

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

Title: My Book About School

Subject(s): Language

Intended Grade Level(s): Preschool Special Education (ages 3 to 6)

Description:

Using a digital camera pictorial record of students' daily activities will be placed in soft book form. Student of the day will receive his/her book to take home and share with their family. Parents will be kept informed of their child's progress. The student will have the joy and importance of informing their parents of their work. The pictures will function as a springboard for developing language.

Curriculum Benchmarks:

*****Taken from Early Childhood Standards of Quality For Prekindergarten Through Second Grade Michigan State Board of Education 1992. P. 55.**

Learner Outcome: Children will symbolize the world through actions, objects and words.

Indicators: Children will

- associate symbols with objects, concepts and functions
- respond to symbols in the environment (e.g., traffic signals, addition signs, written words)
- use symbols to represent their thoughts and concepts through dramatic play and oral and written language.

Strategies: Children will

- experience many types of symbolic representation (print, drama, dance, construction) in daily activities
- represent their own experiences in a variety of ways.

Learner Outcome: Children will acquire, organize, and use information in increasingly complex ways.

Indicators: Children will

- demonstrate acquisition of word meaning, information, and concepts
- demonstrate generalization of previously acquired information and concepts to new situations
- demonstrate through word or deed the acquisition of more elaborate concepts.

Strategies: Children will

- participate in several related experiences in various content areas to reinforce a given concept, rather than experiencing isolated activities presented at random
- learn social knowledge that has direct relevance to them (people in their school, days of the week)
- share what they have learned through discussion, making charts, drawings, constructions, etc.

Materials/Hardware/Software:

- Personal computer
- Windows 95
- Microsoft Word
- Color Printer
- Digital Camera
- High Quality Copy Paper
- Laminator
- Microsoft Publisher 97 (for picture frames)

Technology Rationale:

Current technological advances enable schools to record and reproduce data more accurately than ever before. Activities and skills can be performed, recorded and sent to parents the same day. Parents will receive information on the capabilities of their child. The children will be motivated by showing off their work and having parental encouragement. The school will be gathering data for authentic assessment and each child's portfolio.

Activities/Procedures:

Teacher pre-activities:

1. Assemble and check all materials for appropriate functioning so that books can be made quickly and attractively. (See Materials/Hardware/Software)
2. Choose child who will be photographed.
3. Take pictures—making sure to get a variety of activities.
4. Insert pictures in book borders.
5. Make two copies of book, laminate copy for home.
6. File copy for portfolio.
7. Send book, short questionnaire home.
- 8.

Assessment/Evaluation:

1. Short two-way teacher-parent questionnaire. (Follows)
2. Speech therapist(Jean Werntz) generated oral/sign checklist. (Follows)
3. Annual Individual Education Planning Committee evaluation.

Follow-up Activities:

Children may bring their book back to school for “reading” and sharing with their friends.

Name: Dawn Sparks

School District: Niles Community Schools

School: Northside Child Development Center

Address: 2020 N. Fifth Street, Niles, MI 49120

Attachments

Best Seller List----Critic Review

Did your child enjoy showing off his/her book

Were they able to point to objects you labeled?

What words, approximations or signs did this book bring out?

Please list the people your child shared their book with.

Did he/she spend time looking at their book alone?

What questions or comments do you have for us?

Stage One**Oral Sign Date Date**

mother
father
brother
sister
cup
more
cookie
cracker
lunch
toilet
chair
table
yes
no
Car/drive
I/me
you
where
what
hi/bye
music
sleep
drink
eat
look
stand
sit
wash
all done/finish
go
GOme
give
hurt
hug
good
bad
fine/O.K.
please
thank you
play
help
brush
boy
girl
baby
bread
butter
egg
cereal
jam
peanut butter
cheese
milk
juice
glasses
stop
candy
dog
cat

Stage Two**Oral Sign Date Date**

door
window
T.V.
light
telephone
bird
tree
flower
knife
fork
spoon
plate
napkin
truck
book
blocks
ball
bike
and
hot
cold
clean
dirty
open
close
sick
medicine
shirt
pants
shoe
sock
hat
coat
bed
apple
banana
bunny
horse
cow
fish
pig
sheep
chicken
red
blue
yellow
orange
green
purple
brown
black
white
fall
listen
up
down
big
little
my/mine

Stage IV

Oral Sign Date Date

outside
 house
 push/pull
 hit
 run
 walk
 swing
 roll
 child's name
 siblings" names
 pets"names
 scissors
 teachers name
 paint
 one
 two
 three
 four
 five
 age
 friend"s name
 refrigerator
 flush
 excuse me
 zipper
 eye
 mouth
 nose
 ear
 hair
 tummy
 love
 happy
 sad
 hungry
 kiss
 favorite food
 in
 on
 under
 butterfly
 bird
 fish
 now
 hot dog
 pop
 hamburger
 french fries
 wheelchair
 here
 there
 Grandma
 Grandpa

Stage V

Oral Sign Date Date

fine
 watch
 this
 that
 climb
 open
 throw
 school
 like
 teeth
 face
 hand
 leg
 foot
 six
 seven
 eight
 nine
 ten
 want
 we
 they
 fast
 slow
 break
 put
 show
 Add. words
 signs & comb.