

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan



Title: What are the letters in your first name?

Subject(s): Language Arts

Intended Grade Level(s): Preschool - Kindergarten

Description:

Although integrating technology can be challenging in the area of early childhood, it can be successfully done! This plan would involve more than one day and be part of a Language Arts unit on letter recognition. To capture the student's interest, read an alphabet book such as On My Way with Sesame Street or Q is for Duck. Students would then be instructed to locate the letters found in their first names using a software program. Further application is continued in the software drawing program, *Kid's Pix*, where students can select letters in their names and find 'rubber stamps' of items beginning with each letter. These can be printed out and/or the letters in the first names to make letter cards. Each student can then use the letter cards to spell her own name or a friend's. Another copy can be printed out and each child can draw a self-portrait under her/his name (or draw using the *Kid Pix* drawing tools).

Technology Rationale/Main Objectives and Skills for learners:

Rationale and Objective: The main objective of this plan would be to integrate technology into a strong teaching of the content: letter recognition and phonics. Technology is not an end in itself, but rather a tool to assist learners from the earliest age to begin to be familiar with computer skills. For young children, it is important to use exploratory type software and to use the correct terminology (keyboard, mouse, monitor).

Skills to be learned: This lesson is intended to reinforce prior teaching and knowledge of letters and beginning computer skills. Skills that students will learn include: software and keyboard operation, letter recognition, phonics, social, cognitive and behavioral benefits. The successful operation of technology increases self-confidence in the learner, not to mention, very motivational!

Curriculum Benchmarks:

MI.ELA.1. All students will read and comprehend general and technical material.

MI.ELA.3.LE.4. Employ multiple strategies to construct meaning through reading or viewing text. Examples might include: retelling, predicting, generating questions examining picture cue, phonic analysis, discussing with peers and using context cues.

MI.ITAC.2. Use technologies to retrieve, organize, manipulate, evaluate and communicate information.

MI.ITAC.2.EL.1. Input and retrieve information from a technological system (including the practice of word processing skills).

MI.ITAC.3. Apply appropriate technologies to critical thinking, creative expression and decision making skills.

Draft Instructional Technology Standards/Elementary Overview Grades K-5 -#3: Students will exit elementary school having demonstrated knowledge in keyboarding, word processing, desktop publishing and electronic research through applications integrated into their subject matter classes.

Materials/Hardware/Software:

1. Hardware IBM PC's (lab or in classroom) - 386SX or higher microprocessor, 4Mb of RAM, MPC-compatible CD-ROM drive and sound card, mouse, SVGA 256-color display, loudspeakers and headphones, and Microsoft Windows version 3.1 or higher. LCD panel or projector.
2. Software *My First Incredible Amazing Dictionary* by DK MULTIMEDIA (Dorling Kindersley: 1-800-DKMM-575).
Kid Pix by Broderbund (Broderbund Software Direct: 1-800-521-6263)
3. Alphabet book to read such as Q is for Duck, An Alphabet Guessing Game by Mary Elting & Michael Folsom (1980 by Clarion Books) or Our My Way with Sesame Street, My ABC' by Linda Hayward, David Korr, Jeffrey Moss & Michaela Muntean (1989 by Children's Television Workshop).
4. Overhead projector
5. Alphabet transparencies (buy or design on computer with a drawing program such as Corel Draw or Print Shop, Corel WordPerfect). You can use an alphabet chart also.
6. Wet erase transparency pen
7. Construction paper, scissors, glue to put together cards.
8. Lamination or clear contact paper for cards.
9. *Optional:* Lamination and book ring for class book or *Kid Pix* pictures.

Activities/Procedures:

Teacher Preparation:

*Check classroom computer(s) or lab to see if software is installed and working properly. For young children, it is best if two computers are next to each other so two students can work cooperatively and interact.

*Assemble needed materials (see list above).

*Pre-cut strips of construction paper for cards.

Beginning teacher and student activity ('anticipatory set'):

A. Read an alphabet book (see suggestions in the Materials List above). Ask students to watch for the letter their names begin with and other letters in their names. After the reading, have them point out those letters in the book.

