K – 5 Instructional Technology Lessons

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Each grade level's list of skills builds on those mastered in previous grades.

Here are some general guidelines when managing all levels of students in a Computer Lab, or in a classroom using laptops from a mobile cart:

Provide expectations for academic goals and behavior before walking over to Lab. Ensure students' hands are clean. When arriving at Lab, students are to be lined up quietly. Have students enter in groups, 5 or so at a time, depending on how workstations are arranged (generally in rows). Remind students not to touch computers until instructed to do so. Once all students are seated, with their hands in their laps, reinforce expectations for behavior, and explain why these rules are important to follow. Explain that students are going to be using activities in reading, writing, math, and other subjects during the year. Remind students that you will need to have them stop working at times, either to learn something new, deal with a problem that came up, to share a discovery, or to stop because it is time to go. The most effective way to have students stop and give you their attention is the have students put their hands on their head (model this, and repeat). You might want to remind students that an earthquake (or drill), or fire (or drill) could occur while they are in the Lab using computers, and explain (or demonstrate) how to respond appropriately in that instance. Most schools have a standard method of stopping work when an announcement is made over the PA system, which you may want to remind students of as well.

Note: The lessons described here are modeled using the Apple Macintosh OSX 10.4.x or higher interface, though most lessons can be easily modified for use with PCs running Windows.

For students using laptops, it is especially important for them to learn to use the trackpad using only one hand (the student's dominant hand), using only the thumb and index finger. Learning to do this correctly from day one is akin, though not life threatening, to a teenager learning to drive using the right foot to control both the gas pedal and brake. As adults, we know it is not possible to drive well having one foot on the gas and the other on the brake.

First Grade

Overview of Skills for First Grade:

Review all Kindergarten skills and activities in first several lessons to ensure students have requisite skills to move on:

- o *Name parts of a computer and terms for interface elements (menus, icons)*
- o *Can turn computer on/off*
- o *Use keyboard & mouse (or laptop trackpad), menus and basic shortcuts*
- o *Follows established procedure when asking for help*
- o *Can visually compare own screen with instructor's*
- o *Open basic programs*
- o *Draws/paints a picture with graphics program*
- o *Save a document with assistance*
- o *Open and close windows*
- o *Access Internet sites*
- o *Types first & last names with initial capital letters, all alphabet letters, words and sentences from handwritten drafts*

1. **Knows the difference between an application & a website**

2. **Type 5-10 wpm with 85% + accuracy**

3. **Knows the home row (but does not necessarily master its use)**

4. **Word processes a paragraph with proper capitals, spacing, ending punctuation**

Using many of the Kindergarten activities included on the previous pages will allow you to get a sense of the readiness students have to move on to more sophisticated word processing and web navigation that is appropriate for this age. The work this year is based on many of the same activities with more demanding writing projects. The goal is *mastery* of work at this level and greater independence with the work.

Be sure to review with students, especially when you have students new to the school, your expectations for their behavior. Give them a brief overview of what you expect them to learn to do independently this year, and how working with the computers can help them learn to read, write well, do well in math, and learn about using the Internet.

Grade 1 - Lesson 1

Navigates web sites (beyond the review mentioned earlier)

1. Remember that in most cases, students have not been in school, or used a computer academically over the summer. Repeating these activities from Kindergarten will give students comfort and confidence which they will need to be able to move at a more rapid pace appropriate to First Grade.

2. Use the www.starfall.com website, reviewing the alphabet letters section for about 10 minutes.

3. Model for students that you want them to stop working, then preview once again the decodable books section, "Learn to Read". Students may have mastered several of the books the previous year. Require all students to begin with the first book, reading it together with their partner or neighbor, and then each successive one in order. It might be a good idea to seat students together by reading level, but in other cases, you may want to pair a weak reader, or EL student, with a student who will patiently mentor them.

4. Follow established clean up procedures, i.e.: quitting applications, ensuring that all windows are closed, chairs straightened, etc…
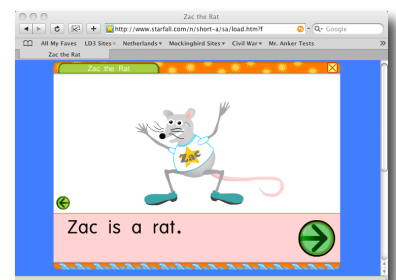
Grade 1 - Lesson 2

Navigates multiple web sites

1. Begin by introducing new section of www.starfall.com web site, "It's Fun to Read" → "All About Me". Model for students how this section works, emphasizing the importance of reading every word, but beyond that, demonstrating the ability to read with fluency and expression. Call on various students (or groups of students by row, ½ the room, all the boys, etc…) to read pages aloud, chorally, as each page is created. Show students how they can change their choices and go back as desired.

