questions, but would never raise their hands in class.



Students doing a math problem, but doing it wrong...

This land is children

This land is tacos

This land is a sweet lollypop

This land is soft and warm

This land is children laughing

This land is were I

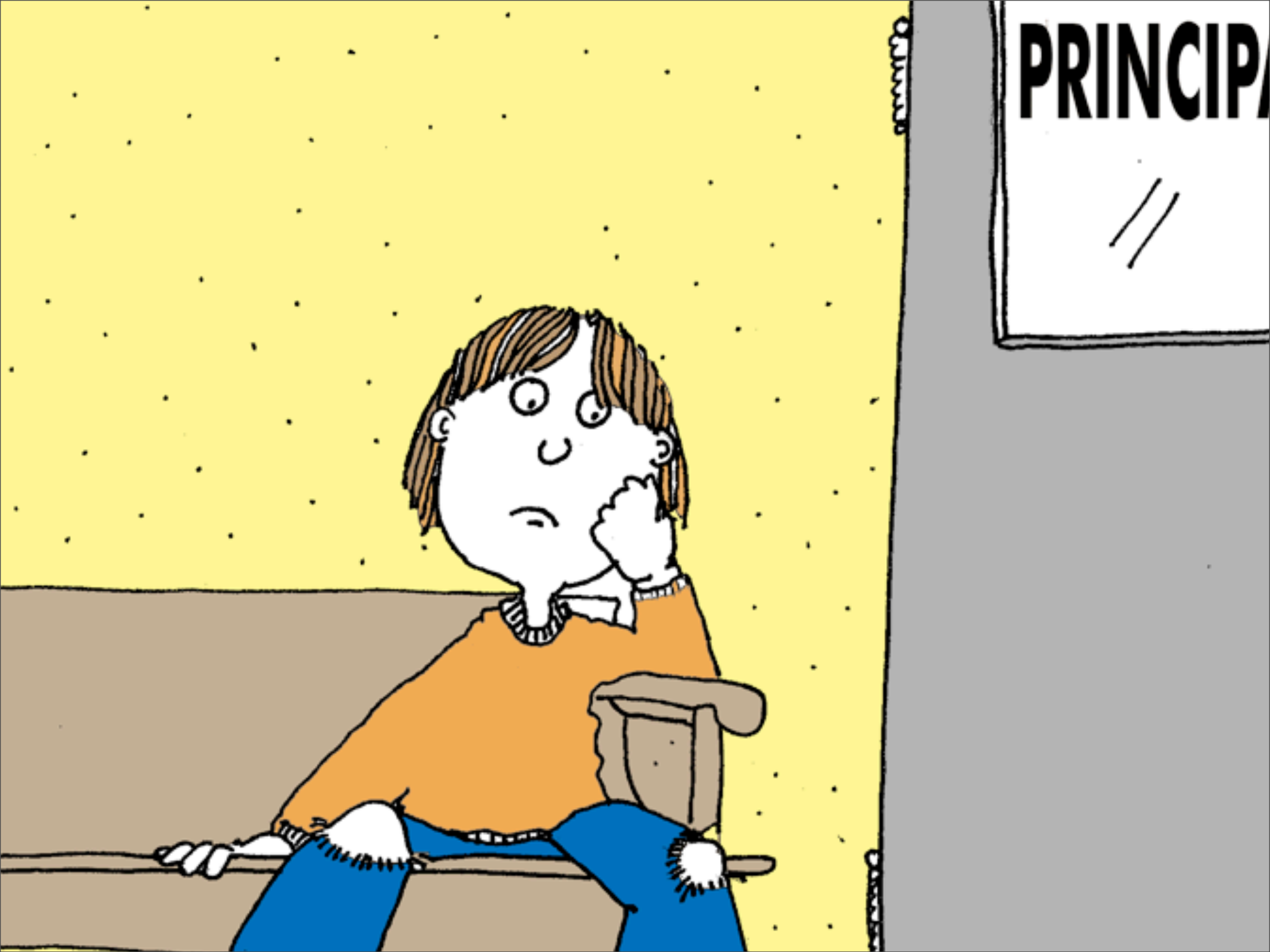
This land

BELONG

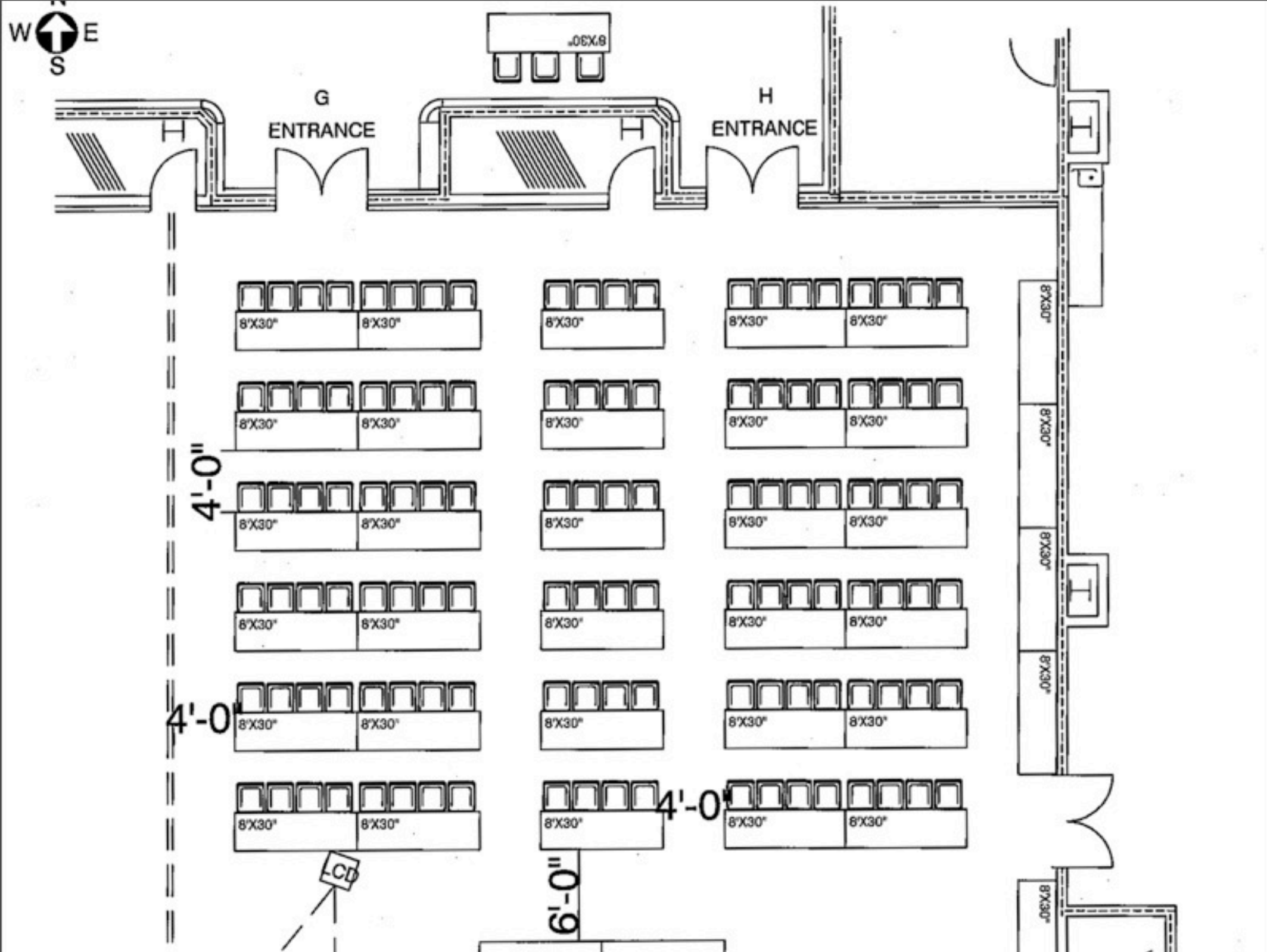


Students who come up with wonderful work that they wouldn't share without encouragement.

Mobility is good for learning and it's also good for classroom management



classroom management is easier if you can freely move around the room



Are you familiar with the notion of Proximity based Classroom Management (explain and walk over to someone)



Mr. Roeber is really good at this. He doesn't even have to be in the same room that you're in.



If you've ever been at Lincoln Lutheran and felt a strange urge to spit out your gum, it's because Mr. Roeber is just a few classrooms away from where you are.



So mobility is important. And I want to tell you why I think...



...these are the way to do it. But first some history...



We tried these wireless mice. They fit in the budget, and you could control your computer... sort of... most of the time... But you obviously can't write with it.



Recently we tried some experiments with a few teachers using these. This was the right direction, but they are much more limited devices. Note that you can't actually see what you're writing.



This year we've experimented with iPads Mr. Haden paid for half of an iPad and Lincoln Lutheran paid for the other half. Our experience with it has been great. This is a step forward in terms of student achievement. And it really multiplies your previous investment in projectors for each classroom.

teacher mobility is a very compelling reason for us to do this, but it's not the only one.



Most school provide their teachers with Laptops. Lincoln Lutheran does not. This project will give our teachers a tool that they can use anywhere.



You probably know that Lutheran teachers don't get paid as much as public school teachers. It costs out students between \$6,000 and \$8,000 a year to come to Lincoln Lutheran, but it costs our teachers from \$7,000 to \$20,000 a year to teach here. Our teachers don't complain about it. They are doing what they love to do...



But it would be nice to give them good tools to use.

So from my perspective at technology coordinator at Lincoln Lutheran, teacher mobility is a great reason to do this project and getting great technology in the hands of our teachers is a nice benefit.

Next Brian Klintworth, a senior at Lincoln Lutheran is going to tell you how he's benefited from this sort of technology in his classes. But first, a word from Apple...

Apple “Learn” 30 second commercial. (maybe better at the start)



Let me start by saying thank you! Four years ago, you provided the money to put projectors in all of the classrooms at Lincoln Lutheran. The change that made was incredible.



It's easier to take notes. It's easier to learn. Classes are more interesting. Tonight you have the chance to change things again!



Mr. Sommerer has shown you some of the ways that iPads benefits teachers, and Mr. Haden will share some of the hundreds of things that teachers can use iPads for. I want to show you how iPads directly benefit Lincoln Lutheran's students.



For one thing, providing our teachers with iPads will make the teachers more available when we need help during class. Rather than being tied to a computer, our teachers will be able to come up to us and help us. If a teacher sees something that one student doesn't understand, they can immediately and easily reteach that part of the lesson.

(15)

$$x + y + z = 6$$

p.82

$$2x - 3y + 4z = 3$$

$$4x - 8y + 4z = 12$$

$$\begin{bmatrix} 1 & 1 & 1 & 6 \\ 2 & -3 & 4 & 3 \\ 4 & -8 & 4 & 12 \end{bmatrix}$$

$$\begin{bmatrix} 9 & 8 & 7 \\ 2 & 6 & 5 \\ 1 & 3 & 4 \end{bmatrix}$$

$$\begin{bmatrix} 1 & 1 & 1 & 6 \\ 0 & -2 & -4 & 6 \\ 0 & -2 & -4 & 6 \end{bmatrix}$$

$$\begin{bmatrix} 1 & 1 & 1 & 6 \\ 0 & -5 & 2 & -9 \\ 0 & -2 & -4 & 6 \end{bmatrix} \xrightarrow{-2 \times \text{row 2} \rightarrow \text{row 3}} \begin{bmatrix} 1 & 1 & 1 & 6 \\ 0 & -5 & 2 & -9 \\ 0 & 0 & -24 & 48 \end{bmatrix}$$

$$\begin{bmatrix} 1 & 1 & 1 & 6 \\ 0 & -5 & 2 & -9 \\ 0 & 0 & -24 & 48 \end{bmatrix} \xrightarrow{-\frac{1}{5} \times \text{row 2} \rightarrow \text{row 2}} \begin{bmatrix} 1 & 1 & 1 & 6 \\ 0 & -1 & 0 & -1 \\ 0 & 0 & -24 & 48 \end{bmatrix} \xrightarrow{-1 \times \text{row 2} \rightarrow \text{row 1}} \begin{bmatrix} 1 & 0 & 1 & 7 \\ 0 & -1 & 0 & -1 \\ 0 & 0 & -24 & 48 \end{bmatrix}$$

$$\begin{bmatrix} 1 & 0 & 1 & 7 \\ 0 & 1 & 0 & -1 \\ 0 & 0 & 1 & -2 \end{bmatrix} \xrightarrow{-1 \times \text{row 3} \rightarrow \text{row 1}} \begin{bmatrix} 1 & 0 & 0 & 9 \\ 0 & 1 & 0 & -1 \\ 0 & 0 & 1 & -2 \end{bmatrix}$$

$$x = 7$$

$$y = -1$$

$$z = -2$$

Some of our teachers use this sort of technology right now, and it really helps me grasp what we're learning. We're learning some pretty serious math at Lincoln Lutheran, and being able to see different pieces in different colors really helps us understand the concepts. But not just in math! Social studies teachers can write directly on maps. English teachers can actually demonstrate revising on essays. We can see the process and this benefits us more than merely seeing the final product.

Website Design

You are logged in as **Lloyd Sommerer: Student** ([Return to my normal role](#))

[classes](#) ▶ Website Design

[Return to my normal role](#)


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 [Matt Heibel - Principal's Page](#)
 [Multimedia Applications](#)
 [Programming I](#)

Topic outline

 [News forum](#)
 [Question of the Week](#)
 [Weekly Schedule](#)
 [Website Design End of Semester Survey](#)

- 1 Domain Names ☐
-  [12 rules for choosing the right domain name](#)
 -  [Six Revisions: 12 Tools for Picking a Domain Name](#)
 -  [Highest Volumn Domain Name Registrars + more](#)
 -  ["5 Best Domain Name Registrars" \(read the comments\)](#)

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 -  [Business card template](#)

- 3 Website Hosting ☐
-  [Web Hosting Talk](#)
 -  [Web Host Industry Reviews](#)
 -  [Web Host Magazine & buyer's Guide](#)
 -  [Class Google Document on hosts](#)

- 4 Useful Tools ☐
-  [11 Outstanding \(Free\) Alternatives to Photoshop](#)
 -  [Awesome Fontstacks](#)

Latest News

23 Mar, 11:31
Lloyd Sommerer
QotW instead of a new forum [more...](#)
[Older topics ...](#)

Upcoming Events

There are no upcoming events

[Go to calendar...](#)
[New Event...](#)

Recent Activity

Activity since
Wednesday, 14 March
2012, 03:03 PM
[Full report of recent activity...](#)

Nothing new since your last login

There are lots of reasons students miss school. There are sick days, doctor's appointments, sports activities, college visits, academic events, and even foreign study. The iPad lets teachers put resources and notes on the Internet. Our teachers share a lot of information during class. When they can also put it on the internet, it helps us keep up to date. When we miss class, we don't miss learning.



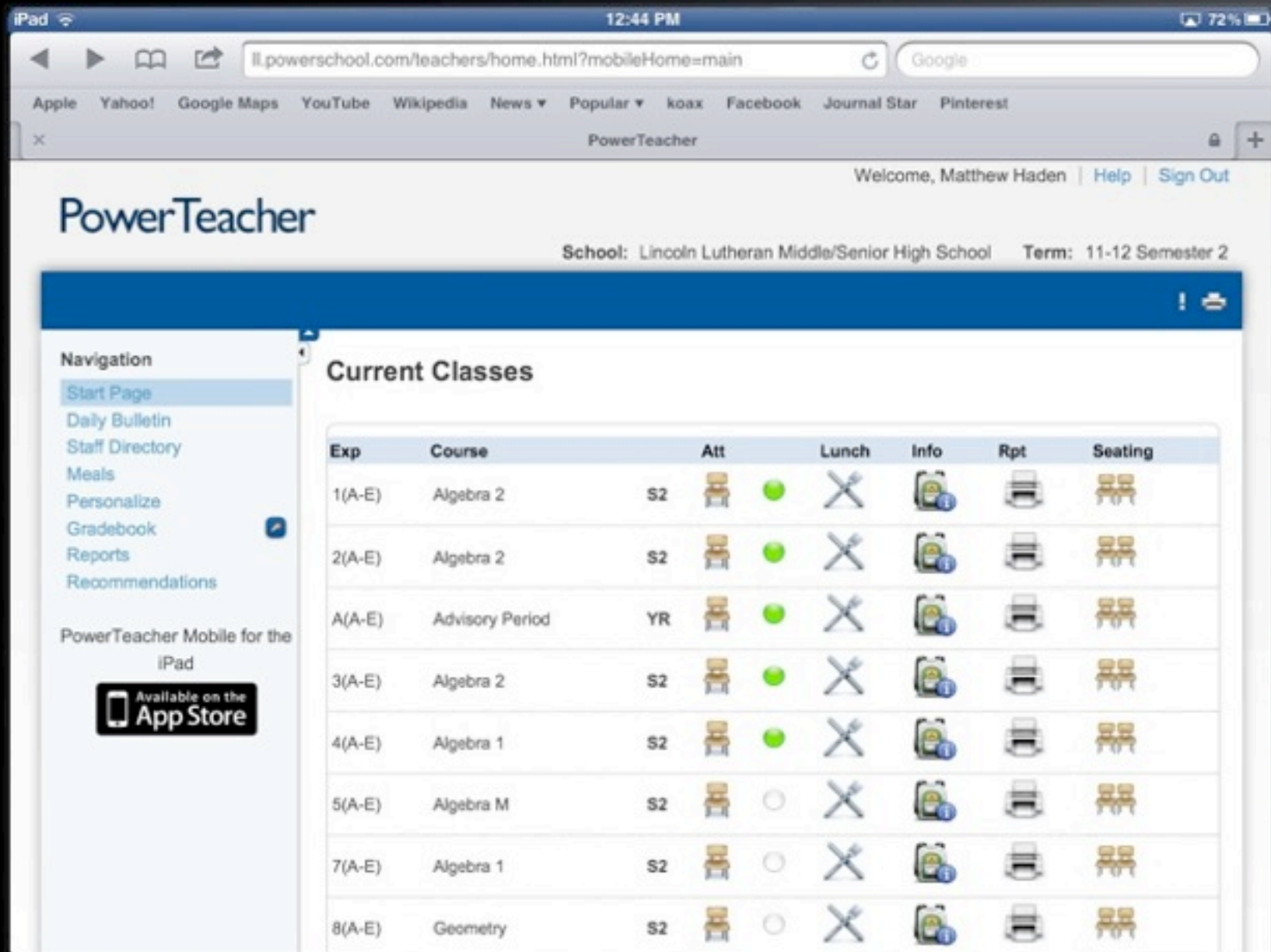
Amazingly, over 80% of our students have a portable device like a laptop, tablet, or smartphone. We want teachers who understand and use this stuff. As a student, I think putting iPads into the hands of all of my teachers is a great idea.



. I know from experience that these are great devices that will enhance our learning environments. That's huge! Lincoln Lutheran has the goal of preparing us for life with a quality Christian education, and these iPads will help to accomplish this. Besides, these things are really cool! Mr. Sommerer, back to you.

Thanks Brian [clapping time]

So, Brian told us about the benefits to him as a student if all of his teachers had iPads. Next Mr. Haden is going to tell us some of the things our teachers could do with iPads.



Take Attendance without going back to your computer



in the gym



Pythagorean Theorem



a c
 b

$$c^2 = a^2 + b^2$$



while you give them



including your voice




[classes](#) ► Multimedia Apps

[Return to my normal role](#)

People

 [Participants](#)

Activities



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My courses

 [7th Grade Math \(Sommerer\)](#)

Topic outline

General Resources

 [News & Announcements](#)
 [Technology Use Policy](#)
 [Class Expectations](#)
 [Question of the Week](#)
 [End of Year Questionnaire](#)

Rubrics

 [Website Rubric](#)
 [Video Rubric](#)

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 [Website Projects](#)
 [Interesting Discussions](#)

1

Website Design

Preparing for your Website Project

 [Three ideas for your website.](#)

Latest News

15 Apr, 17:11
Lloyd Sommerer
New QotW: More on the video project [more...](#)
[Older topics ...](#)

Upcoming Events

There are no upcoming events

[Go to calendar...](#)
[New Event...](#)

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Activity since
Wednesday, 14 March
2012, 03:13 PM
[Full report of recent activity...](#)

Nothing new since your last login

and let students play those lessons if they miss school (or need to review a concept)

not every lesson will use an iPad (this slide intentionally blank)

	Team E	Team J	Team R		Secchi Depth
Depth	Temp	Temp	Temp	DO	
Surface	11.5°C	11°C	10°C	10.3 mg/l 10.5 mg/l	Team J 8' 9' 9.5'
1'	11°C	11°C	9°C	9.5 mg/l	Team E 9' 9' 9'
3'	10.5°C	11°C	9°C		Team R 7½ 8¾ 10
5'	10.5°C	10°C	9°C	9.6 mg/l	
7'	10°C	10°C	8.5°C	10.8 mg/l	
9'	10°C	10°C	9°C	9.8 mg/l	
11'				8.7 mg/l	

How deep
is the th

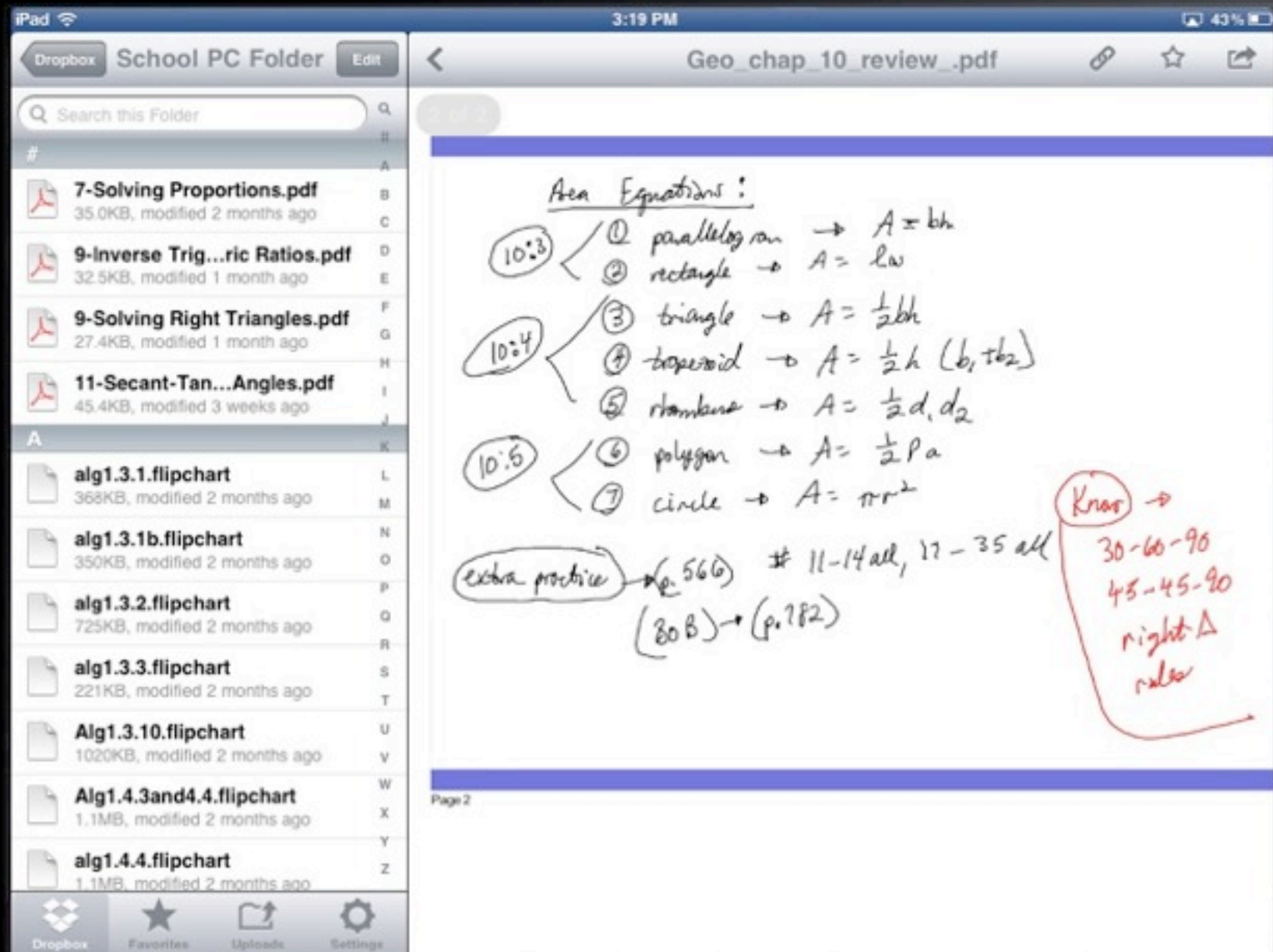
but you can still capture them with its camera



or with high definition video (okay, maybe not quite that high)



New tools let us give great lessons... in science



SECTION 4

Review

Summary

Ecology is the scientific study of the relations between organisms and their environments. One goal of ecology is to discover the rules that explain the patterns we see in the natural world. Fundamental to these investigations is assessing the influence of biotic and abiotic factors.

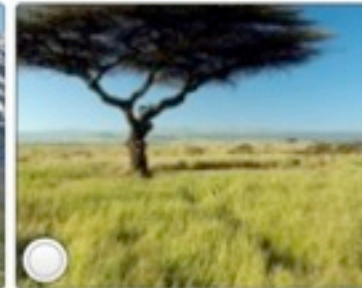
Populations of organisms that share a habitat and interact with one another form a community. On a larger scale, the interactions and interdependencies that connect organisms and their environments comprise an ecosystem.

Biomes are communities on a very large scale, identified by their characteristic climate and prevailing vegetation. At the highest level, terrestrial biomes include forest, grassland, desert, and tundra, and aquatic biomes are divided between freshwater and marine. There are numerous finer distinctions, based on patterns found in specific climates and regions of the world.

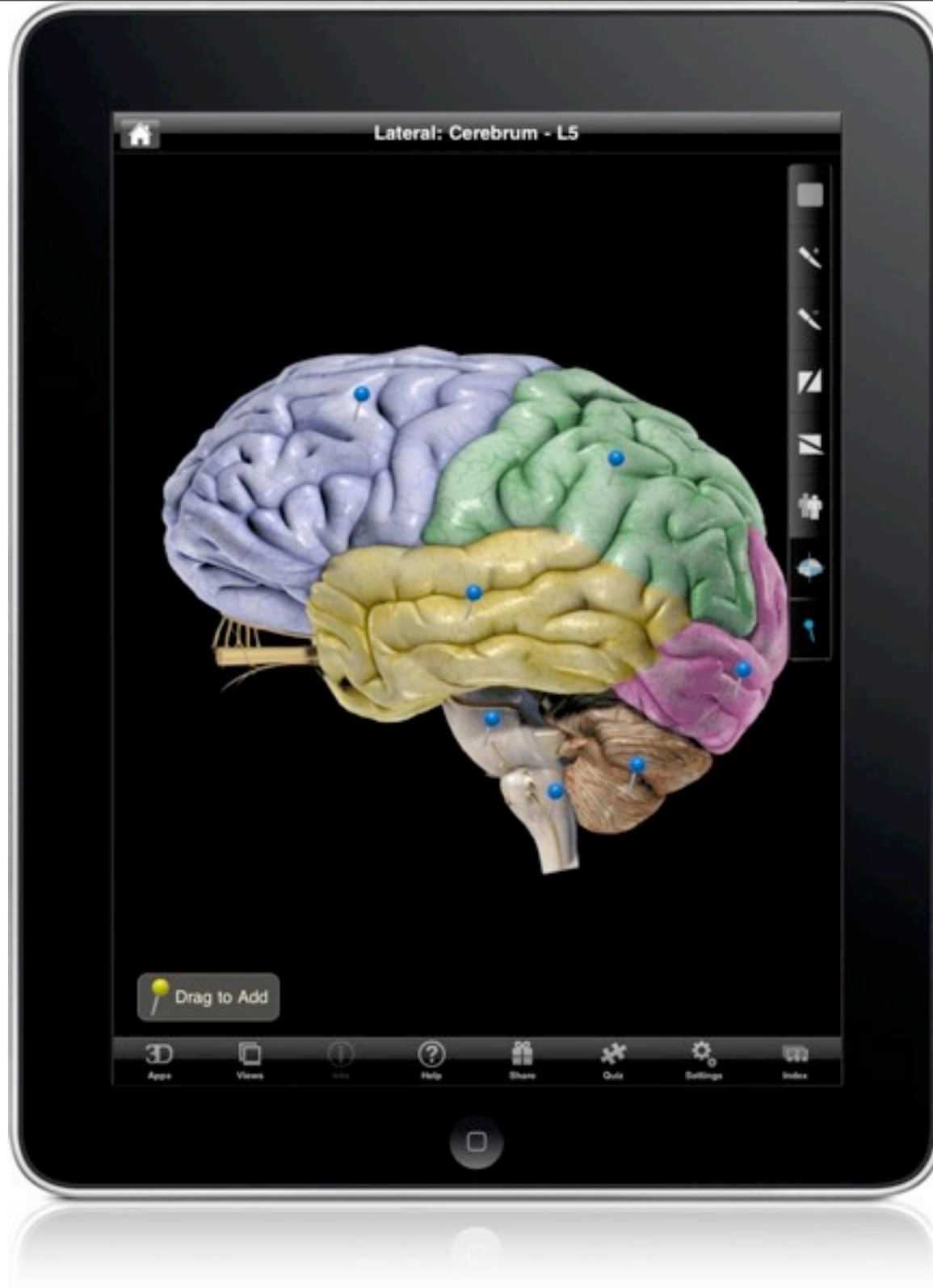
Review 1

Question 1 of 5

Which one of the following is a savanna?

[Check Answer](#)



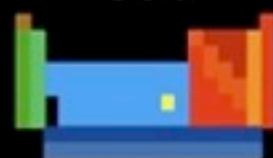


Au

79



Gold



Atomic Radius
174pm
Electron Shells
[Xe]4f¹⁴5d¹⁰6s¹



Crystal Structure
Face Centered
Cubic

Atomic Weight 196.96655

Density 19.3 g/cc

Melting Point 1064.18°C
1947.52°F

Boiling Point 2856°C
5173°F

Electronegativity 2.54

% in Universe 0.000000060%

% in Sun 0.00000010%

% in Crust 0.00000031%

% in Ocean $5.0 \times 10^{-9}\%$

% in Humans 0.000010%

computational knowledge from
WolframAlpha

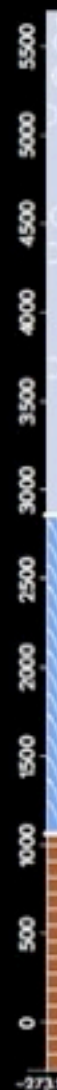


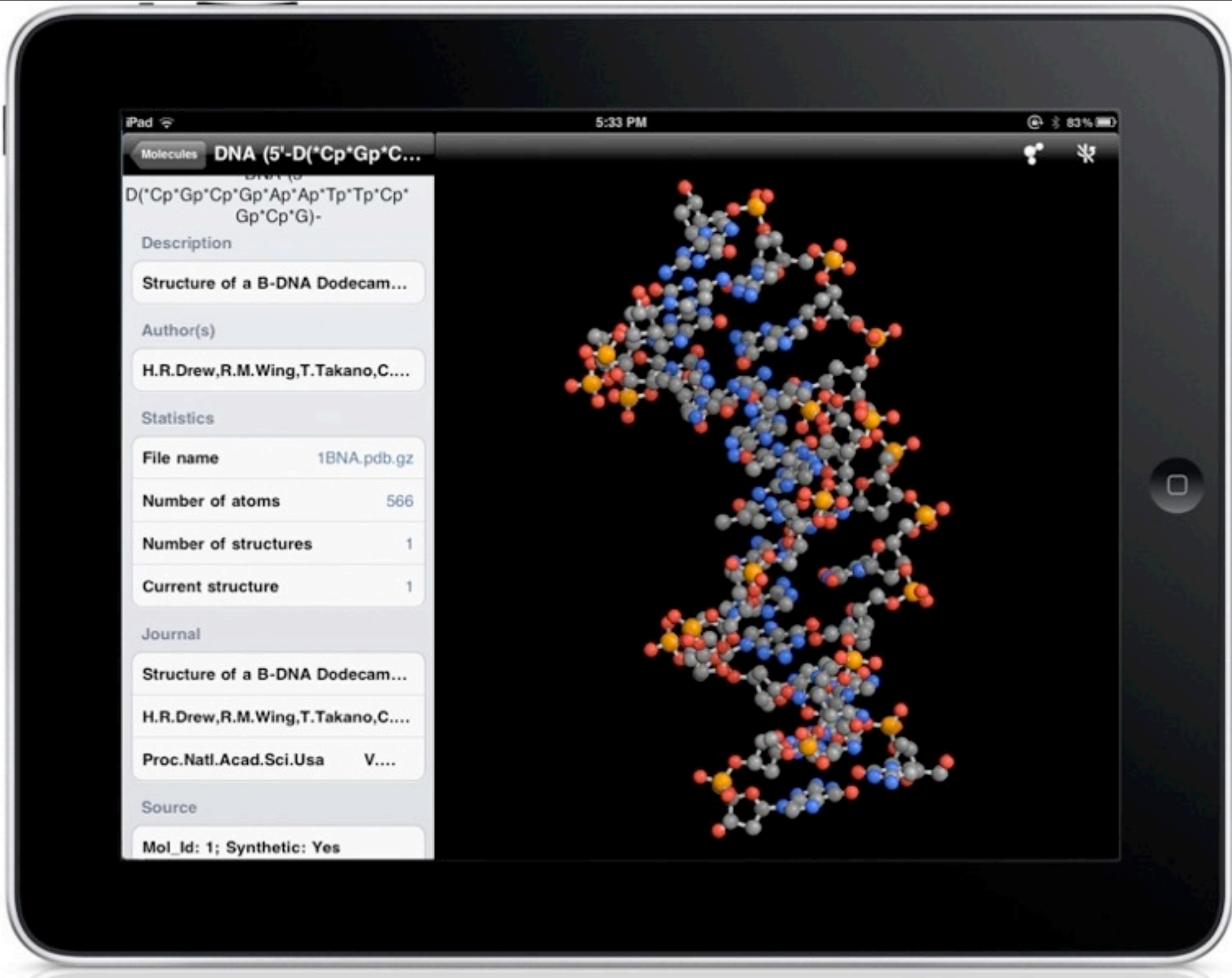
Pt 78

Home

Au 79

Back





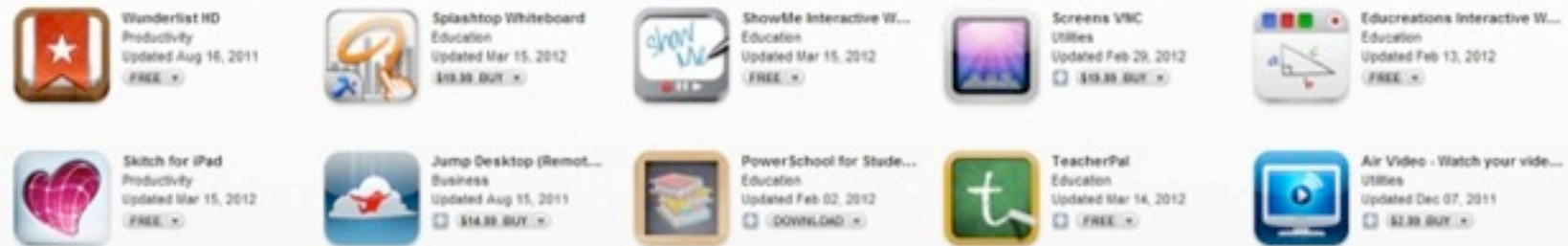


It doesn't matter what you teach, there are thousands of apps...

Apps for Teachers

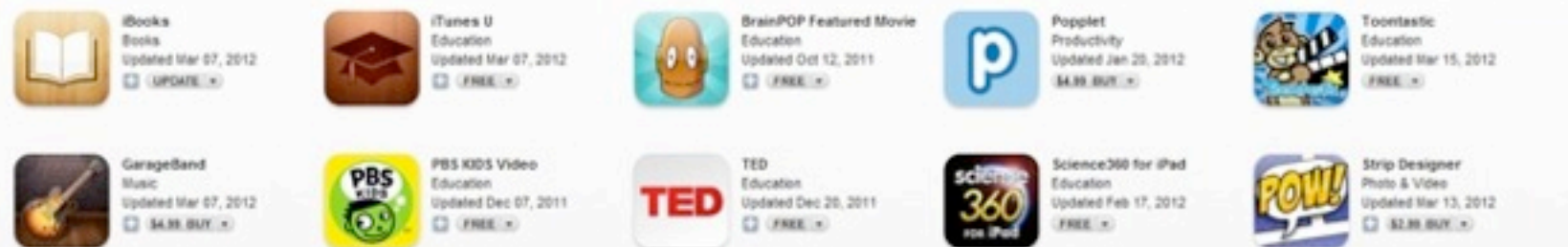
Classroom Tasks [See All >](#)

Sort By: **Featured**



Curricula Support [See All >](#)

Sort By: **Featured**



Instructional Tools [See All >](#)

Sort By: **Featured**



Personal Organization [See All >](#)

Sort By: **Featured**



hundreds of them specifically written for education.

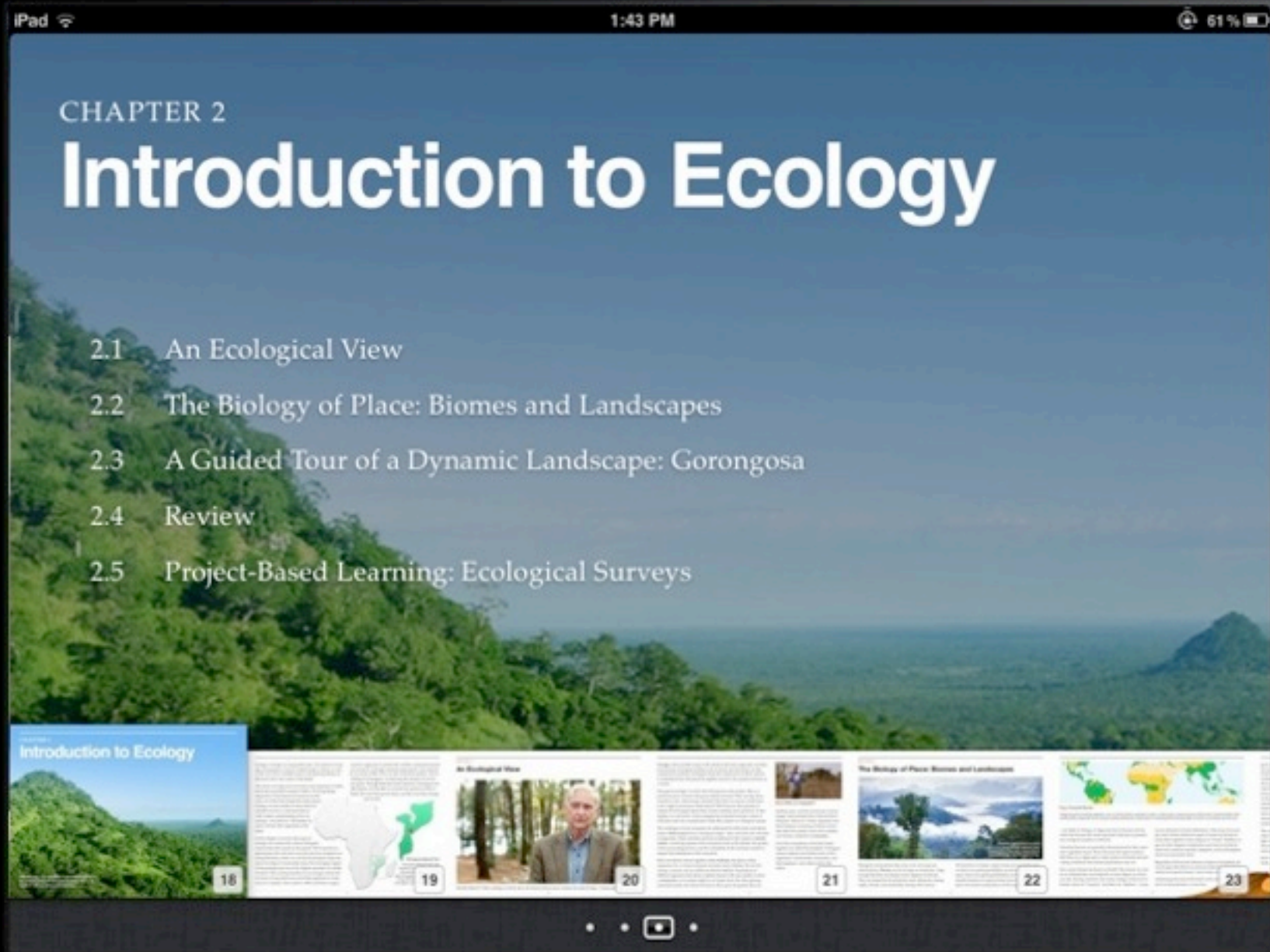


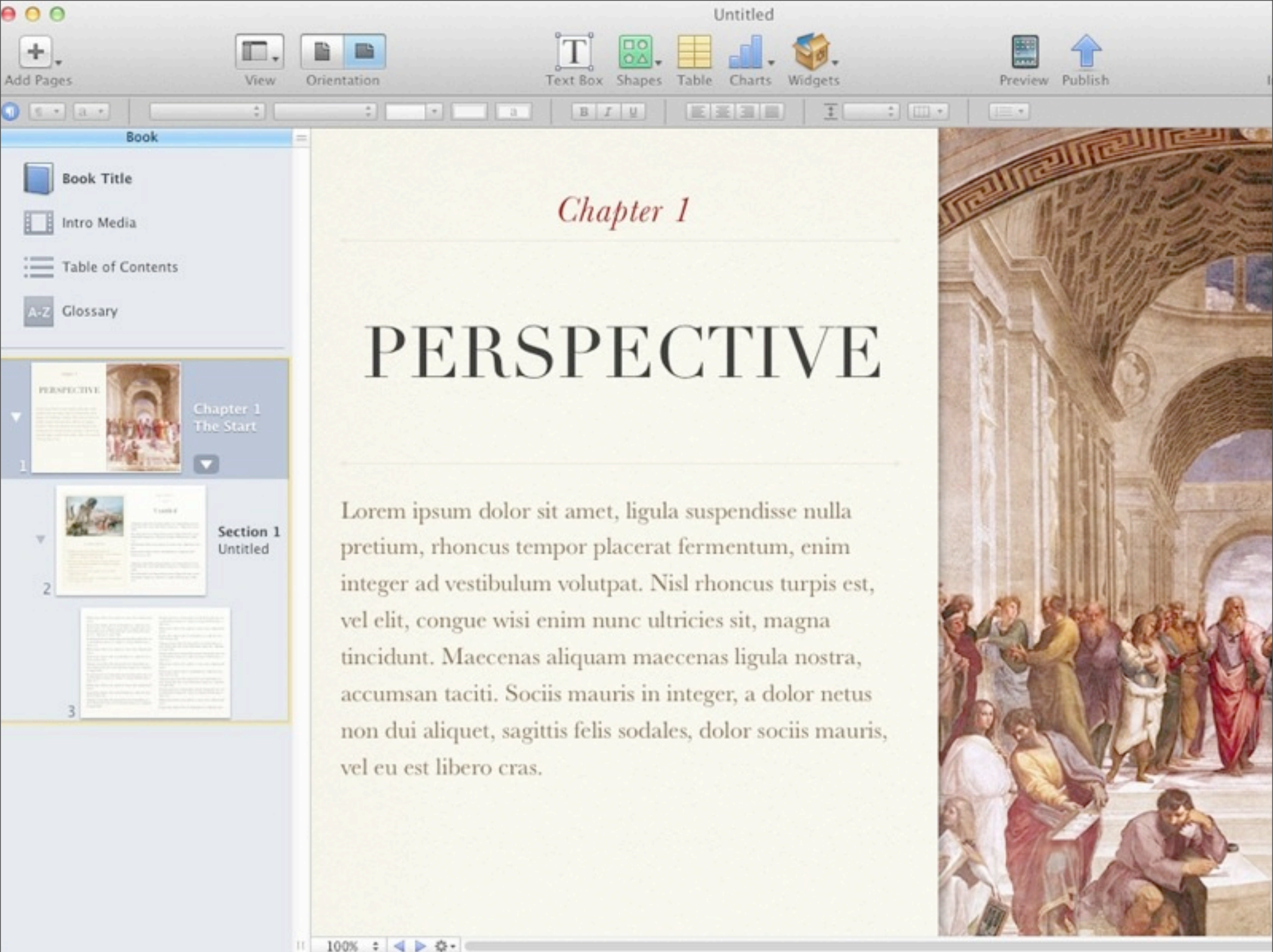
Electronic textbooks are not too far in the future. Now we can evaluate them..



here are a few samples...







And we can write our own textbooks

iPad 1:39 PM 100%

Edwards

how-to-become-... Edwards

Close Navigation... Share... Info Delete

nts. Indiana's intermediate appellate court ordered a refusal to permit him to represent himself deprived him of his constitutional right of self-representation under the Sixth Amendment and *Faretta v. California*, 422 U. S. 806. Although finding that the record provided substantial support for the trial court's ruling, the Indiana Supreme Court nonetheless affirmed the intermediate appellate court on the ground that *Faretta* and *Godinez v. Moran*, 509 U. S. 389, required the State to allow Edwards to represent himself.

Held: The Constitution does not forbid States from insisting upon representation by counsel for those competent enough to stand trial but who suffer from severe mental illness to the point where they are not competent to conduct trial proceedings by themselves. Pp. 4-13.

