

Best Practices of Technology Integration

Title: *Classroom Alphabet Book*

Subject(s): English, Math, Science, Technology

Description:

Students will choose a letter of the alphabet to explore for similar beginning sounds. Using prior knowledge, books and the computer, they will create one page full of animals, objects, etc. that begin with a certain letter. A separate page could be made with different fonts of the same letter.

Curriculum Benchmarks:

[MI.ELA.1.EE.1](#)

Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.

[MI.ELA.2.EE.1](#)

Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

[MI.ELA.3.EE.1](#)

Integrate listening, speaking, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.

[MI.ELA.3.EE.4](#)

Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.

[MI.ELA.6.EE.1](#)

Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.

[MI.ELA.6.EE.2](#)

Experiment with various voices they use when they speak and write for different purposes and audiences.

[MI.ELA.8.EE.1](#)

Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization and spelling as well as approximations of spelling, and restating key ideas in oral messages.

[MI.ELA.9.EE.2](#)

Identify and categorize key ideas, concepts, and perspectives found in texts.

[MI.ELA.10.EE.1](#)

Make connections between key ideas in literature and other texts and their own lives.

[MI.SCI.I.1.E.1](#)

Generate reasonable questions about the world based on observations.

[MI.SCI.I.1.E.5](#)

Develop strategies and skills for information gathering and problem solving.

[MI.SCI.II.1.E.2](#)

Show how science concepts can be interpreted through creative expression such as language arts and fine arts.

[MI.SCI.III.2.E.1](#)

Compare and classify familiar organisms on the basis of observable physical characteristics.

[MI.MTH.I.1.E.2](#)

Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.

[MI.MTH.VI.2.E.2](#)

Explore sets and set relationships by sorting and classifying objects.

Technology Benchmark(s):

K – Familiar with keyboard

K – Familiar with menu - Compose, graphic, print

Detailed Timeline:

Approximately 15 to 20 minutes of time each day could be provided for students to explore their individual letter. Note: this project could also be done in pairs.

This project could take up a good part of the year depending on how many computers are available in the classroom. An accumulation of all of the pages into a classroom alphabet book could be a year-end culminating event.

Prerequisite Student Skills:

Students will need to know the letters of the alphabet as well as the sounds associated with those letters. They will also need prior experience with some basic computer skills.

Major Learning Activities:

Students will enhance their phonemic awareness using familiar objects and animals. They will also increase their vocabulary and develop skills needed to locate information in books as well as on the computer.

Materials and Resources:

Books and Other Familiar Resources

Alphabet books

- 1.It Begins with A by Calmenson, Stephanie
- 2.My first Book of the Alphabet by Murphy,Chuck
- 3.Black and White Rabbit's ABC by Baker, Alan
- 4.Animals A to Z by McPhail, David
- 5.Farm Alphabet Book by Miller, Jane
- 6.The Butterfly Alphabet Book by Pallotta, Jerry
7. The Dinosaur Alphabet Book by Pallotta, Jerry
- 8.The Frog Alphabet Book by Pallotta, Jerry
- 9.The Icky Bug Alphabet Book by Pallotta, Jerry
- 10.The Yucky Alphabet Book by Tyron, Leslie
- 11.Old Black Fly, by Aylesworth, Jim

Animal Books

- 1.On the Move by Heiligman, Deborah
- 2.Buzzzz Said the Bee by Lewison, Wendy Cheyette
- 3.Splash Splash by Sheppard, Jeff
- 4.Down on Casey's Farm by Jordan, Sandra
5. Animal Tracks by Dorros, Authur
- 6.Whose Baby Am I? by Greenway, Shirley
- 7.Do Animals Take Baths? by Morris, Neil

Community Resources

Sturgis Public Library
Fairgrove Farms
Fort Wayne Zoo
Binder Park Zoo

Technology Resources

Kid Pix™
Print Master Gold
Print Shop
Chicka Chicka Boom Boom
A to Zap
Stanley's Sticker Stories

Web Sites

<http://www.hitech.net.au/schools/gspgs/GD>
<http://ofcn.org/cyber.serv/academy/ace/lang/ceclang>
<http://www.me-tavue.com/LessonPlan>
<http://www.col-ed.org/cur/lang/html>
<http://www.col-ed.org/cur/lang14.txt>
<http://www.sdcoe.k12.ca.us/score/phoics-link/lessons/picturesort.html>
http://www.mcps.k12.md.us/curriculum/littlekids/lesson_farmword.html

Assessment:

Students could orally share the page they created allowing for development of speaking and listening skills. To tie in science and math, students could organize the animals in different groups, i.e. farm animals, wild animals, ocean animals, etc. They could also group the letters into categories such as those with straight sticks, those with circle and straight sticks, etc. They could even graph the number of wild animals and compare that to the number of farm animals.

For independent assessment or further investigation, a copy of the students' sharing pages could be placed in a learning center.

Support Services and Special Teacher Notes:

Many beginning students who are not familiar with books and the computer may need the support of a more advanced student or an adult.

Submitted By:

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