B. *Alternative or additional activity:* Students will locate letters in their names on a transparency or alphabet chart. On the transparency, students can circle the letters with a wet erase transparency pen.

Student Activities (modeling, guided and independent practice):

A. *My First Incredible Amazing Dictionary:*

1. Demonstrate to the students (have LCD panel or projector hooked up to computer if possible) which part of *My First Incredible Amazing Dictionary* software program they will be using. For this age group and activity, have each student click on the letters in his/her first name found at the top of the screen. After they click on a letter, they will see choices of words that begin with that letter. For example, if a student's name is Mark, have him start by clicking on the 'm' at the top of the screen. 'Mm' begins with pictures and words: machine, magazine and magic.
2. The student can then click on a word, such as 'magazine'. They will hear the word pronounced. By clicking on the picture of a horn, they will hear the definition of what a magazine is. They can click on the words highlighted in red within the definition to hear those words defined. A pop up square with the newly chosen word will appear with option to click on it.
3. Give your students the freedom to explore any of these options. Encourage them to start with the first letter of their first name and then the other letters later on or during another scheduled computer time.
4. By clicking on the arrows at the left-hand and right hand bottom corners of the screen, students can go to another set of words beginning with that letter.
5. To change to a new letter/set of pictures, click on the letter at the top of the screen.
6. When students are done, they may click on 'Quit'/picture of the door at the bottom right of the screen. By clicking on the tracks/'Back track' at the bottom, the program will take the learner back to his/her previous choices.

a b c d e f g h i j k l m n o p q r s t u v w x y z

 more words	 liquid	 lobster	 look	 luggage	 M
 litter	 lock	 lose	 lunch	 machine	
 little	 log	 love	 lung	 magazine	
 lizard	 long	 low		 magic	 more words

	 Surprise me	 Backtrack	 Games	 Quick search	 Options	 Quit	
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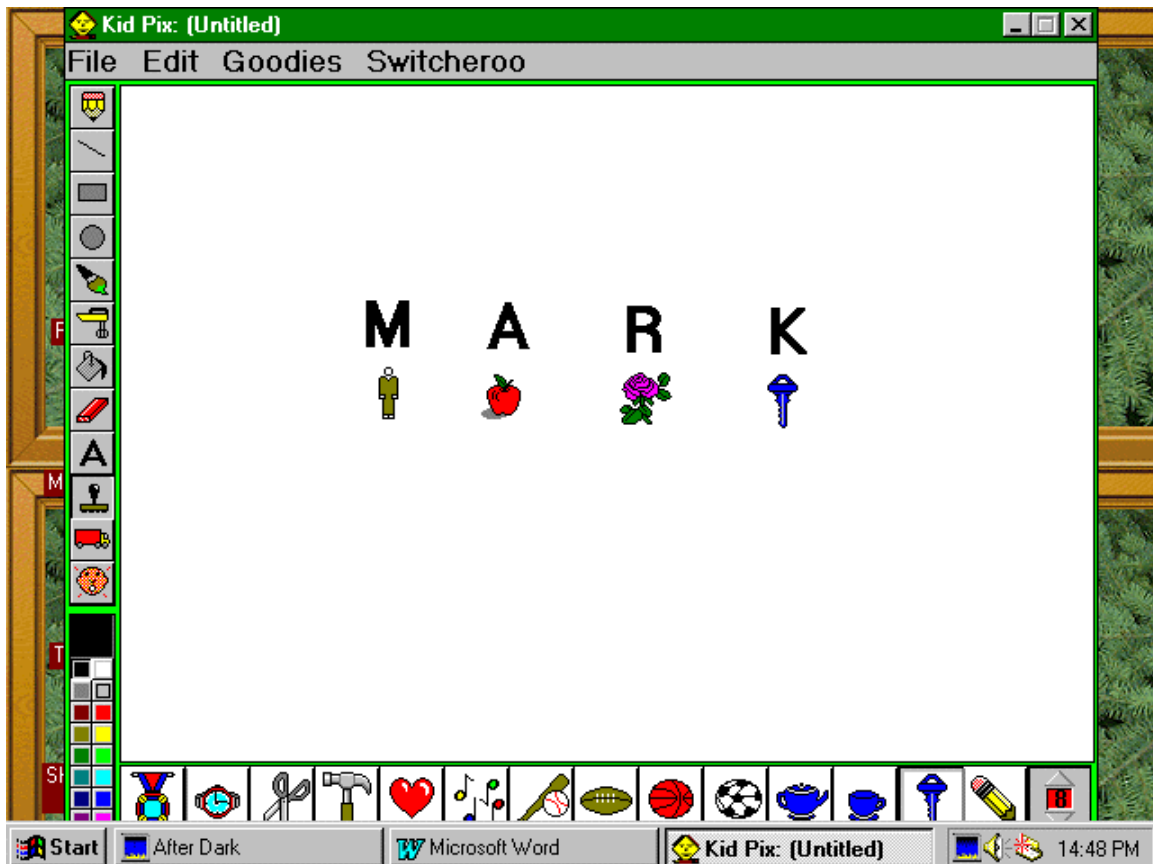
[c] 1994 Dorling Kindersley Multimedia