(a) This Court's precedents frame the question presented, but they do not answer it. *Dusky v. United States*, 362 U. S. 402, and *Drope v. Missouri*, 420 U. S. 162, 171, set forth the Constitution's "mental competence" standard forbidding the trial of an individual lacking a rational and factual understanding of the proceedings and sufficient ability to consult with his lawyer with a reasonable degree of rational

Page 2

understanding. But those cases did not consider the issue presented here, namely, the relation of that "mental competence" standard to the self-representation right. Similarly the Court's foundational "self-representation" case, *Faretta, supra*—which held that the Sixth and Fourteenth Amendments include a "constitutional right to proceed without counsel when" a criminal defendant "voluntarily and intelligently elects to do so," 422 U. S., at 807—does not answer the question as to the scope of the self-representation right. Finally, although *Godinez, supra*, presents a question closer to the one at issue in that it focused upon a borderline-competent defendant who had asked a state trial court to permit him to represent himself and to change his pleas from not guilty to guilty, *Godinez* provides no answer here because that defendant's ability to conduct a defense at trial was expressly not at issue in that case, see 509 U. S., at 399-400, and because the case's constitutional holding that a State may permit a gray-area defendant to represent himself does not tell a State whether it may deny such a defendant the right to represent himself at his trial. Pp. 4-8.

(b) Several considerations... the Constitution permits a

Page 1 of 14

Students can submit papers electronically and we can grade them the same way... Net result...



fewer dead trees



Some of our teachers are also coaches

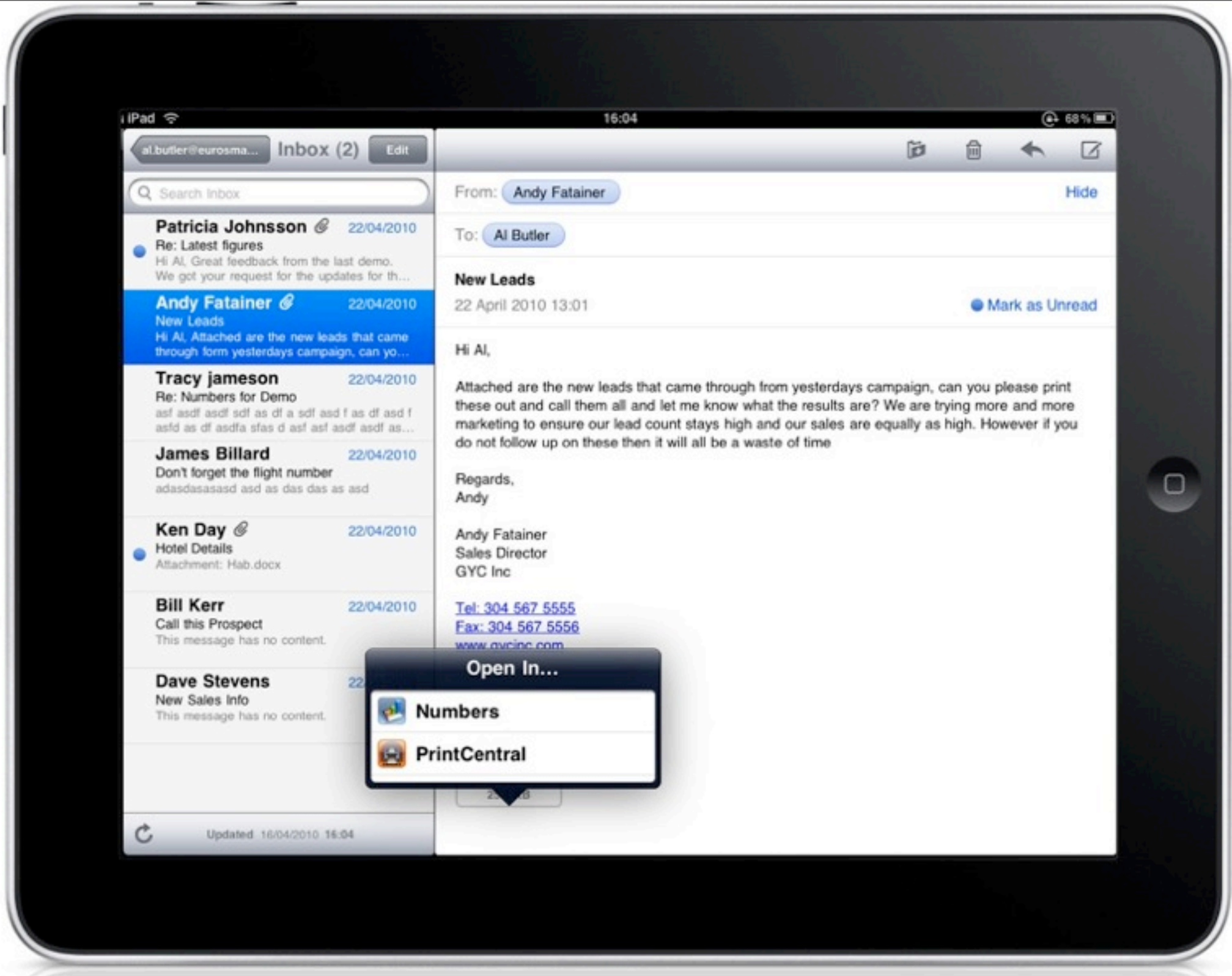


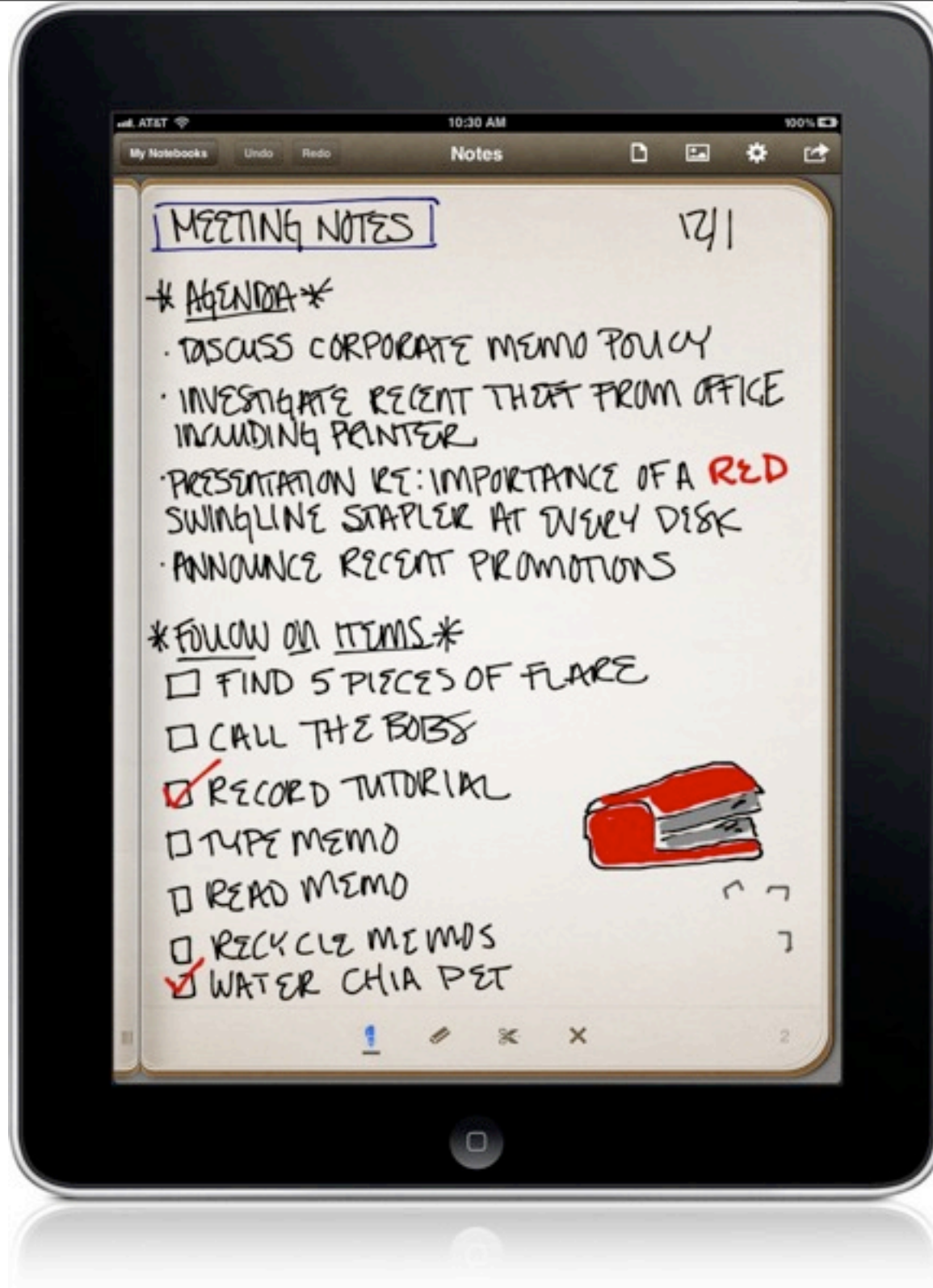
And there are tools for them.



even stats

Dozens of everyday tasks become more efficient, like (blank slide)







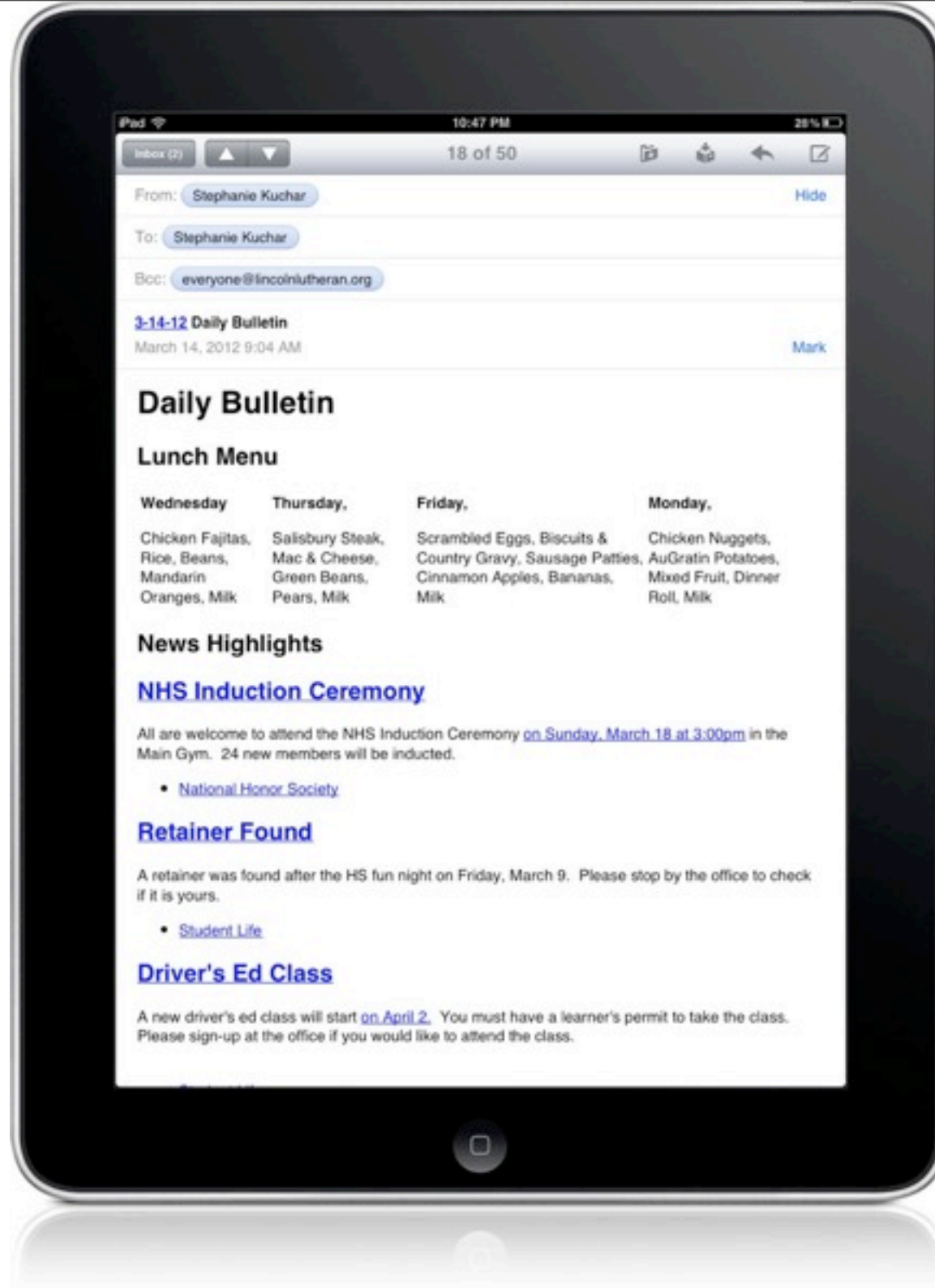
creating to do lists



timing student activities



checking when 7th period starts on a late start day



reading announcements to students

71

71

iPad 12:44 PM 72%

LINCOLN LUTHERAN

CHRIST-CENTERED PREPARATION FOR COLLEGE AND LIFE

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CALENDAR

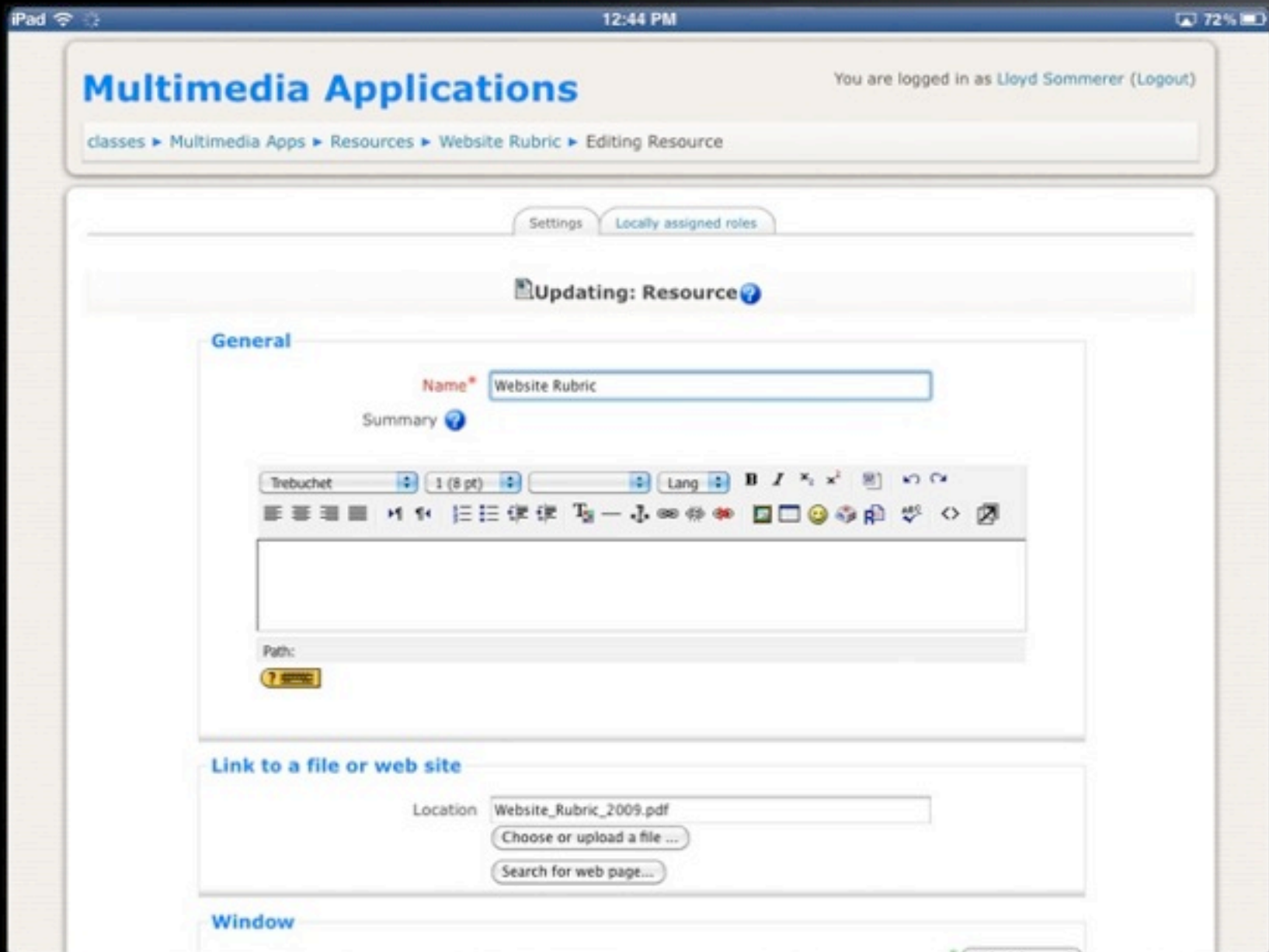
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 March 2012
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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Lunch Menu 12:00pm 8th Gr. Girls BB (Blue team) @ S... 5:45pm MS Track Parent Meeting 7:00pm	Lunch Menu 12:00pm MS Fun Night 6:30pm - 10:00pm	Speech @ Waverly (All day) Junior Academy of Science Region... 7:30am - 3:00pm Blue Angels Dance Clinic 10:00am - 2:00pm
4	5	6	7	8	9	10
National Lutheran Schools Week (All day)	National Lutheran Schools Week (All day) Lunch Menu 12:00pm 8th Gr. Girls BB (Blue team) @ S... 5:45pm 8th Gr. Girls BB (White team) @... 6:45pm Blue Angels Dance Show 7:00pm	National Lutheran Schools Week (All day) Lunch Menu 12:00pm MS Student Led Conferences 3:45pm - 8:00pm Block Schedule Open Forum 7:00pm	National Lutheran Schools Week (All day) John Baylor Test Prep 7:30am - 9:30am Little Start 9:45am Lunch Menu 12:00pm	National Lutheran Schools Week (All day) Lunch Menu 12:00pm MS Student Led Conferences 3:45pm - 8:00pm Blue Angels Parent Info Meeting 5:15pm	No School - MIDDLE SCHOOL ONLY (All day) National Lutheran Schools Week (All day) Lunch Menu 12:00pm HS Fun Night 7:00pm - 10:00pm	National Lutheran Schools Week (All day) Speech @ Conestoga (All day)
11	12	13	14	15	16	17
	No School - Quarter Break (All day) 8th Gr. Girls BB (White team) @... 5:45pm	District Speech (All day) Lunch Menu 12:00pm Cheer Parent Info Meeting 5:45pm	John Baylor Test Prep 7:00am - 7:55am Lunch Menu 12:00pm	MS @ Malcolm Music Festival (All day) Lunch Menu 12:00pm	MS @ Malcolm Music Festival (All day) Lunch Menu 12:00pm V Baseball @ Home (Wahoo) 7:00pm	Conference Music @ HSC (All day) G V Soccer vs. Beatrice @ York T... 10:00am

or to the school calendar



DISTRICT SPECIAL EDUCATION

FORM 401

INDIVIDUALIZED EDUCATIONAL PLAN GOALS AND OBJECTIVES

District Office (425) 780 8800

Community Advisory Committee (425) 687 2009

Student:

ID Number: 2073303

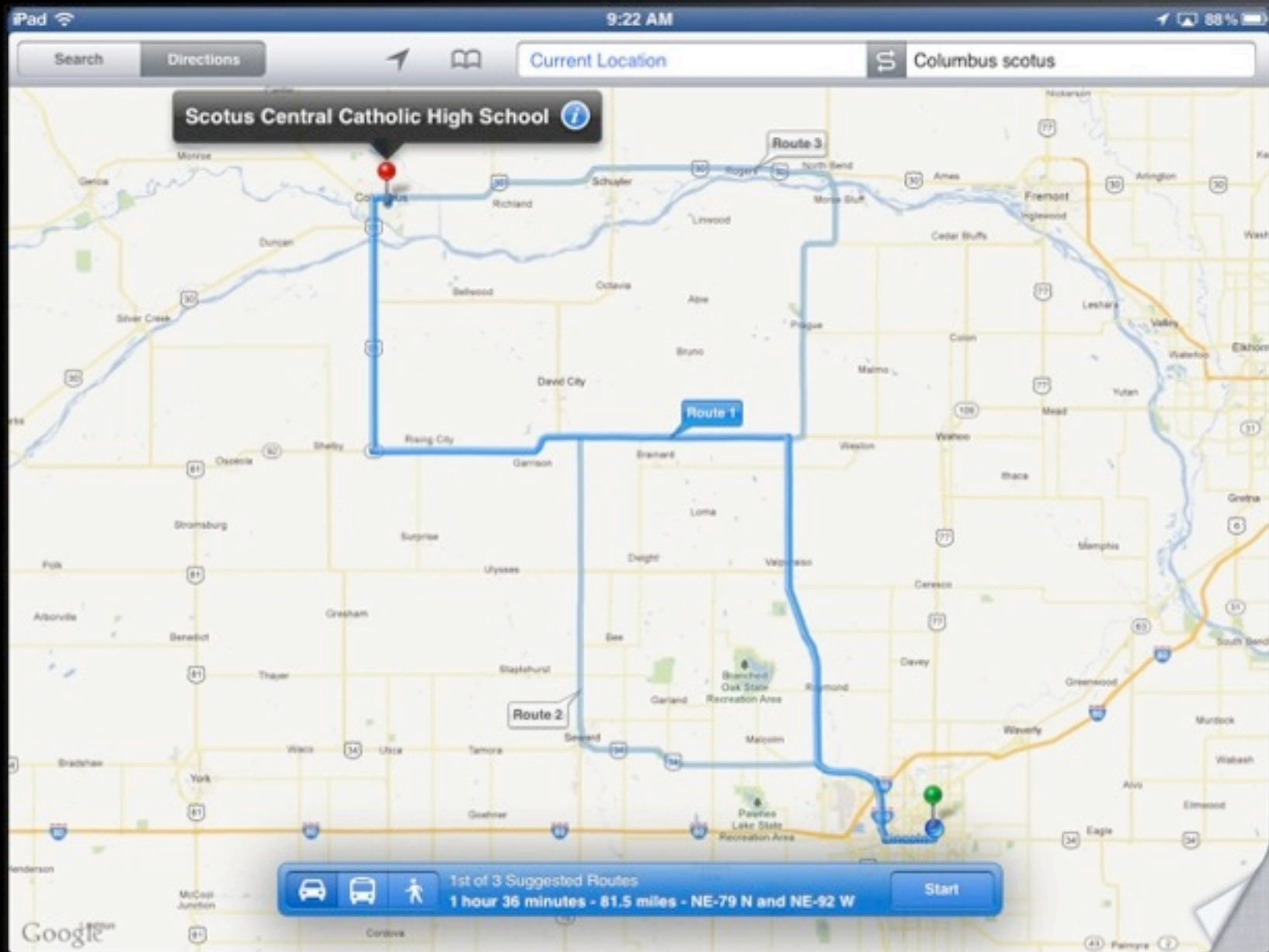
IEP Date: 12-18-02

Page of

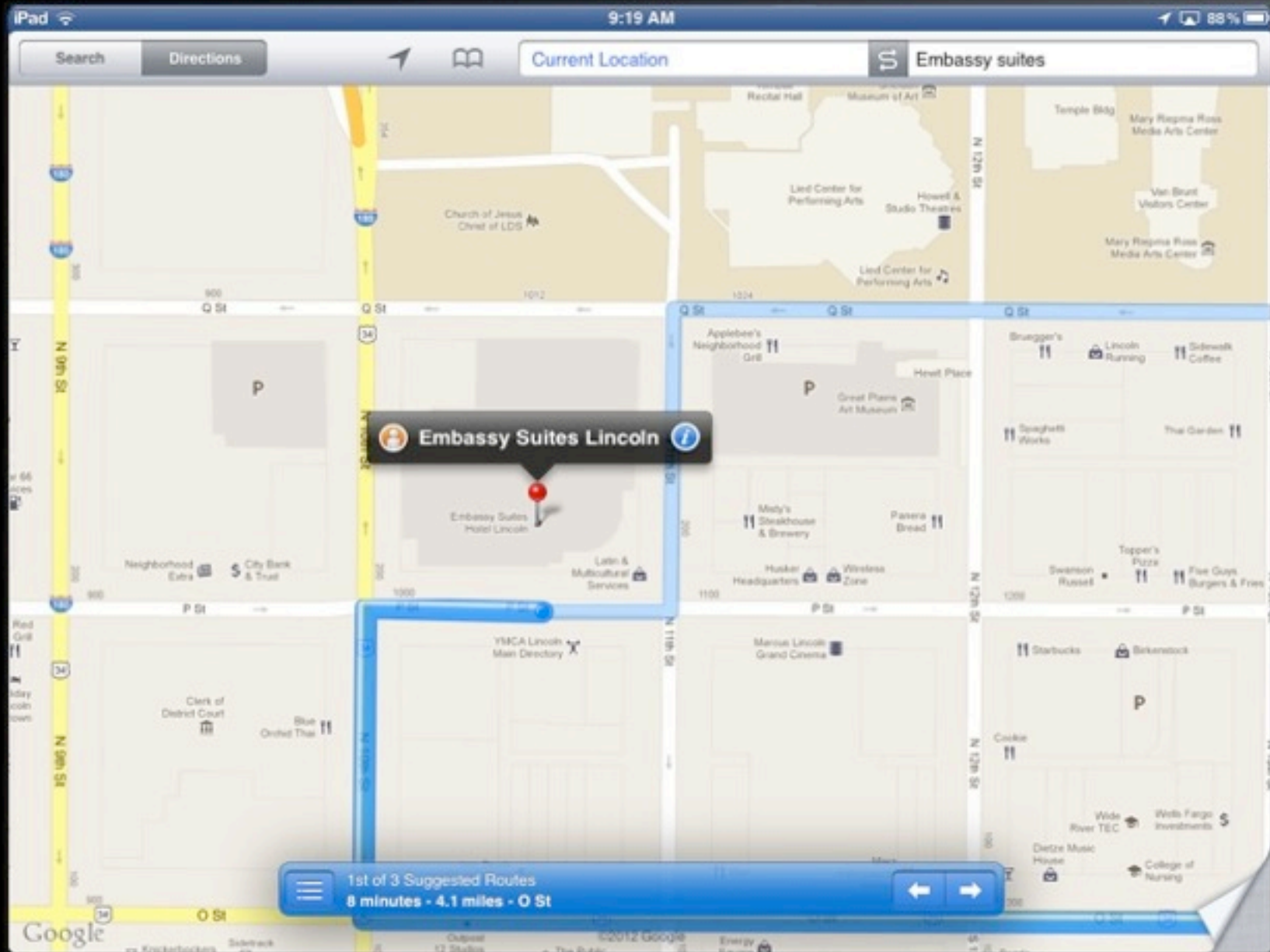
Present Performance Related to Annual Goal	Goals and Objectives	Criteria and Documentation	Progress Report
Language Arts Standards Oral English Language Conventions 8th Grade 1.1 Student will use simple, compound and compound complex sentences with effective coordination and subordination of ideas to express complete thoughts.	<input checked="" type="checkbox"/> Annual Goal <input type="checkbox"/> Short Term Objective By December 18, 2003 Ryan will demonstrate significant growth in his use of compound and complex sentences during a classroom role play of making an appointment, i.e. "If you have an appointment available this Friday, I would like to bring Baxter in for his rabies shot."	80 % Criteria as measured by: <input type="checkbox"/> Formal Tests <input type="checkbox"/> Informal Tests <input checked="" type="checkbox"/> Work Samples <input type="checkbox"/> Charts <input type="checkbox"/> Records of Teacher Obs. <input type="checkbox"/> Others (specify) Provider: D.L.S. 01 Speech/Language	Progress toward annual goal is sufficient: Date(s) of Marking Periods: 1 st Qtr 2 nd Qtr 3 rd Qtr 4 th Qtr <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No Comments:
	<input type="checkbox"/> Annual Goal <input checked="" type="checkbox"/> Short Term Objective By May 18, 2003 Ryan will use at least 20 conjunctions to express the relationships between two or more events.	85 % Criteria as measured by: <input type="checkbox"/> Formal Tests <input type="checkbox"/> Informal Tests <input checked="" type="checkbox"/> Work Samples <input type="checkbox"/> Charts <input type="checkbox"/> Records of Therapist's Obs. <input type="checkbox"/> Others (specify) Provider: D.L.S. 01 Speech/Language	Progress toward annual goal is sufficient: Date(s) of Marking Periods: 1 st Qtr 2 nd Qtr 3 rd Qtr 4 th Qtr <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No Comments:
	<input checked="" type="checkbox"/> Annual Goal <input type="checkbox"/> Short Term Objective	___ % Criteria as measured by: <input type="checkbox"/> Formal Tests <input type="checkbox"/> Informal Tests <input checked="" type="checkbox"/> Work Samples <input type="checkbox"/> Charts <input type="checkbox"/> Records of Therapist's Obs. <input type="checkbox"/> Others (specify) Provider: D.L.S. 01 Speech/Language	Progress toward annual goal is sufficient: Date(s) of Marking Periods: 1 st Qtr 2 nd Qtr 3 rd Qtr 4 th Qtr <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No Comments:
	<input type="checkbox"/> Annual Goal <input checked="" type="checkbox"/> Short Term Objective	___ % Criteria as measured by: <input type="checkbox"/> Formal Tests <input type="checkbox"/> Informal Tests <input type="checkbox"/> Work Samples <input type="checkbox"/> Charts <input type="checkbox"/> Records of Therapist's Obs. <input type="checkbox"/> Others (specify) Provider: D.L.S. 01 Speech/Language	Progress toward annual goal is sufficient: Date(s) of Marking Periods: 1 st Qtr 2 nd Qtr 3 rd Qtr 4 th Qtr <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No Comments:

SpEd IEP 400 6/99

review an IEP (individualized education plan)



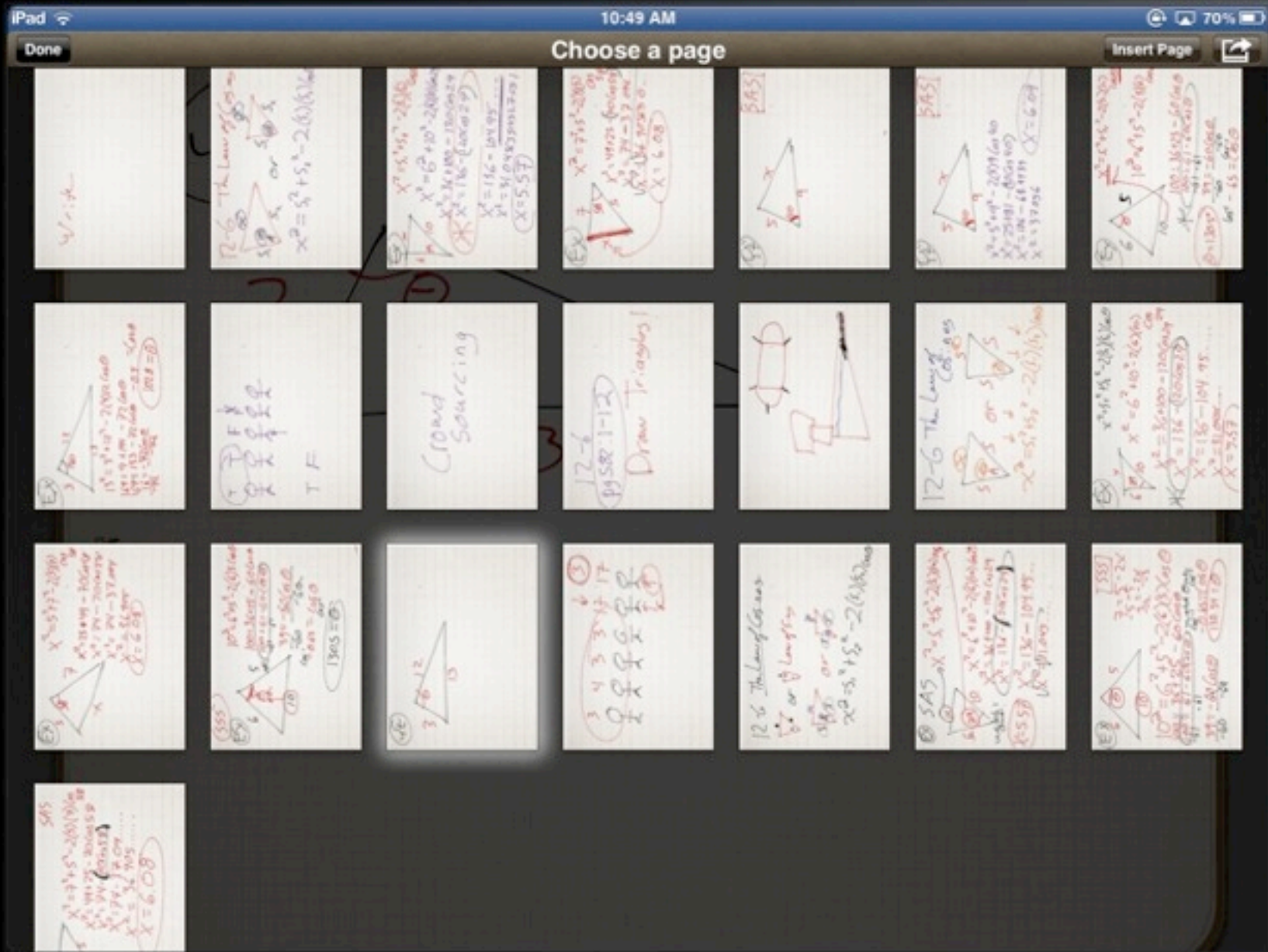
Find directions to the football game

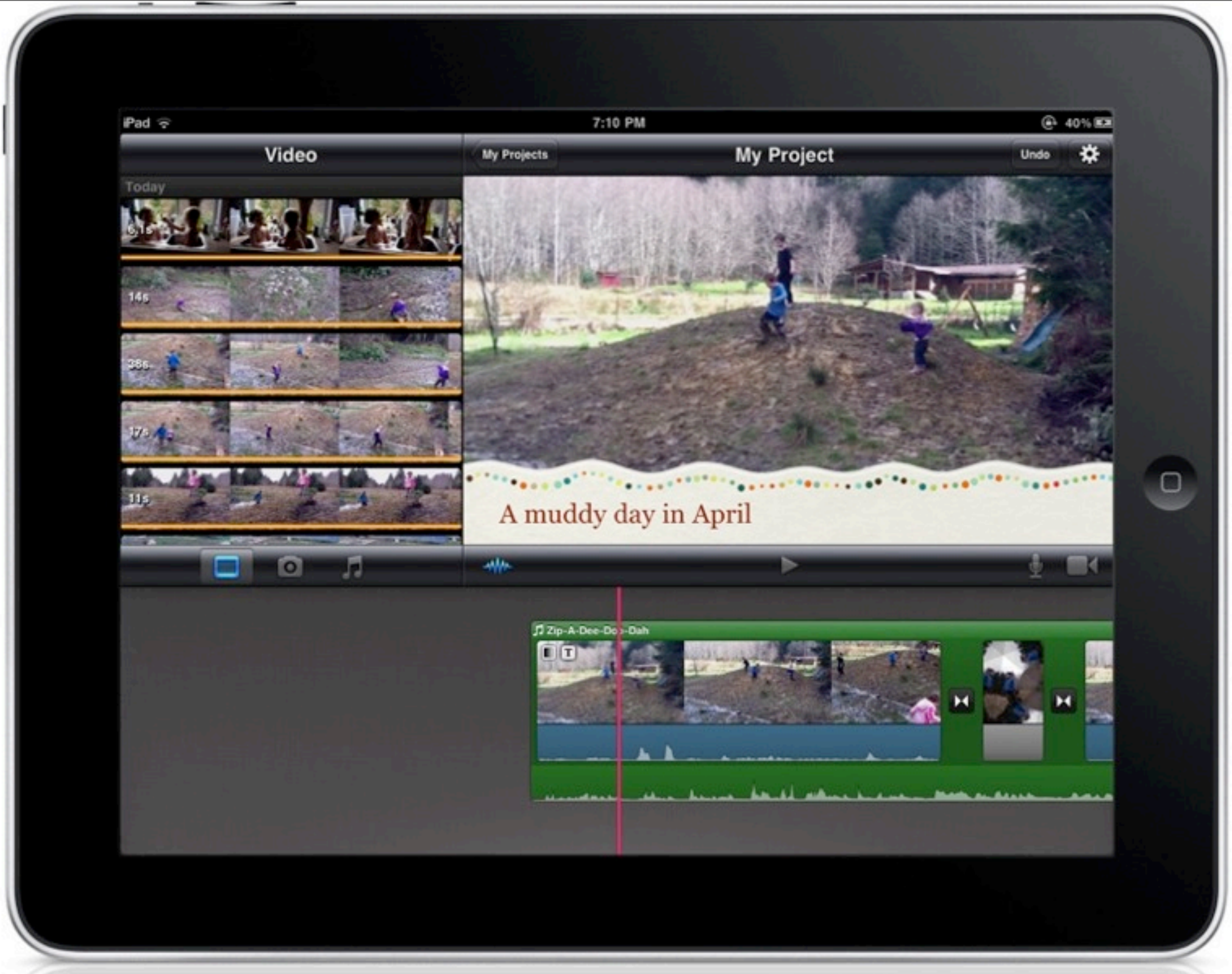


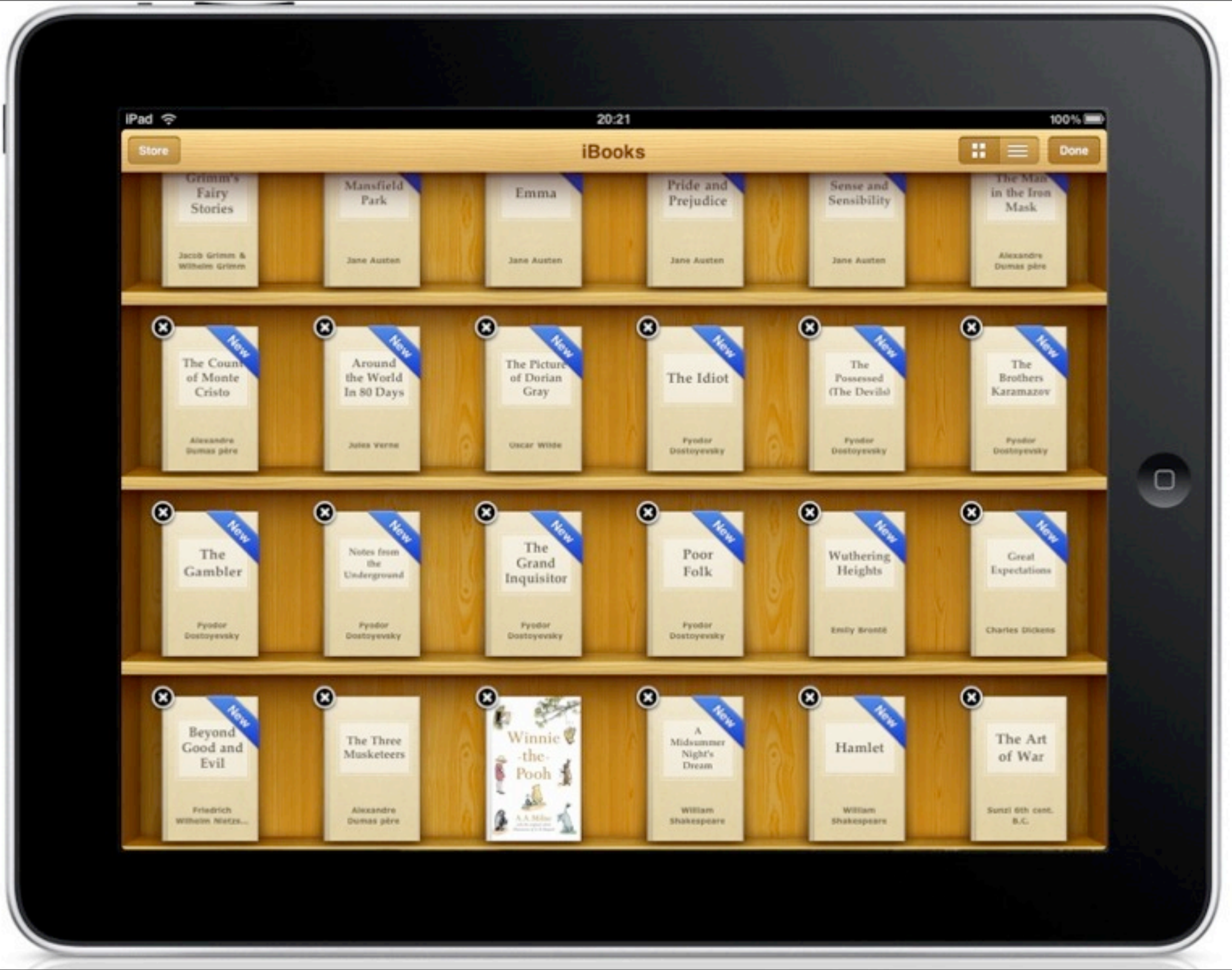
or to the gala



set reminders for parent meetings







read a book (all of these are free)

For God So Loved the World

16 "For ^hGod so loved ⁱthe world,^g ^jthat he gave his only Son, that whoever believes in him should not ^kperish but have eternal life. 17 For ^lGod did not send his Son into the world ^mto condemn the world, but in order that the world might be saved through him. 18 "Whoever believes in him is not condemned, but whoever does not believe is condemned already, because he has not ⁿbelieved in the name of the only Son of God. 19 "And this is the judgment: ^othe light has come into the world, and ^ppeople loved the darkness rather than the light because ^qtheir works were evil. 20 "For everyone who does wicked things hates the light and does not come to the light, ^rlest his works should be exposed. 21 But whoever ^sdoes what is true ^tcomes to the light, so that it may be clearly seen that his works have been carried out in God."

John the Baptist Exalts Christ

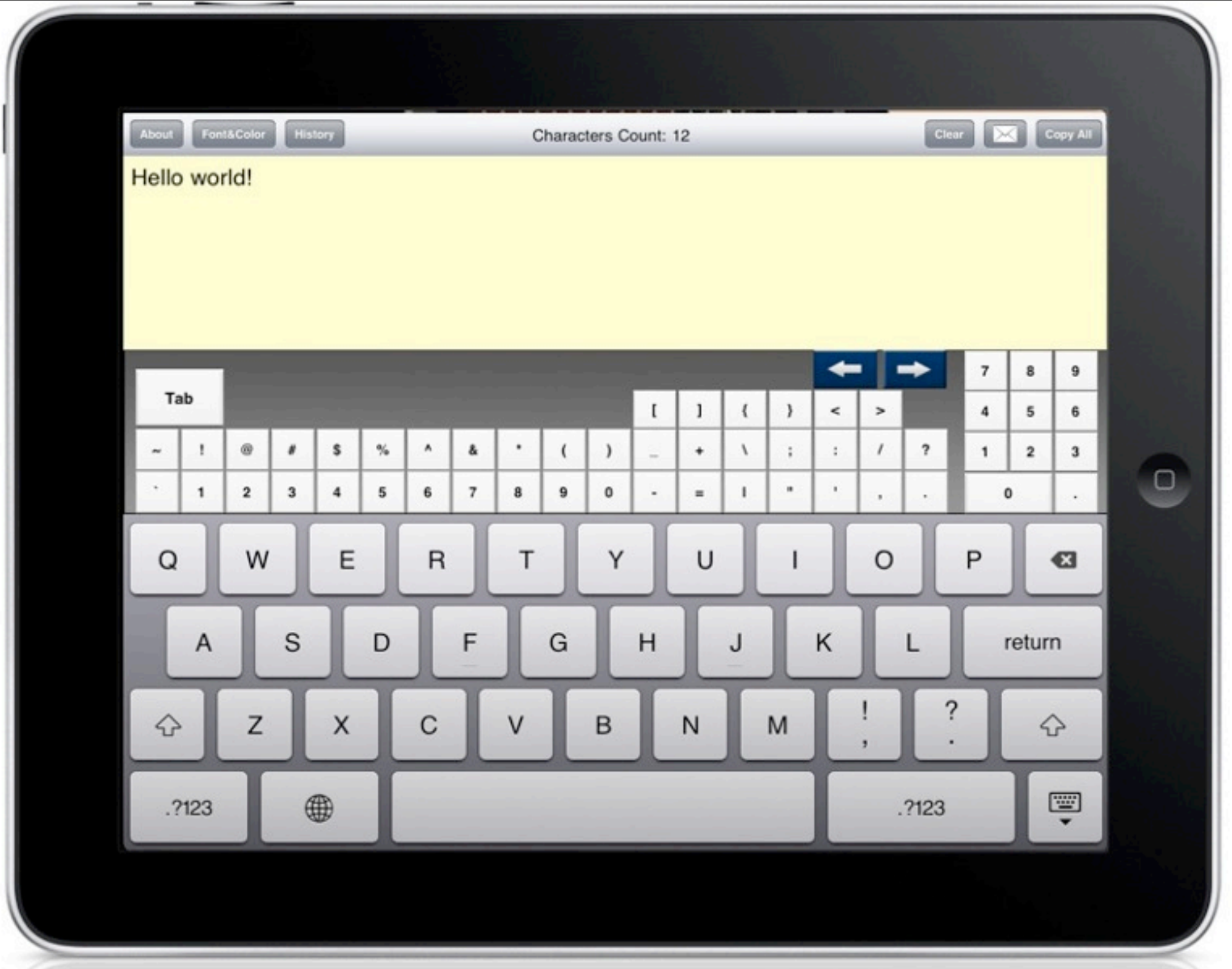
22 After this Jesus and his disciples went into the Judean countryside, and he remained there with them and ^uwas baptizing. 23 John also was baptizing at Aenon near Salim, because water was plentiful there, and people were coming and being baptized 24 (for ^vJohn had not yet been put in prison).