2. By observation, determine when the majority of the class has completed all of the section of "All About Me" (there are 4 parts, along with the additional "About My…" box).

3. Tell students they will be using other web sites that will help them practice their reading, math, and computer skills.

4. Remind students how to click on the icon in the address bar next to the **http://**, to highlight the text. Magnify the screen at the address bar of the web browser and type in **abcya**. (Magnify the address area of the projected screen using the shortcut **command-option-plus key**. The shortcut to zoom out is **command-option-minus key**). If this does not work, follow this procedure: Apple menu → System Preferences → Universal Access → Zoom → On – then use shortcut).

5. On this site, choose **First Grade** activities. Start with **Build a House** and then have students move on to **How Many Fish?**

6. Review what students accomplished today. Clean up using established procedures.

Grade 1 - Lesson 3

Navigates multiple web sites; Using web sites to support standards

There are several sites included in this lesson, and multiple activities within each site. If time is short, split this lesson into two lessons, rather than rushing through the activities.

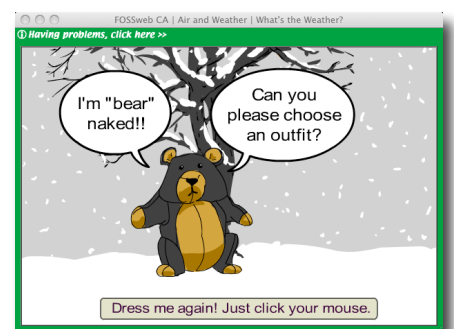1. Review navigating to section of www.starfall.com web site, "It's Fun to Read" → "Art Gallery". Model for students how this section works (selecting artist, reading selection, zooming for detail, choosing another artist). After students had ample time to browse and read, ask students to stop working and share what they liked about particular art works. Share primary art concepts of color, movement, and perspective, reinforcing this vocabulary as they share.

2. Navigate to www.fossweb.com/CA web site (don't forget the "/CA"). This gives students the ability to select their own grade level activities. Have students click on the Grade 1 icon. Model for students how to use the **Air & Weather**, **Solids & Liquids**, **Watch It Grow** activities (one at a time, giving students time to work on each one, reviewing what students learned in each section)

3. Navigate to www.henryanker.com web site → Mr. Anker Tests page. (Students can simply type **henryanker** in the address bar, then click on "Mr. Anker Tests" link. Model for students how to click on a pop up menu; then start a test.

4. With any activity, do the first 4 or 5 questions with students, modeling how to examine the parts of the screen and answer choices. Also, by holding up the

keyboard, show how to find numbers in either the number row (if using a laptop), or number pad (on right, if using a desktop). Students may need to type numbers in answer space on some questions.

5. Show students how to use **Back Button** to navigate back to the main menu page, where they can then select the next test in the group.

6. Here are some tests that students can use if they hadn't used any in Kindergarten: **Number Basics**; **Vocabulary →** **Animal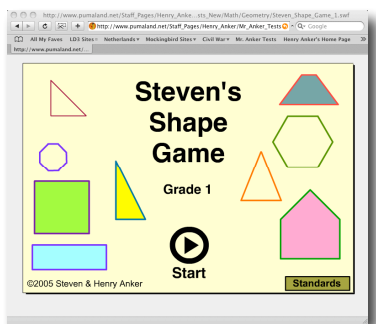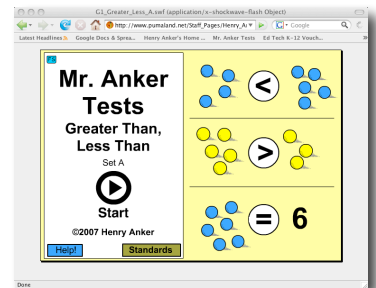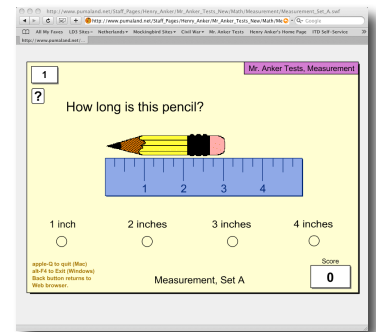 Match 1-6**; **Time & Money → Clockwork Set 1 Hour**; **Geometry → Measurement Set A**; **Computation → Click Here → Addition → 1 Digit A, B**; **Spelling Set 1**

o Some tests that are appropriate for First Grade are located on this page:
http://www.pumaland.net/Staff_Pages/Henry_Anker/Mr_Anker_Tests_New/1_Grade.html

Grade 1 - Lesson 4

**Navigates between web sites and applications**

1. Review navigating to section of www.starfall.com web site, section 3: "It's Fun to Read". Introduce the "Music" section. Allow students to work in this section for about 10-15 minutes.

