

Implementation Schedule for Technology in Elementary Classroom

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READING, WRITING, SOCIAL STUDIES, ART
GRADES 1 & 2

Introduction

This report is a short description of the management schedule for computer use and implementation of KidPix computer program in the classroom this year, 2005-2006.

Classroom Situation

The multigrade classroom has 17 students in the classroom this year: eight in the first grade and nine in the second grade. The classroom has two computers with printers. Most of the students have some knowledge of using the computer. None of the students have worked with KidPix software.

Management Schedule

Computer one will be used as a presentation station to demonstrate various software to teach lessons to a group or an individual, lead a class or a group discussion,

and to allow student presenters to present practice project. Computer two will be used as a workstation where students can work in pairs, small groups, or as individuals. A schedule will be posted near computer one with names of students and time for computer lessons. The names of students working in pairs or individually will be posted near computer two. There will be rules posted for computer rules and computer ethics near computer one and two.

Social ethical issues: An important part of management is to discuss social and ethical issues with the students prior to demonstrating or teaching any lesson. Concepts taught will be copyright, fair use, and correct citing. These must be explained to a young child and frequently reviewed. Proper use of hardware and software, the correct ways of assisting the work partner, or of sharing work will be encouraged. By the time the students end the second grade year, they should demonstrate positive social, ethical behavior when using technology (ISTENETS: performance indicator number 2).

Lesson Plan (4-6 weeks)

Name: Kalyani Prakasam

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Title: Autobiography: Storywriting

Subject(s): Language Arts, Creative Writing, Social Studies, Art, Developing Self Concept

Intended Grades: Grade 1, 2

Description: Students use KidPix to write a story about themselves, family, and neighborhood.

Faith Integration: Young children need to develop self concepts in order to understand their relationship to God, others, and self. This involves discovering these truths: God is the creator, each person is unique, each one is loved by God and family which in turn enables them to love others in their neighborhood and then the world.

Curriculum Benchmarks:(ISTNETS)

1. Use input devices, mouse; output devices, monitor and printer.
2. Demonstrate positive social, ethical behavior when using technology, practice responsible use of technology.
- 3-6. Use technology resources for problem solving, resources, illustration of thought, ideas and stories.

Materials/Hardware/Software:

Any personal computer(PC) hooked up to a printer. This author has two Compaq Presarios hooked up to an HP printer.

KidPix Studio Deluxe, Broderbund, Inc.(www.mattelsupport.com)

Teacher Preparation:

1. Installation of KidPix software.
2. Reading through Help section and Manual of KidPix.

Student Preparation:

The students need to learn to use KidPix (paint a picture, stampe station) and be able to save a picture in their space on the computer--a file folder.

Activities/Procedures:

1. Review use of hardware and software.
2. Review social, ethic rules regarding computer.
3. Demonstration of KidPix software, Paint a Picture.
4. Explain the importance of titling story.
5. Storywriting: Students will draw a picture of themselves using KidPix, Paint a Picture, and write (if they can't write yet, they can use the KidPix alphabet pad to write):

My name is: _____.

I am _____ years old.

I like to _____.

My story title is ____.

Then, they have to save the picture in the right folder.

Assessment/Evaluation:

Please refer to the rubric (below) created in lesson six, using rubristar software.

Story Writing : Autobiography

Teacher Name: **Ms. Prakasam**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.

Date Created: **July 29, 2005**

Followup Activities:

The lesson will use Kidspix to talk about their home environment. The first grade will use the stamp option to create a picture of their neighborhood or home environment. The second grade will use the stamp option to create a picture of their neighborhood or classroom as well as write about their classroom or neighborhood. Students will be asked to save these projects in their files and print it to take home, make a book, or make a slide show.

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