25 Now a discussion arose between some of John's disciples and a Jew over ^wpurification. 26 And they came to John and said to him, ^x"Rabbi, he who was with you across the Jordan, ^yto whom you bore witness—look, he is baptizing, and ^zall are going to him." 27 John answered, ^{aa}"A person cannot receive even one thing ^{ab}unless it is given him ^{ac}from heaven. 28 You yourselves bear me witness, that I said, ^{ad}'I am not the Christ, but ^{ae}I have been sent before him.' 29 ^{af}The one who has the bride is the bridegroom. ^{ag}The friend of the bridegroom, who stands and hears him, ^{ah}rejoices greatly at the bridegroom's voice. Therefore this joy of mine is now complete. 30 ^{ai}He must increase, but I must decrease."^{aj}

31 ^{ak}He who comes from above ^{al}is above all. He who is of the earth belongs to the earth and ^{am}speaks in an earthly way. ^{an}He who comes from heaven ^{ao}is above all. 32 ^{ap}He bears witness to what he has seen and heard, ^{aq}yet no one receives his testimony. 33 Whoever receives his testimony ^{ar}sets his seal to this, ^{as}that God is true. 34 For he whom ^{at}God has sent utters the words of God, for he gives the Spirit ^{au}without measure. 35 ^{av}The Father loves the Son and ^{aw}has given all things into his hand. 36 ^{ax}Whoever believes in the Son has eternal life; ^{ay}whoever does not obey the Son



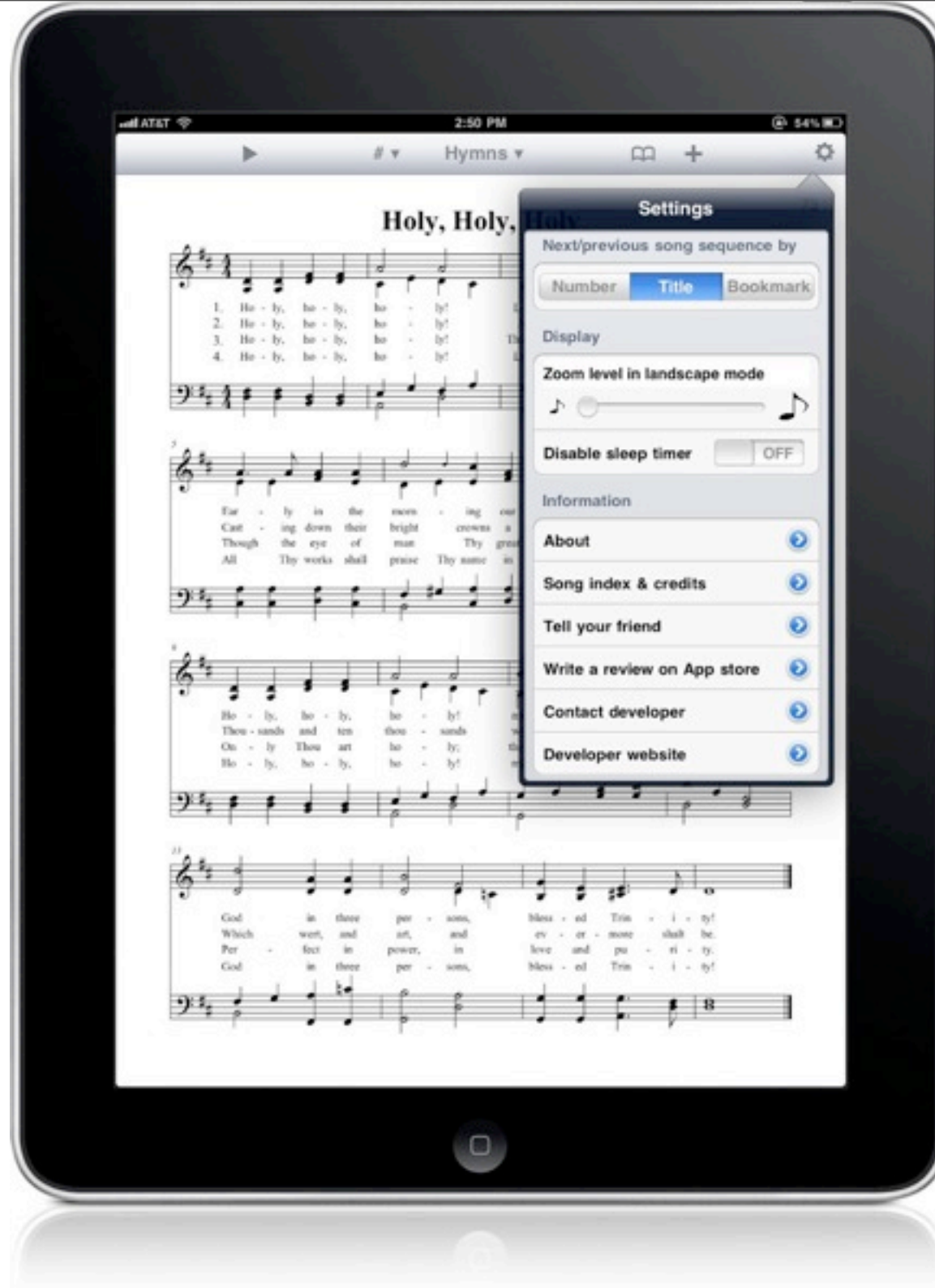
We can engage in professional development

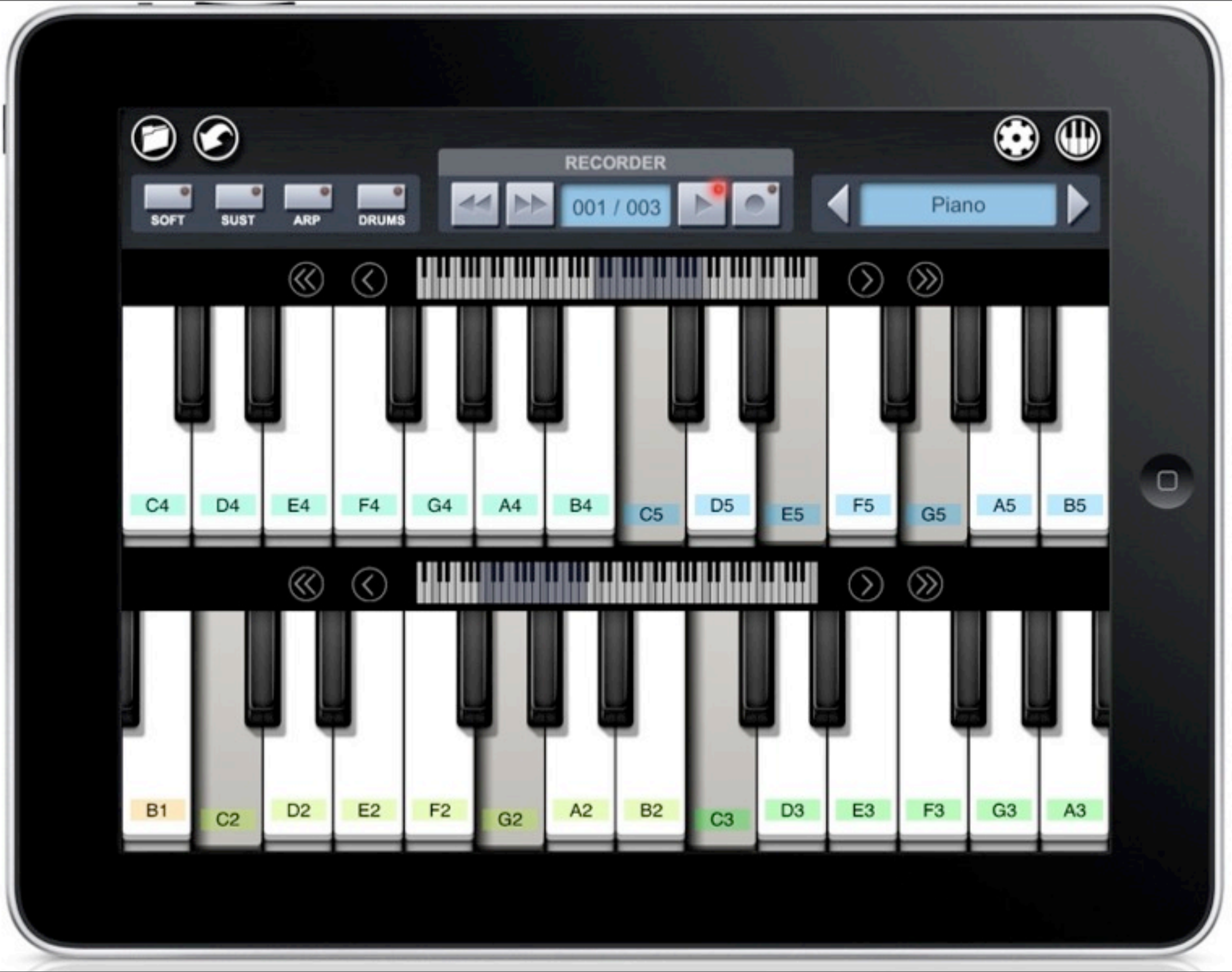


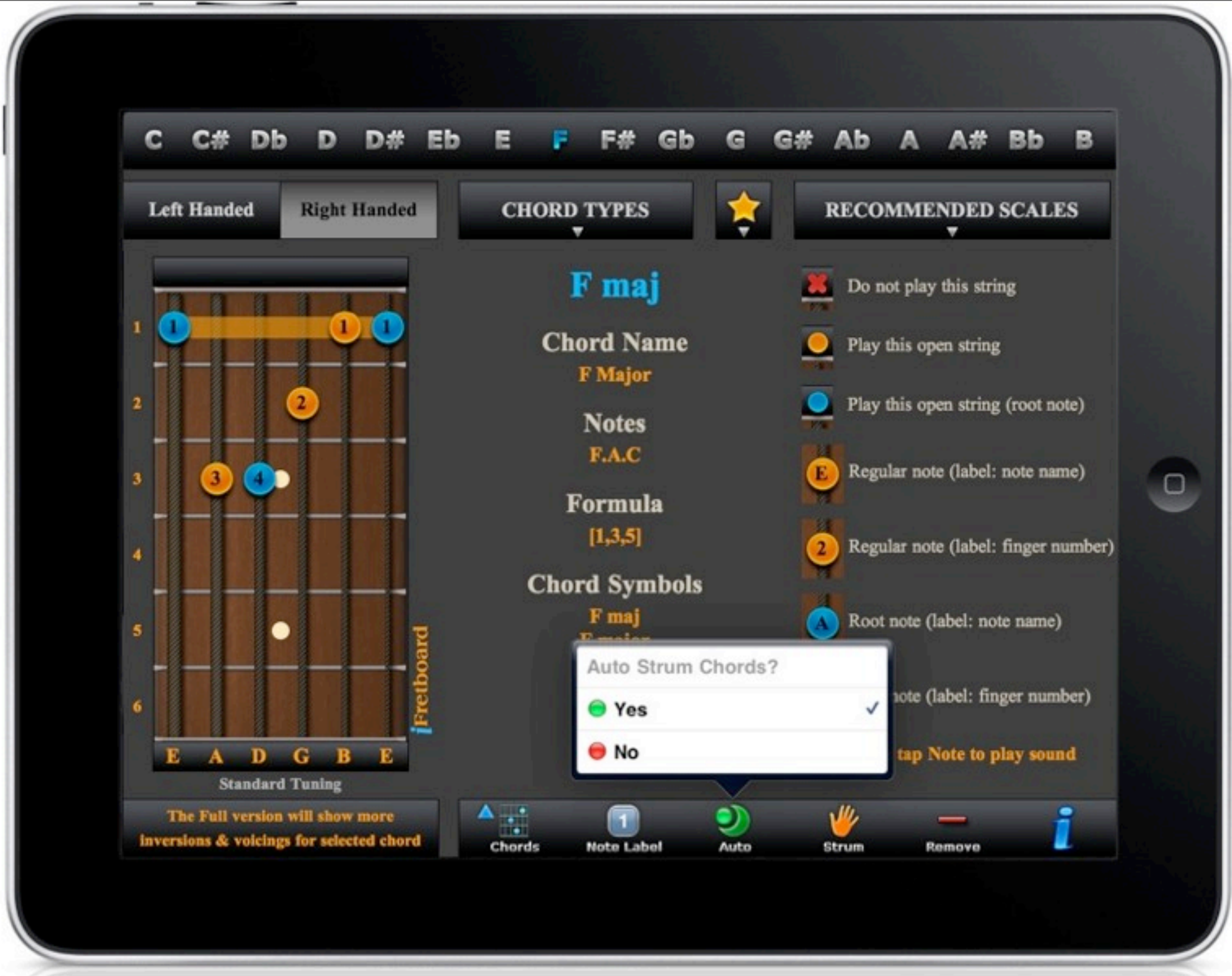
Write a thesis (okay, probably not with the on-screen keyboard)



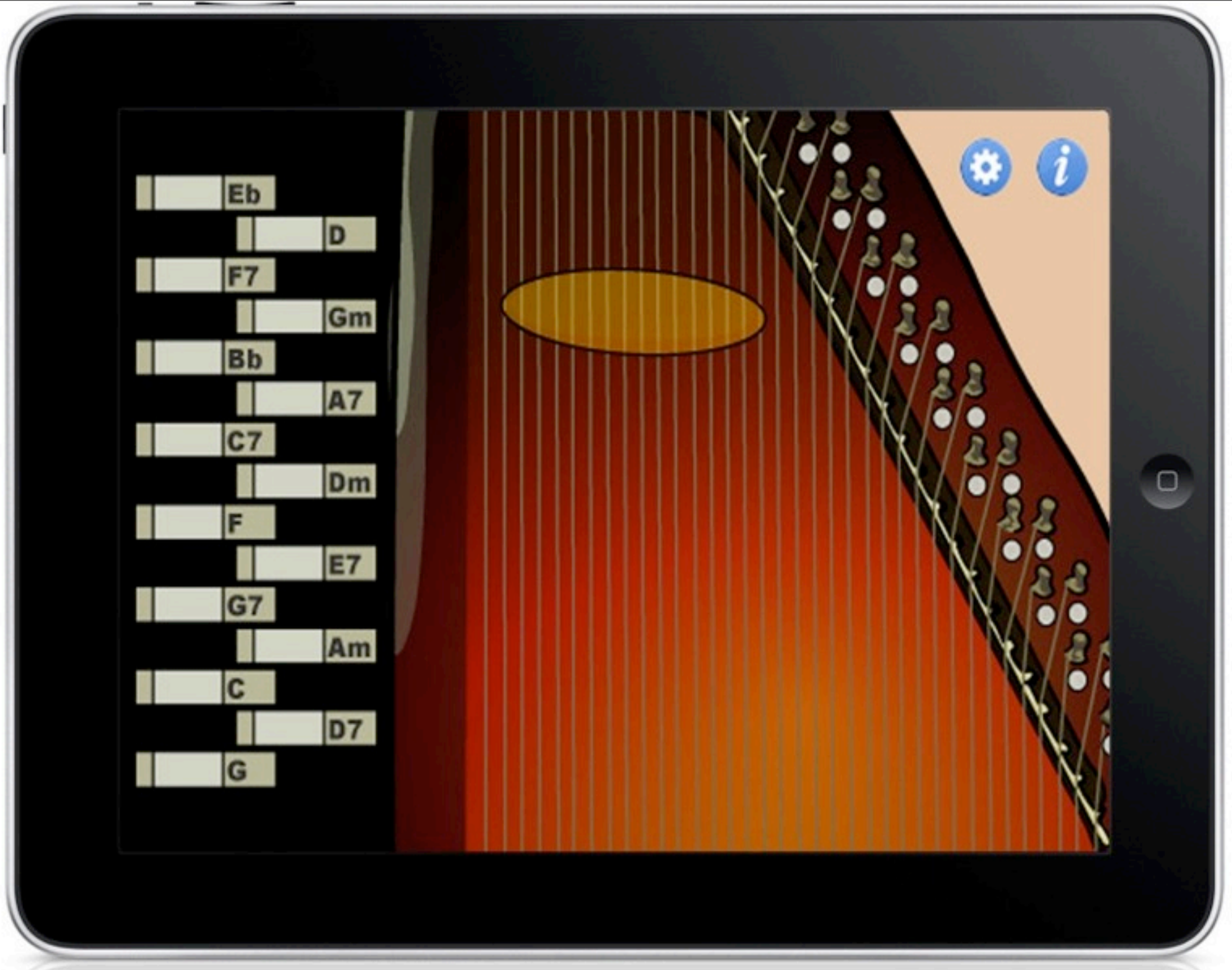
but maybe with this one.



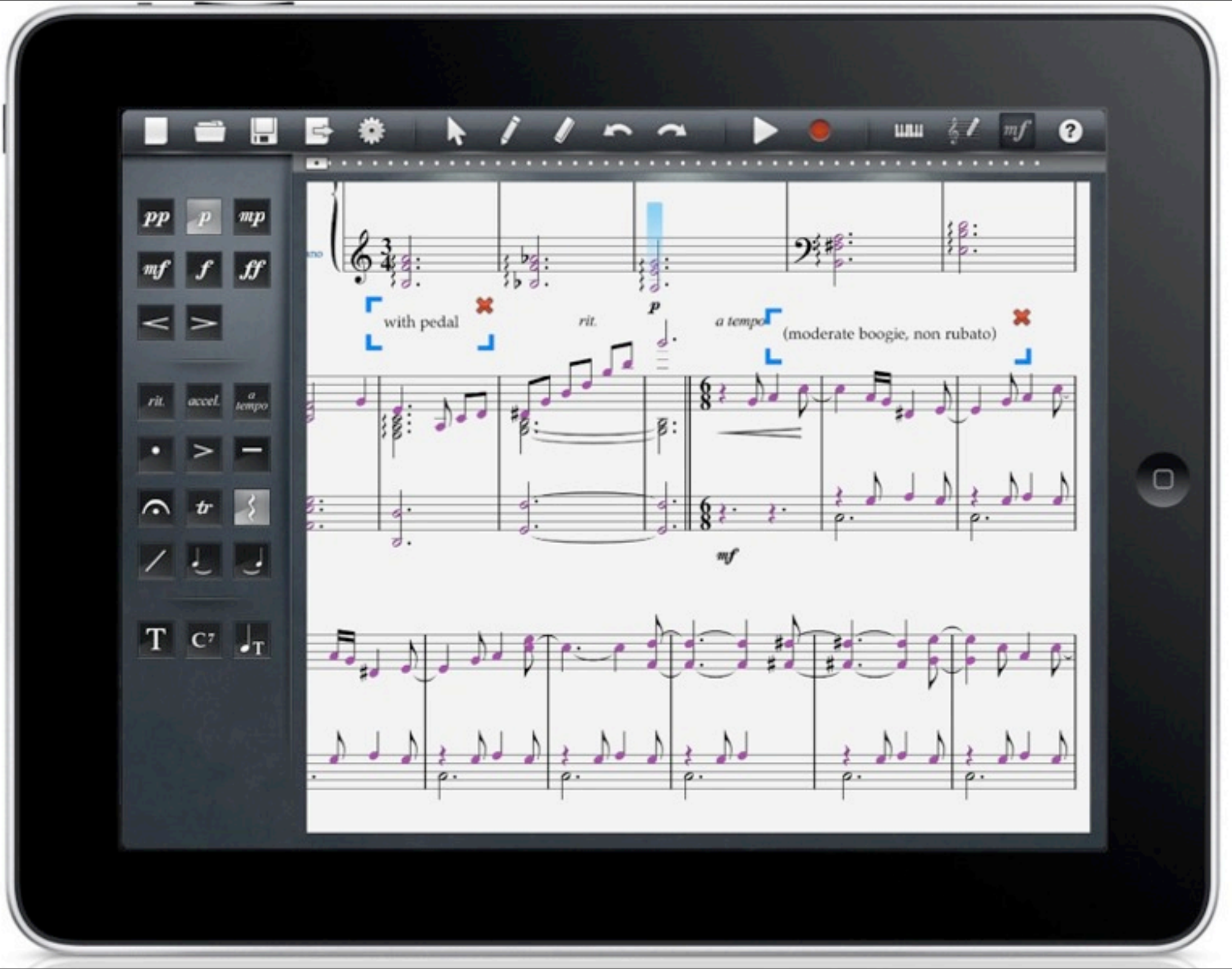




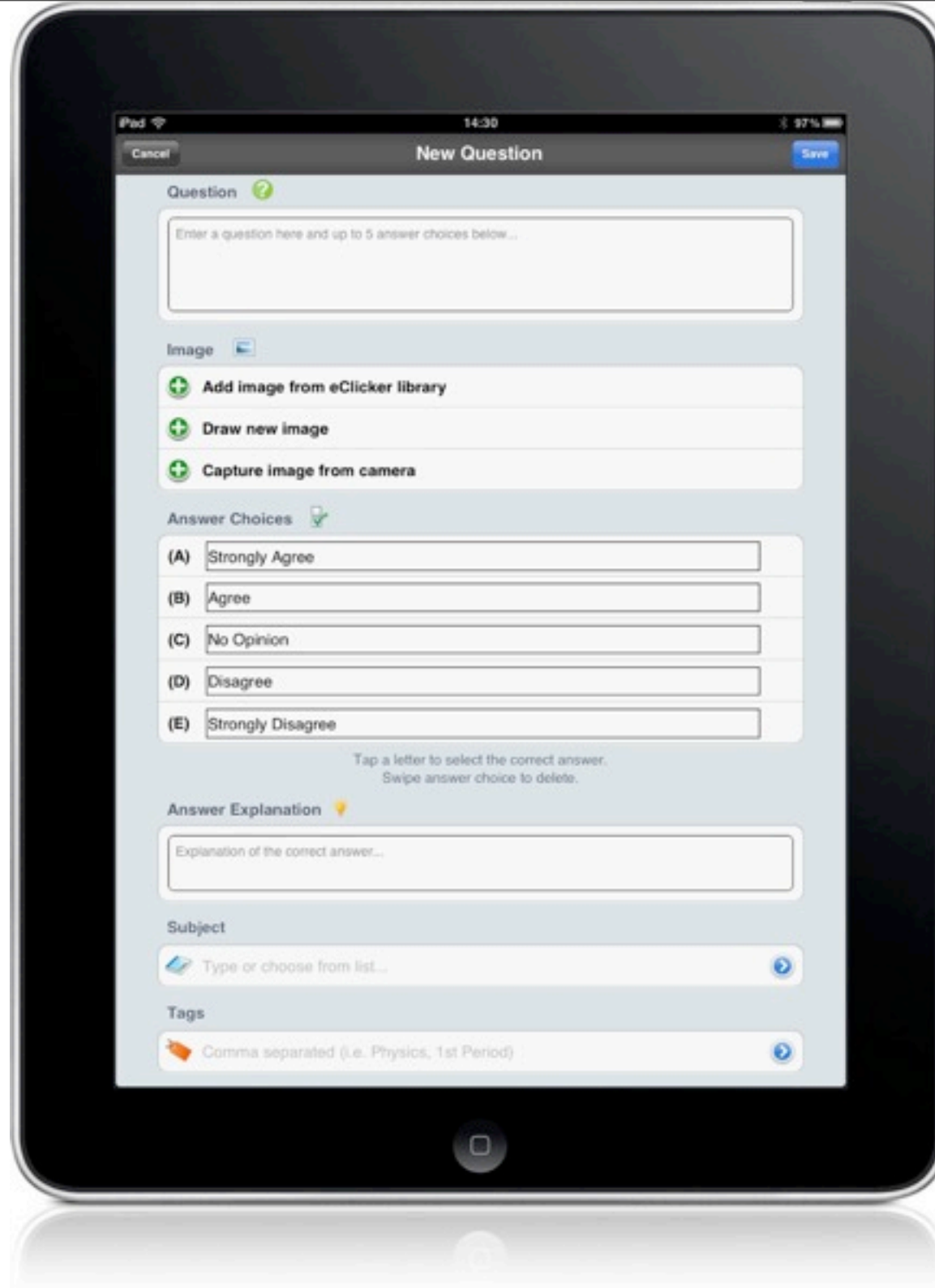
or maybe the guitar is more your style?



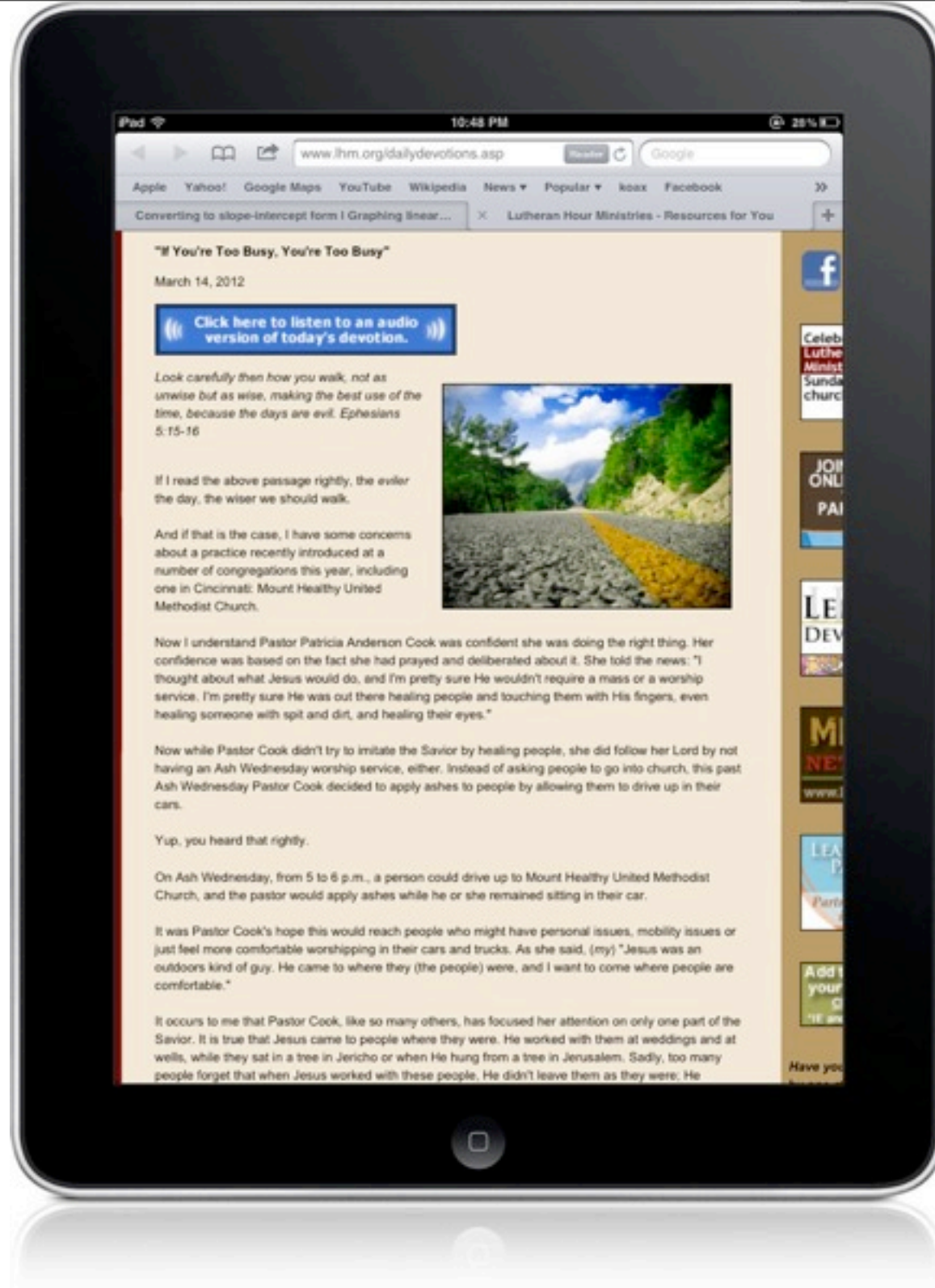
Remember these? I don't know how we survived so long without a virtual auto harp.



Maybe you write your own music?



Brian told us that over 80% of our students have a wireless device. How about turning them into “clickers” (student response systems)? A set of clickers costs over \$2,000. With the iPad we get that for \$9.99.



even personal or classroom devotions

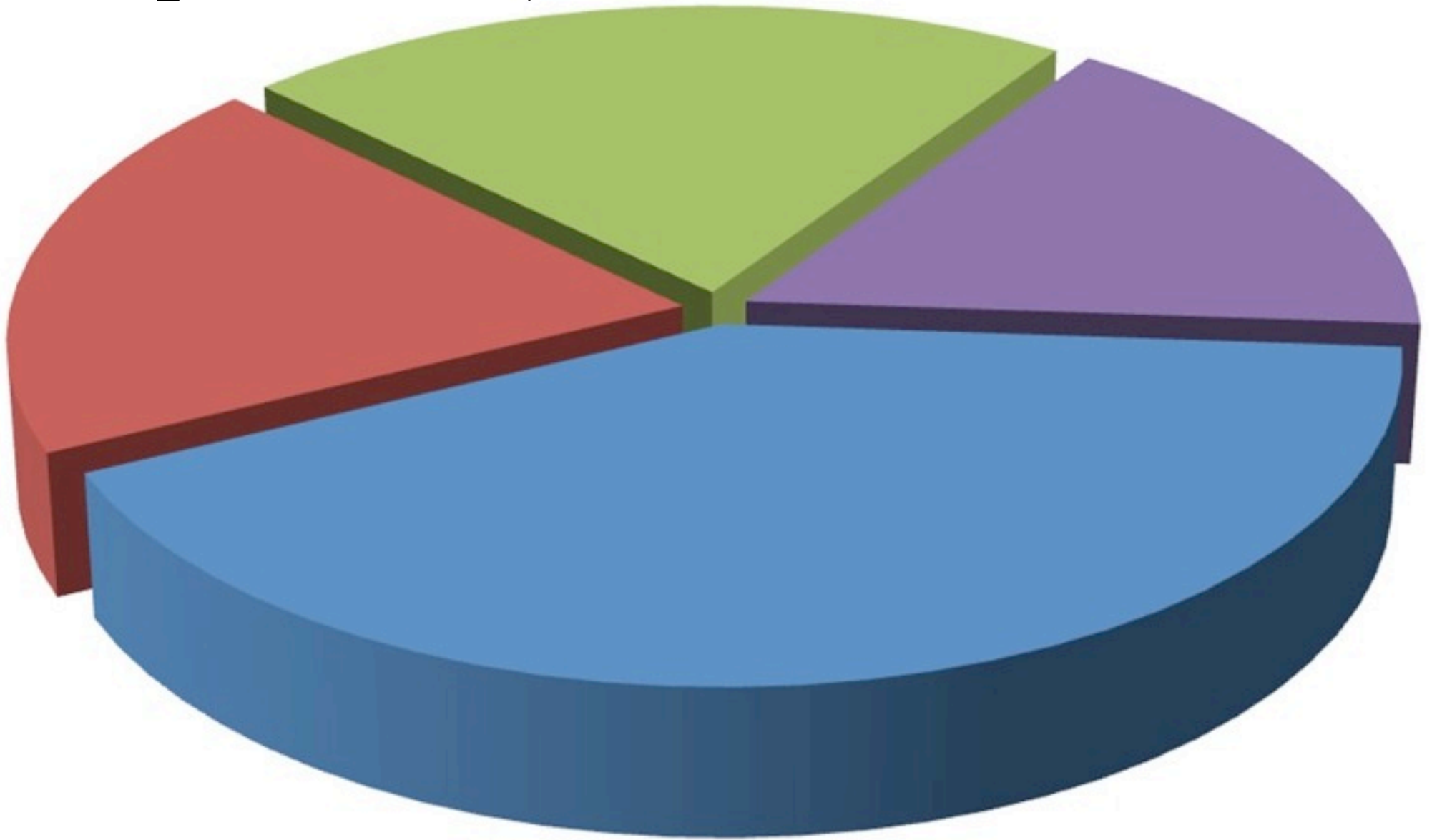


Lloyd: Okay, so there are definite benefits to doing this. Maybe you're even wishing you'd bid on the iPad earlier this evening. Now you're probably wondering what this will cost.

\$36,000.00

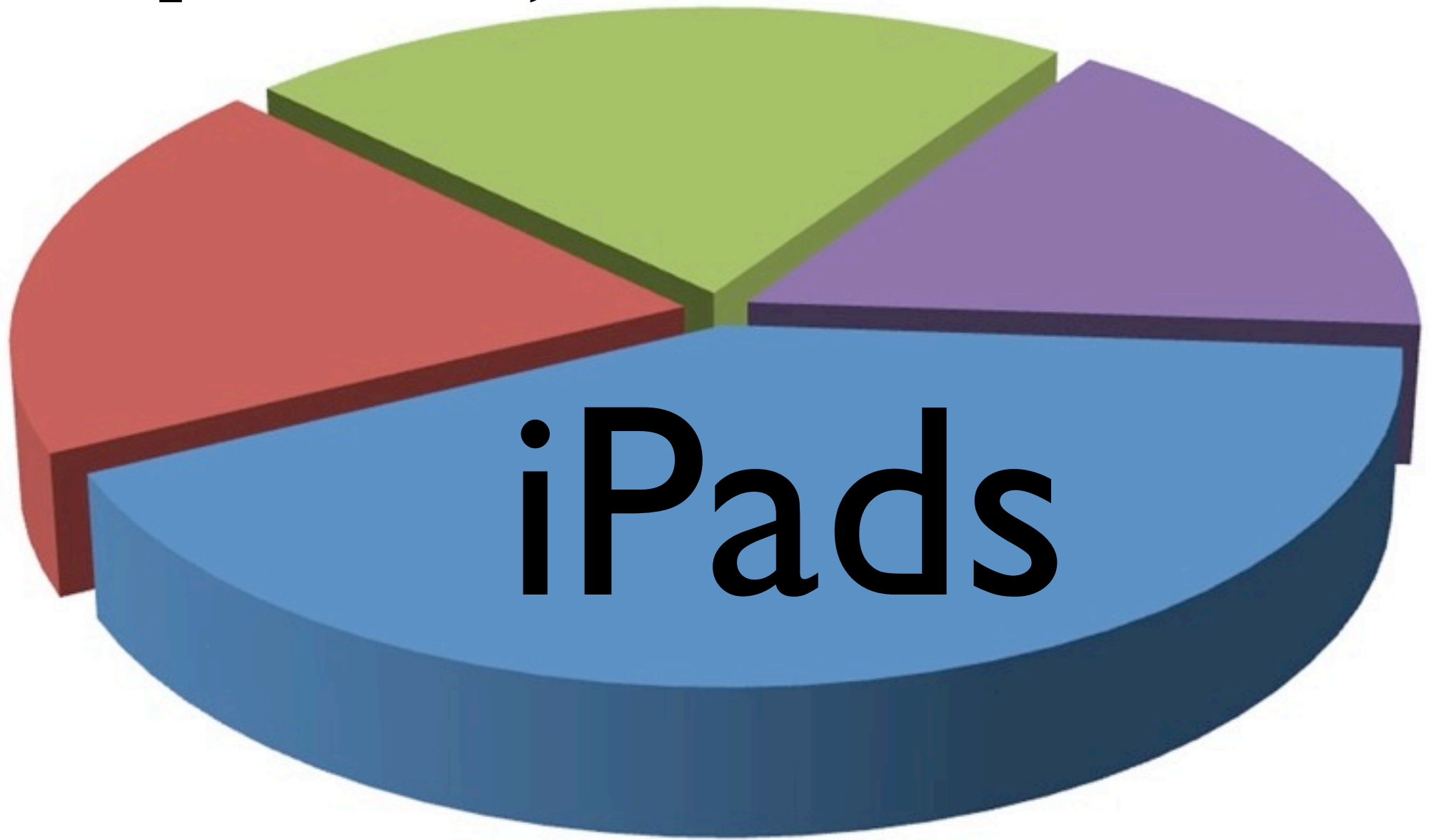
That's a lot of money. What do you get for that?

\$36,000.00



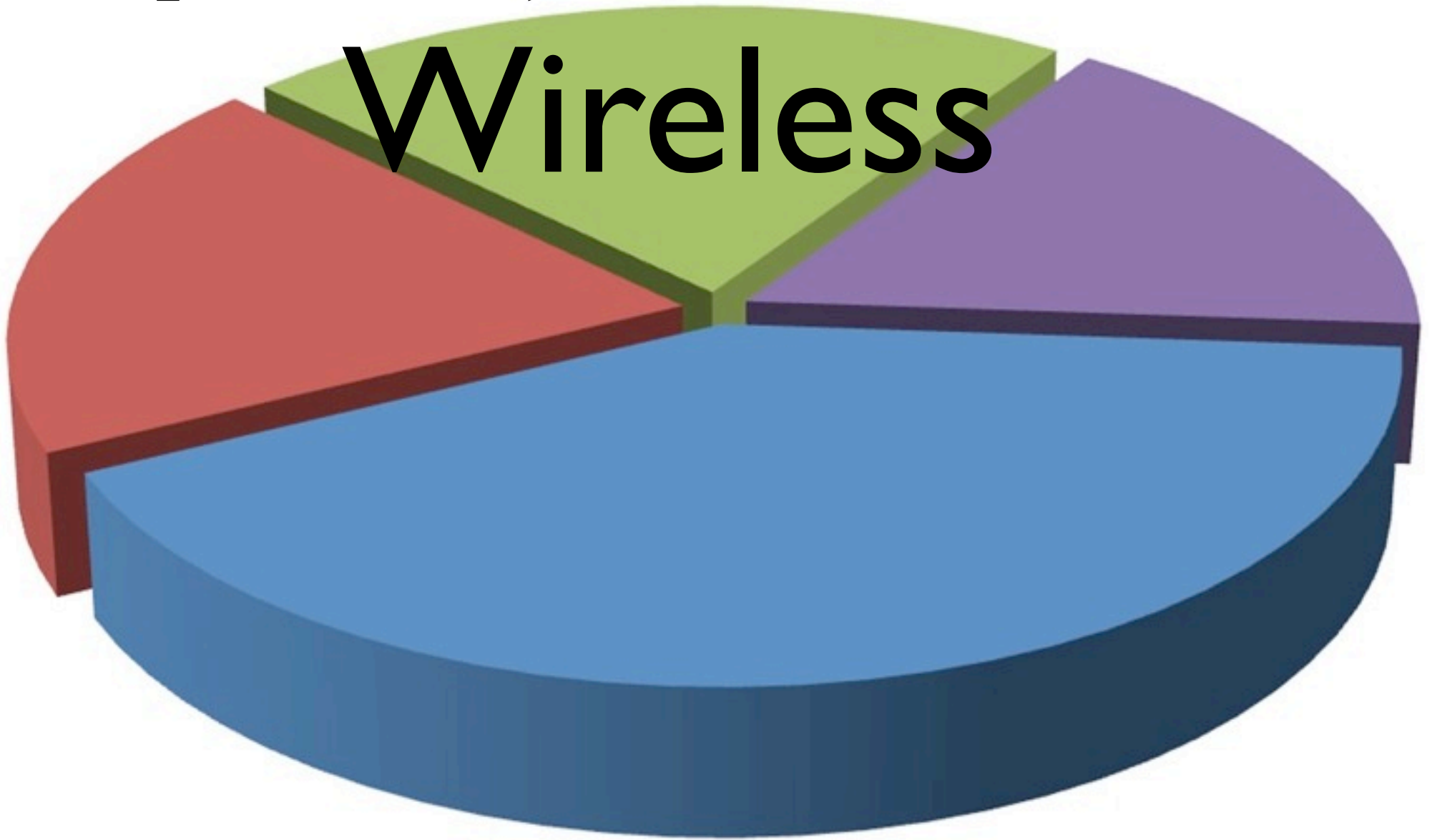
let me break it down for you...

\$36,000.00



\$36,000.00

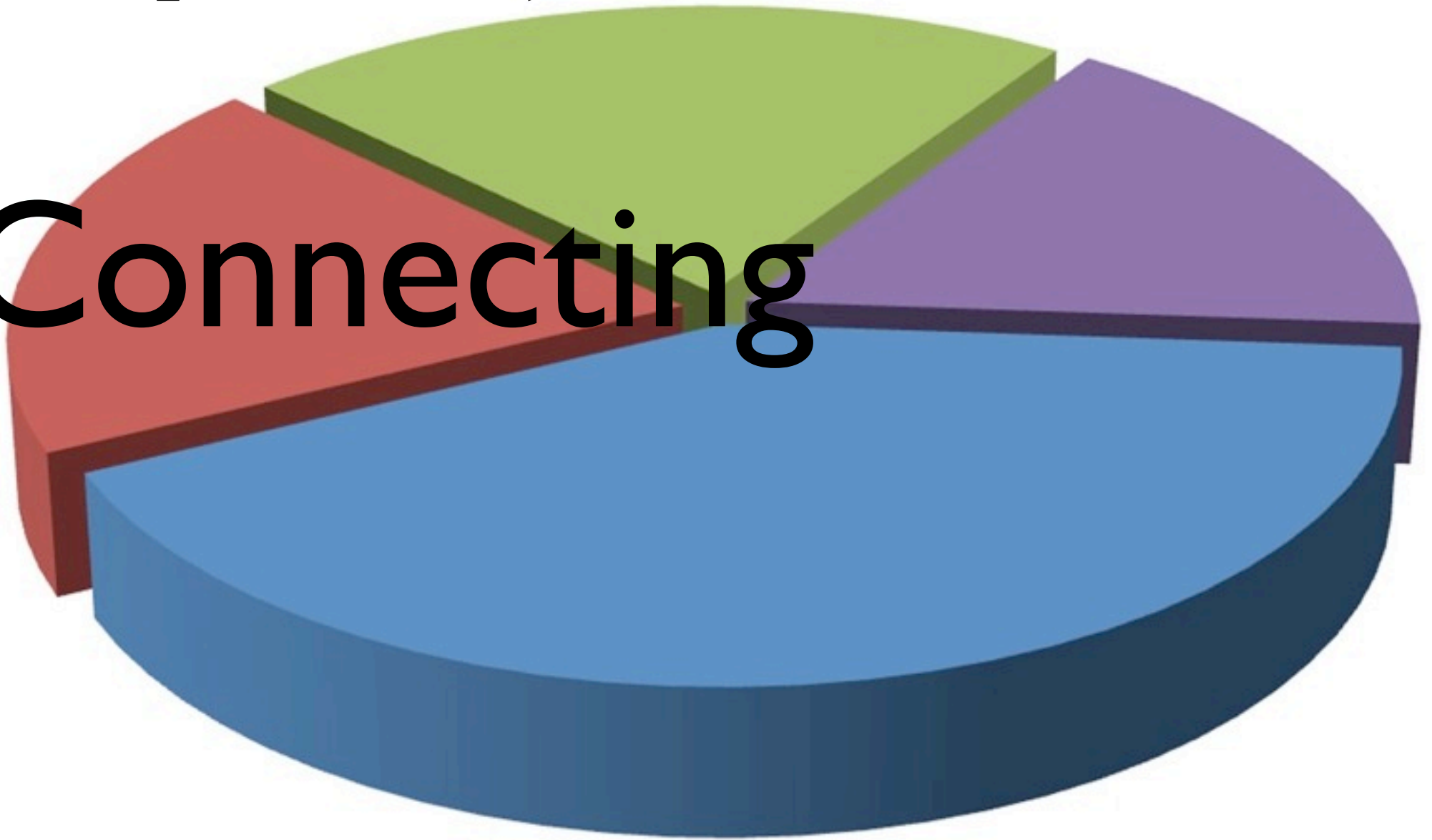
Wireless



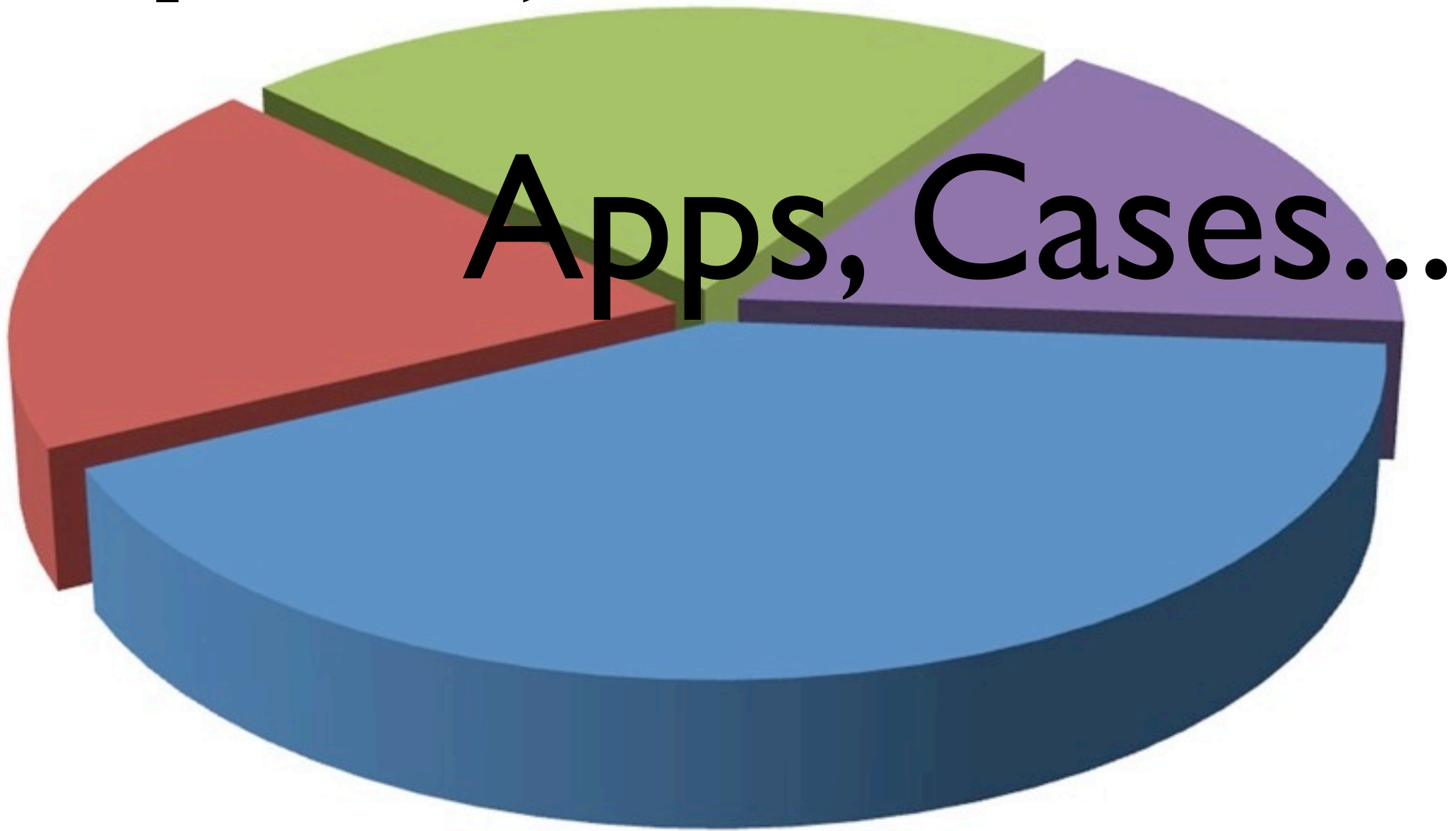
Improving our wireless network so that it works for every student and every teacher in every classroom is a little over 1/4th of the total amount.