2. Remind students that they have used many activities on the www.starfall.com web site. Tell students, that in a few minutes, they will be asked to share some of their favorite parts of the web site, writing their thoughts in Microsoft Word™ (or another word processing program).

3. Open MS Word™ , use formatting pallet to change the size of the text to 24, and spacing to double-space.

4. With the blank page open on the projected screen, ask students to share their thoughts about their favorite parts of Starfall. Using a Language Experience Approach (LEA), as though you were charting student responses, ask students to suggest ideas for the work, paraphrasing comments with correct grammar, etc… before typing the sentence(s) into the projected document.

5. As each sentence is typed, ask students to chorally read the sentence. Repeat this process until there are up to 10 sentences. Remind students that they may have different ideas, and some that may be similar to what is on the screen. Let students know that when they write, that this will happen, and everyone's ideas can be good ones.

6. Tell students that they can use the projected document as a model, but that they should write their own ideas on their computer. Remind students about proper spacing, capitalization, and punctuation.

7. In order for students to use needed words on their own with minimal assistance, highlight key words that came up in the sample sentences, i.e.: **favorite, activity, artists, composer, alligator,** etc… (you can highlight the words with the highlighter tool in word, or change the style to **bold** and/or the color to **blue** to help students find the words. Ask students to chorally read all the key words. Ask selected students to restate what your expectations are.

8. Use proximity and the established method students use to ask for help throughout their independent writing.

9. Review with students the fact that they used both a web site and an application:

> (www.starfall.com = web site, MS Word™ = application)
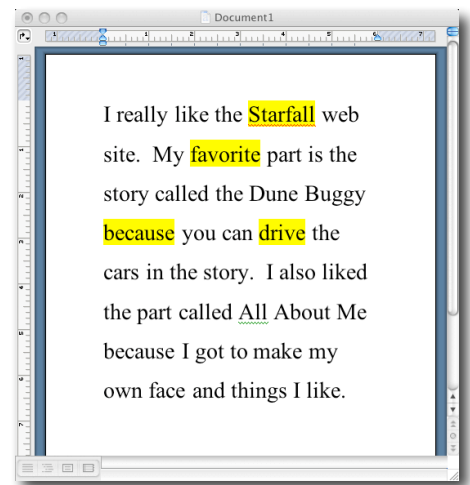
10. Clean up, saving work if desired. You may find that this was a lot of work for one lesson, and that the students were only able to write a sentence or two. Repeating this lesson, and letting students know that they will be doing a similar activity the next week will reassure them that what they did today will help them be more successful the next time.

- It is acceptable for some students to copy from the projected screen until they are able to generate their own sentences.

Grade 1 - Lesson 5

Repeat Lesson 4 (Navigates between web sites and applications)

As you begin this lesson, review with students what they did and accomplished last time. Remind students that they will use other sections of Starfall's web site (Poetry, Tongue Twisters, Riddles), and will be asked to then share orally, and then through their writing, what they liked using this section and why. Remind them explicitly that they will be using both a *web site* and an *application*.

1. Ask students to go to Starfall web site (without assistance)

2. In a quick model, show the steps that students use to get to the "It's Fun to Read" section, how to choose a topic, how to read it, and how to return. Students should be able to do all this independently after reviewing this.

3. Allow students 10-15 minutes of time to work, sharing with neighbor, as appropriate.

4. Have students quit web browser, and then open MS Word™ .

5. Make changes to text size (24) and spacing (double).

6. Once everyone has a blank page, use ELA approach to have students share ideas, and type them on projected computer. Ask students to read sentences chorally as they are added, and when complete. Highlight key words other students may want to use in their writing.

7. Ask students what questions they might have, and review with students concepts like deleting errors, capitalization, the red squiggly line under spelling errors and names, and punctuation.

8. Tell students that they will be saving their work, so that they will be able to continue with it the following week.

Grade 1 - Lesson 6

Writes complete sentences with correct capitalization, spacing, punctuation; saves work; prints work

1. Remind students what they have been working on in the previous two lessons. Let students know that their goal will be to complete __ number of sentences with correct spelling, capitalization, and punctuation.

