**Puzzles of Practice and the relationship to the Bibliography.**

Compared to classrooms in other schools, which I have observed, I am very aware of the lack of technology available in the third grade classroom in which I taught. My puzzle of practice is the affect this will have on these students. What exactly are they missing? Will this cause a huge deficit in their education even though teachers may be using other great methods of instruction?  
  
Mouza, C. (2008, Summer). Learning with Laptops: Implementation and Outcomes in an Urban, Under-

Privileged School. Journal of Research on Technology in Education, 40(4), 447-472.

This article described research around a laptop program with intermediate grade, low-income Hispanic students. The study found that the teachers in the classroom, which had a laptop for each student, were able to create activities that used higher order thinking skills; students increased student motivation and academic gains.

Solomon, G. (2002). Digital Equity: It's Not Just about Access Anymore. Technology & Learning, 22(9),

18-26.

Though most schools now have computers and internet access, a digital division exists based on the SES of the school community. The digital differences include: in how low income and high income schools integrate technology into instruction, the lack of funding low income schools have to prepare their teachers, the need for low income schools to find technology that works best for diverse students, and the need for strong school administration to make these changes.