\$36,000.00

Connecting



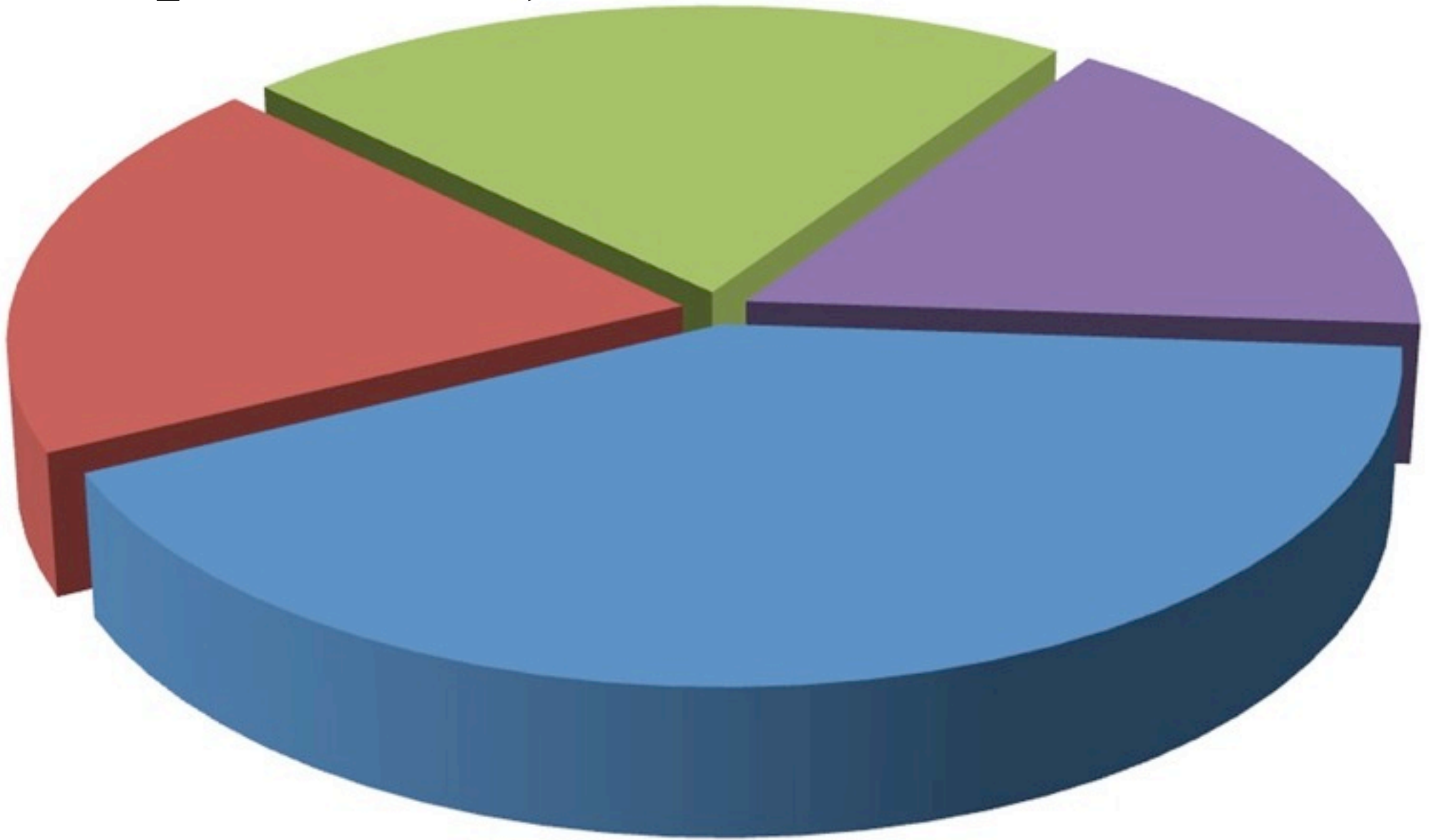
\$36,000.00



100

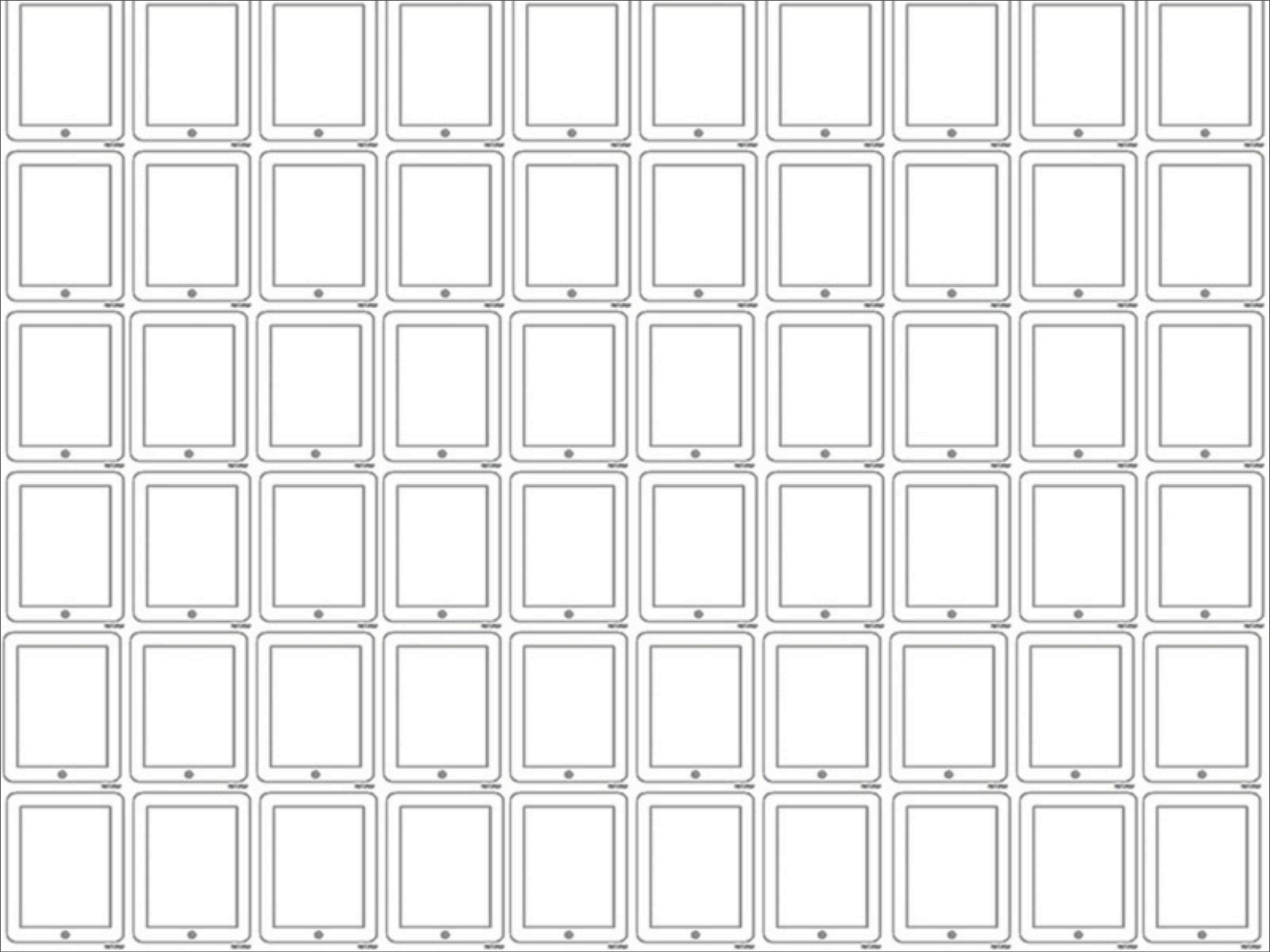
Educational software (the apps), cases, training and insurance make up the final 15%.

\$36,000.00

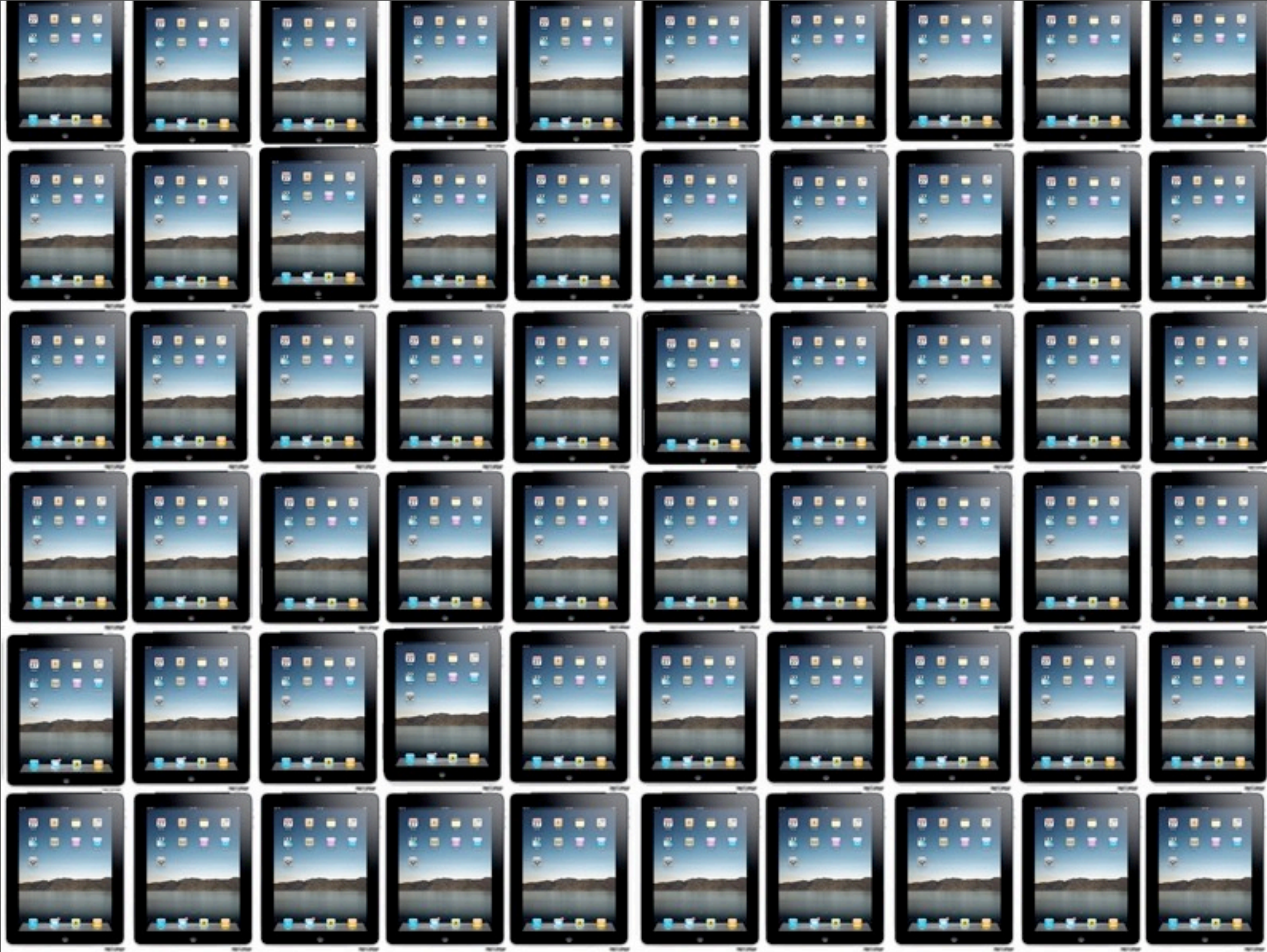


Okay, so you know why we want to do the project and how much it's going to cost. Lets get down to business.

I don't know about you, but I like to try to keep track at my table during these things.



This year, we're going to make it really easy to do that. If you agree that this is a worthwhile project, then we'll go from this...

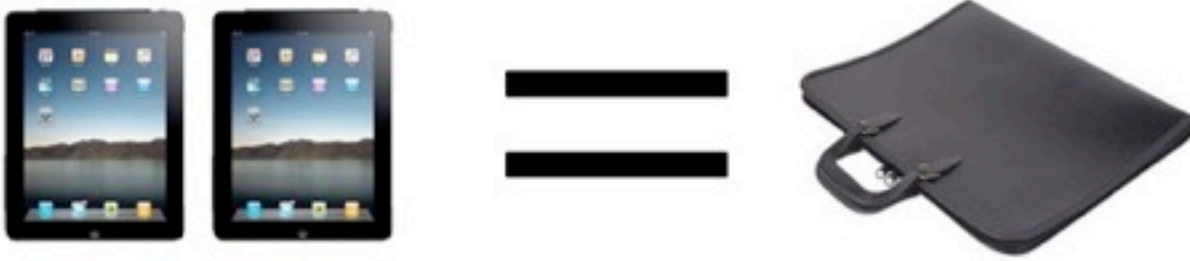


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to this. Each iPad represents a donation of of 600 dollars (which happens to be the cost of one ipad). There are 60 of them on this screen and filling the screen represents \$36,000, enough to complete this project. But sometimes you guys go a little bit overboard, and if you decide to do this...



(pause for laugh) If you decide to do this, then we will push this project from good to great. If we get 2 donations more, 62 instead of 60...



we go from the very cheapest iPad cases...



to cases that offer more protection and more features.



two more donations could also mean that we...



Double the amount of educational applications we can get for the iPads



four more donations...



Takes us from one of the most basic iPads to one that doubles the amount of memory for storing lessons and applications.



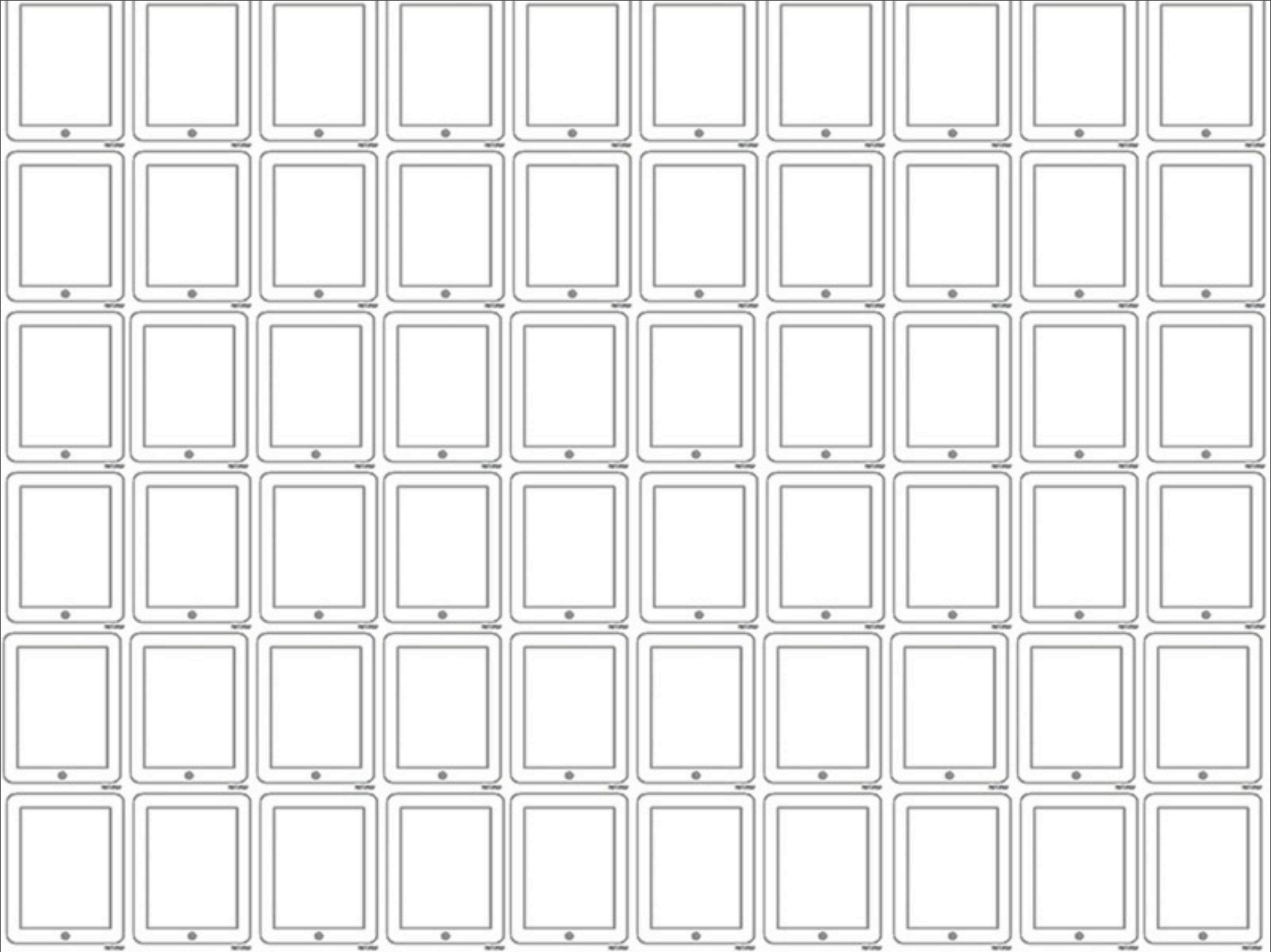
six more donations would...



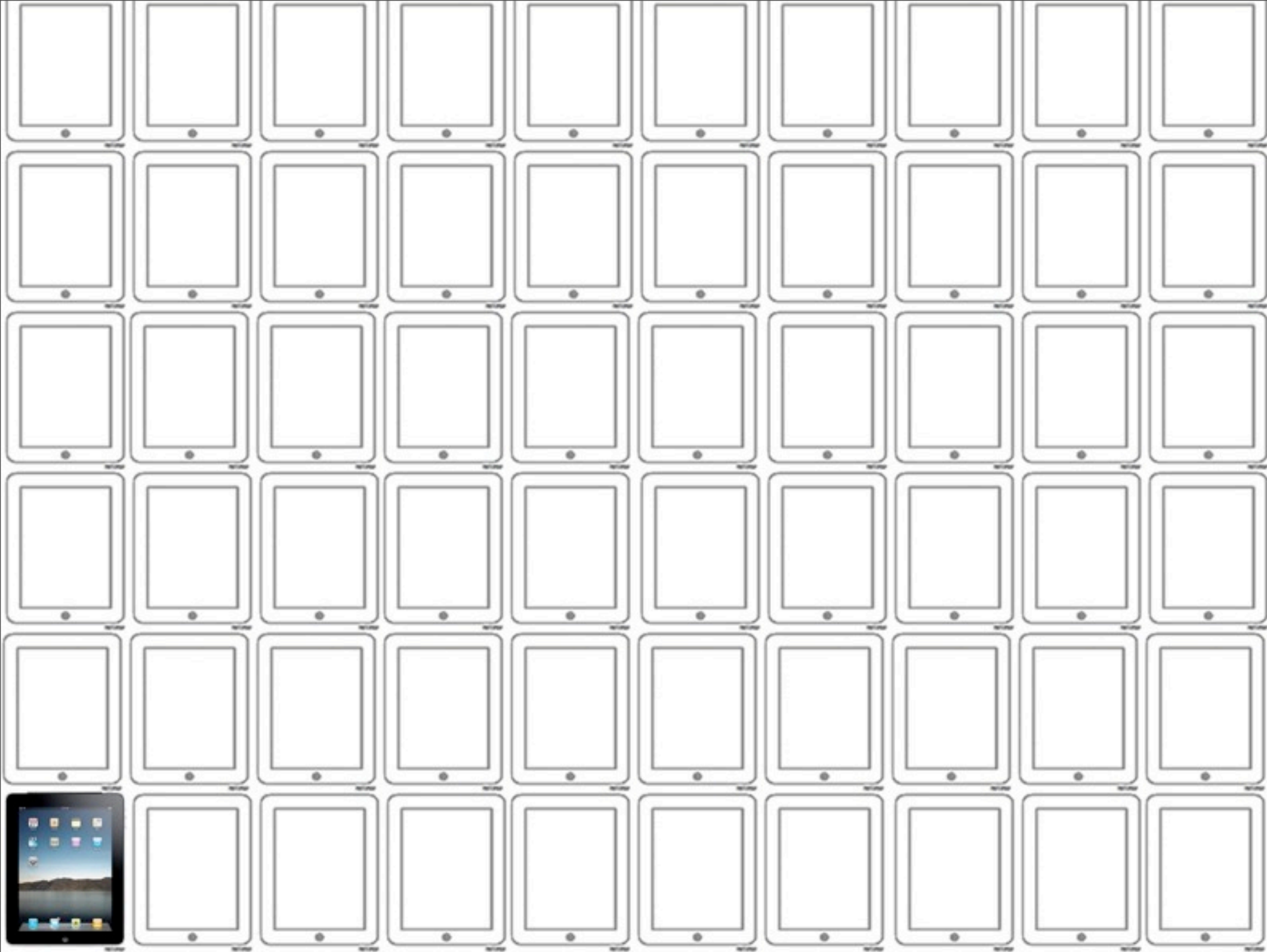
let us increase the internet speed at Lincoln Lutheran over 10 fold. From a 3 Megabit per second connection (slower than what a lot of you have at home) to a 35 Megabit connection. A useful improvement for everyone at Lincoln Lutheran: students and teachers.



So if you are behind this project 110% tonight, we can take it to the next level and go from Good to Great.



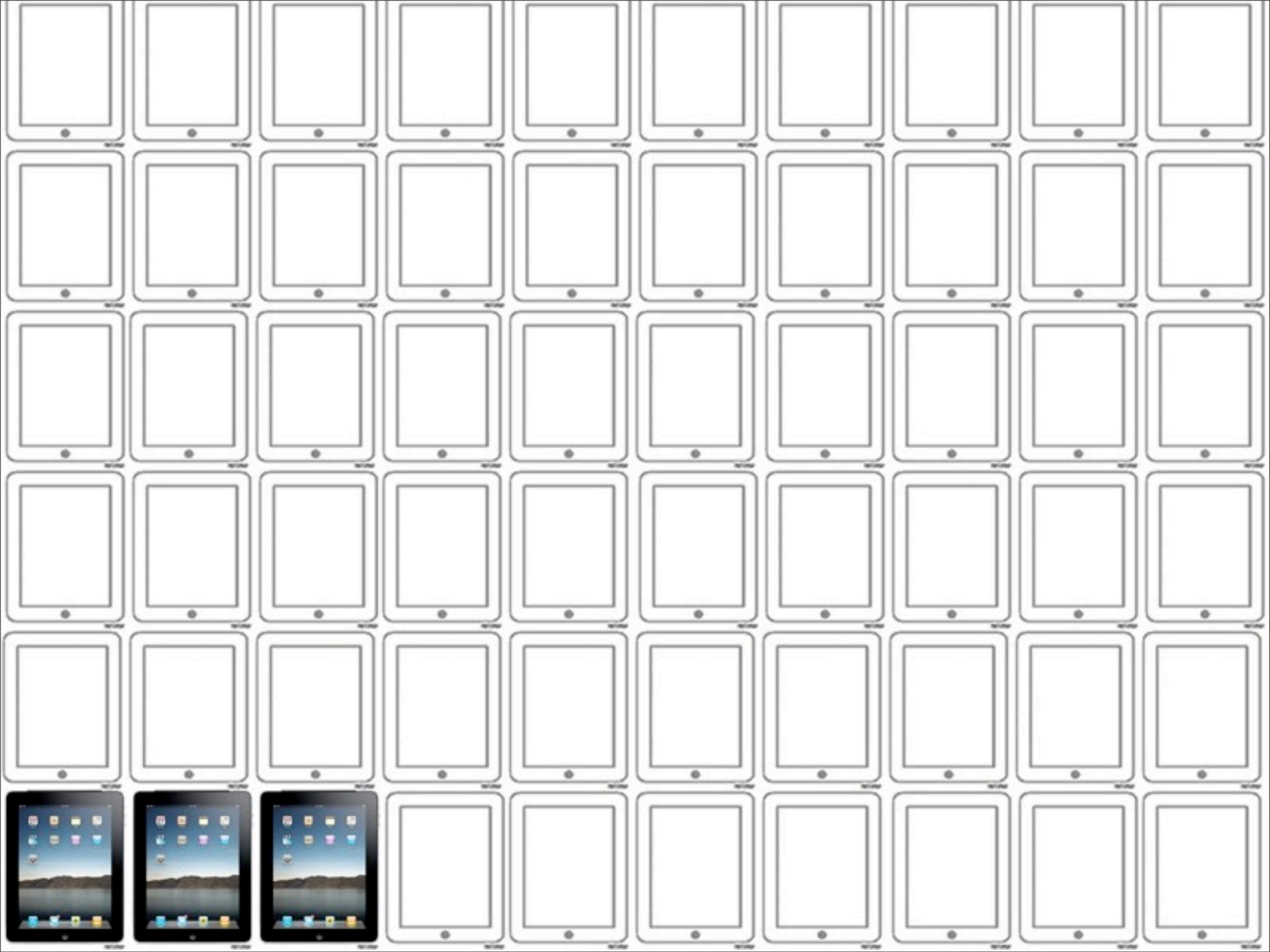
Normally we start off the bidding a little higher than I can afford, but if you would permit me, I'd like to offer the first donation to start us off...

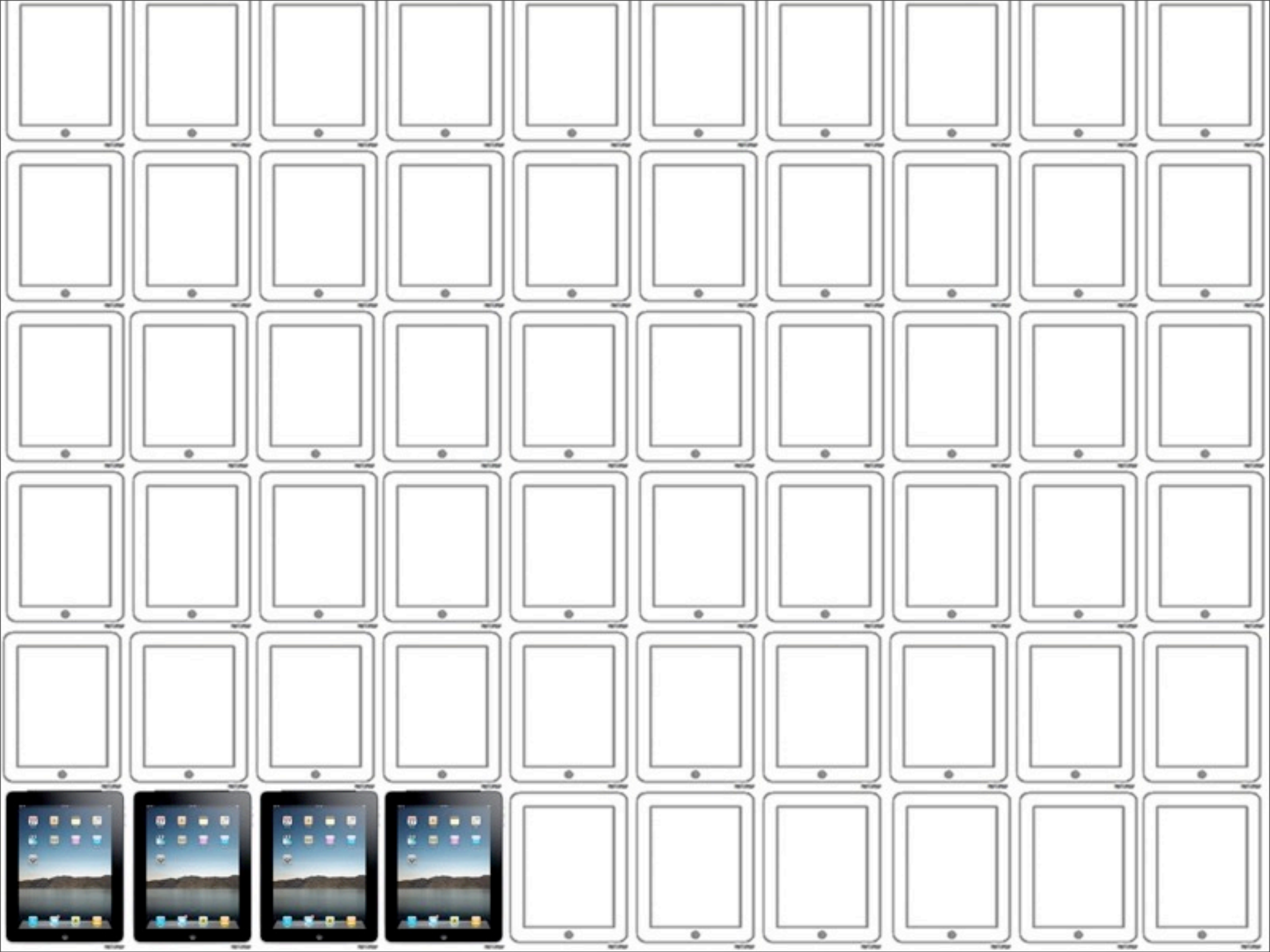


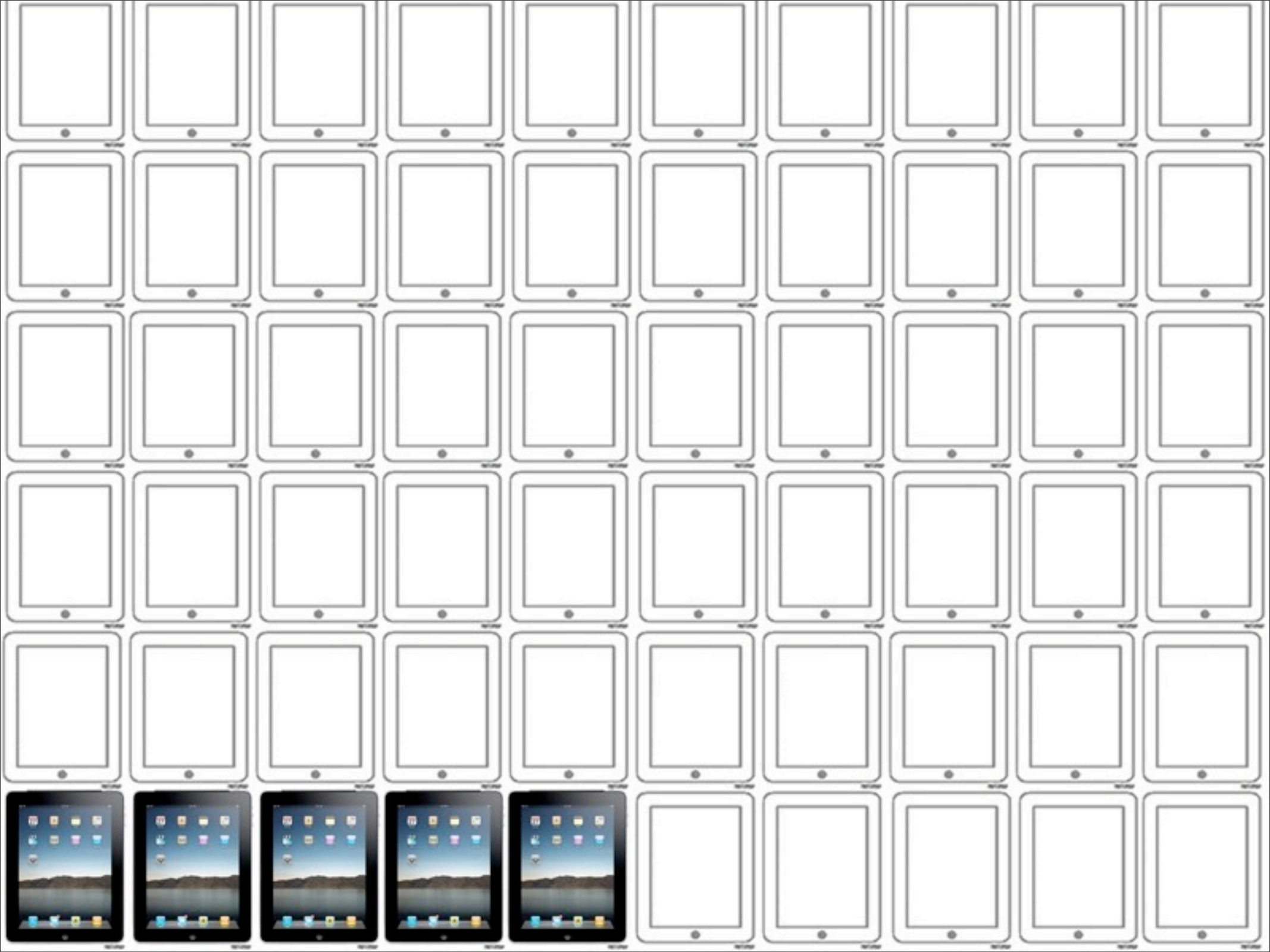
Remember, each iPad on the screen represents \$600, the cost of one iPad, and we need 60 donations to make this project a reality. Now, before I turn things over to the auctioneers, I'd like to make one final request: I'd like to ask that we start the donation at 20 iPads (that's \$12,000) and that's a lot of money. It could be that no one will be able to start us off on such a generous note. But it could be that one of you can, and you'll look over and catch your spouse's eye, and they will look back at you and nod and you'll set the tone for the rest of us to follow.

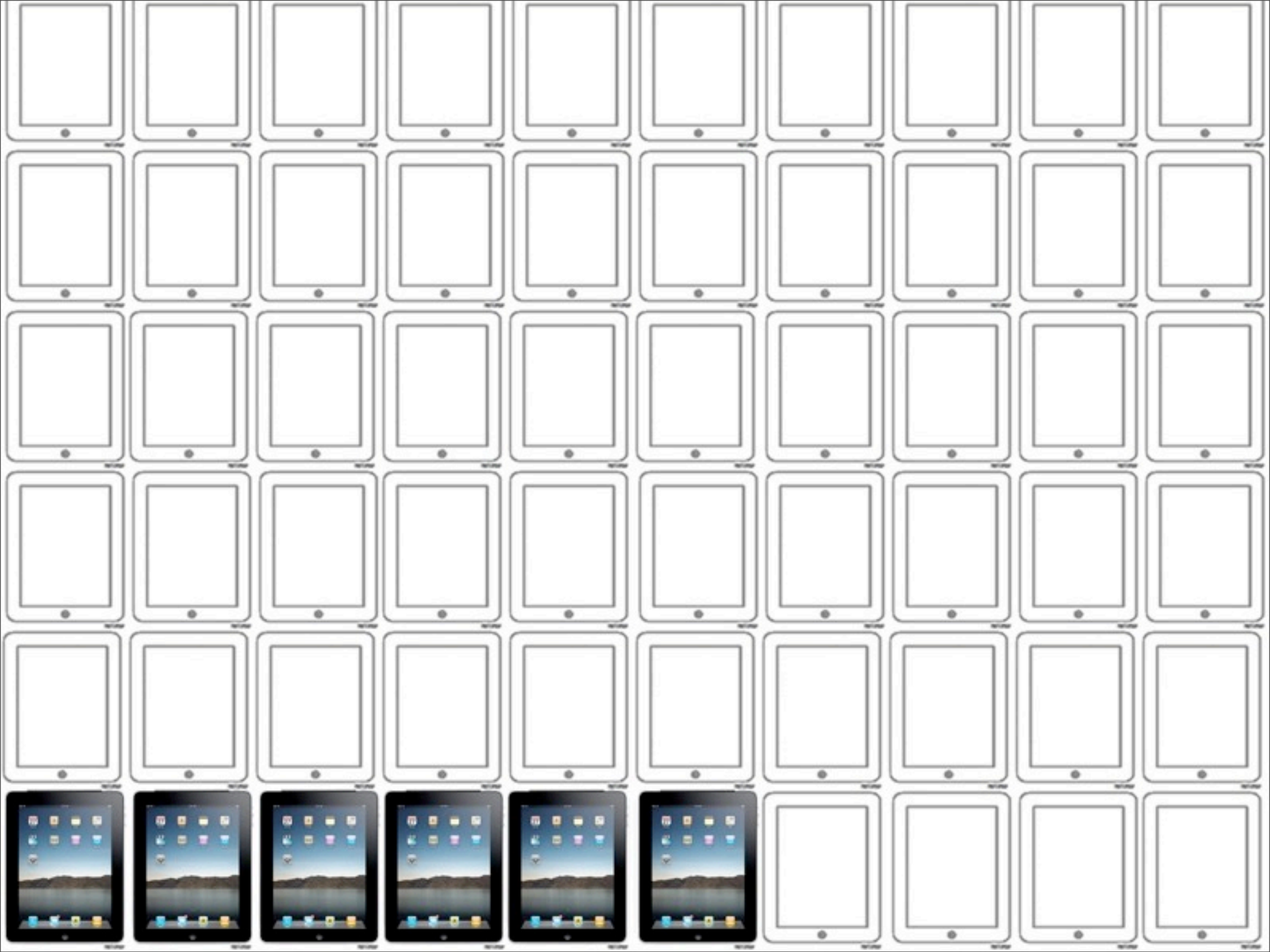
Thanks you.

