

Integrating Technology into Preschool and Primary Classrooms

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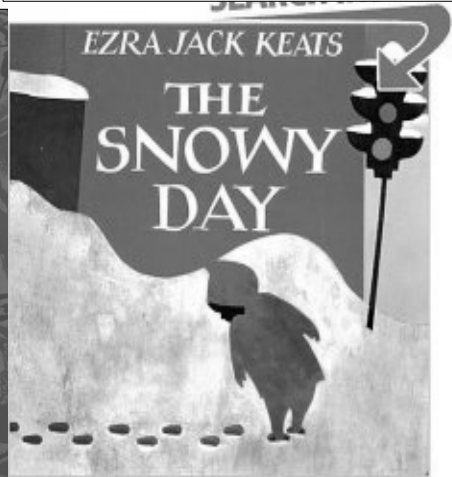
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Group Goals

- Utilize technology to enhance the presentation of classroom literacy activities with young children.
- Create CD/DVDs for use with:
parents
preservice teachers

Process - Lessons

- Picked common book to use



Process - Lessons

- Developed lesson plans at respective levels
 - Preschool
 - P - 1
 - P - 2



Preschool Lesson Plan

- **Language Arts Standard 3:**
Demonstrates general skills and strategies for the reading process.
- **Benchmark 3.6:** Tells and retells a story
- **Developmental Continuum:** Acts out main events of a familiar story.
- **Activity:** Pretending to ride a sleigh with the concepts of up, down, fast, slow.

Name: Lisa Jones Date: 1-20-05 Lesson Length: 30 Mins.
School: Cumberland Trace Grade level: P-3 #of Students: 17
Subject: Reading Topic: Theme/Details # of IEPs/Students:

Goals and Objectives:

Broad Goals: Students will recognize the role of adjectives in story description and apply that to discovering the story Theme.

Objectives: By the end of the lesson students will be able to :
Identify adjectives in context
Apply understanding of story events to discover the story Theme

Connections:

Core Content for Assessment

RD-E-2.0.7 Identify organizational pattern in a passage- sequence
RD E 2.0.8 Identify main ideas and details that support them

Context:

This week some of the Targeted Skills students are focusing on are recognizing the "Big Idea" or **Theme** of a story , **listening to a description**, and using **Adjectives** to describe. Students have participated in Guided Reading lessons where adjectives and Theme were taught. Listening and oral language descriptions have been shared through short stories and student experiences. The objectives above are designed to reinforce student understanding and interest through new and innovative technology combined with a well-loved story.

Materials/Technology:

CD-R with Powerpoint of *The Snowy Day*
Laptop Computer connected to Projector
Whiteboard
Sentence strips of story text with adjectives

Procedures:

The lesson will begin with a review of Story Map, Listening to a Description, Theme and Adjectives as Targeted Skills for this week.

After reviewing these skills, I will remind the students to watch for adjectives and the "Big Idea" or Theme. We will listen to the story The Snowy Day shown on the whiteboard through the projector connected to a laptop computer.

After the story, students will be divided into pairs and choose a sentence strip (randomly) which will have a phrase or sentence from the story. They will be asked to read it and plan how to dramatize it for an audience of their peers.

After a few minutes to prepare, pairs will take turns presenting their parts of the story as the audience guesses what part they are acting out. One of the pair finally reads the sentence to confirm guesses and decides, where the sentence belongs in the Story Map.

Students then decide what the story's Theme will be.

Students will then proceed to Literacy Centers where they will practice and review these skills, while I move between centers assisting students and taking anecdotal notes.

Student Assessment:

During Centers, formative assessments such as observation and anecdotal notes will be taken. Student center work will provide additional written assessment.

Process - Lessons

■ Created digital version of book

– Made Powerpoint presentation of digitalized book pages



○ Process - Lessons

- Recorded implementation of lesson plans with digital video and still cameras.



○ Process - DVD

- Developed script for DVD for parents.
- Viewed all footage.
- Edited and sequenced footage.
- Recorded narration.
- Recorded DVD.



Challenges

- **Time to meet**
 - Schedules different (schools vs. univ.)
 - Work hours and work days
- **Availability of some equipment in schools**



Outcomes

- **Increased conceptualization of how to integrate technology into early childhood classroom activities.**
- **Increased technology skills.**
- ***Read with Me* DVD for use with parents.**
- **Still and video footage to be edited for a second video for preservice teachers.**



Outcomes

- Established or reconnected early childhood professional network.
- Peer support in use of technology.
- Technical support network established (Etrain members and our group).

