

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

**Title: FAMILIES ARE SPECIAL**

**Subject(s): Social Studies, English Language Arts Technology**

**Intended Grade Level(s): First Grade**

### **Description:**

Utilizing a variety of books and activities, students are instructed throughout the social studies family unit that the concept of “family” has numerous interpretations. An activity incorporated in this unit involves using Kid Pix Studio. Students individually produce a computerized “portrait” of their family. As an added touch to each computerized portrait, a photo of the student is added to the slide using the Quick Cam. Students prepare written statements about their families, including the number of family members, family names things the family enjoys doing together, and why each family is special. This composition is then recorded by the student and paired with the computerized portrait. The slides are then used to produce a slid show which is presented to the parents at parent-teacher conferences.

### **Curriculum Benchmarks:**

[MI.SOC.III.4.EE.1](#). Identify rules and consider consequences for breaking rules.

[MI.SOC.III.4.EE.2](#). Describe fair ways for groups to make decisions.

[MI.SOC.III.4.EE.3](#). Describe ways that individuals influence each other.

[MI.SOC.IV.1.EE.1](#). Identify ways families produce and consume goods and services.

[MI.SOC.V.1.EE.1](#). Locate information using people, books, audio/video recordings, photos, and tables.

[MI.ELA.2.EE.1](#). Write with developing fluency.

[MI.ELA.2.EE.4](#). Begin to edit text and discuss language conventions using appropriate terms, including actions words, naming words, capital letters, and periods.

[MI.ELA.3.EE.1](#). Integrate listening, speaking, viewing, reading, and writing skills.

[MI.ELA.2.EE.2](#). Explore the relationships among various components of the communication process such as sender, message, and receiver.

**MI.ELA.3.EE.3.** Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively.

**MI.ELA.3.EE.4.** Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning.

**MI.ELA.3.EE.7.** Recognize that creators of texts make choices when construction text to convey meaning, express feelings, and influence an audience.

**MI.ELA.4.EE.5.** Explore and begin to use language appropriate for different contexts and purposes.

**MI.ELA.6.EE.1.** Identify elements of effective communication that influence the quality of their interactions with others.

**MI.ELA.8.EE.1.** Identify and use mechanics that enhance and clarify understanding.

**MI.ELA.8.EE.4.** Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express and their ideas artistically.

**MI.ELA.10.EE.1.** Make connections between key ideas in literature and other texts and their own lives.

**MI.ELA .10.EE.2.** Demonstrate their developing literacy by using text to enhance their daily lives.

### **Materials/Hardware/Software:**

- Quick Cam from Connectix
- Kid Pix Studio from Broderbund

### **Activities/Procedures:**

Students are taught throughout classroom social studies lessons that family compositions are diverse.

1. In weekly computer lab sessions students are familiarized with Kid Pix Studio as they explore the drawing components of this program.
2. In a supervised computer lab using Kid Pix Studio, each student composes a computerized drawing of his/her family. This activity generally requires 3 to 4 half-hour sessions.
3. In a classroom setting, each student write a 4 to 5 sentence statement of his/her family, including the number of family members and their names, things the family enjoys doing together, or why the student feels his/her family is special. Each student then practices reading this composition with

- expression in preparation for recording.
4. Individually the students record their prepared statements in Kid Pix Studio. Each student's recording is paired with his/her computerized family drawing.
  5. Each individual student portrait is now considered a slide. These individual slides are combined in the Kid Pix Studio Slide Show. The initial slide is the introduction to the slide show.
  6. The finished slide show is presented to the parents at parent-teacher conferences. Parents are presented with a printed copy of the student's individual computerized portrait at this time.

**Assessment/Evaluation:**

Assessment is based on the student's production of the computerized family portrait and recorded statements. Evaluation is ongoing throughout this activity. The student's technology skills and language development skills are observed continually.

**Name: Pat Strelecki**

**School District: Hudsonville Public Schools**

**School: Forest Grove Elementary School**

**Address: 1645 - 32nd Avenue, Hudsonville, MI 49426**