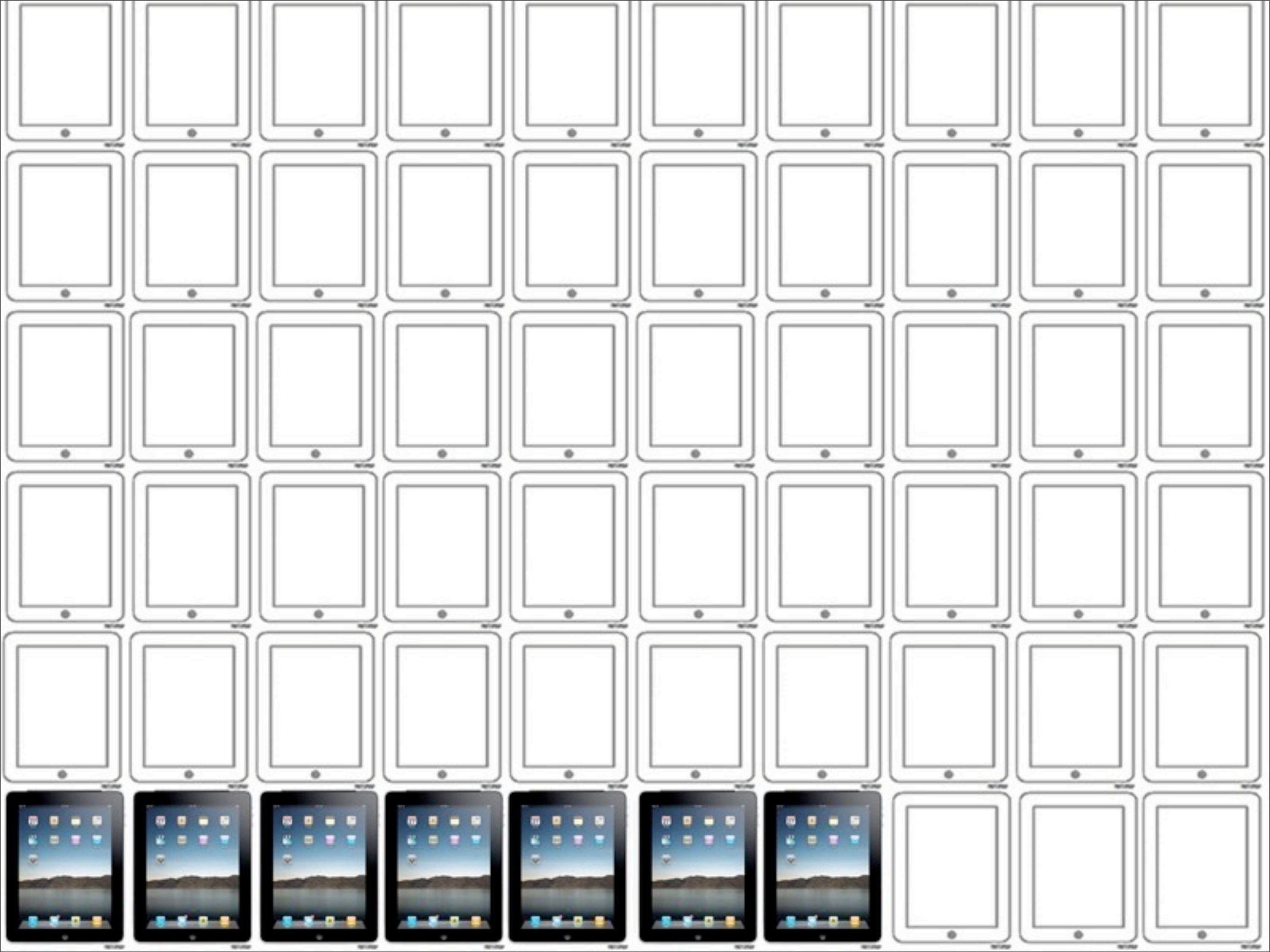


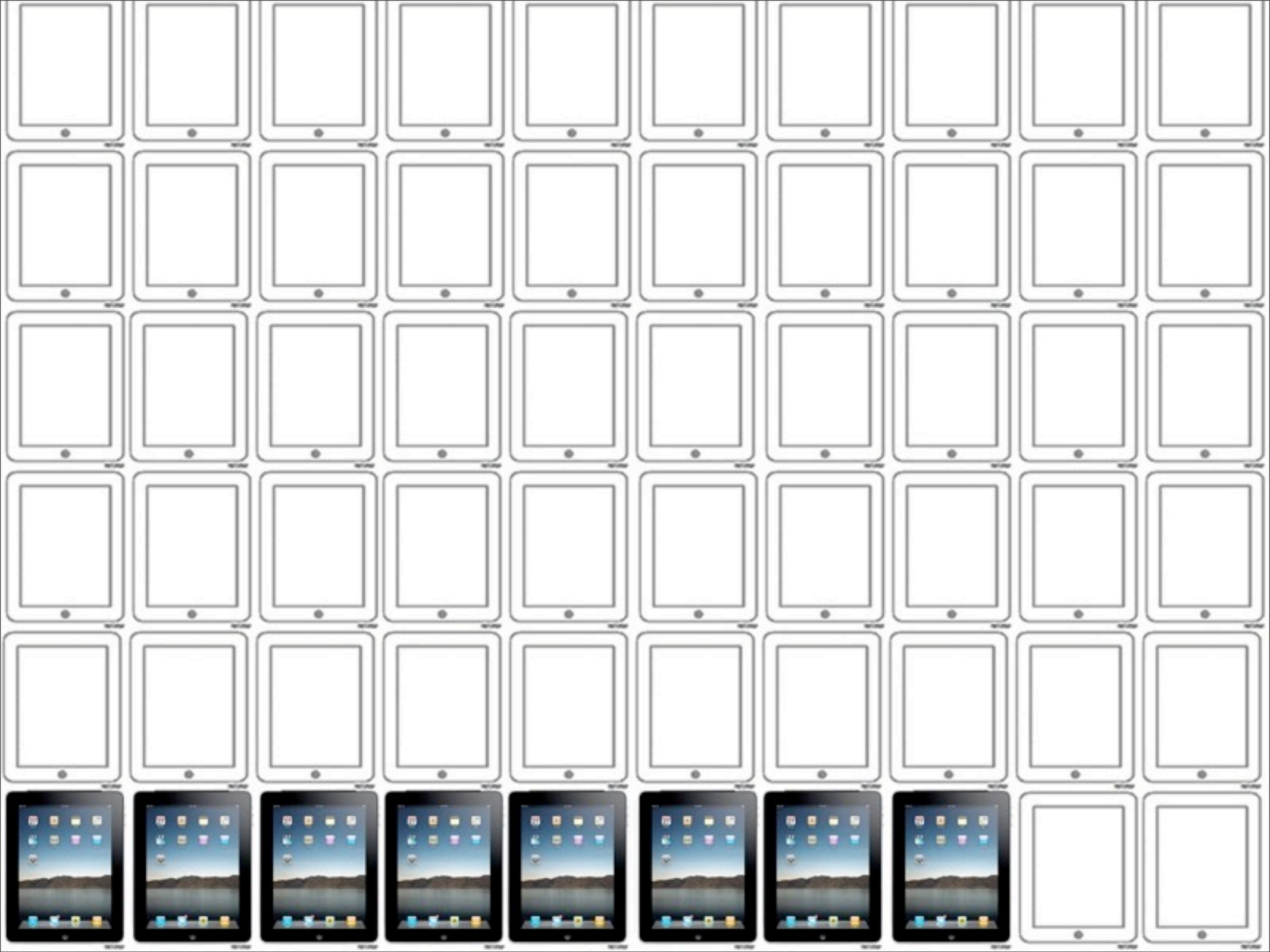


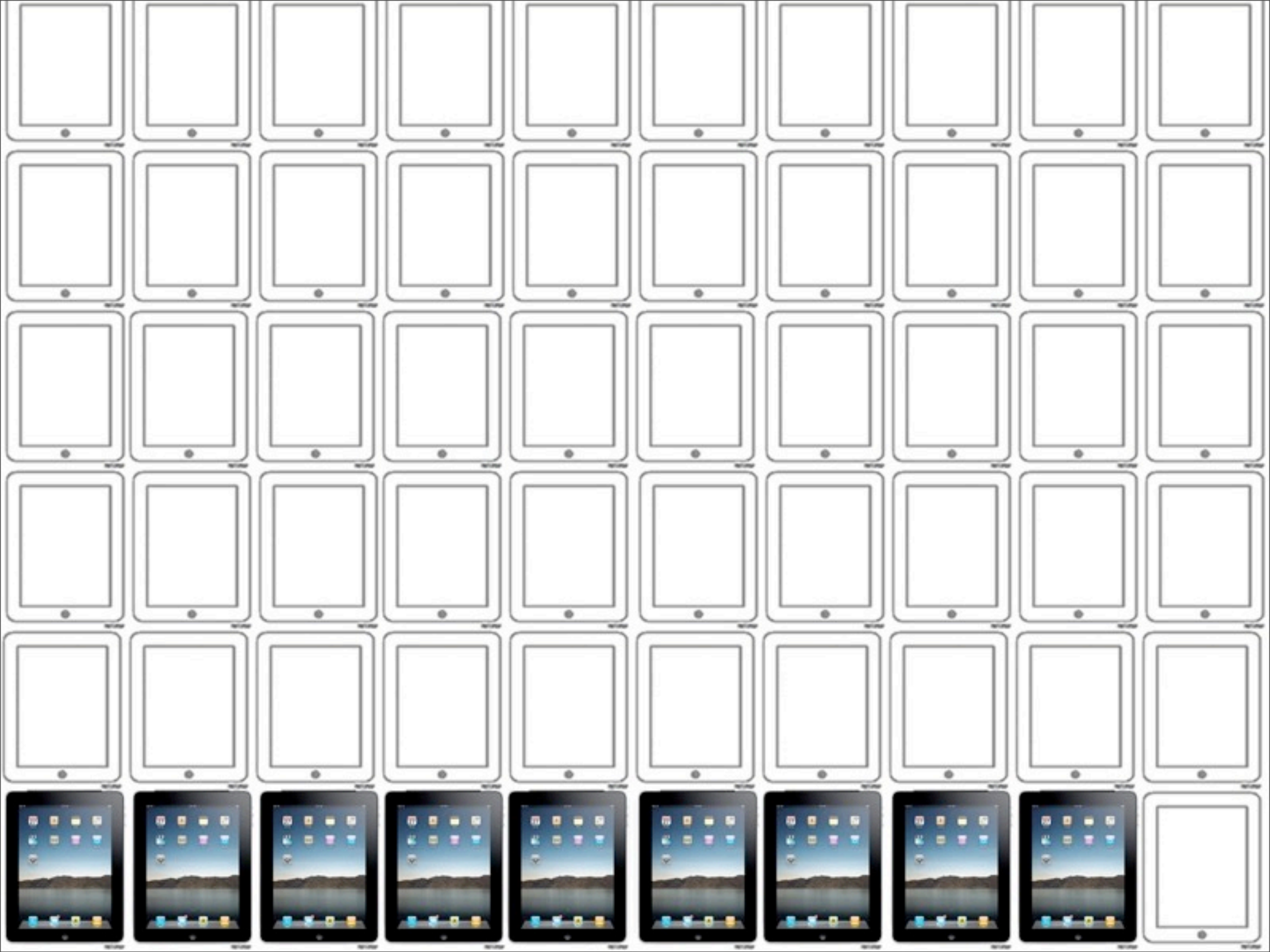


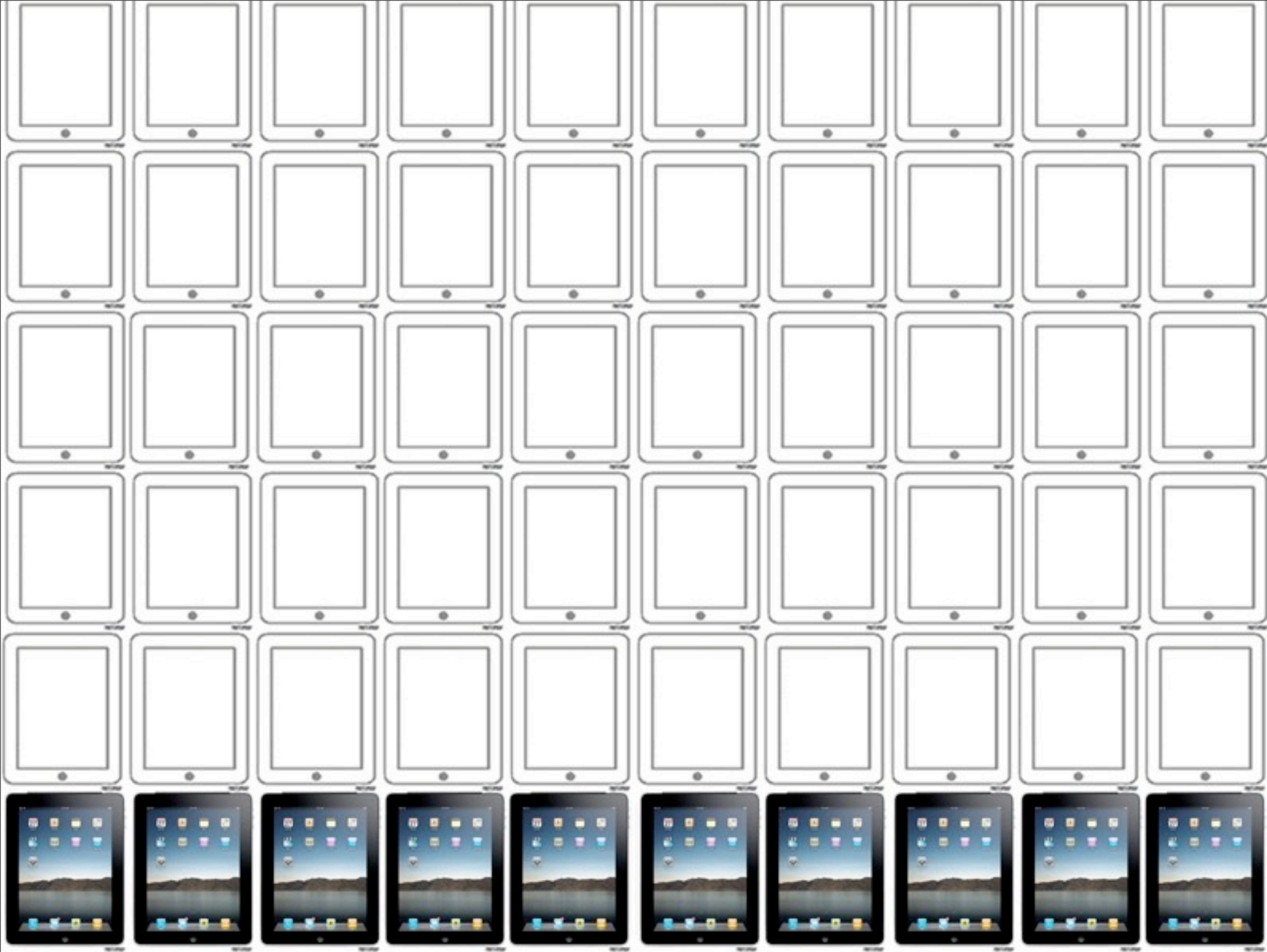


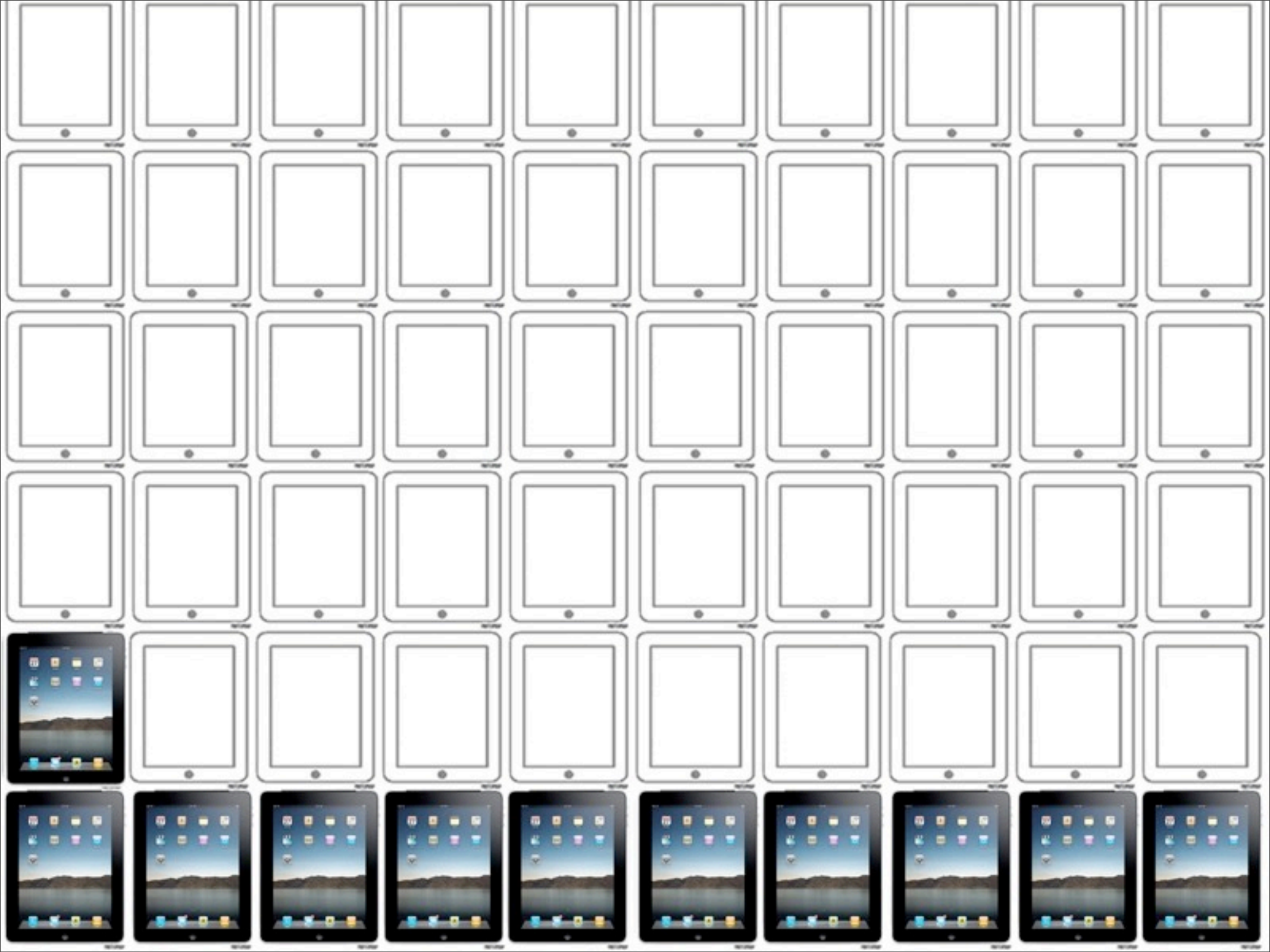


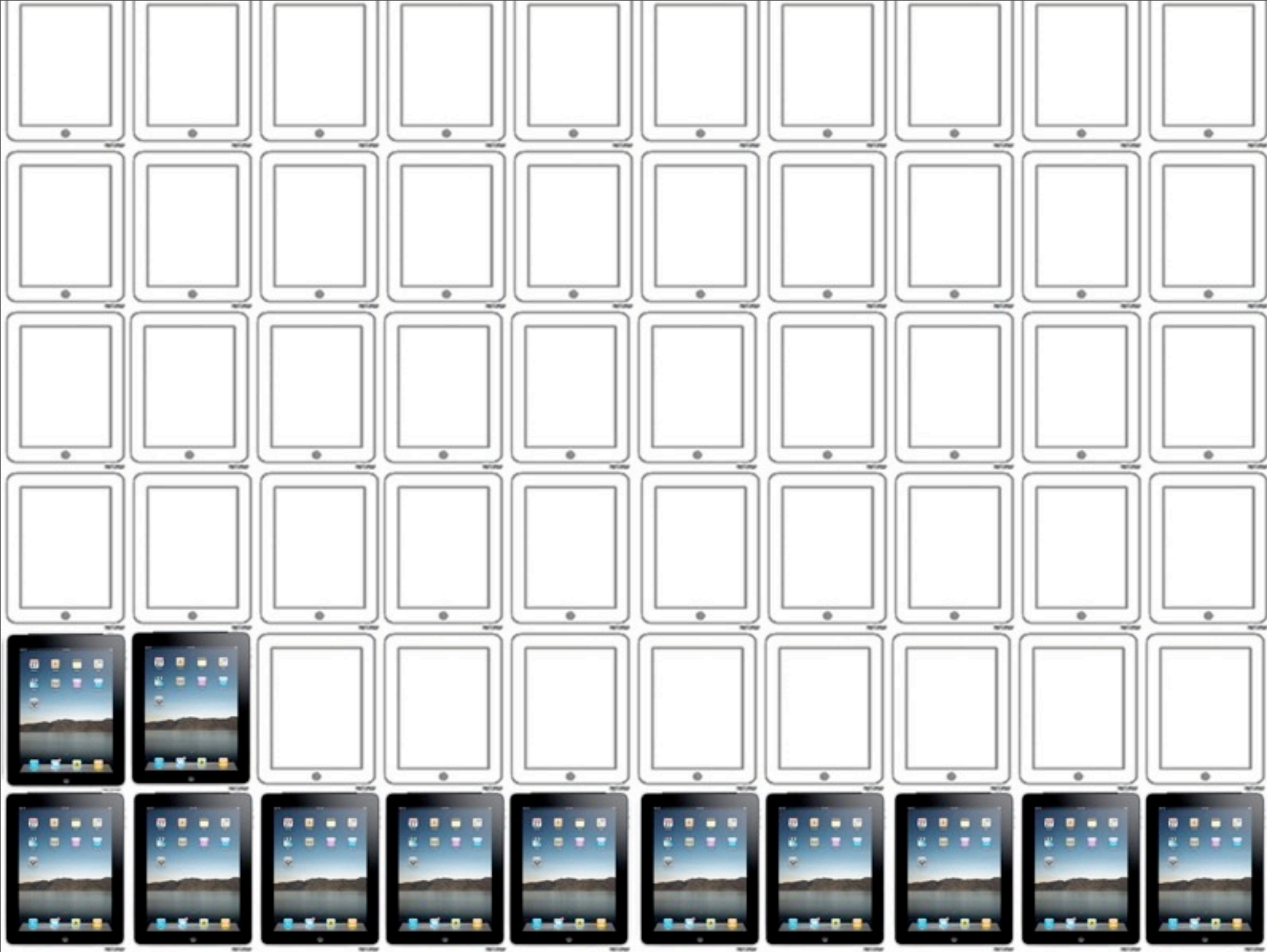


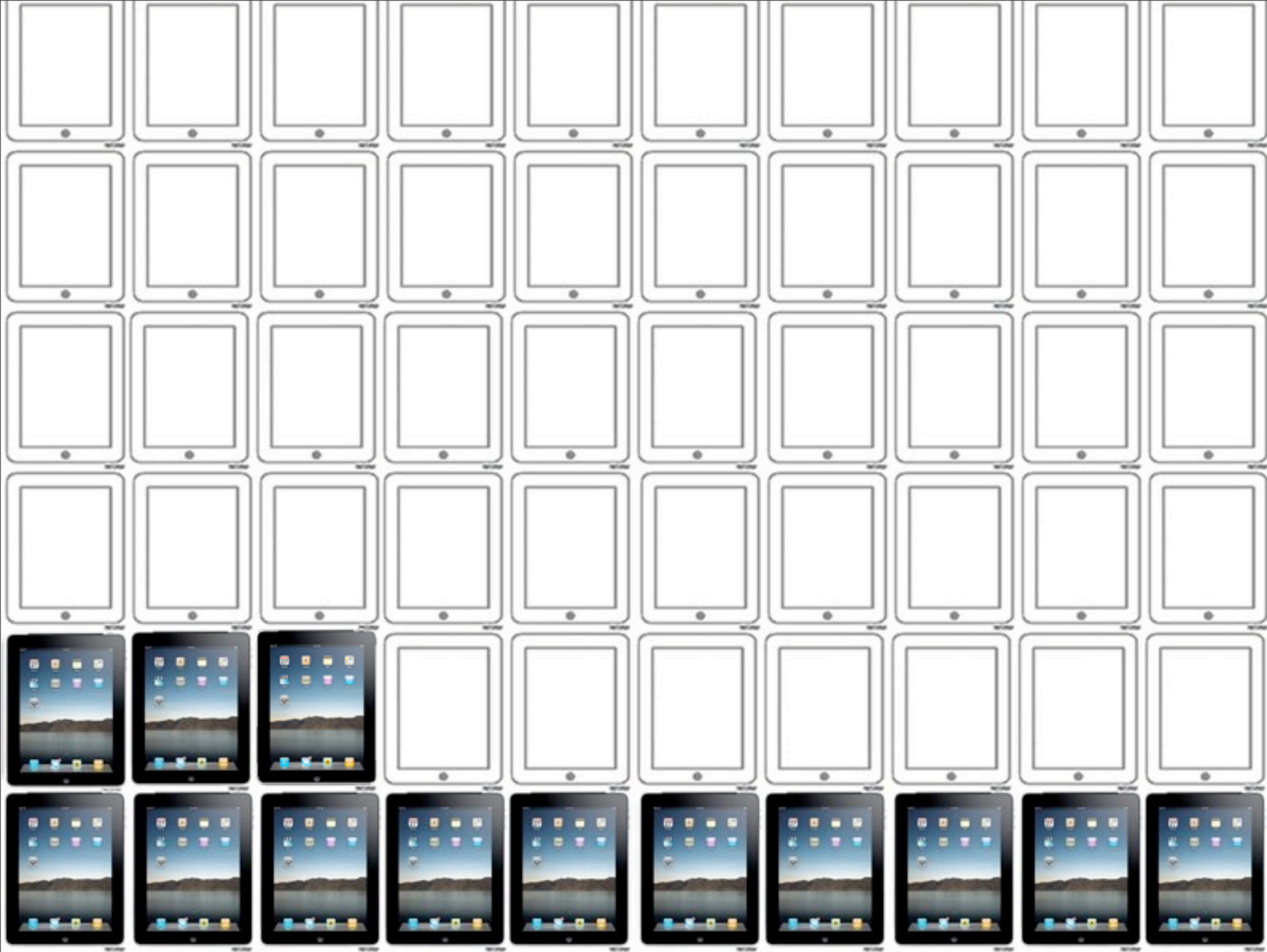


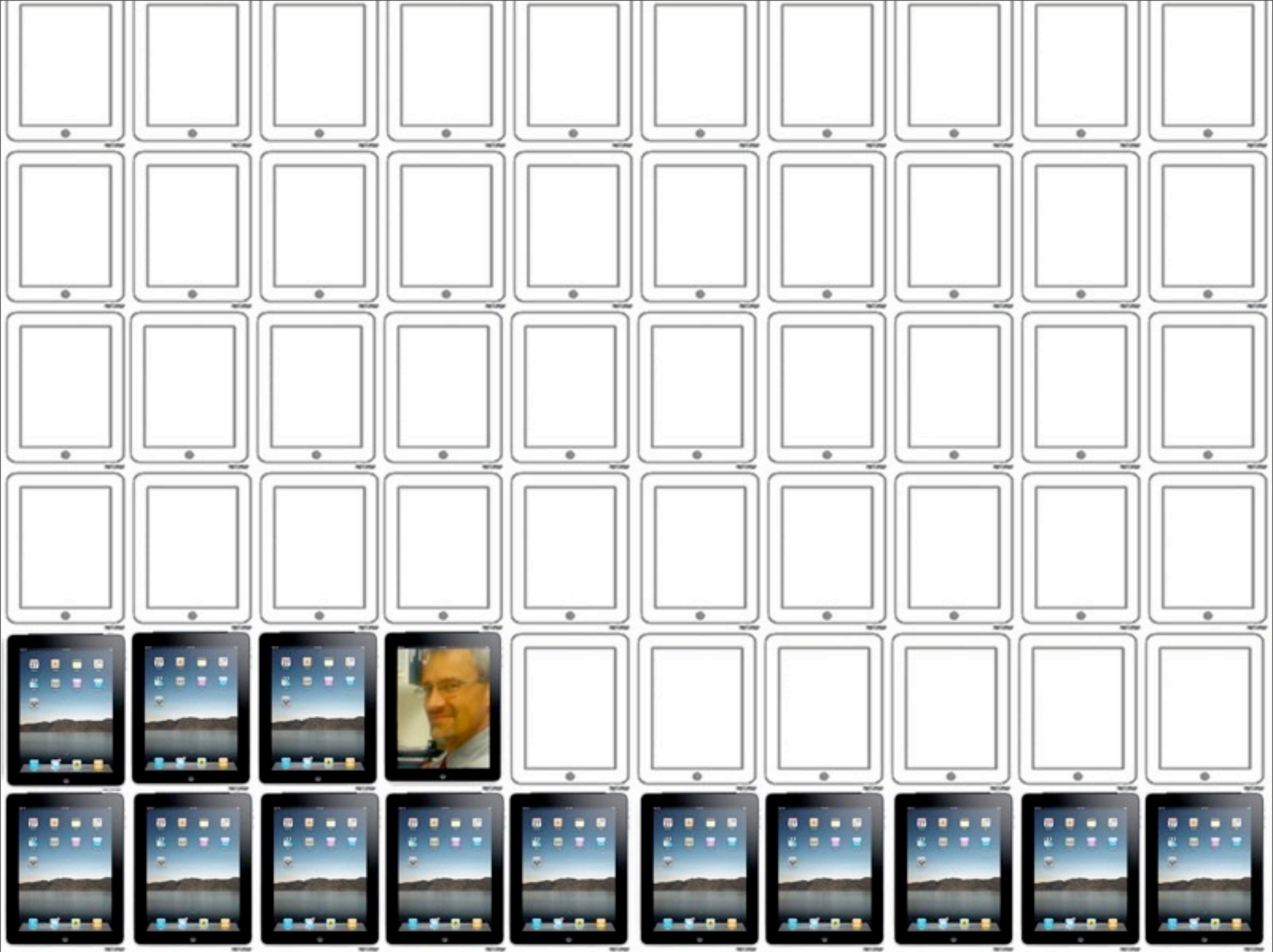


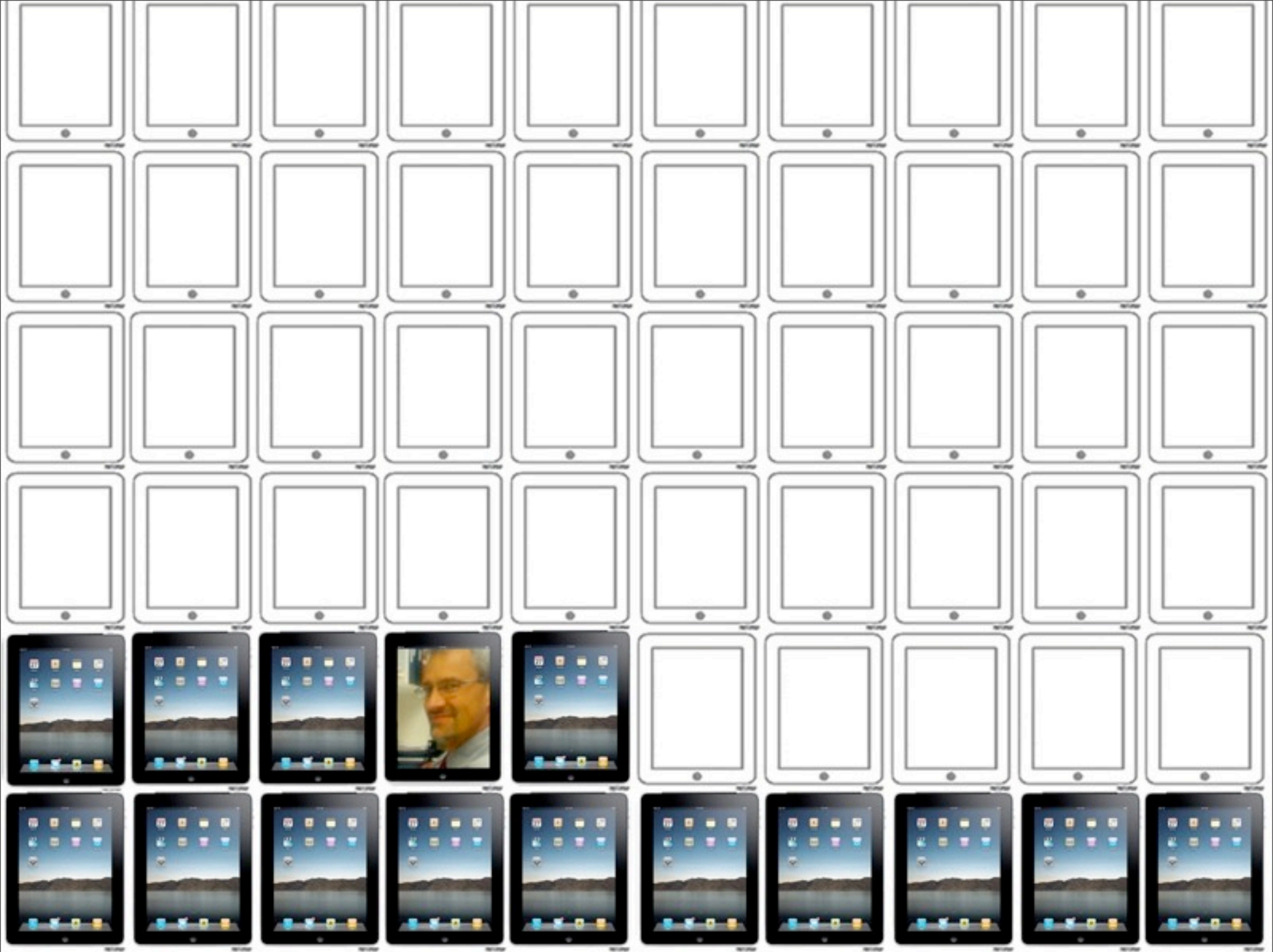


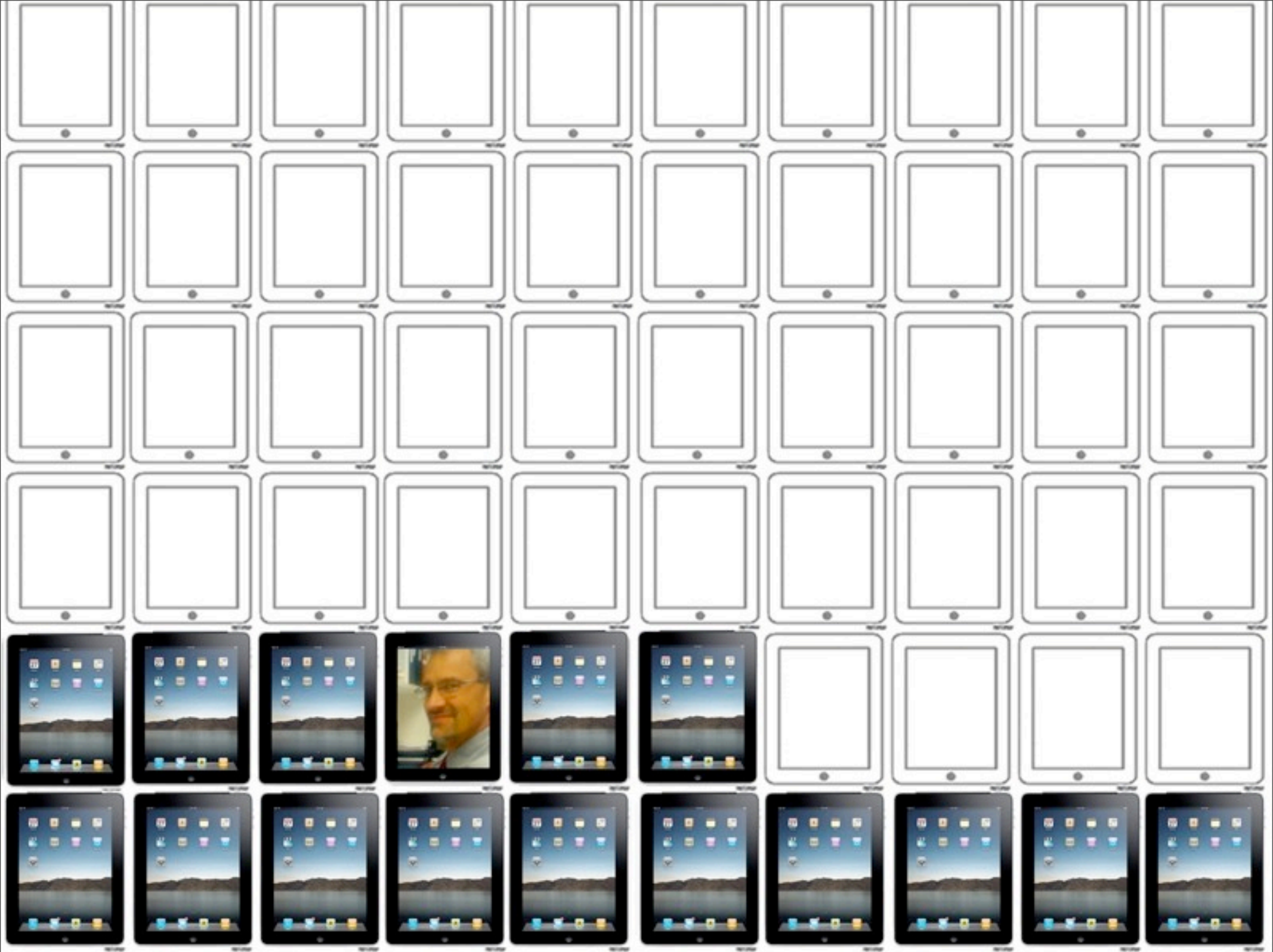


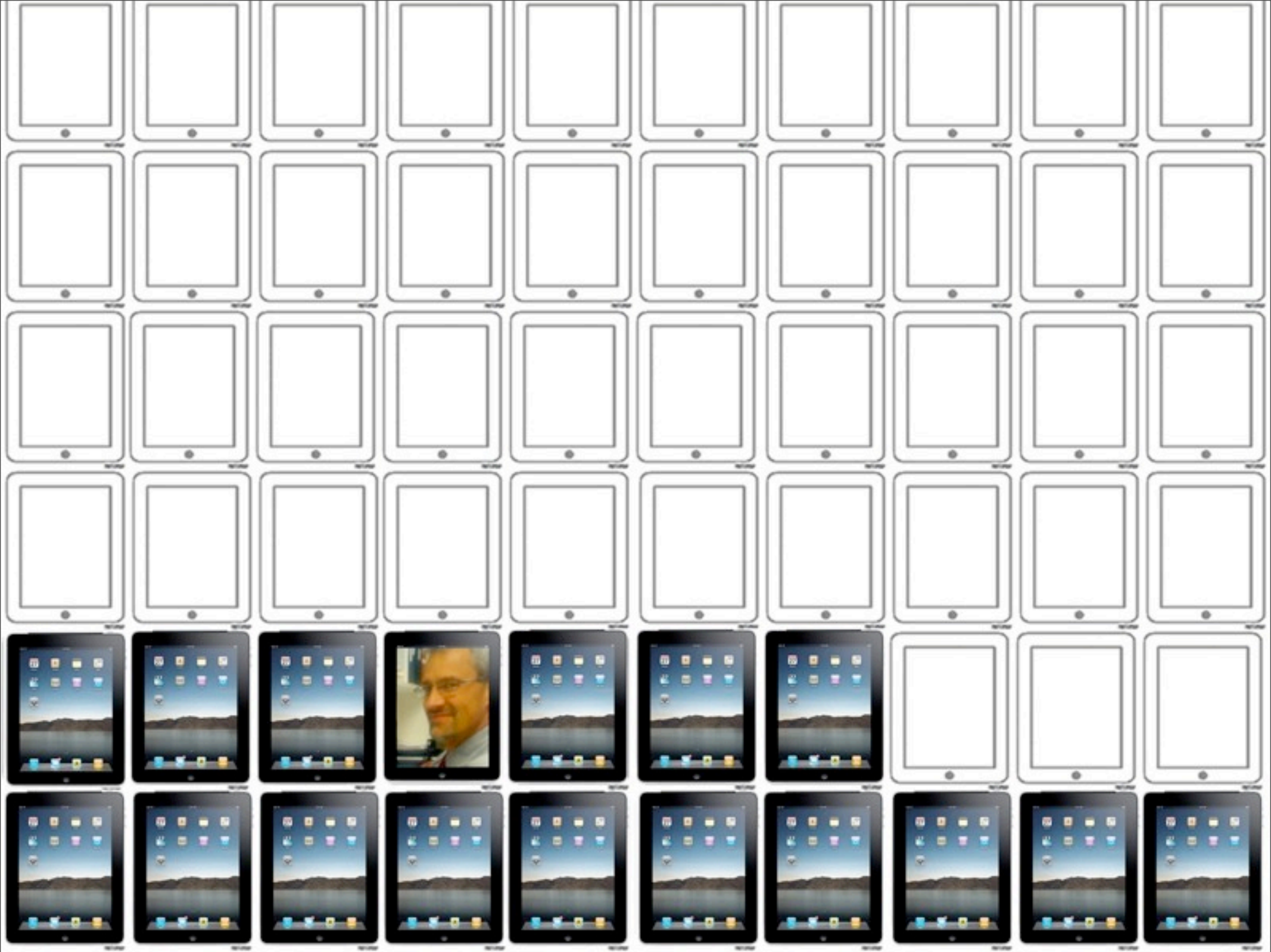


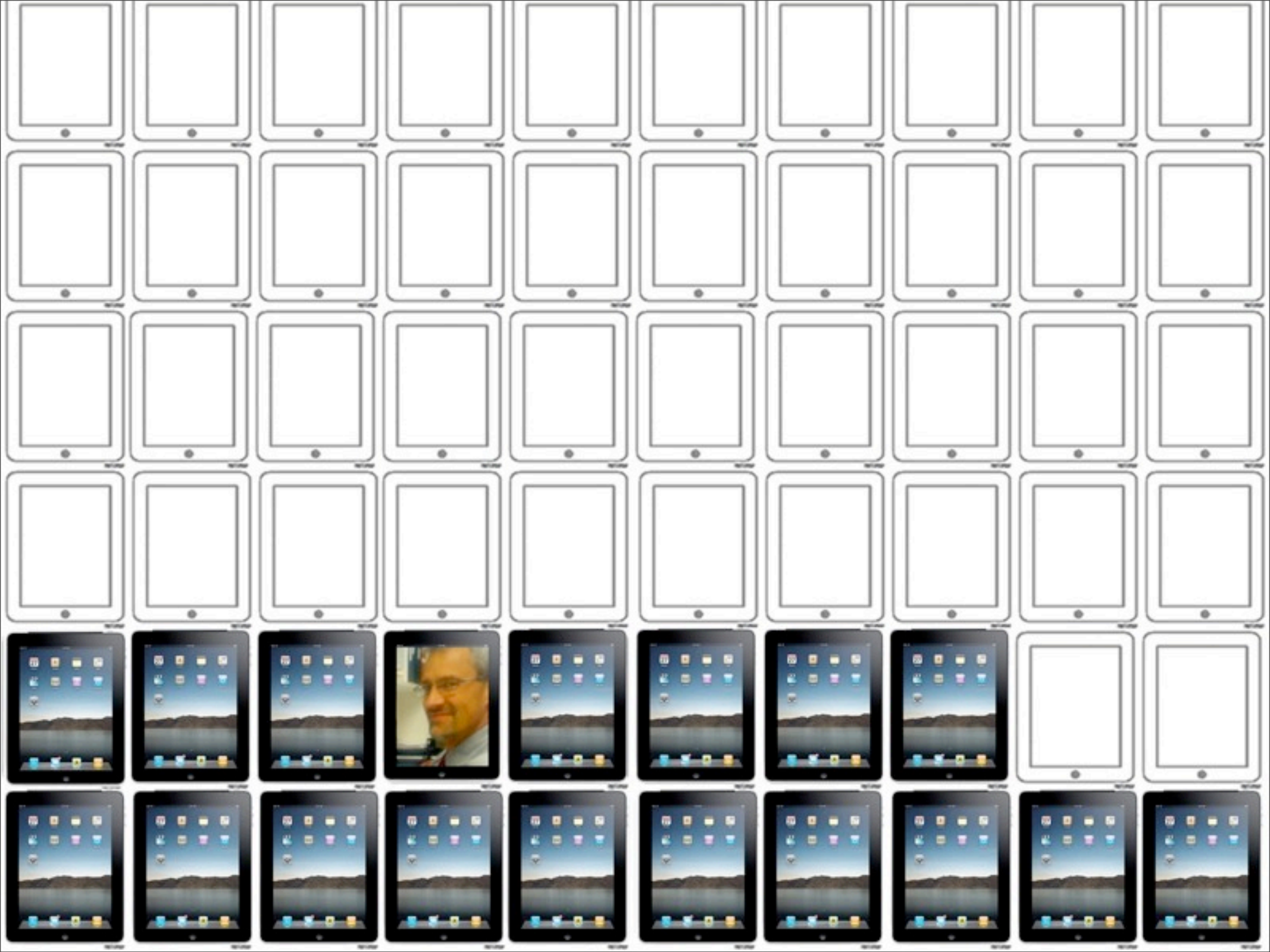


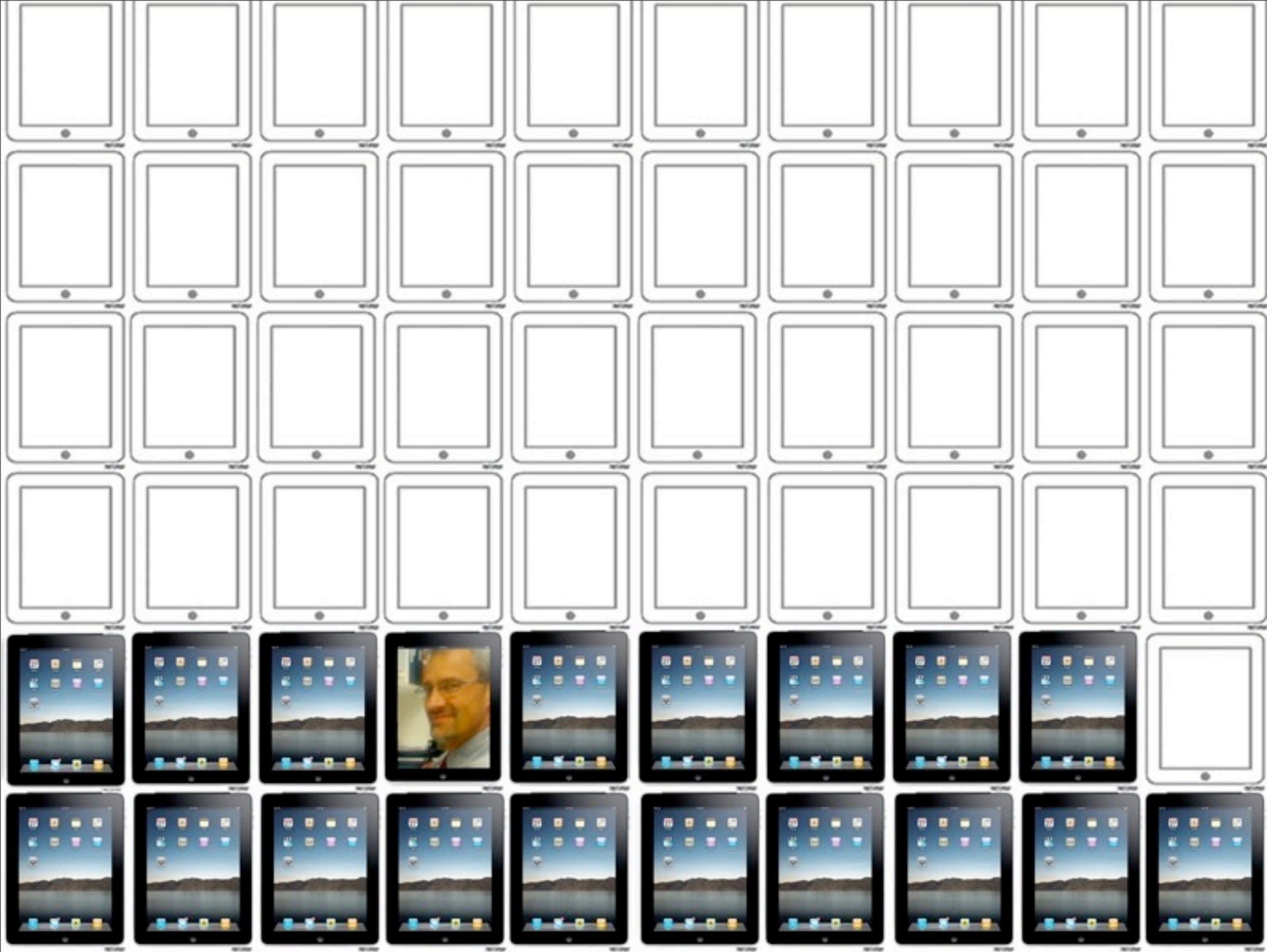