2. Allow students to review navigating of section/topics they used previously in Starfall.

3. Direct students to quit browser.

4. Model for students the process of reopening a saved document from the previous week.

5. Students write independently. When finished, use established procedure for asking for help, where students can be prompted to save, and then print, as appropriate.

Grade 1 - Lesson 7

Writes complete sentences correctly from draft; types 5-10 wpm - 85% accuracy

Students will bring a writing sample that is edited that you intend to have them publish.

1. Upon only the teacher's oral instructions, students are directed to place their hand-written draft near the computer, open MS Word™ , and change the size of text to 24 and the spacing to double.

2. Students should be prompted with questioning to be reminded to use correct spacing, punctuation, and spelling. Ask students, ***"Is MS Word™ is a web site or an application?"***

3. Tell students they will have __ minutes to type as much of their draft before being prompted to save their work. Let them know that your expectation is to complete __ lines of text by the time they are prompted to stop and save.

4. Have students stop typing. Again, through the use of prompting questions, lead students through the saving process. If time remains, have students continue typing, and for those students who are finished, save and print their work with assistance. Students finished may use one of the previous sections of Starfall while other students complete their work.

5. Clean up using established procedures.

Grade 1 - Lesson 8

Writes complete sentences correctly from draft; types 5-10 wpm - 85% accuracy; uses Home Row, but doesn't necessarily master its use

Once again, students will be word processing, either completing the publishing of a previous sample, or beginning a new one. In this lesson, students can be prompted to center their title, and learn how to change the style to **bold**.

See sample below for a sample layout of the page for students at this level.
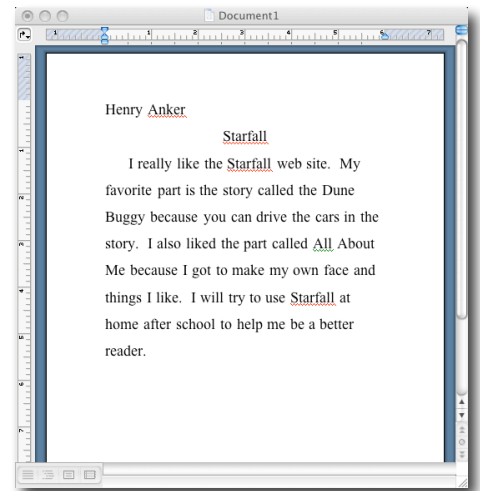
1. Before beginning their word processing, try this exercise with students: model for students where the Home Row keys are. Be sure students place their fingers on the Home Row correctly. Be explicit in naming the **Home Row**, the groups of letter keys, and the left and right hands, and where they go. Be sure to name the **semi-colon key**, as it will be new to them. If students are having difficulty with their left and right hand, try this exercise:

   "Hold up both hands" (model, displaying the reflection of what you want students to do). "Make an **L** with each hand. Which is the real **L**? Or phrased another way, "Which **L** is facing in the *correct* direction? Keep that hand up. That is your **Left** hand."

2. Tell students that some of them may finish their work before other students, and that you are going to give them an **IWT** activity to do. Model for students (they should only be watching, not imitating) how to open the Starfall web site → click on section 4, "**I'm Reading**" and display the library of works available here. (There are several selections in each genre that students can read.) There is more text on each page, and let students know that your expectation is that they will read most of each one without having to

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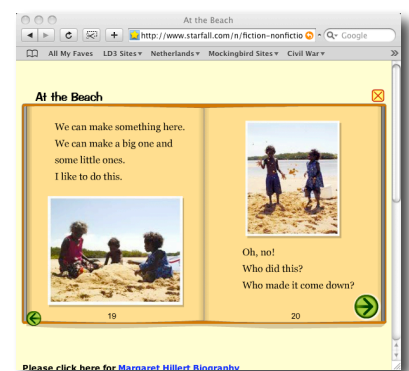
click on words to hear them. Students can read as partners if you like. Once you have checked for understanding about when students should use this site, students can open MS Word™ from the Dock, or open a previously saved document and continue working on it through completion.

o This procedure can be used for all subsequent computer lab visits where writing is the focus.

Henry Anker

Starfall

I really like the Starfall web site. My favorite part is the story called the Dune Buggy because you can drive the cars in the story. I also liked the part called All About Me because I got to make my own face and things I like. I will try to use Starfall at home after school to help me be a better reader.

Sample Student Document
Grade 1