B. *Kid Pix*-

1. Demonstrate *Kid Pix* (which tools they will use). Before doing this specific lesson, allow the children to freely explore the program, using the text tool, rubber stamp and pencil tool that will be utilized in this lesson.
2. Students will spell their first names using the 'A' text tool (9th tool down on the left-hand tool bar). Once they have selected the text tool, a set of letters will appear at the bottom of the screen. By clicking with the left mouse bottom on each letter in their names, they can then click on the drawing area of the screen. This will place that letter on the screen. To move to the next set of letters at the bottom of the screen, students can click on the up or down arrows found by the row of letters in the bottom right hand corner (same with rubber stamp feature).



3. Instruct students to find a rubber stamp picture that begins with each letter in their names (the 10th button down on the left-hand tool bar and then select a “sticker” at the bottom of the screen).
4. Print off one copy with student’s name and save to make into the cards (see example below of the rubber stamp selections at bottom of screen).



5. Students can then use the Kid Pix drawing tools (freehand pencil, 1st button down on left-hand tool bar) to draw a picture of themselves or anything else they might like (or if they prefer, have them print another copy and draw a self-portrait freehand). These names and self-portraits can be printed out and made into a class book to be enjoyed during a story time, book corner, parent lending library. If possible, print an extra copy for each student to take home for his or her home's "refrigerator gallery"!



Note: If the rubber stamps are not available for each letter of a child's name, he/she can still type out their first name. If desired, they could draw pictures under their names.

Assessment/Evaluation:

For this unit, my primary method of evaluation will be informal observation based on the following questions:

1. Did my students build on their prior knowledge of keyboarding?
2. What difficulty did they encounter while working on the keyboard?
3. What skills need to be reinforced?
4. Were the specific objectives of my lesson plan met (practice with keyboarding skills, letter recognition for first name, phonics of letters in first names, social interaction).
5. Were they able to locate and select using the mouse, the letters of their names within the two programs (*My First Incredible Amazing Dictionary* and *Kid Pix*)?
6. For application, did the students match the letters in their names to the sound each letter makes when they found the 'rubber stamp picture' using *Kid Pix*?
7. Were they able to print out the letters and pictures of the beginning sounds to make flash cards? Were they able to spell their names after the name was cut into separate cards?
8. Socially, how did classmates interact while working at the computer?

Note: I would keep the printout from *Kid Pix* to place as a work sample in each student's portfolio (assessment portfolio for parent/teacher conferences).

Follow-up Activities:

A. *Letter Cards*

1. Using the first copy students printed with just their names on the page, have children cut (or teacher) out each individual letter in their names and then glue onto strips of construction paper.
2. Laminate these strips (or cover with clear contact paper).
3. Students can practice putting the letters in order to spell their names.
4. Place a set of cards in a literacy center and if desired, the class book of each of the students' name so a student has a model to follow to spell classmates' names.

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