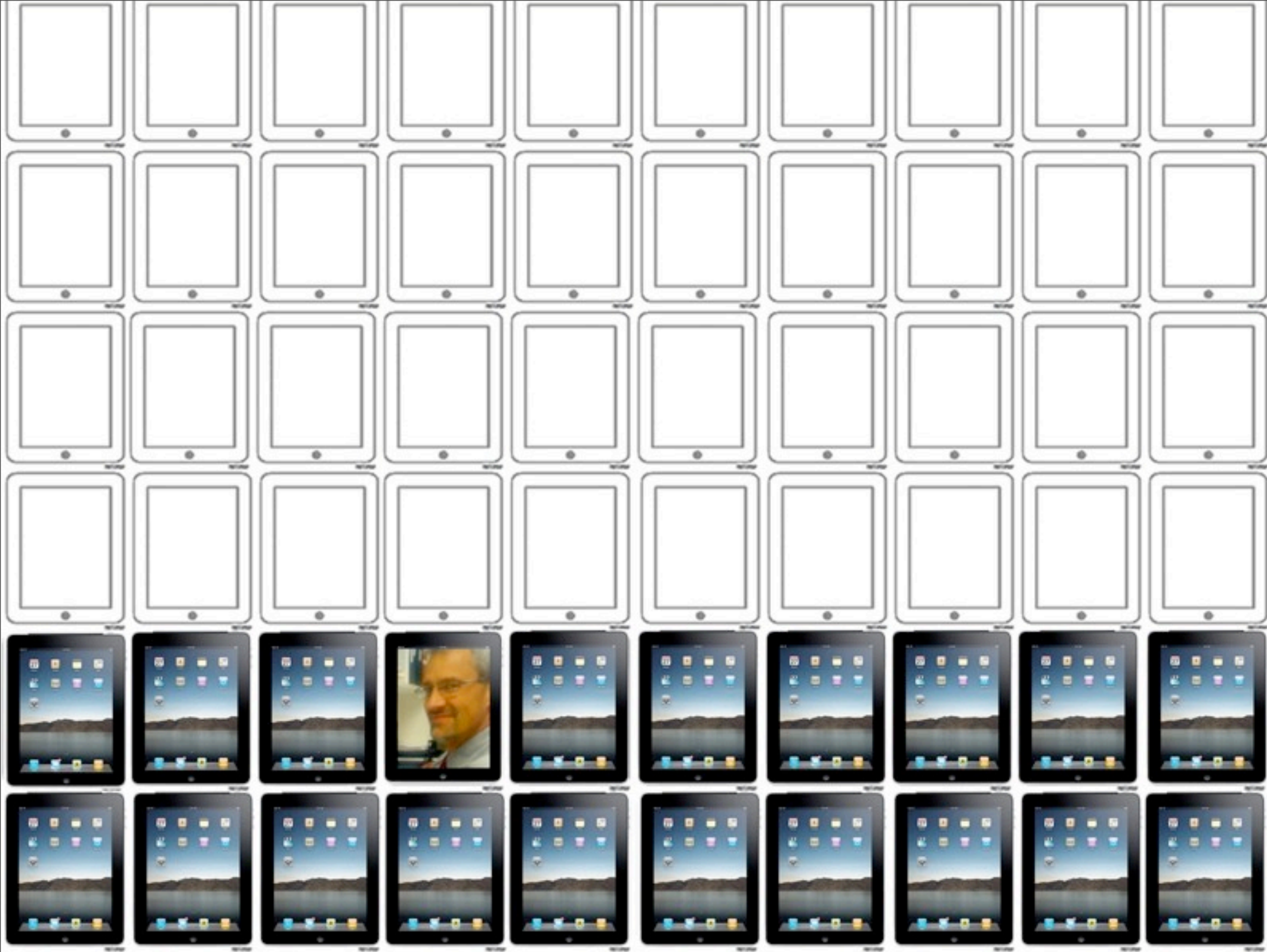


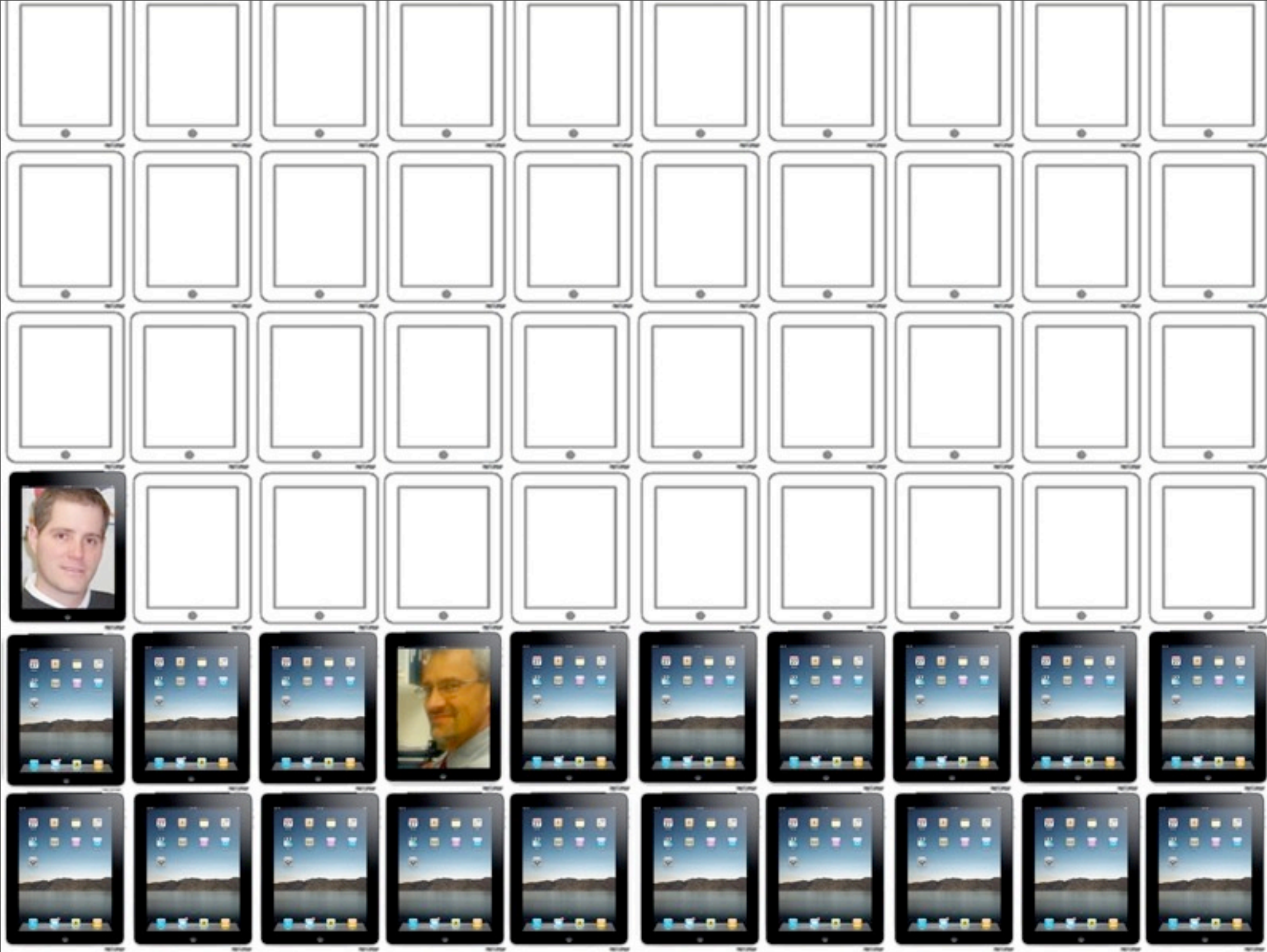


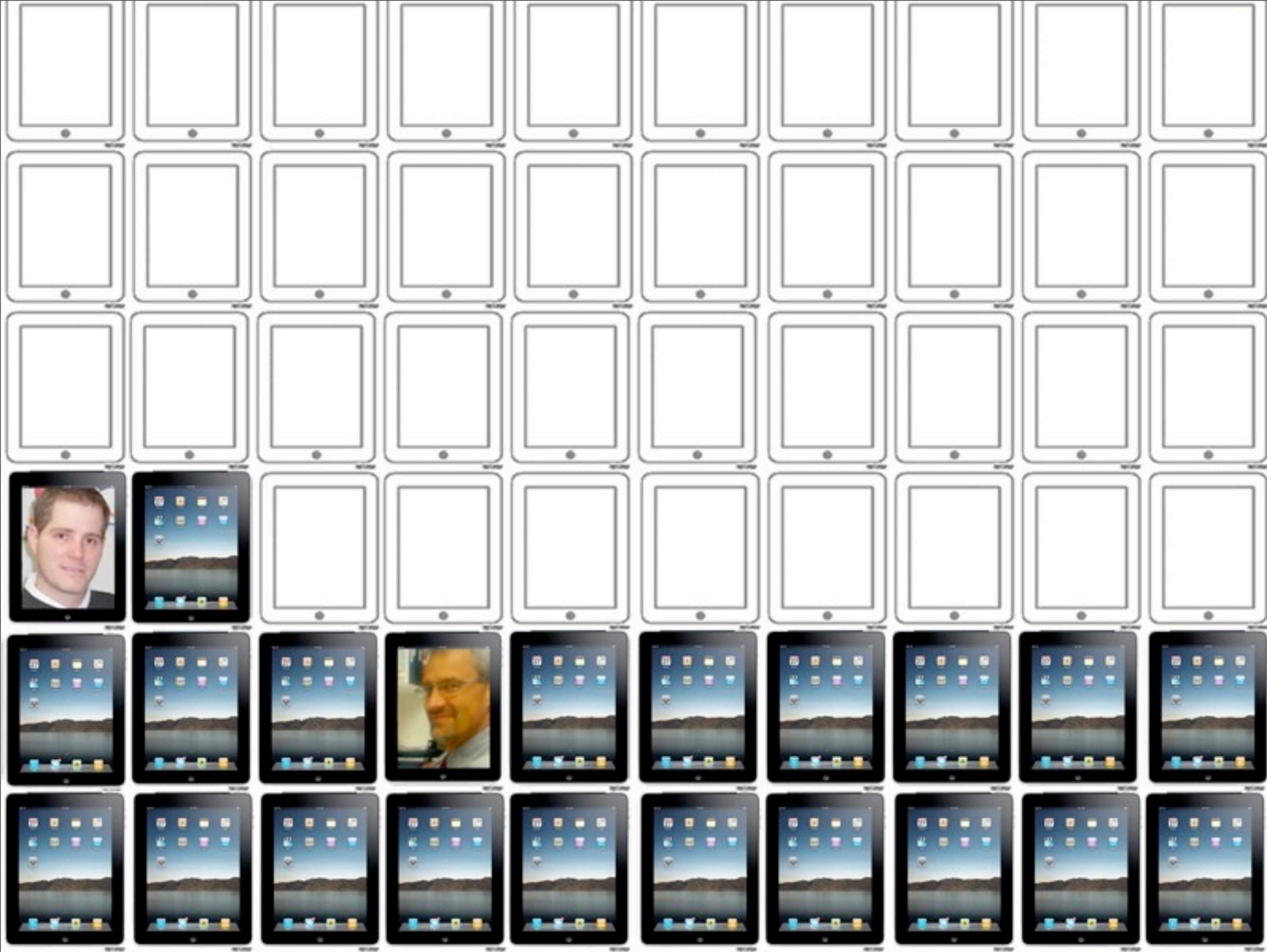


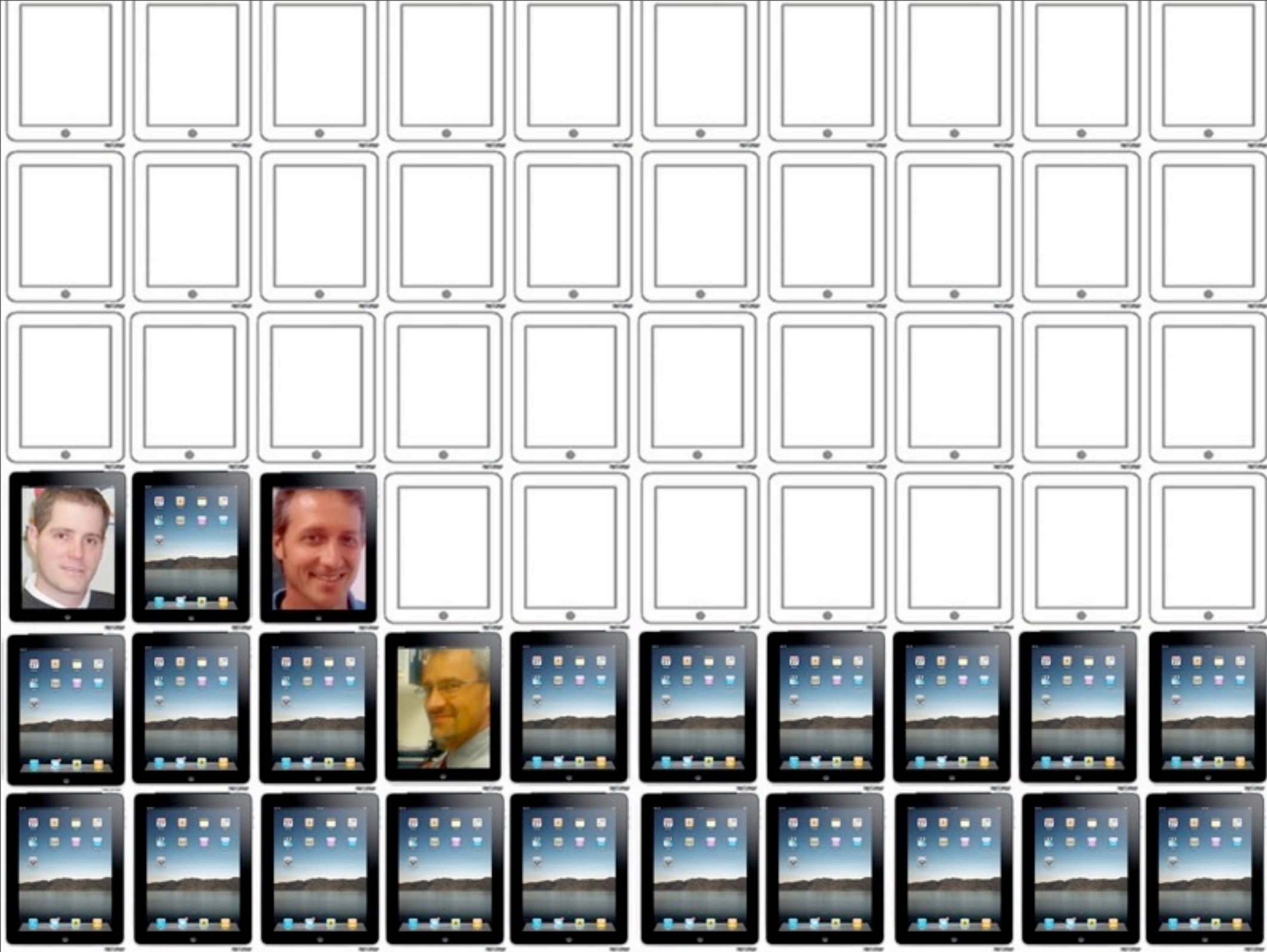


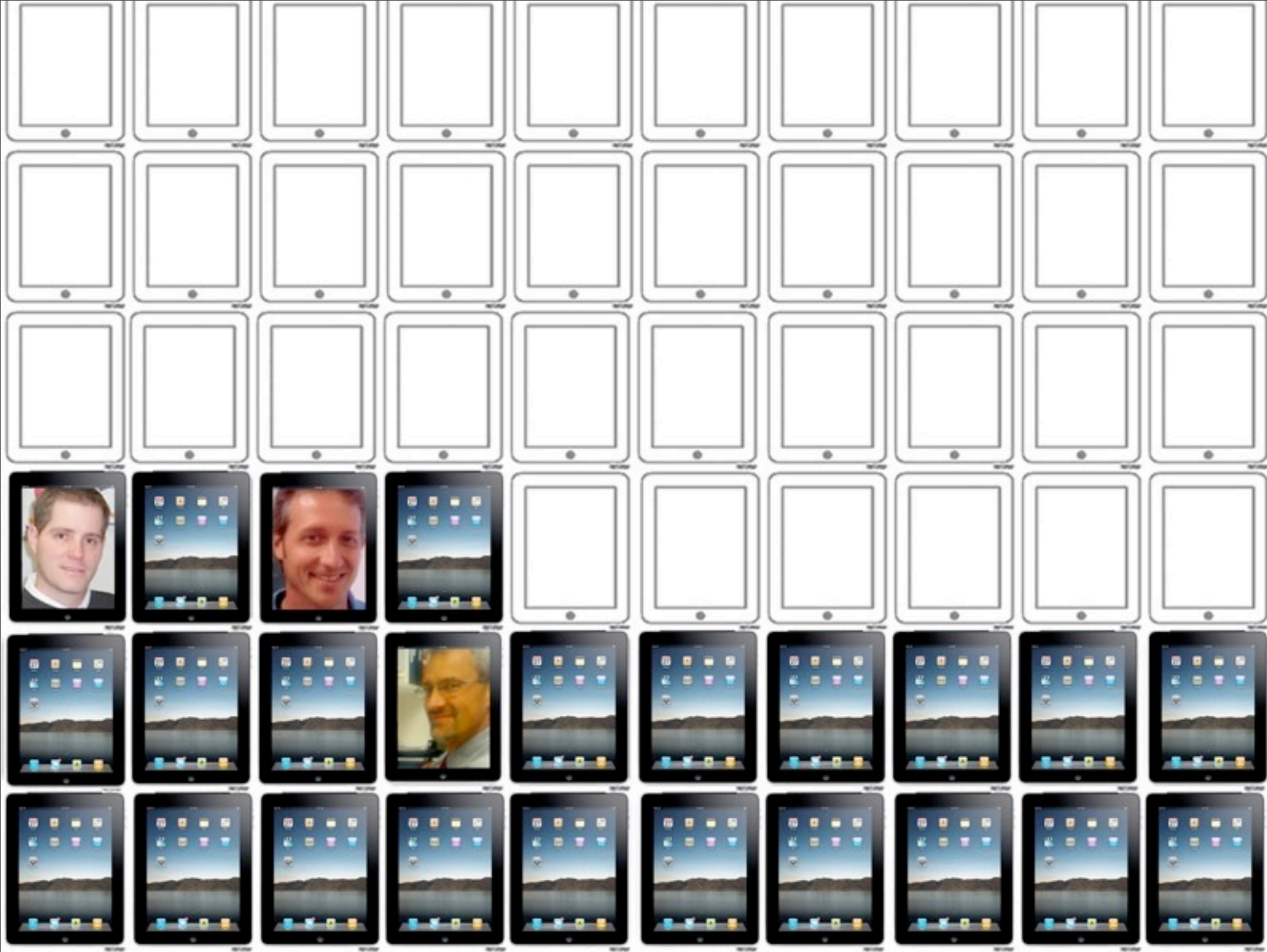


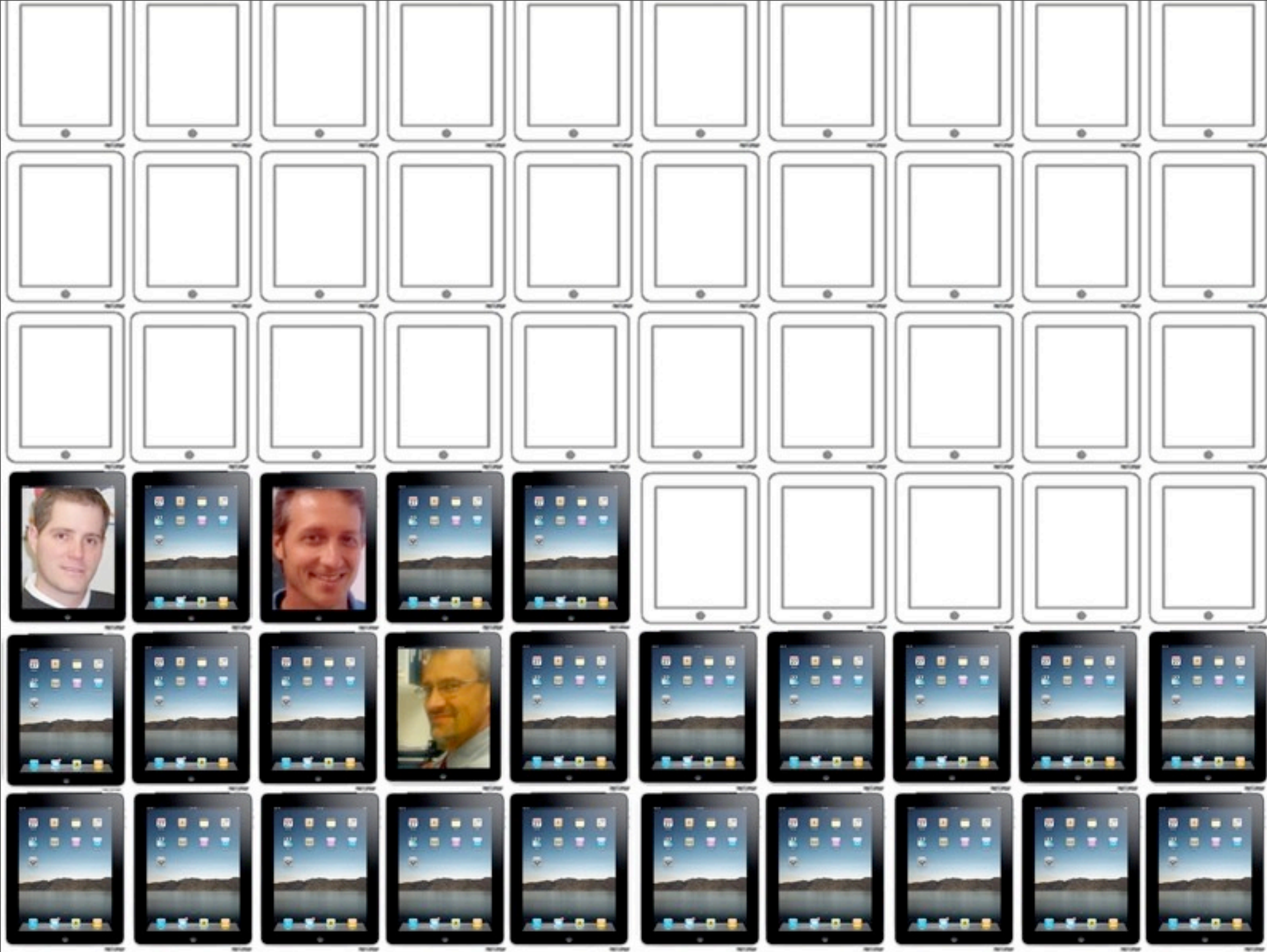


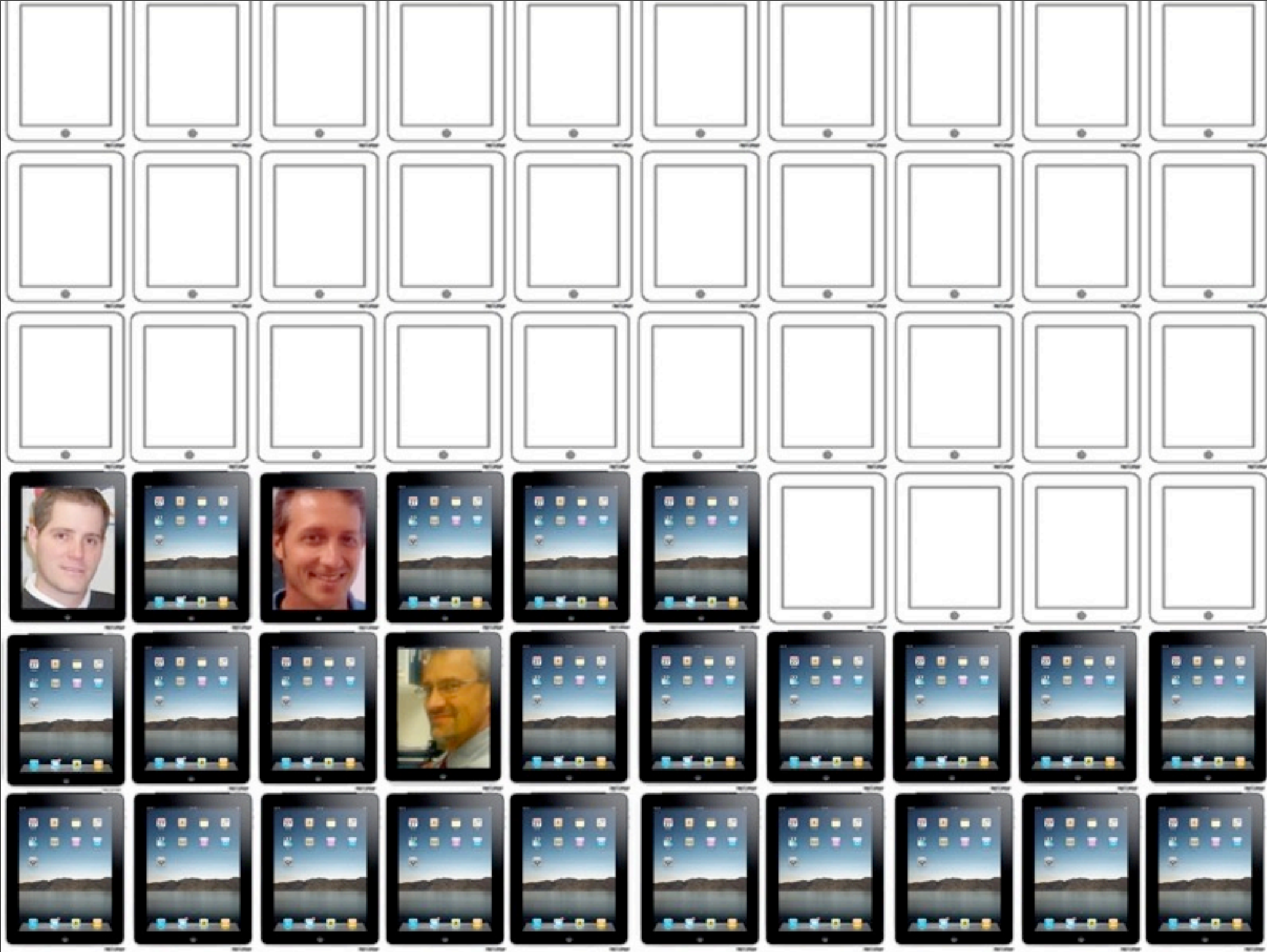


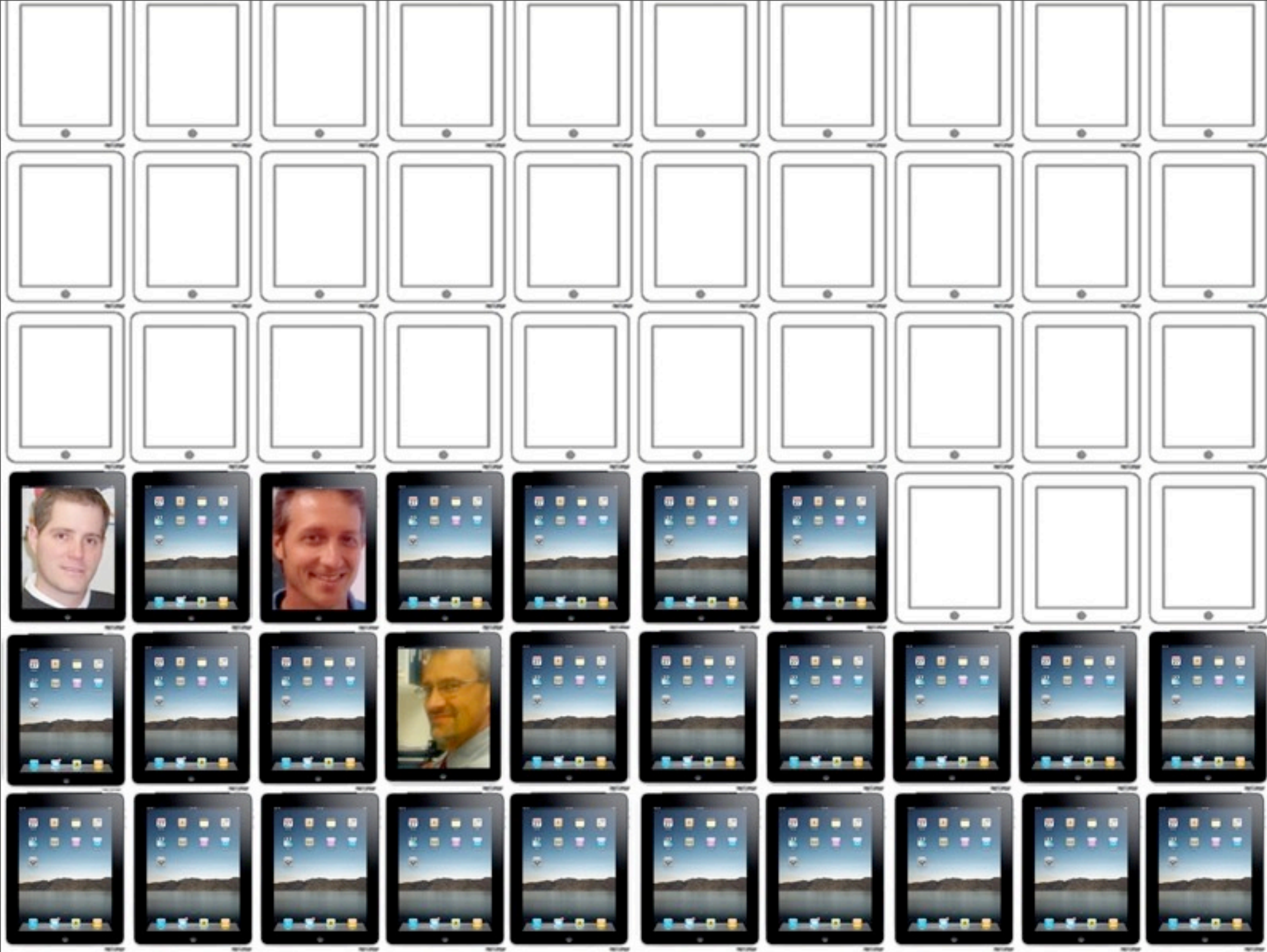


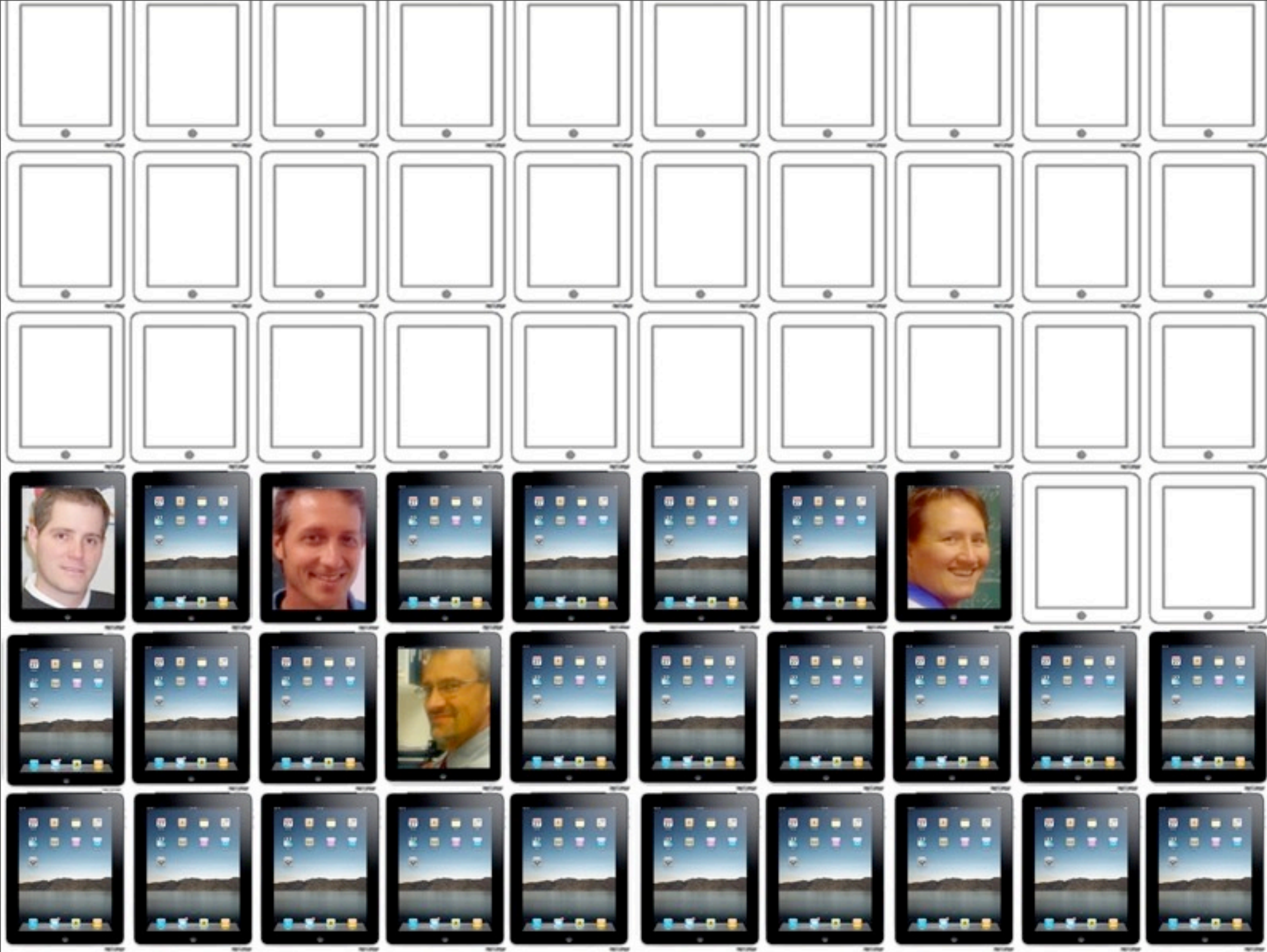


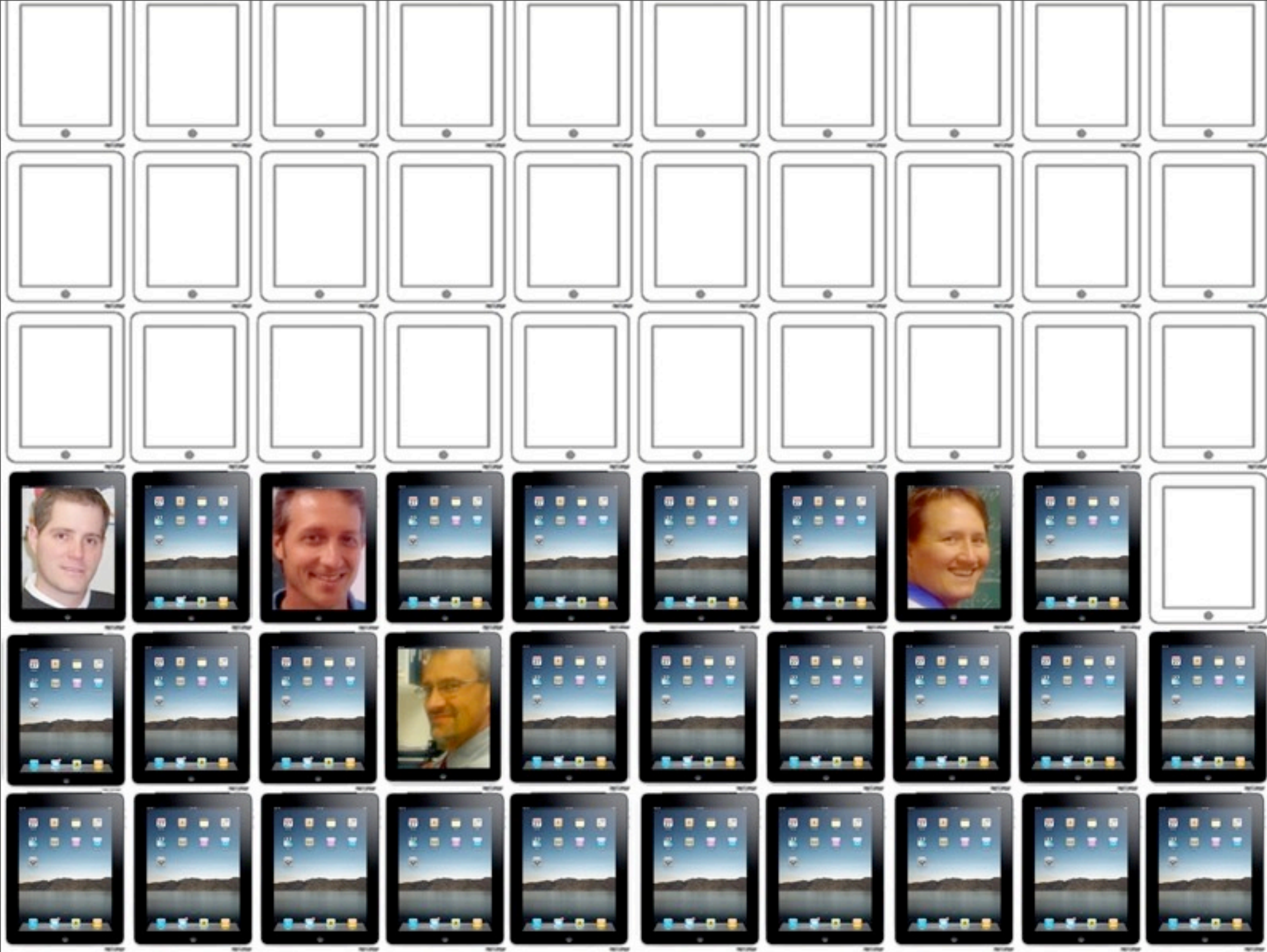


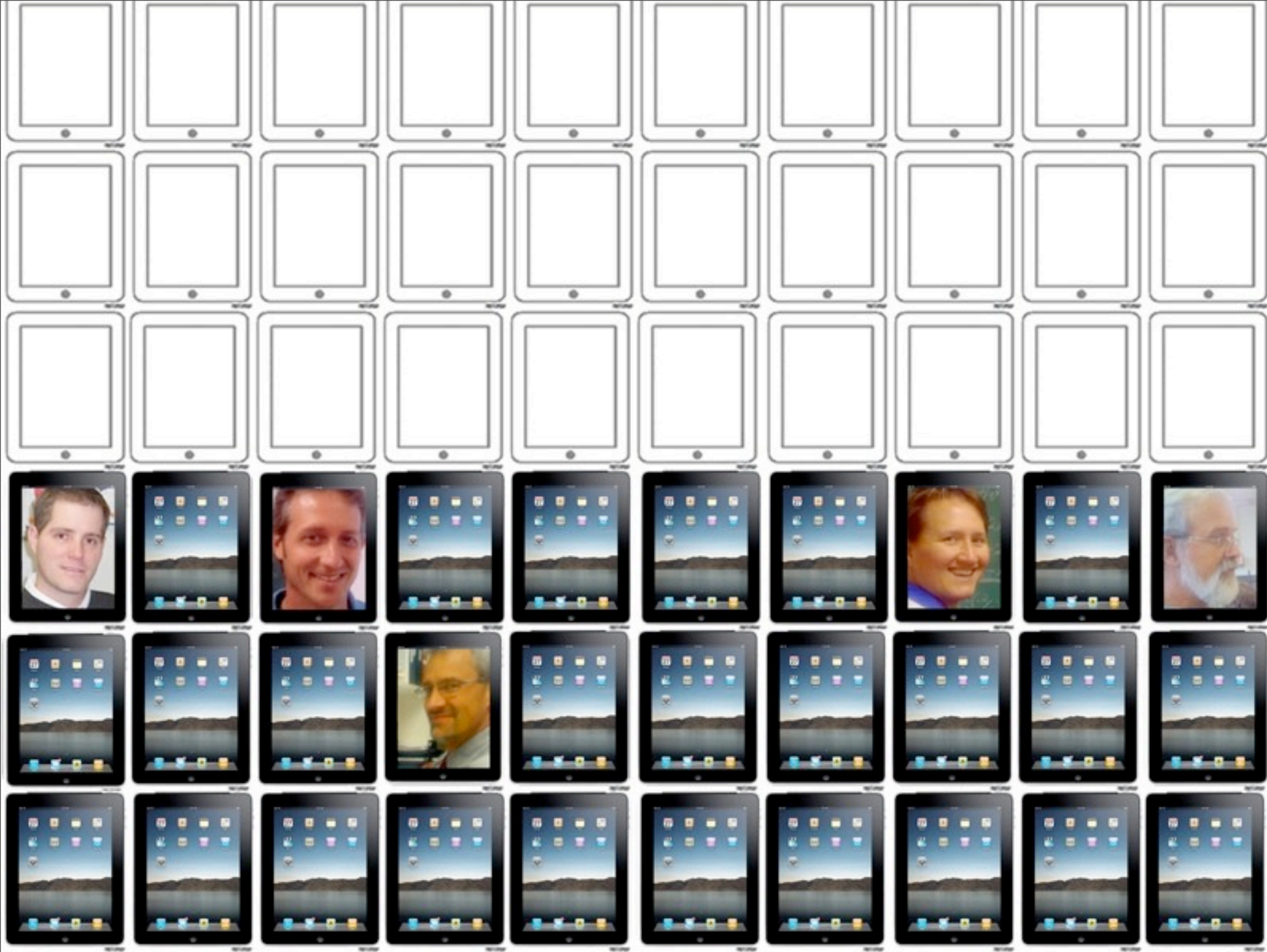


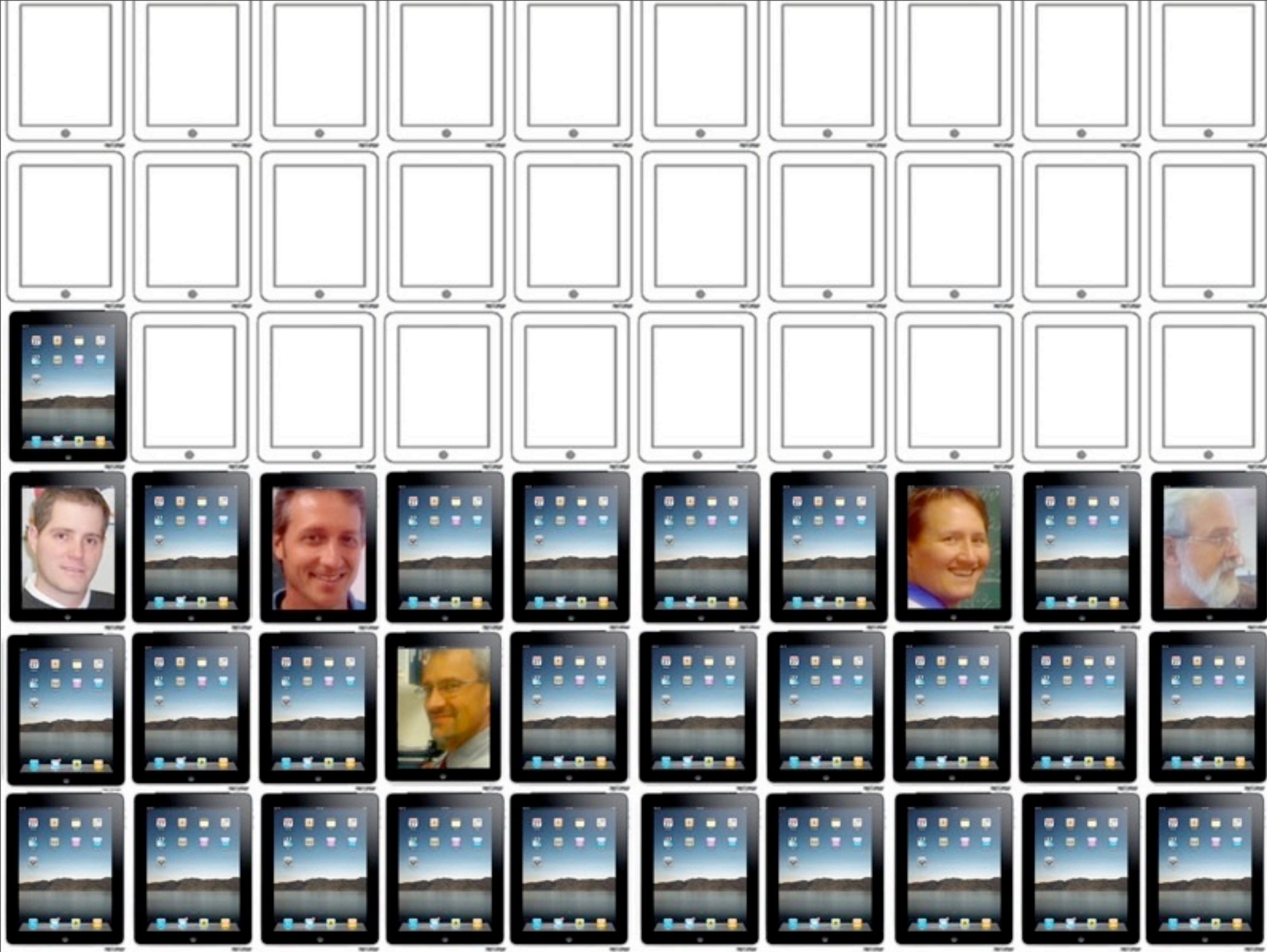


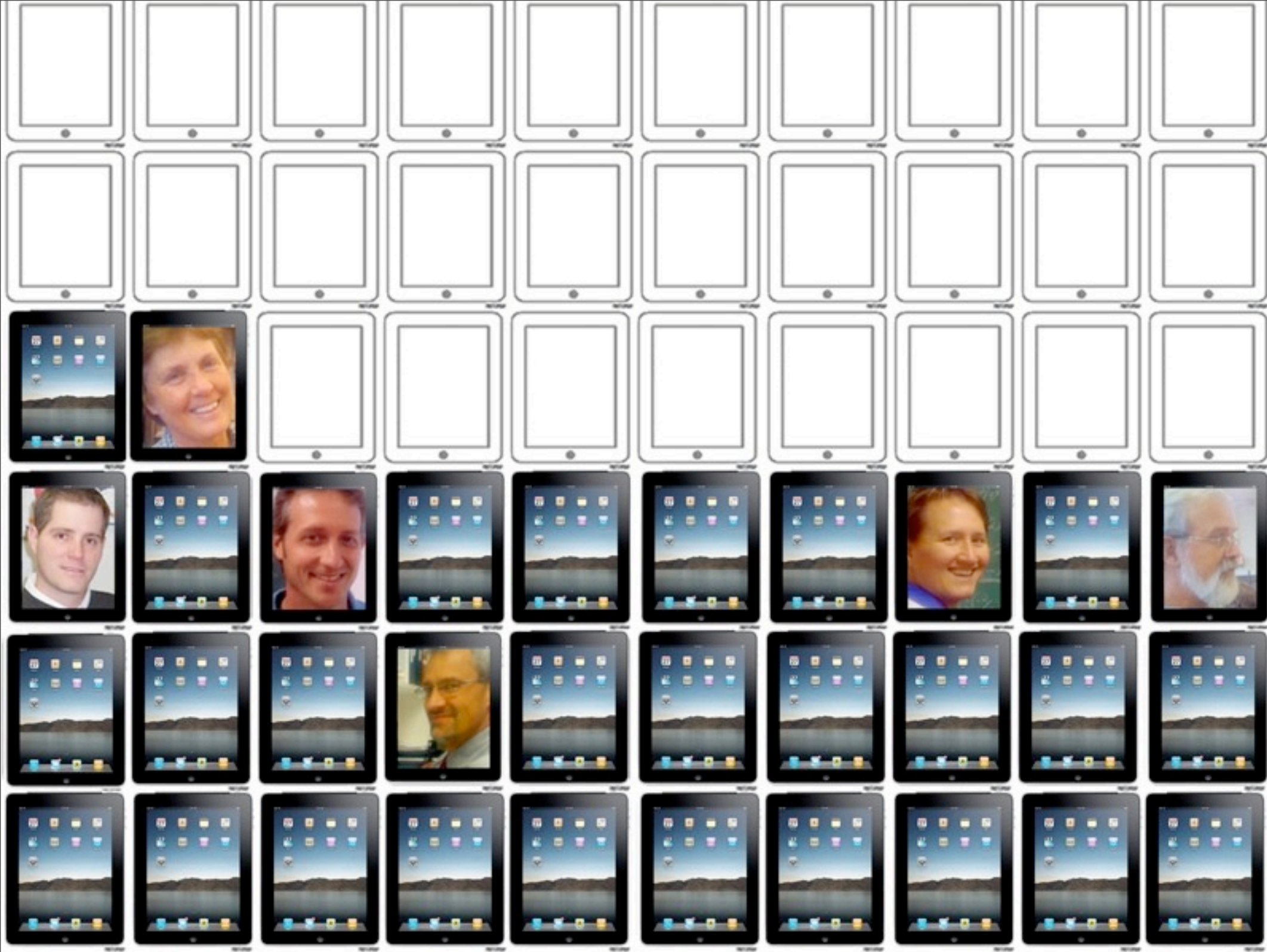


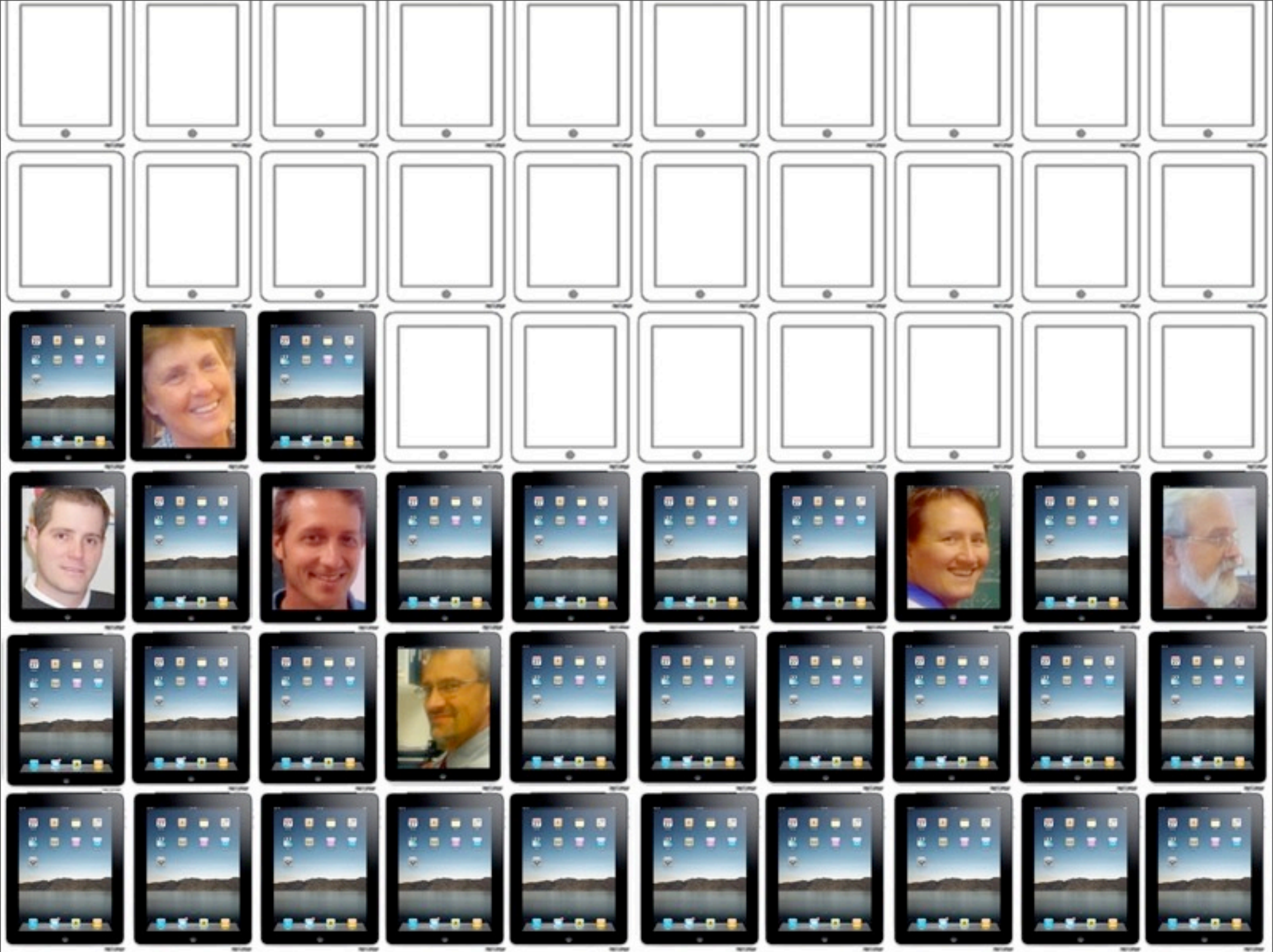


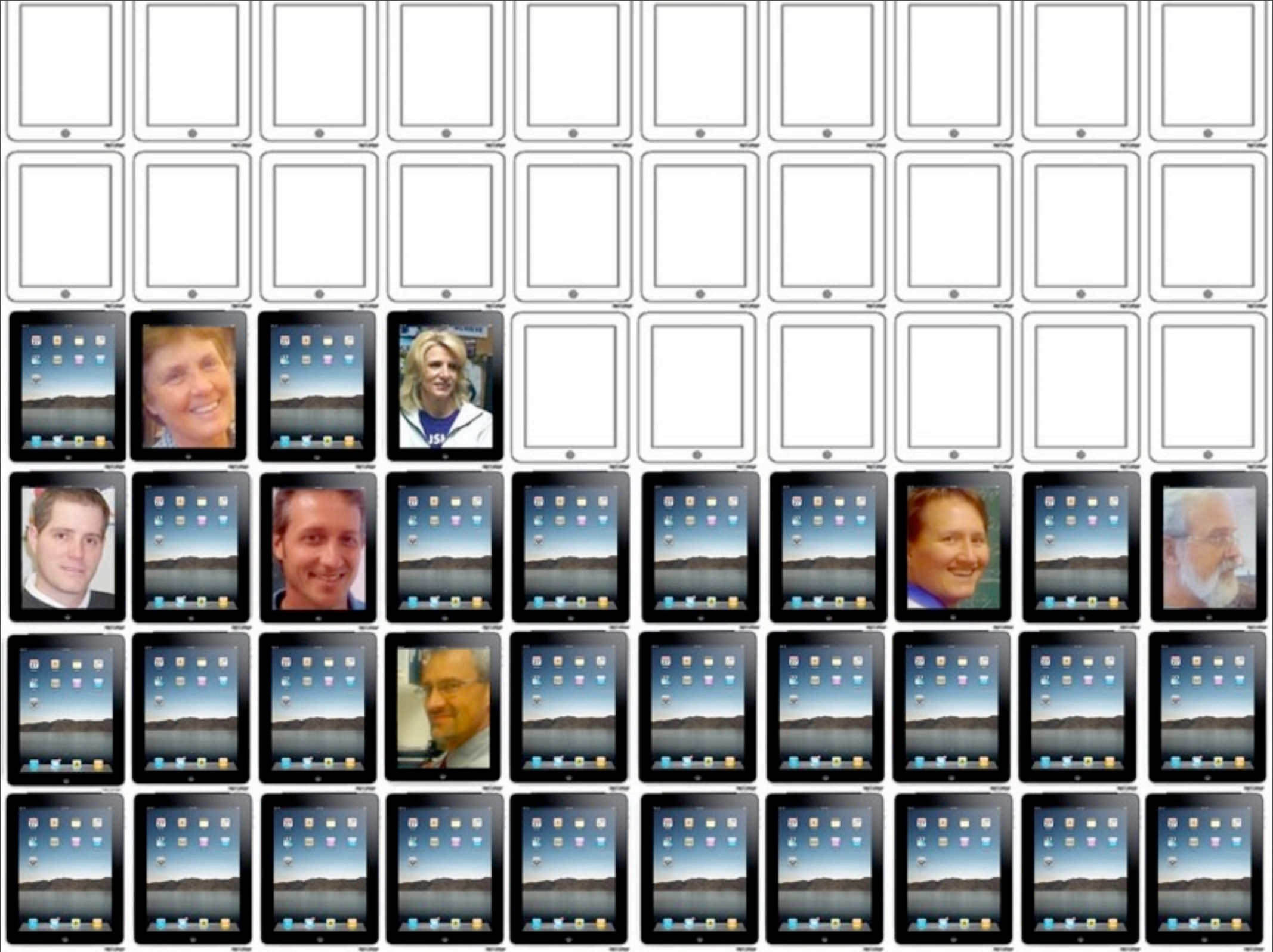


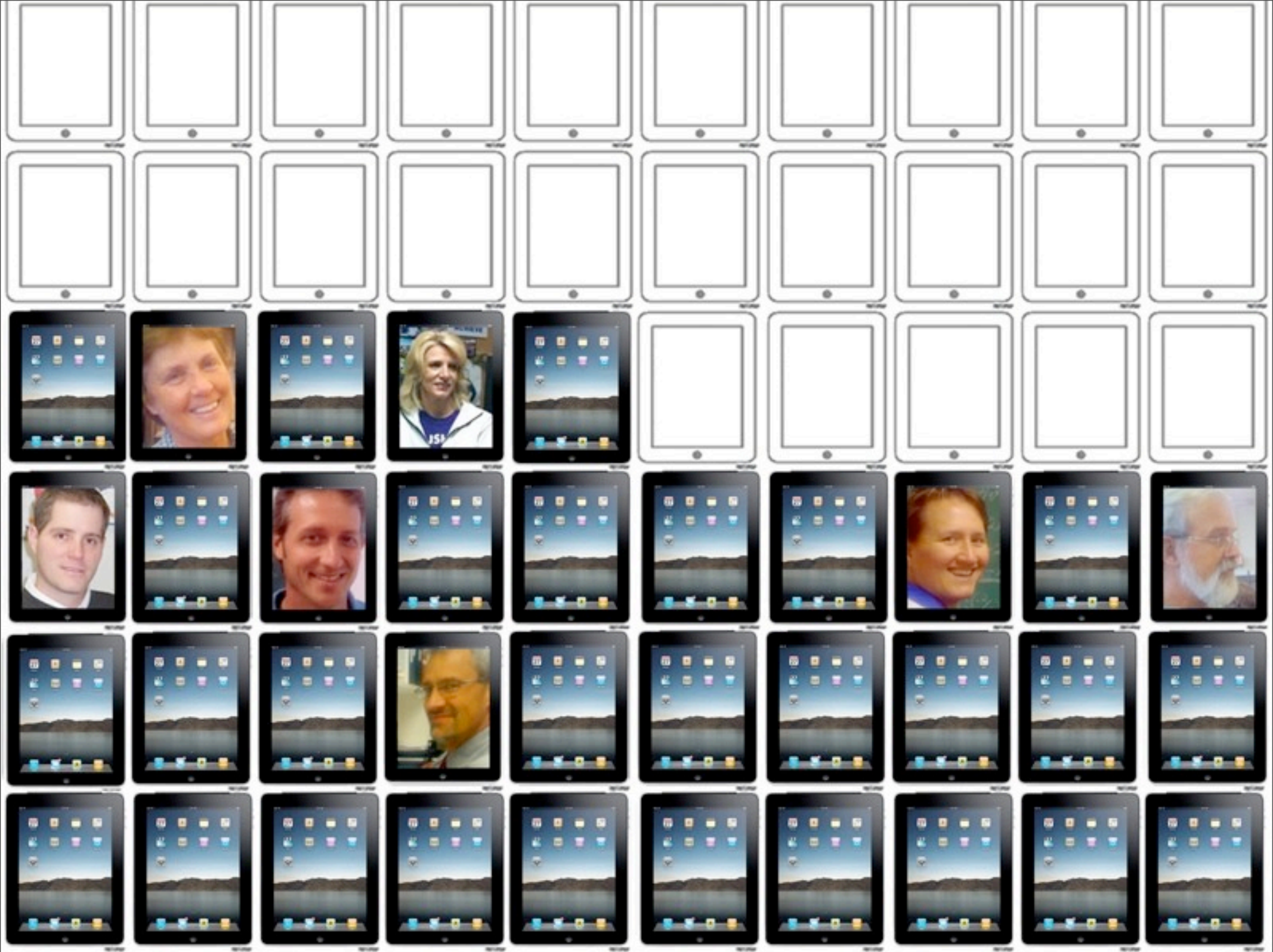


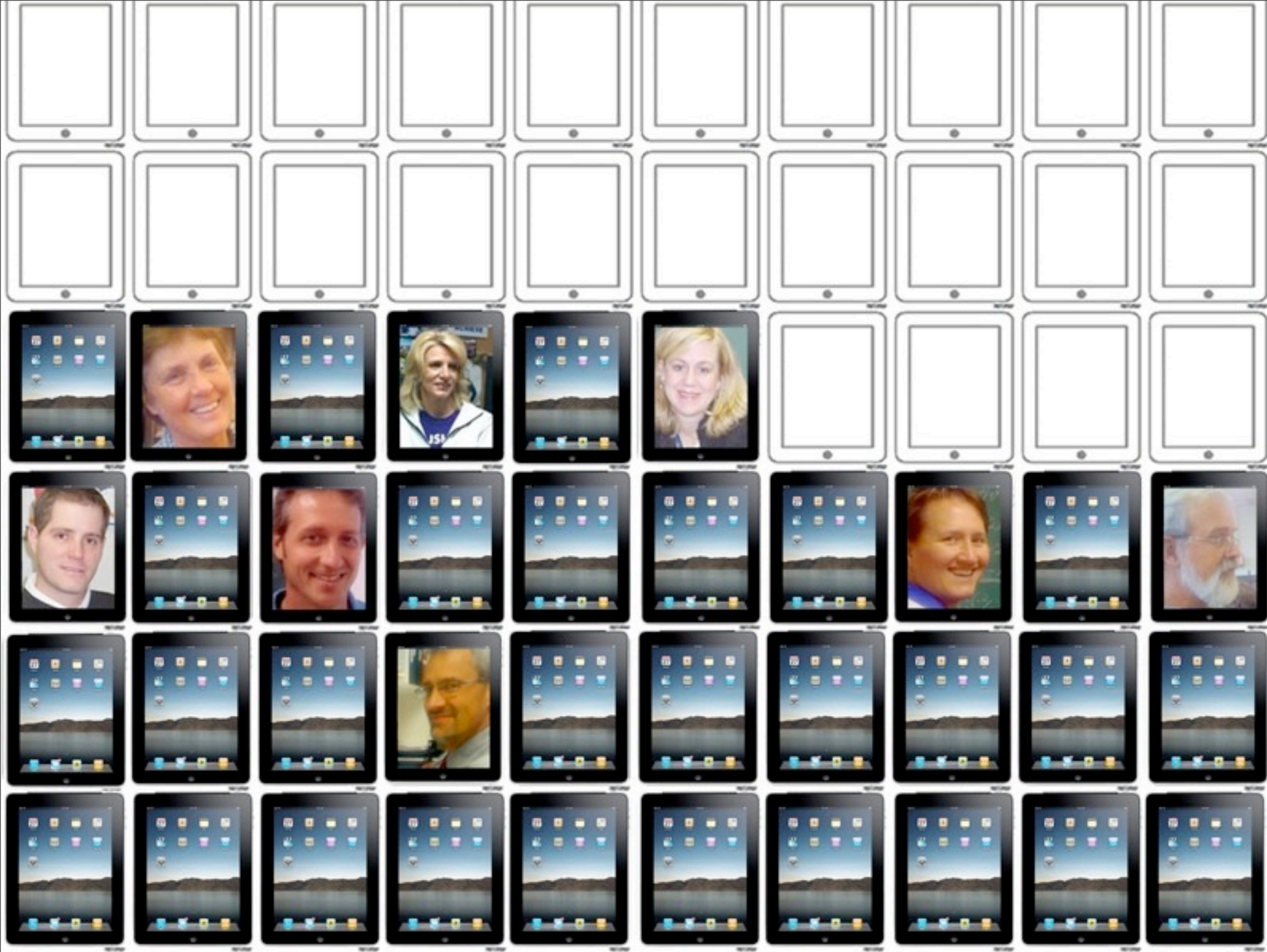


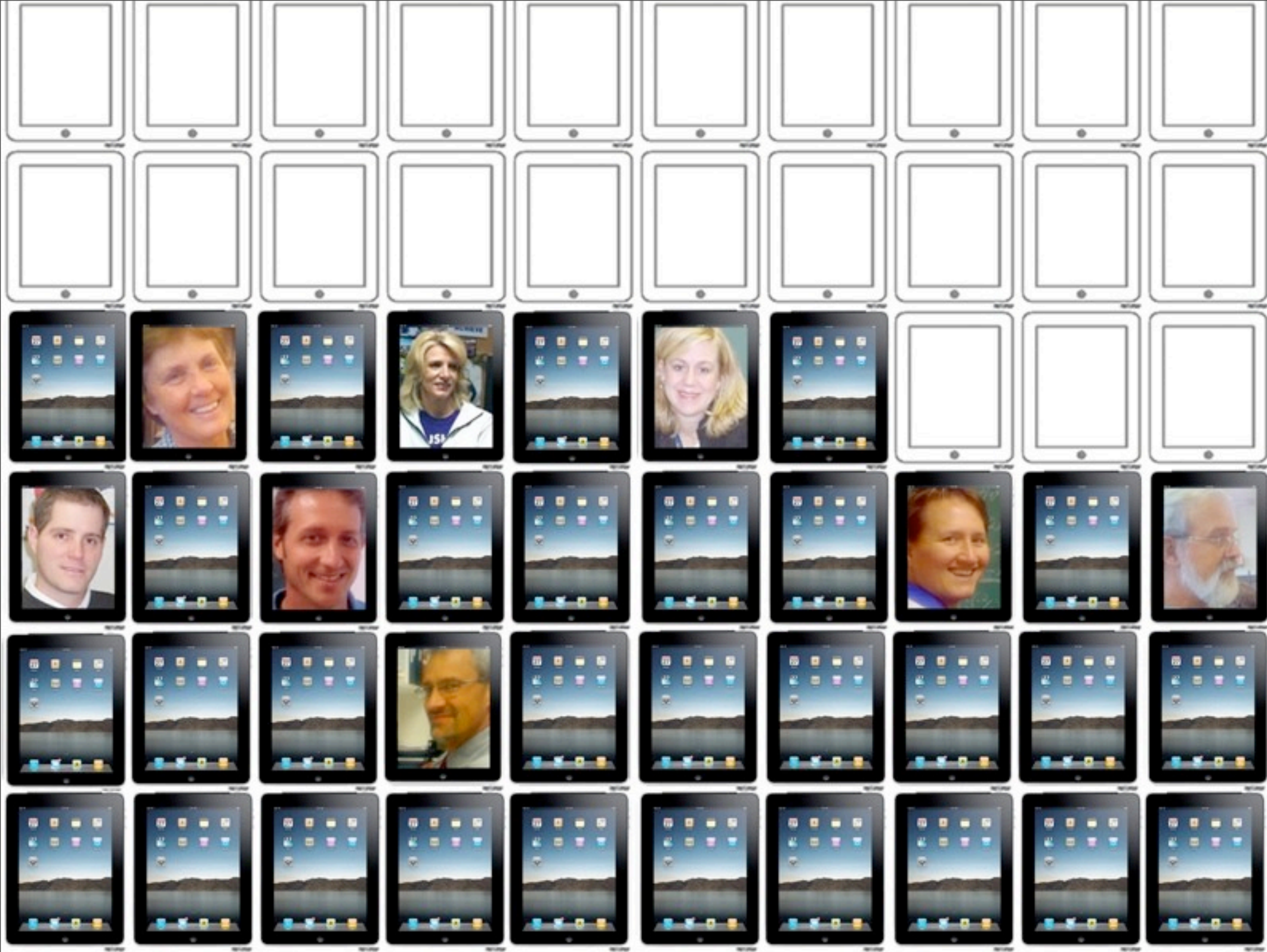


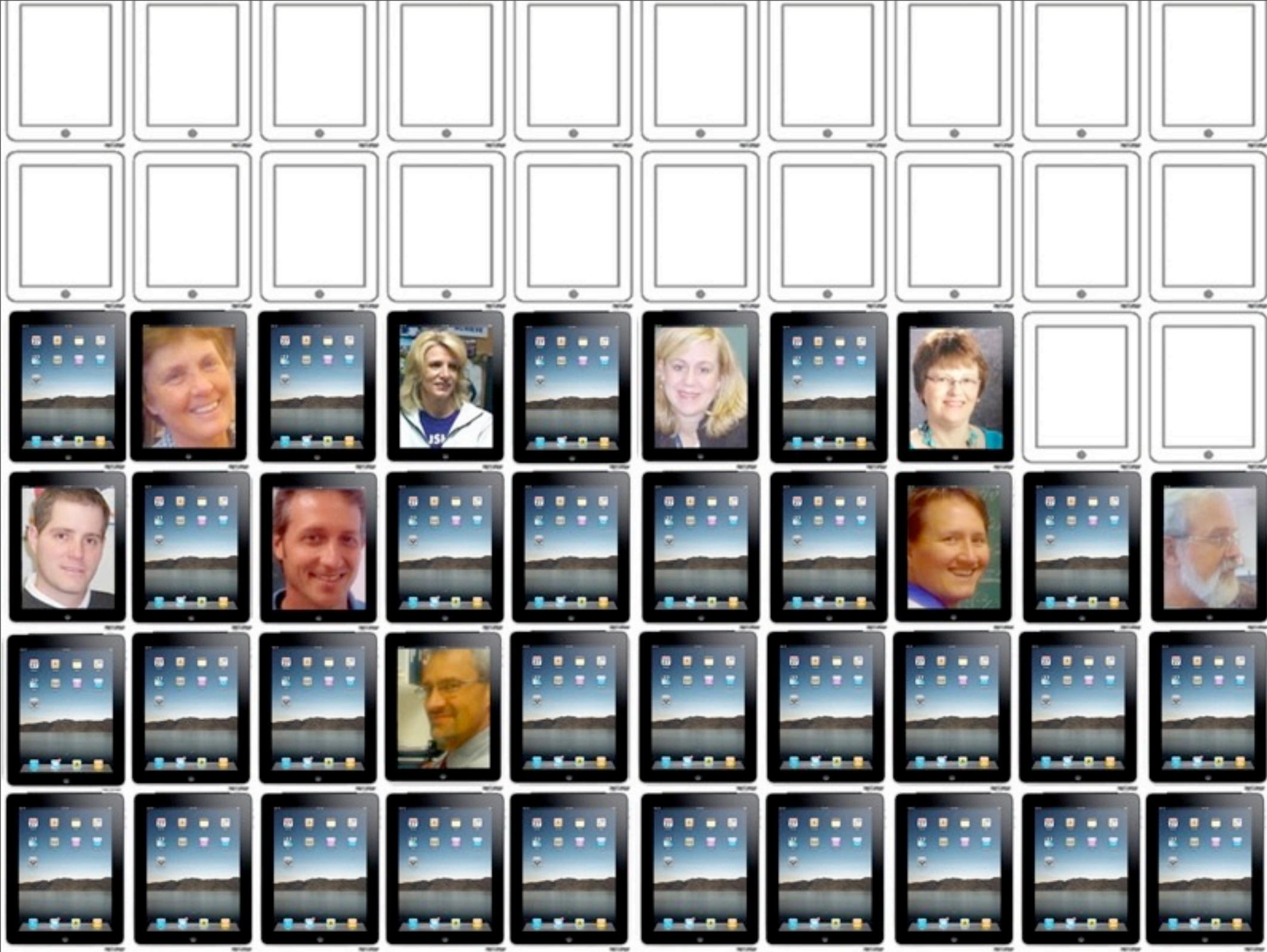


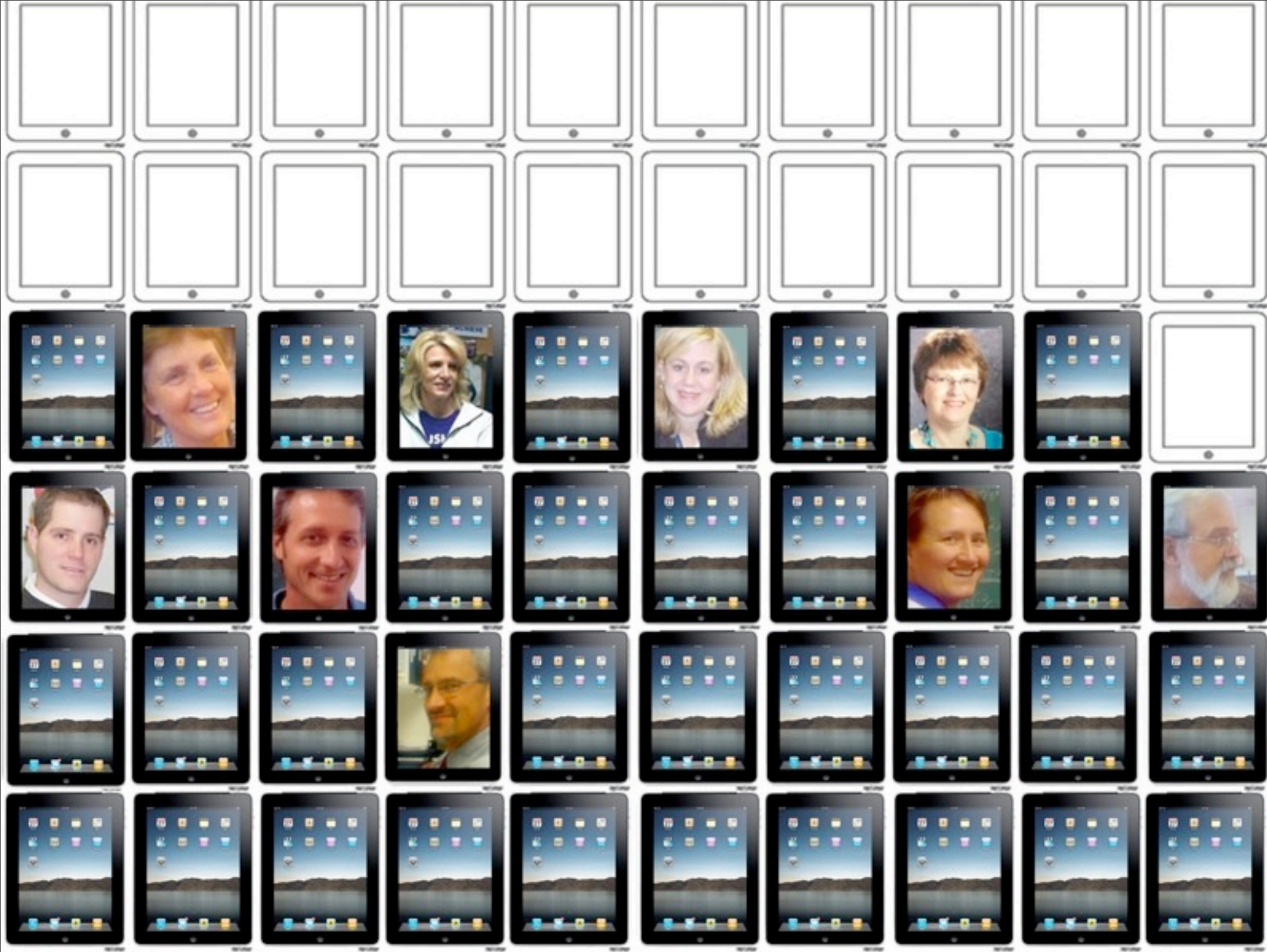


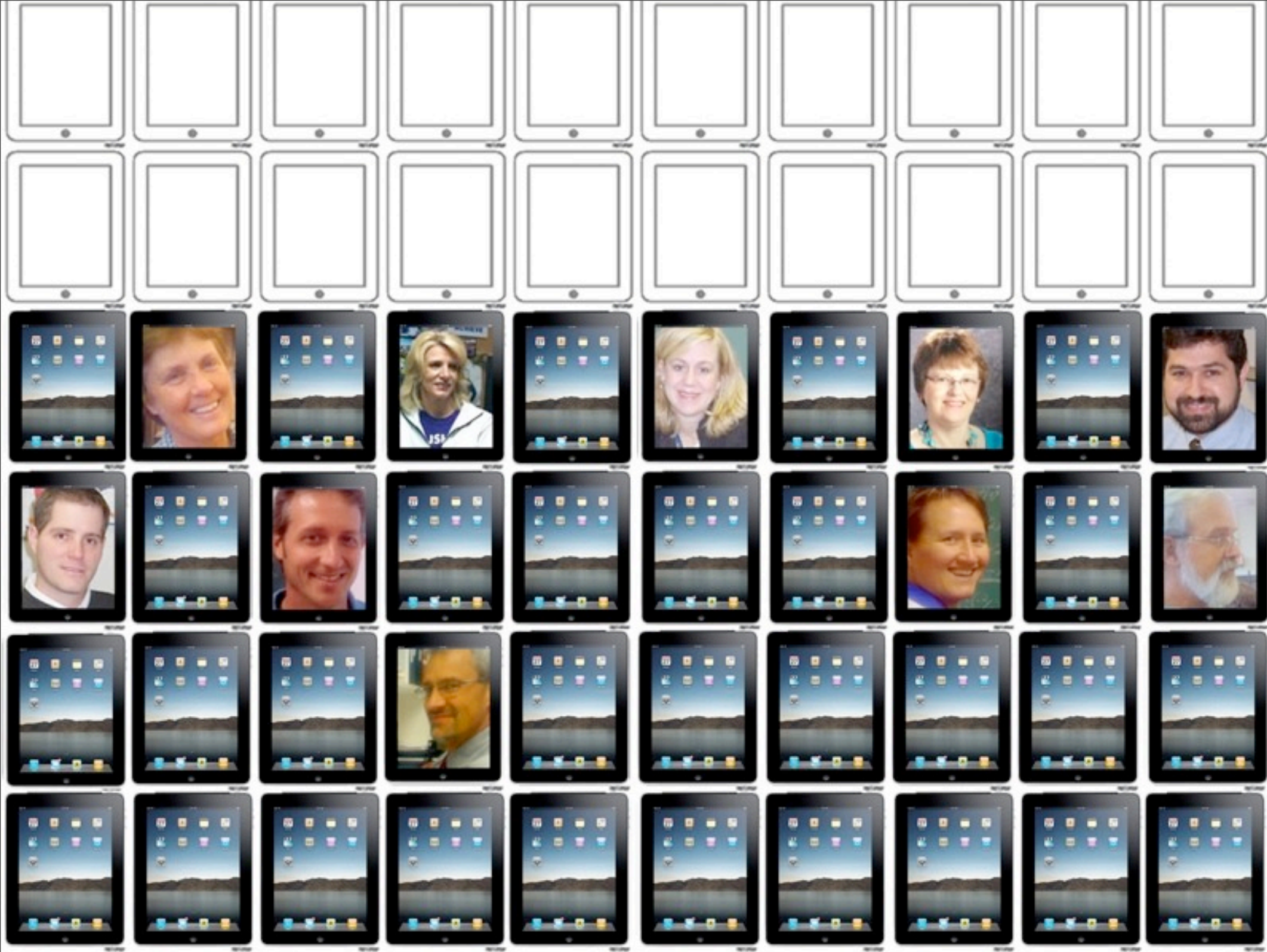


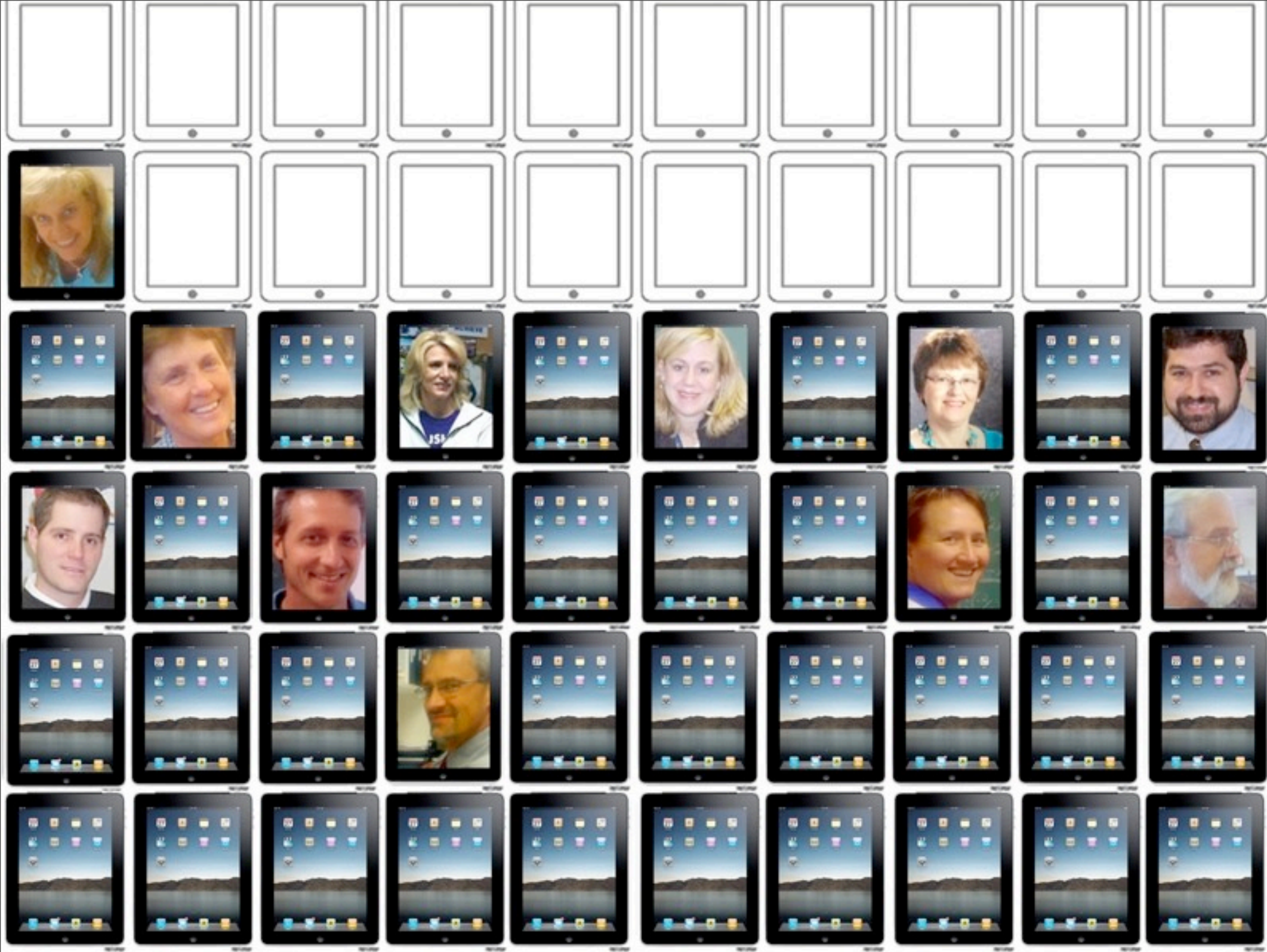


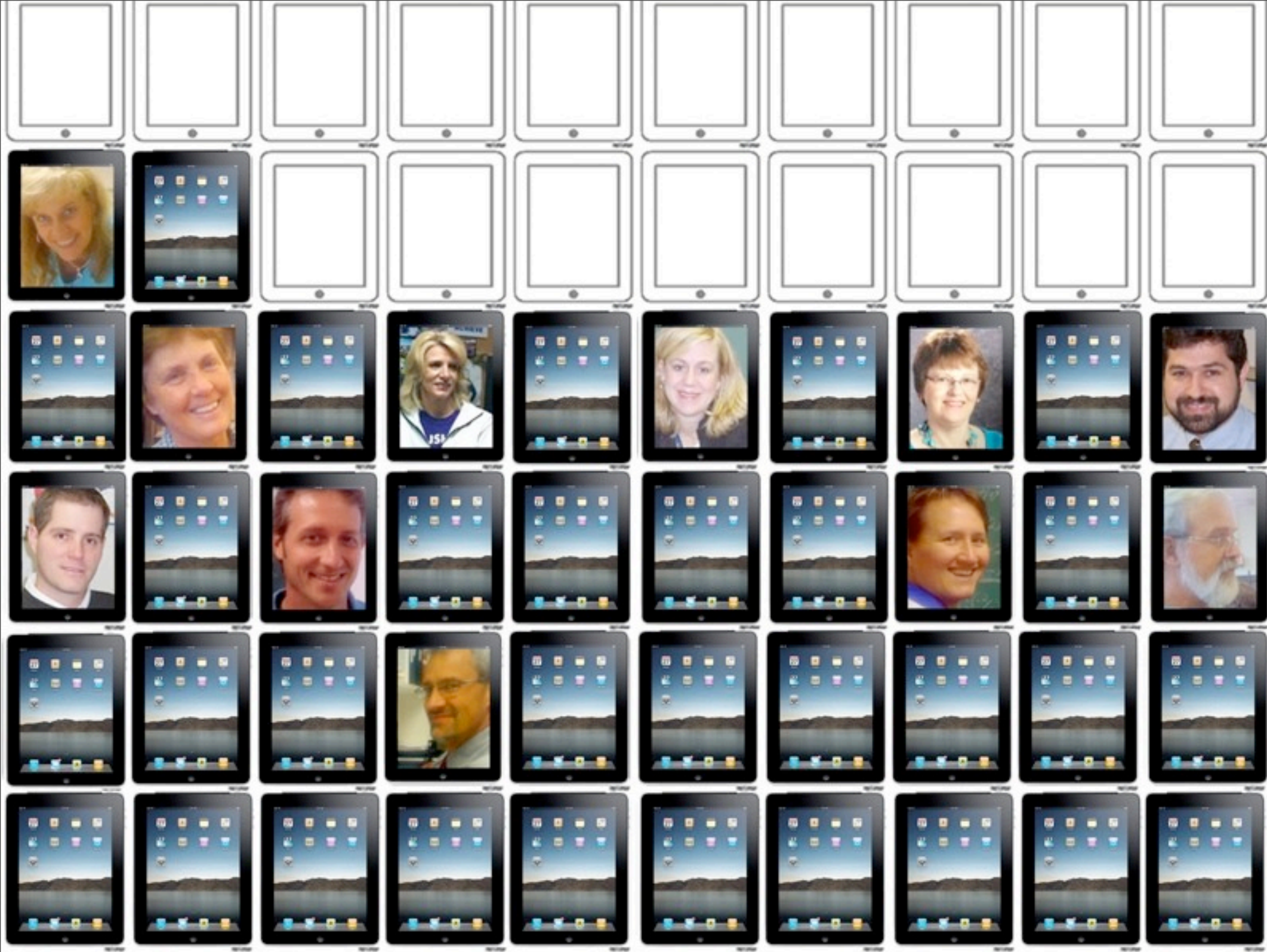


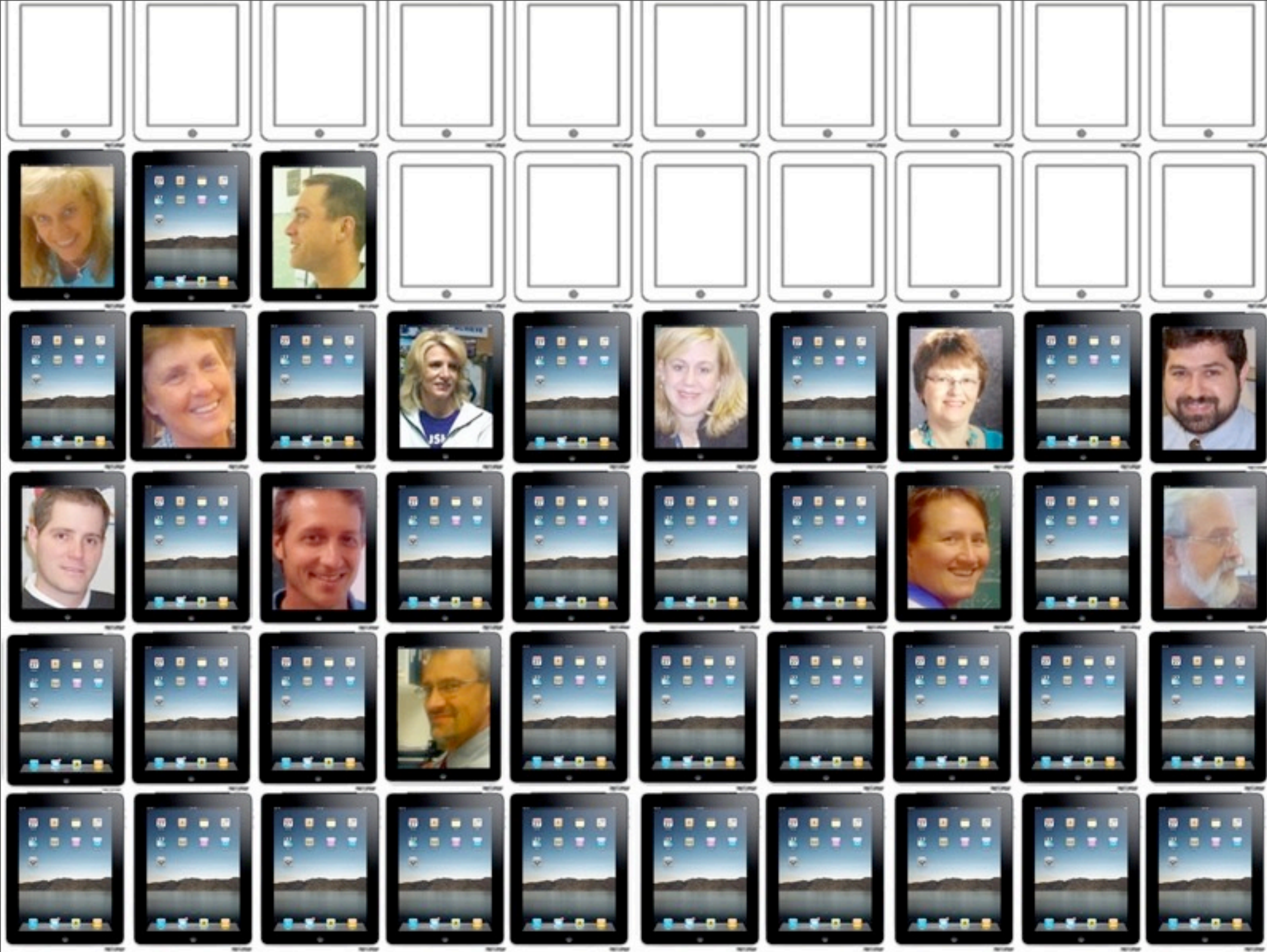


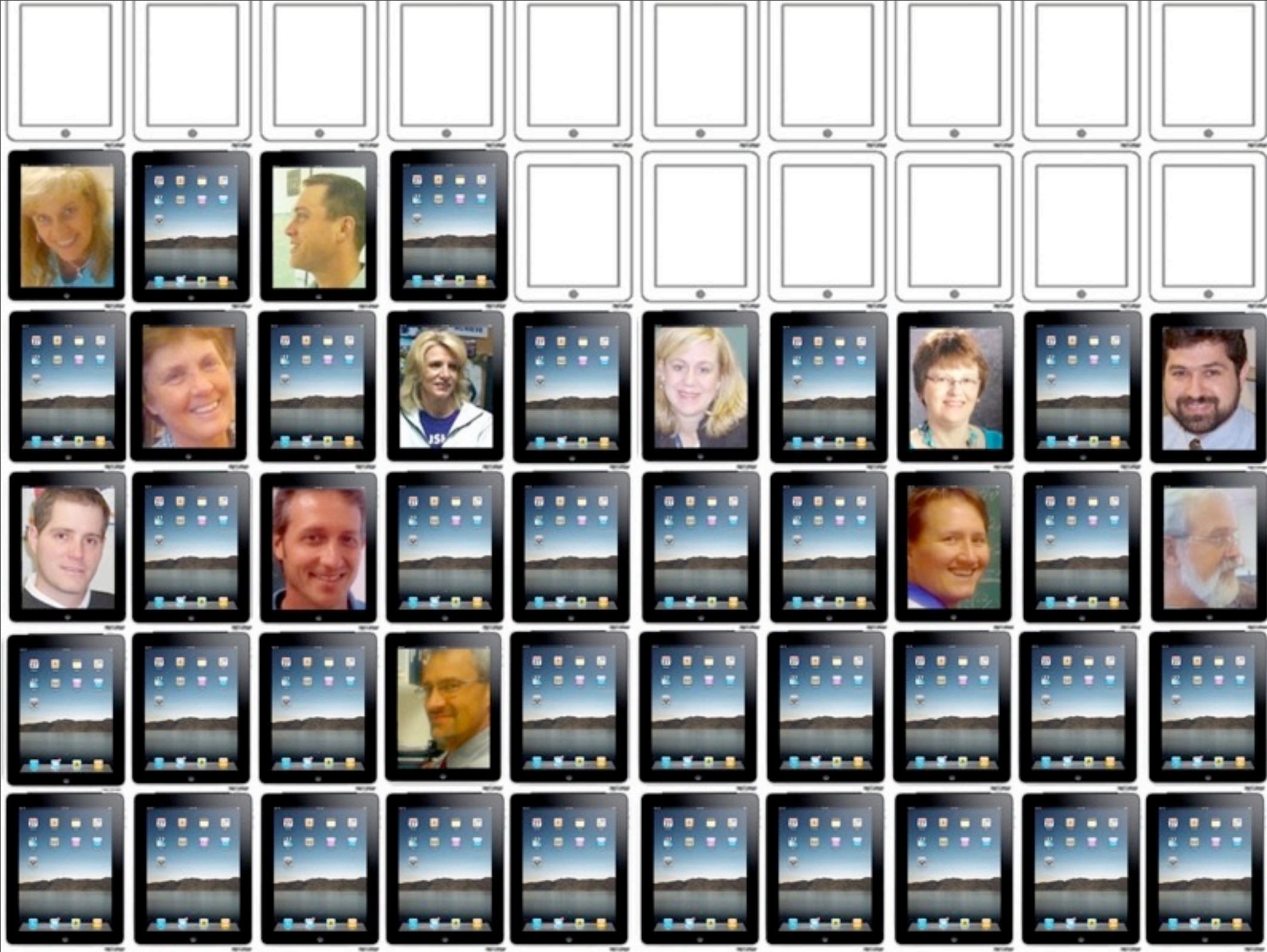


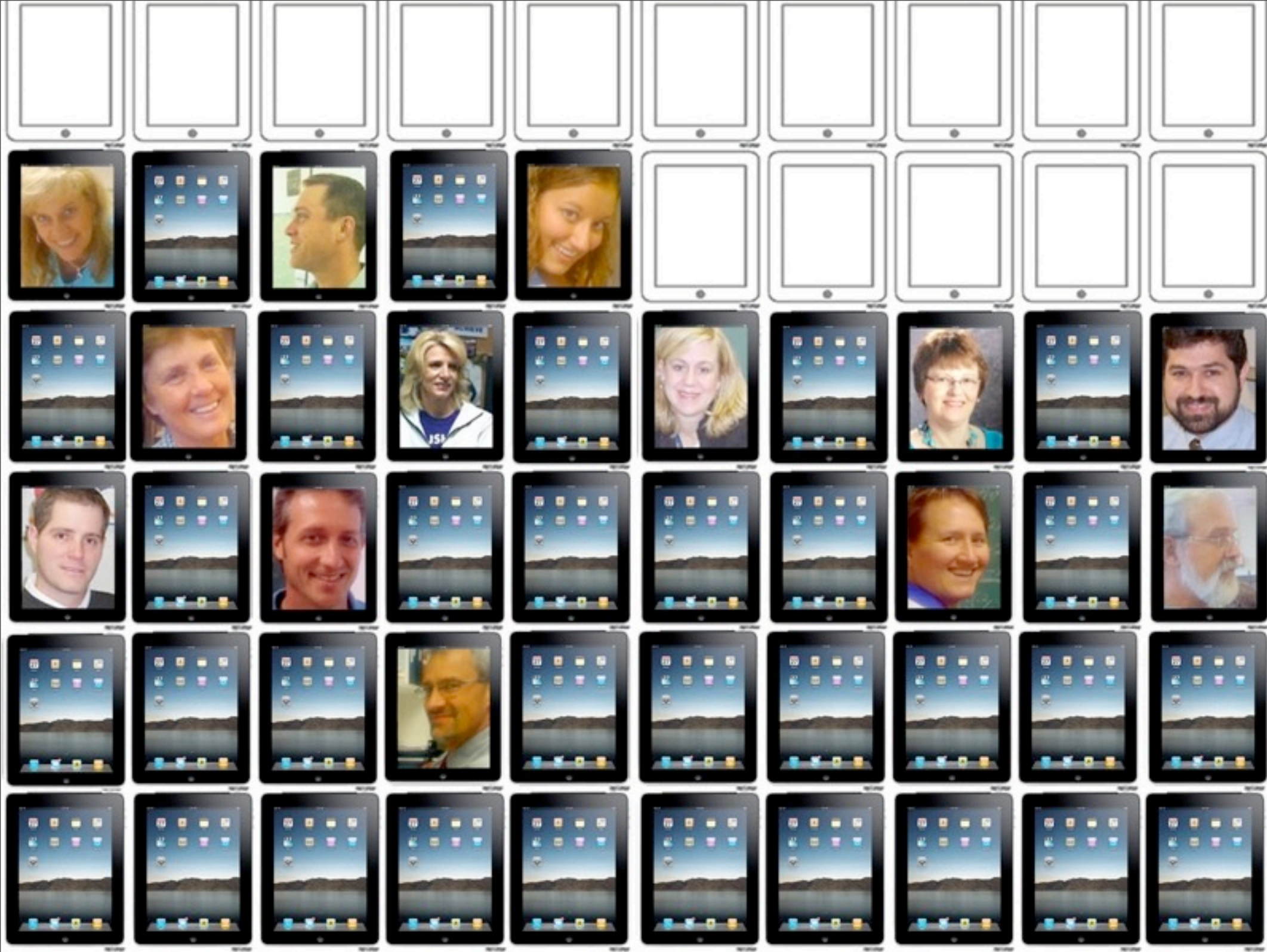










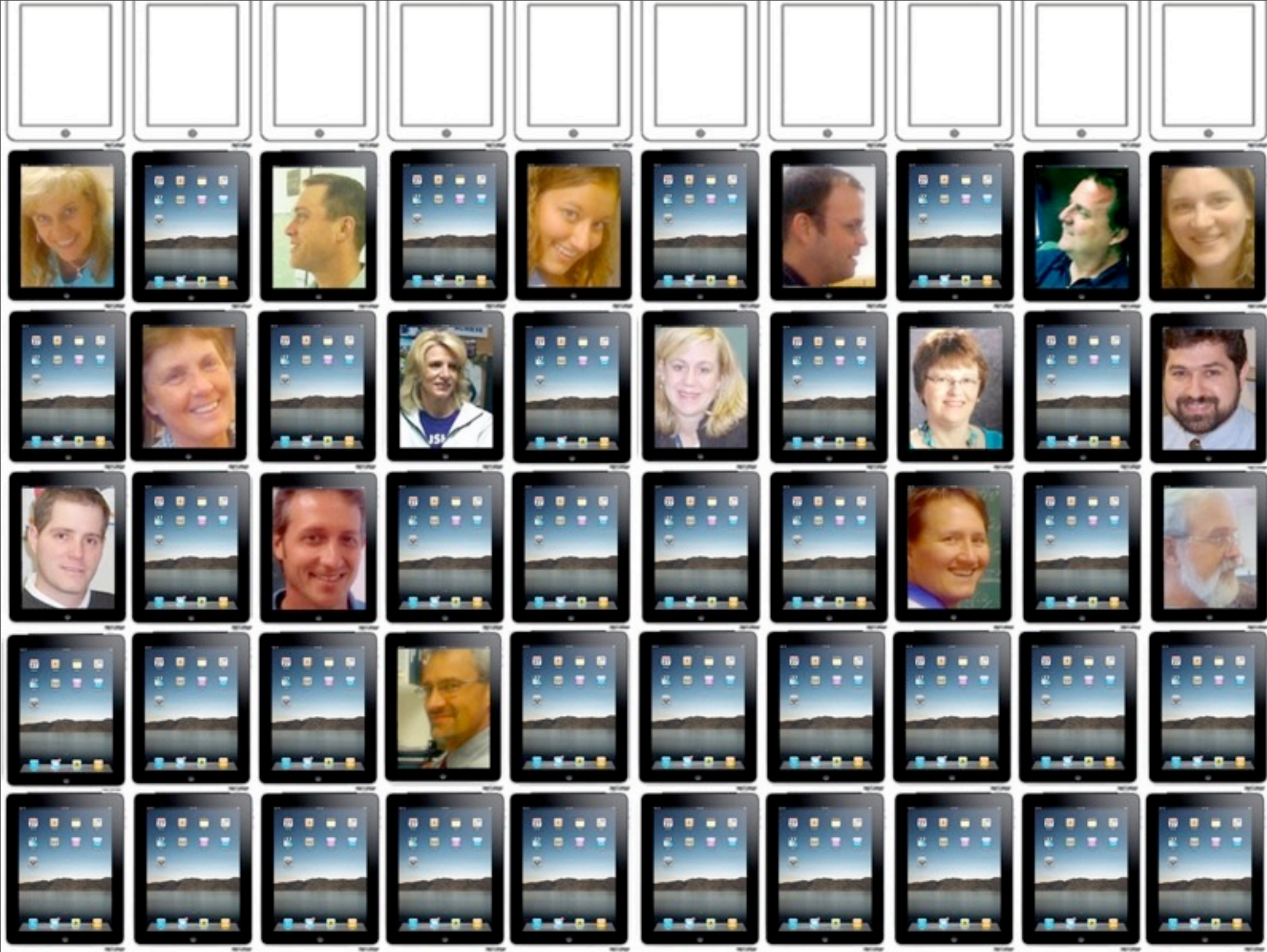


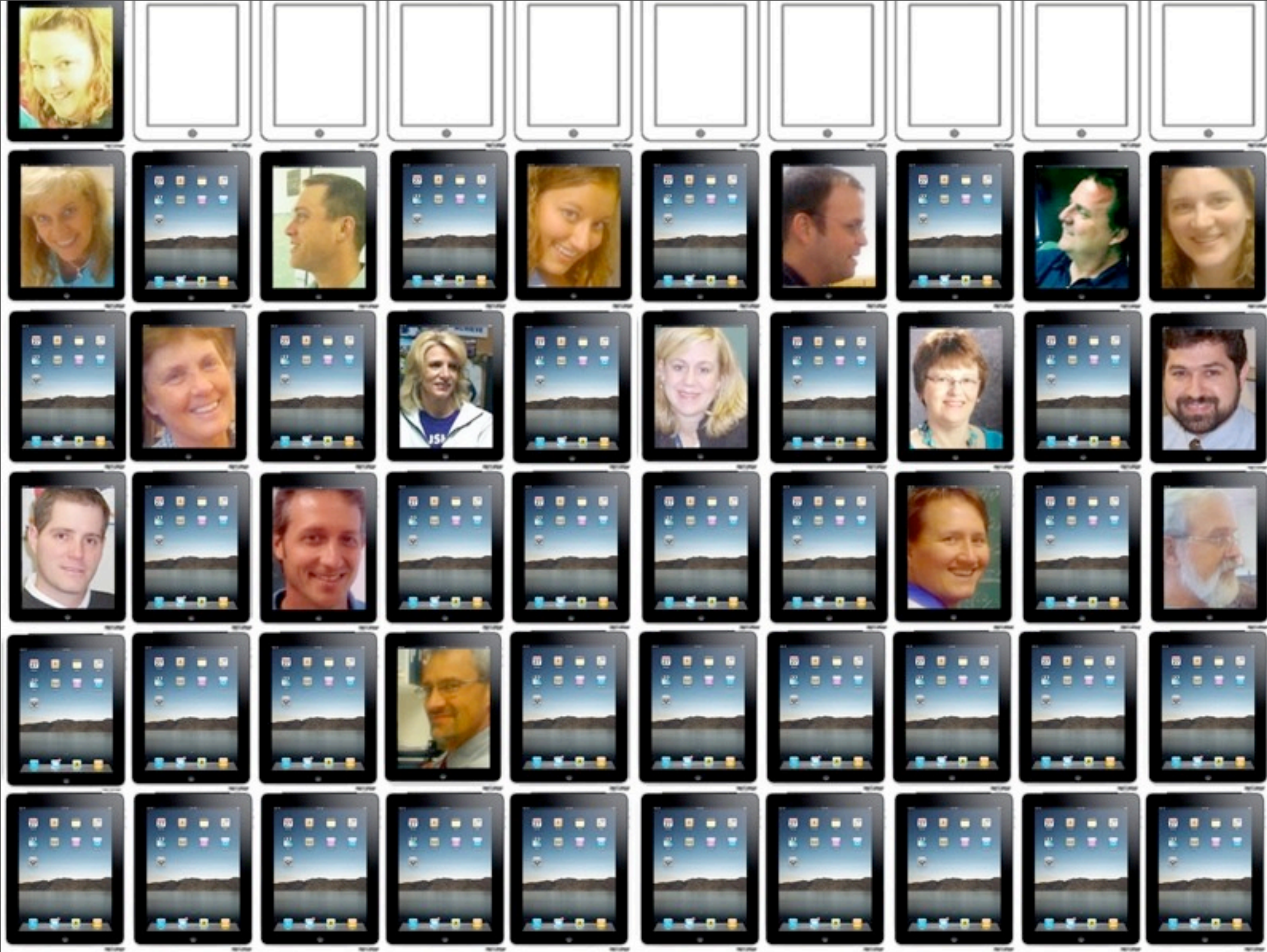






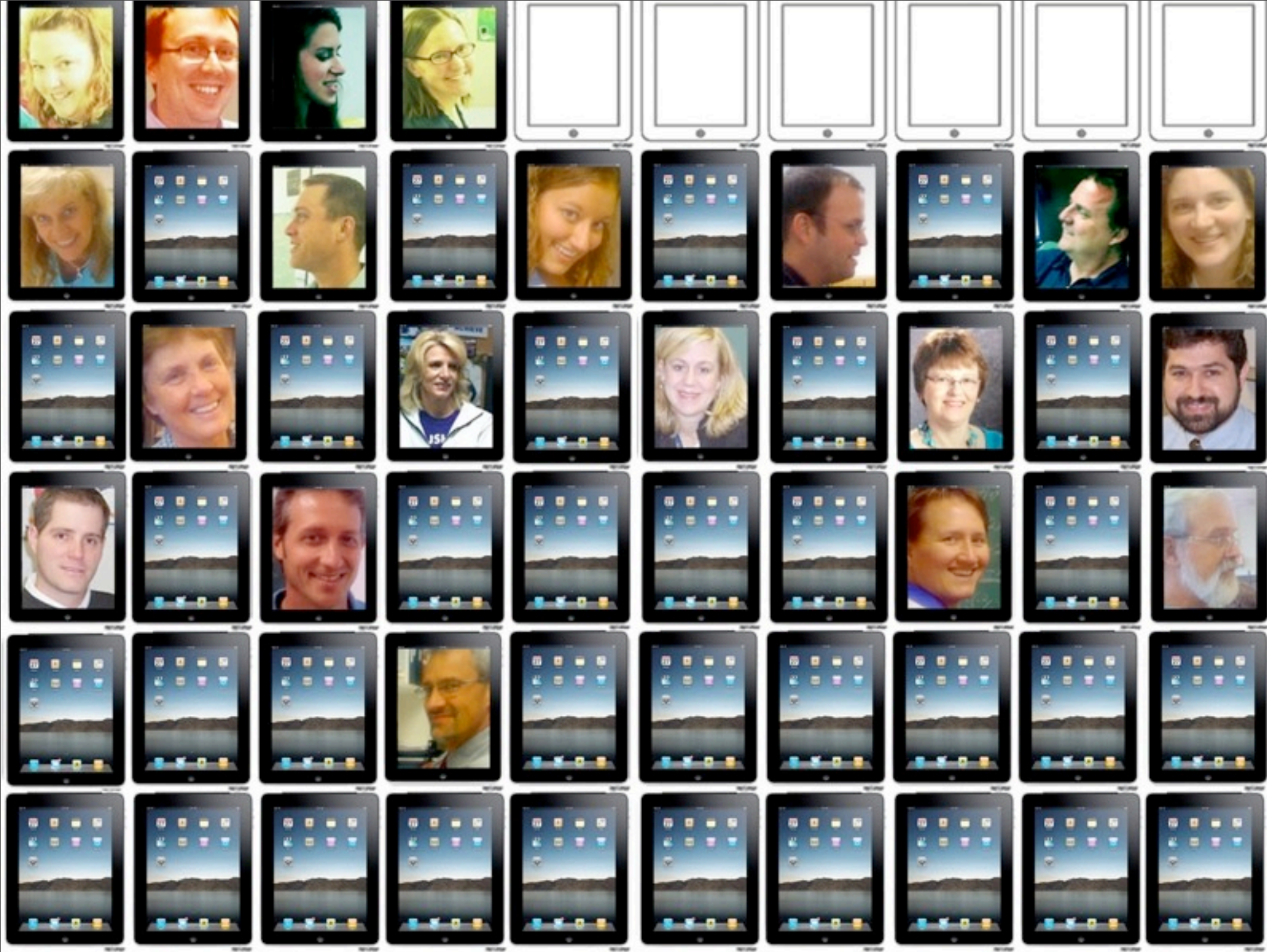


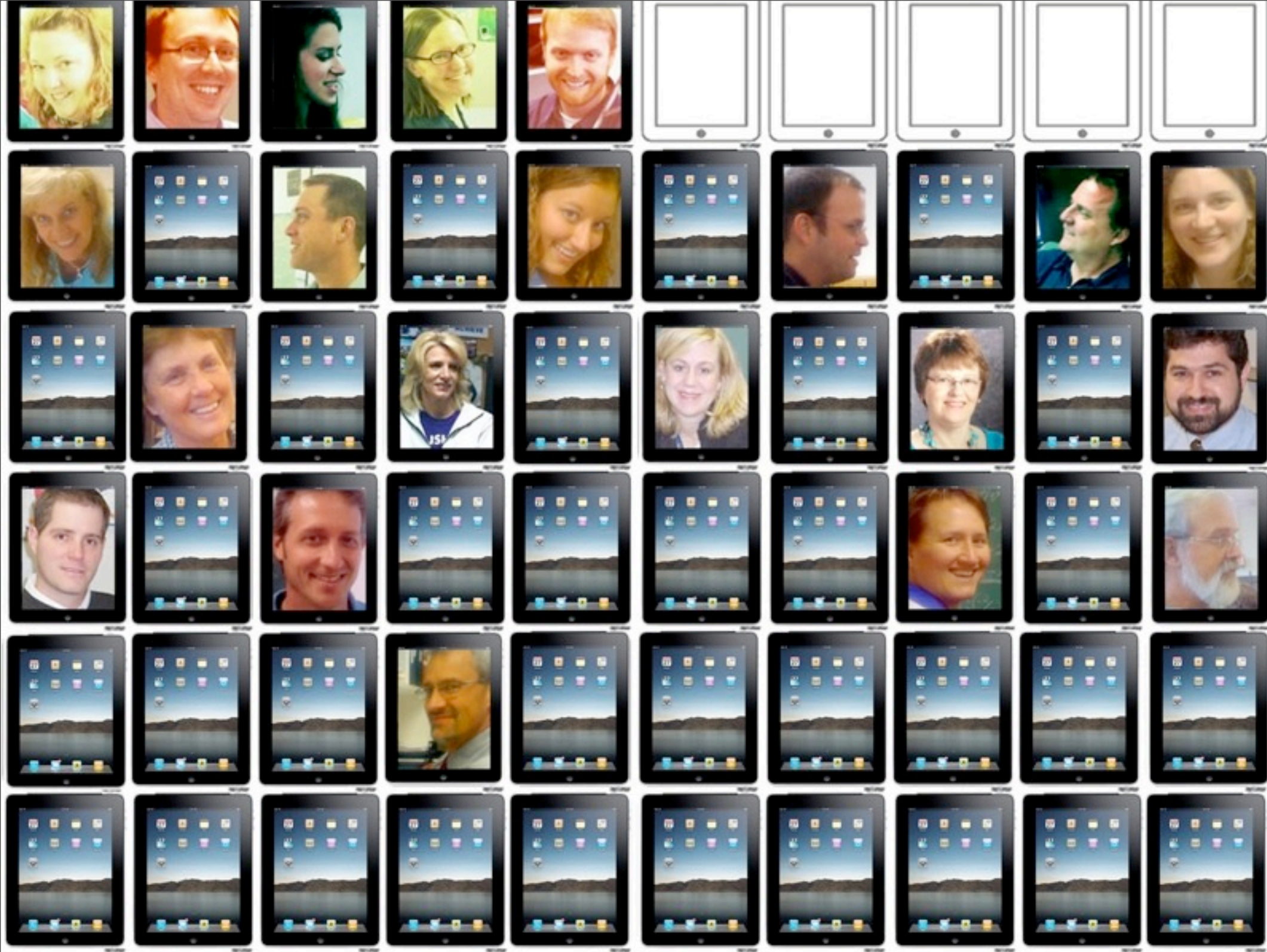


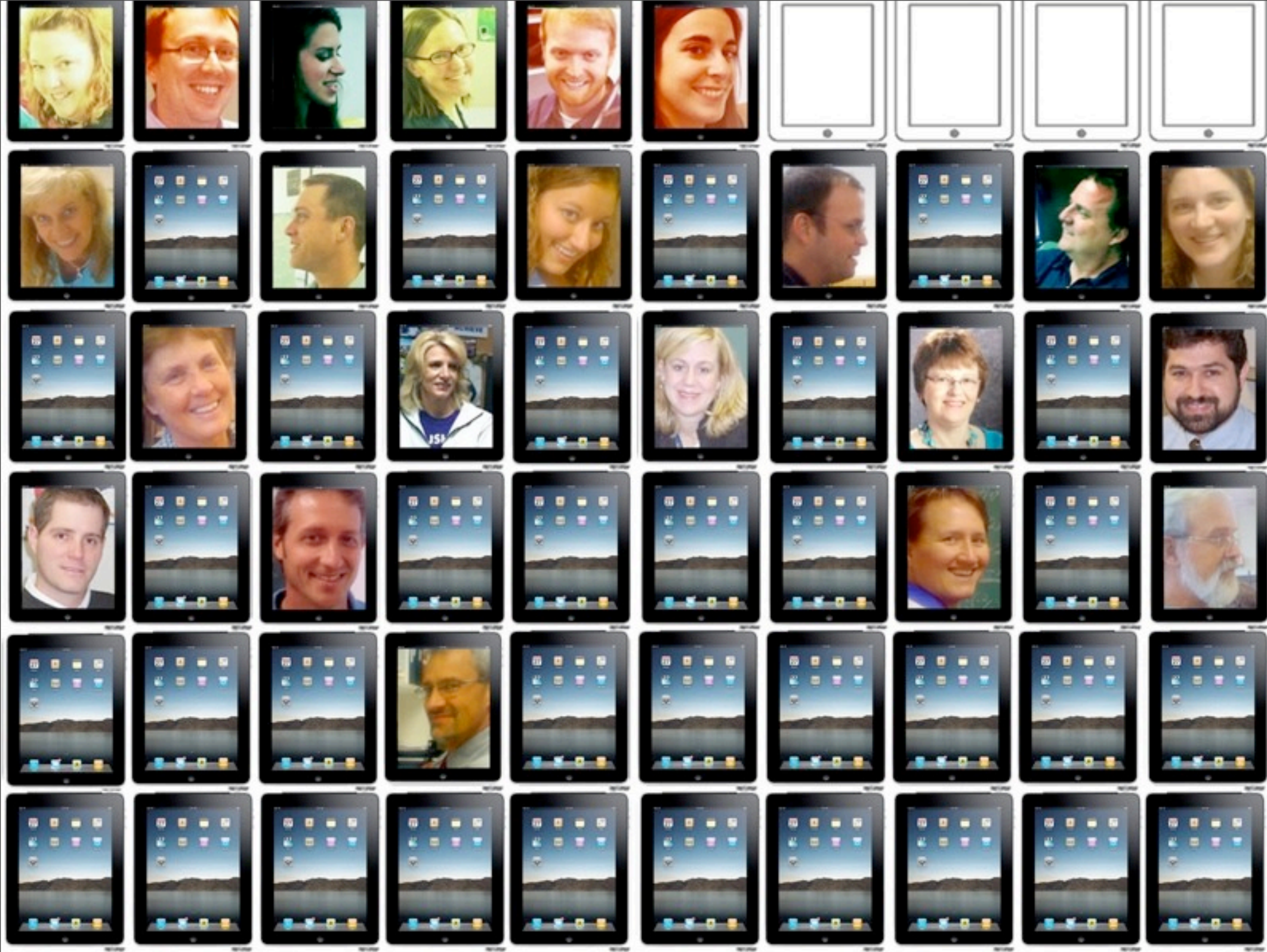


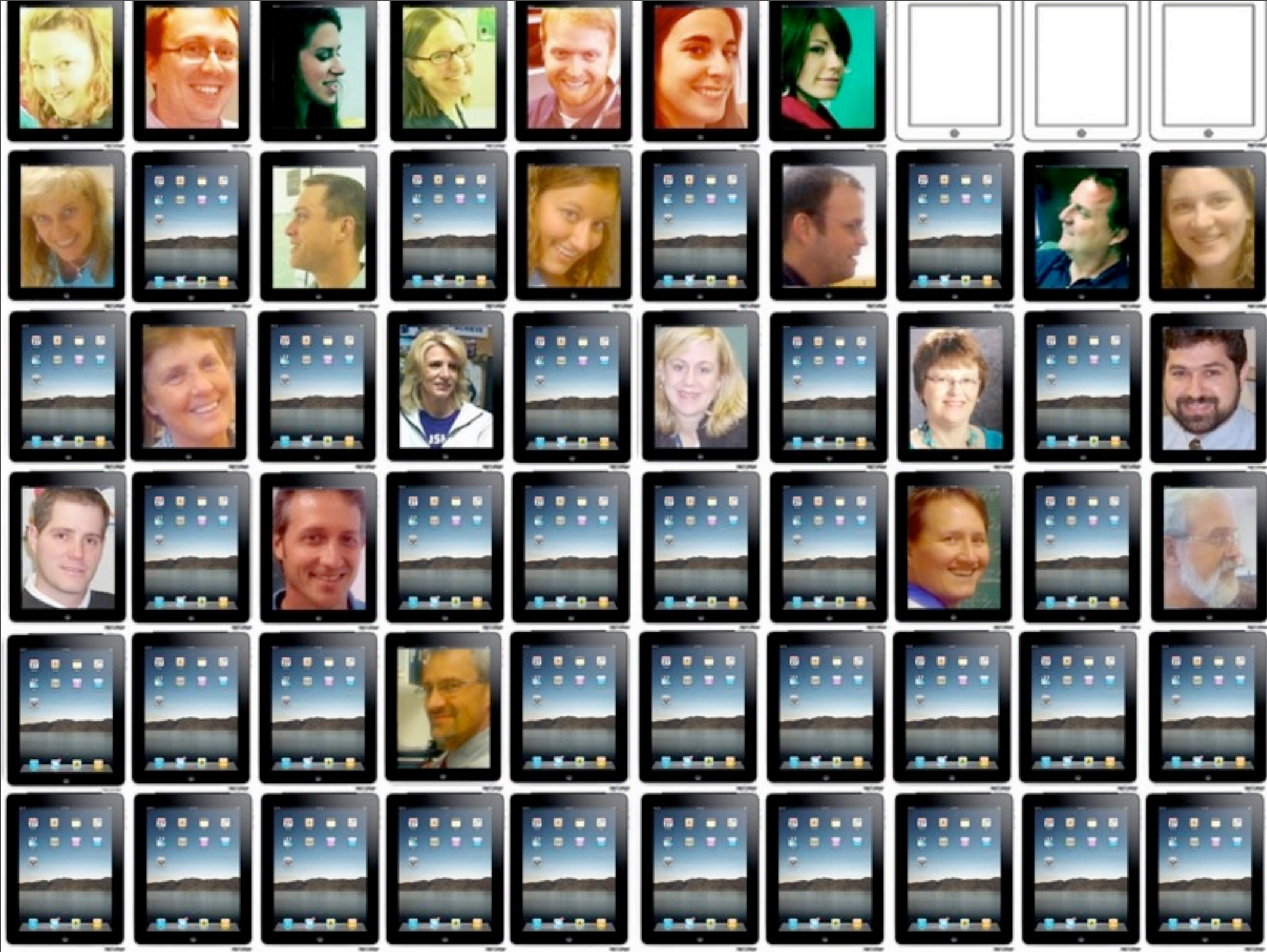


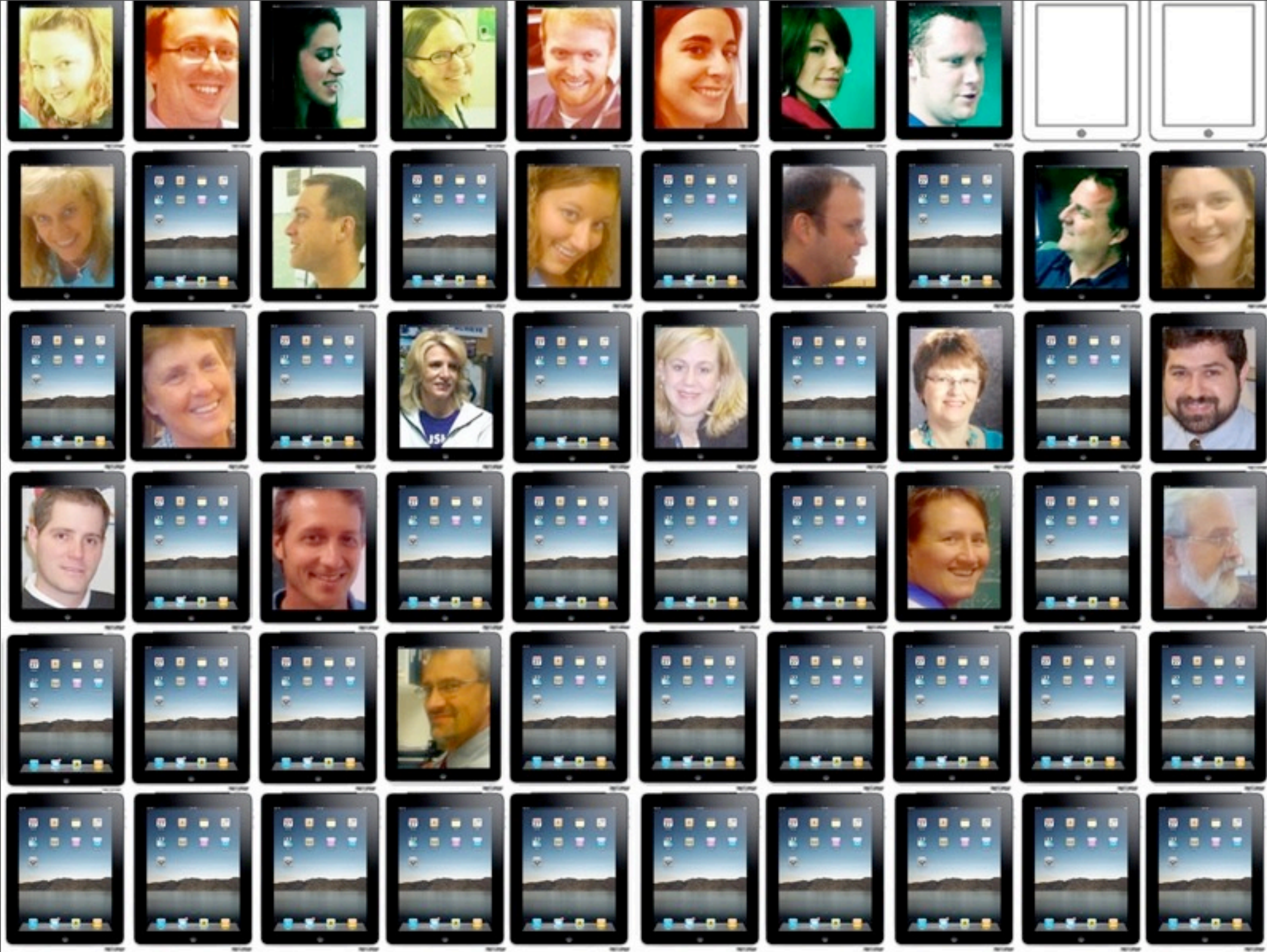


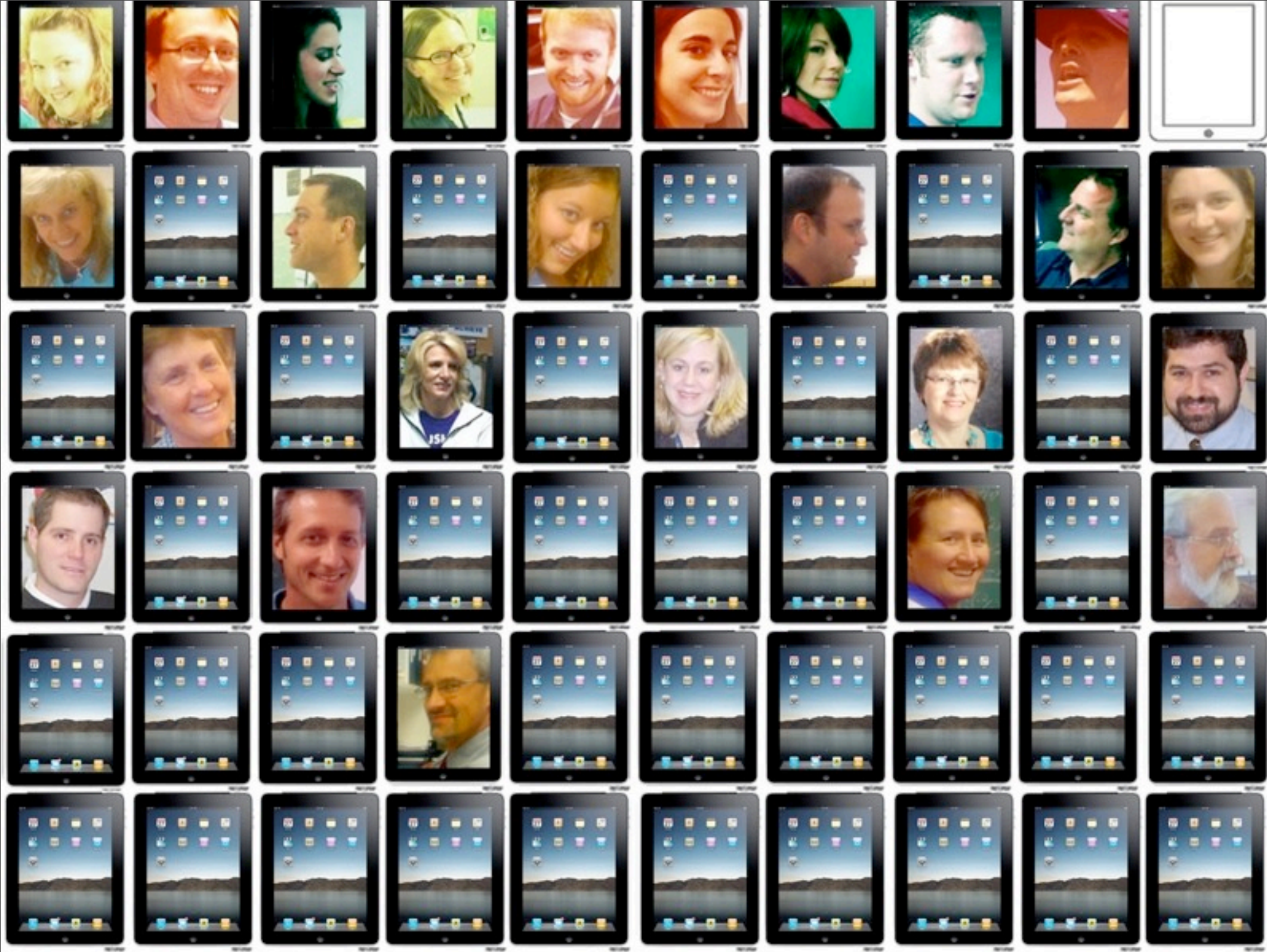




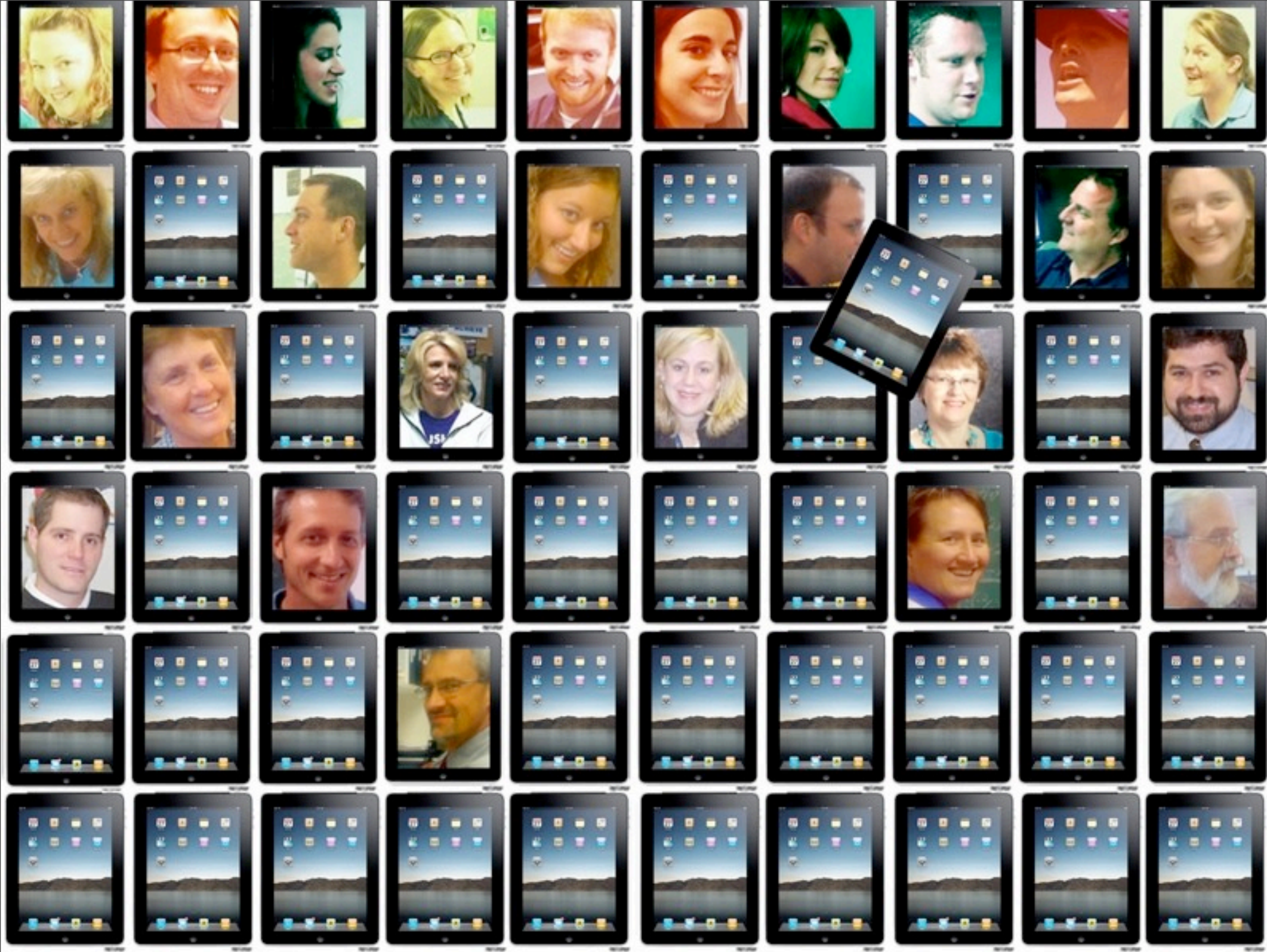




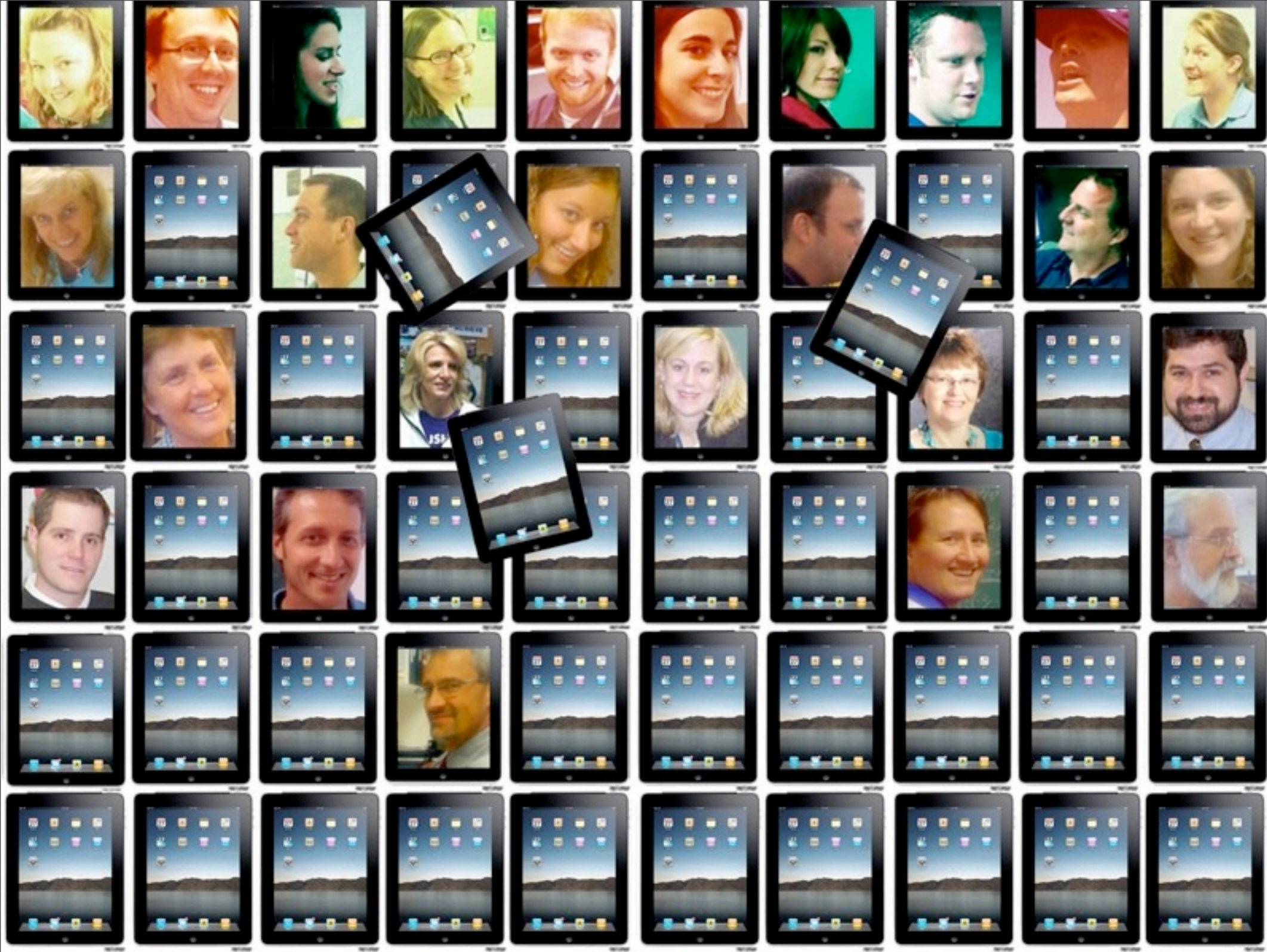


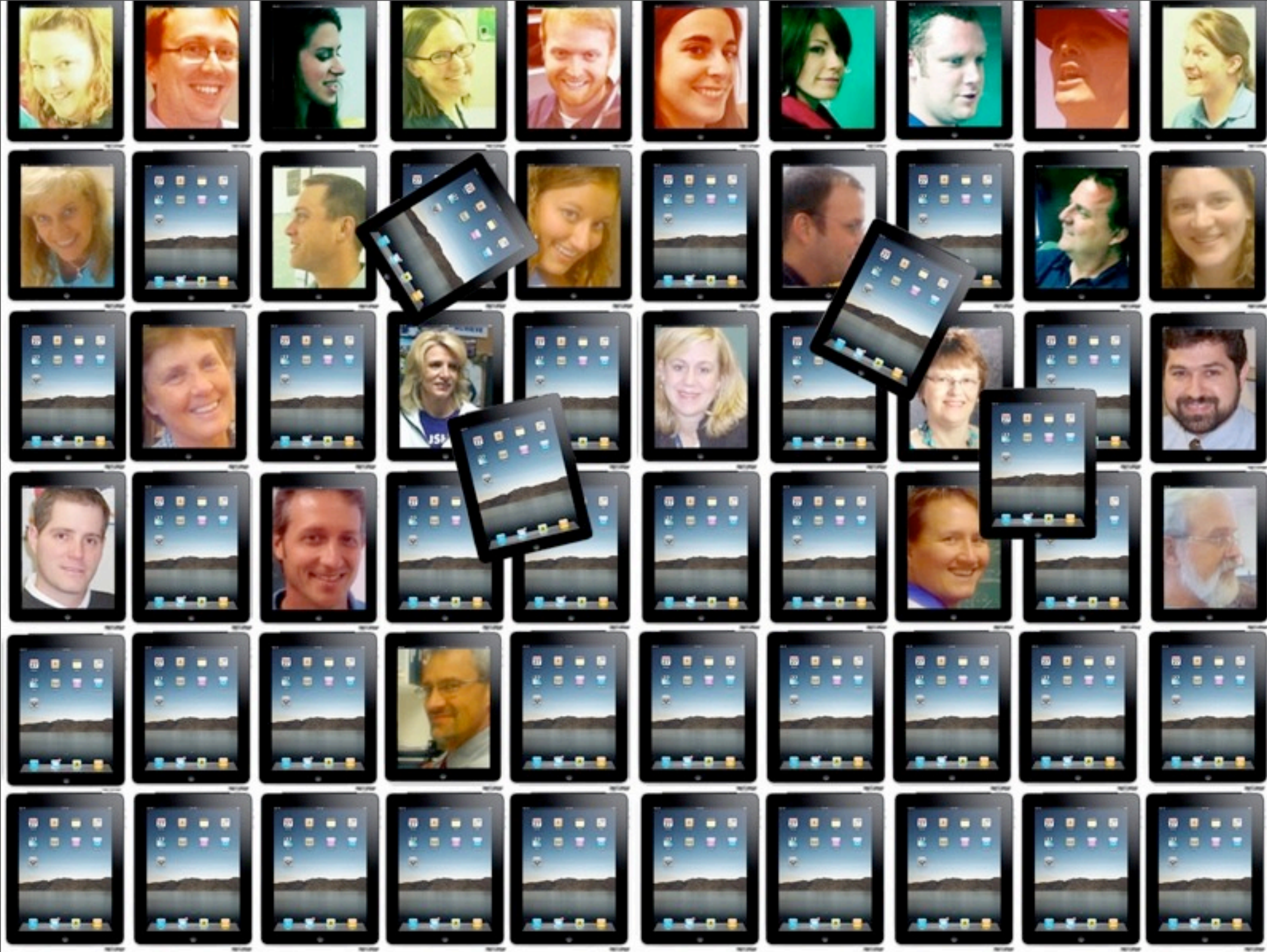


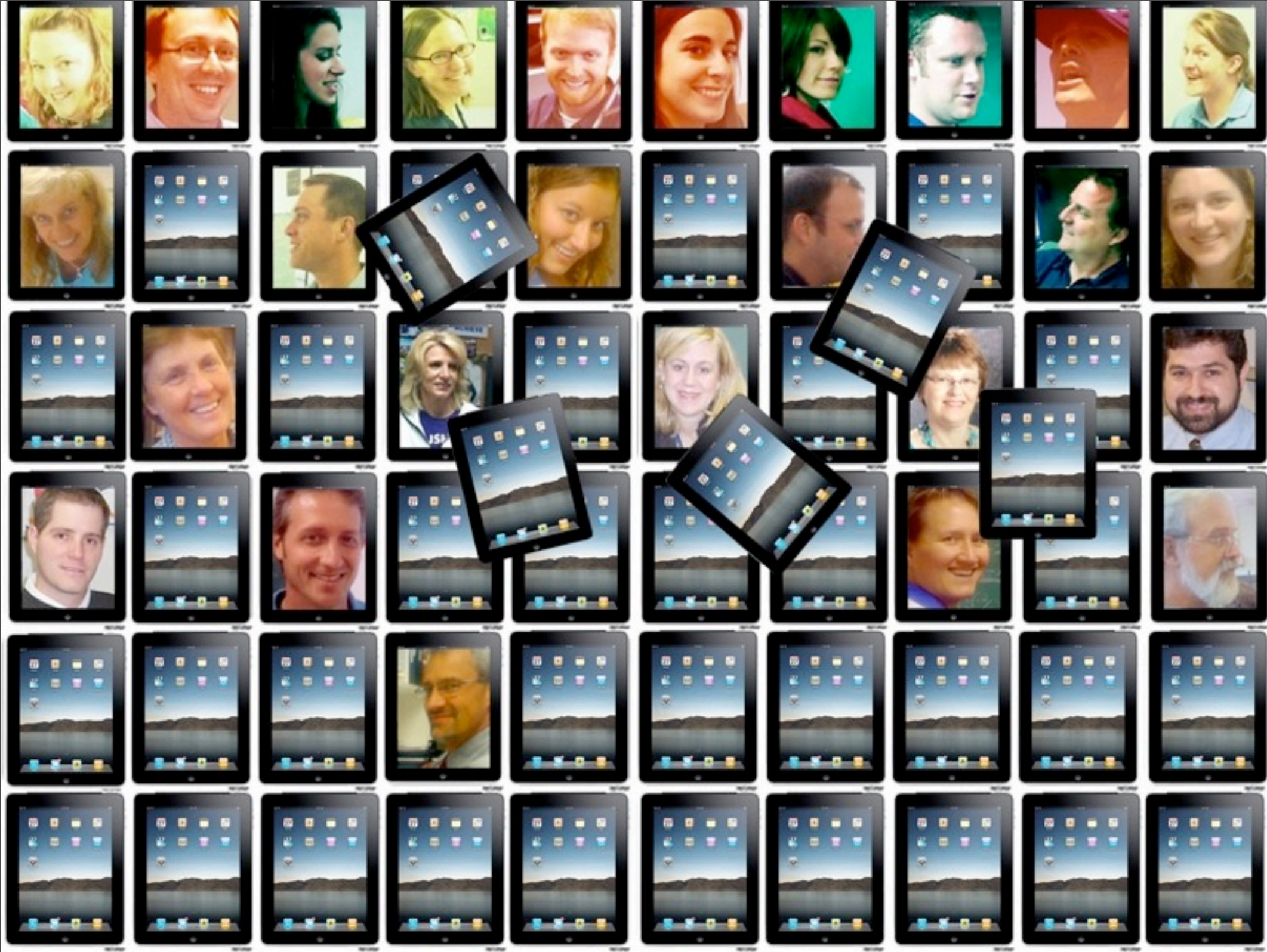


























**Thank
You**