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INTRODUCTION

Integrating Technology into the English (Primary) provides you with examples of English activities which you can use with your students in the computer lab or on individual computers in the classroom.

Computers exist in almost every school around the country. The computer lab in your school may have state-of-the-art equipment or old equipment of assorted makes and models. Many of these computers are just there because they haven't broken yet, or they may have been "reborn" by borrowing pieces from other computers that have gone to a computer graveyard.

Regardless of the quality, brand name, or condition of the equipment in your building, you are also probably expected to work with your students in the computer lab (or on computers that have been placed in your classroom). **This**, in addition to everything else you are supposed to be doing!

The intent of this book is to provide you with activities that even the novice computer user can successfully use with his or her class. Each activity in this book relates to an English activity that you, in all likelihood, presently include in your curriculum work with your students. The difference in the nature of these activities is that you will be using computer technology with your students to accomplish these objectives.

These English activities involve the use of a variety of software. Many of the activities can be modified in order for teachers to use software that is available to them.

As teachers, evaluation of student performance is always on our minds. There are suggested assessments for many of the activities included in this book. You will find assessments for teacher use as well as for student use accompanying many of these activities.

To print or not to print? The cost of ink cartridges and toner may discourage teachers from taking advantage of computer technology. However, every computer activity does **not** need to be printed! Many activities can be evaluated by simply bringing up students' work on the computer screen.

Integrating Technology into the English (Primary) provides many activities for integrating technology in your English curriculum. Use these activities as they are, or modify them to fit your needs (and the needs of your students).

LETTER RECOGNITION

This activity is especially appropriate at the beginning of year one to provide a review of the alphabet. The savvy teacher will assume nothing of his/her class at the beginning of the school year. This activity provides reinforcement for the letters of the alphabet.

Year Level: one

Duration: 20 to 30 minutes

Materials: teacher-created multimedia stack; multimedia software, such as *HyperStudio*

Before the Computer:

- The teacher creates a multimedia stack, using *HyperStudio*. Each card of the stack displays a letter of the alphabet. The teacher creates a button for each card whose action is to play a sound when that card is opened. The sound is the name of the letter.
- Several graphics should be placed on each card, all of which begin with that letter of the alphabet. When students click on each graphic, students will hear the name of the graphic. (The teacher has placed an invisible button on each graphic, which plays a sound. The sound is the name of the graphic.) This activity is an ideal one to provide reinforcement for letters of the alphabet and works well as a project for a small group of students on a classroom computer.
- The final step of this project is to make buttons. A title card may be created which has twenty-six buttons, each button a letter of the alphabet. When a student clicks on a letter, he/she will go to the card for the corresponding letter of the alphabet. (If this approach is used, remember to put on each letter card a button which links back to the title card.) If the teacher chooses to have students move through the stack in a linear fashion, place on each card one button which links to the next letter of the alphabet. There are obvious limitations to using this approach, because the student will need to always go through each letter of the alphabet.

Graphic Tips:

Graphics can be added from other draw programs by copying the graphic and pasting it into the *HyperStudio* stack or by adding graphics from a clip art package. The paint tools in *HyperStudio* can also be used to create individual graphical representations. A good idea would be to draw a box around each graphic that you place on the screen. This will help students recognise that the teacher is providing more than one example of words that begin with the letter A.

LETTER RECOGNITION *(cont.)*

Button Tips:

Invisible buttons will need to be created on all of the graphics on each card. It will be easy to keep track of which button goes with which graphic if a pattern for button placement is developed and adhered to. For example, place a button on top of the graphic to which it relates, or directly above or below the graphic. Establishing a pattern for button placement is important in the event that changes in the button actions need to be made at a later time. It can be a time-consuming, not to mention frustrating, experience trying to determine which invisible button needs to be changed.

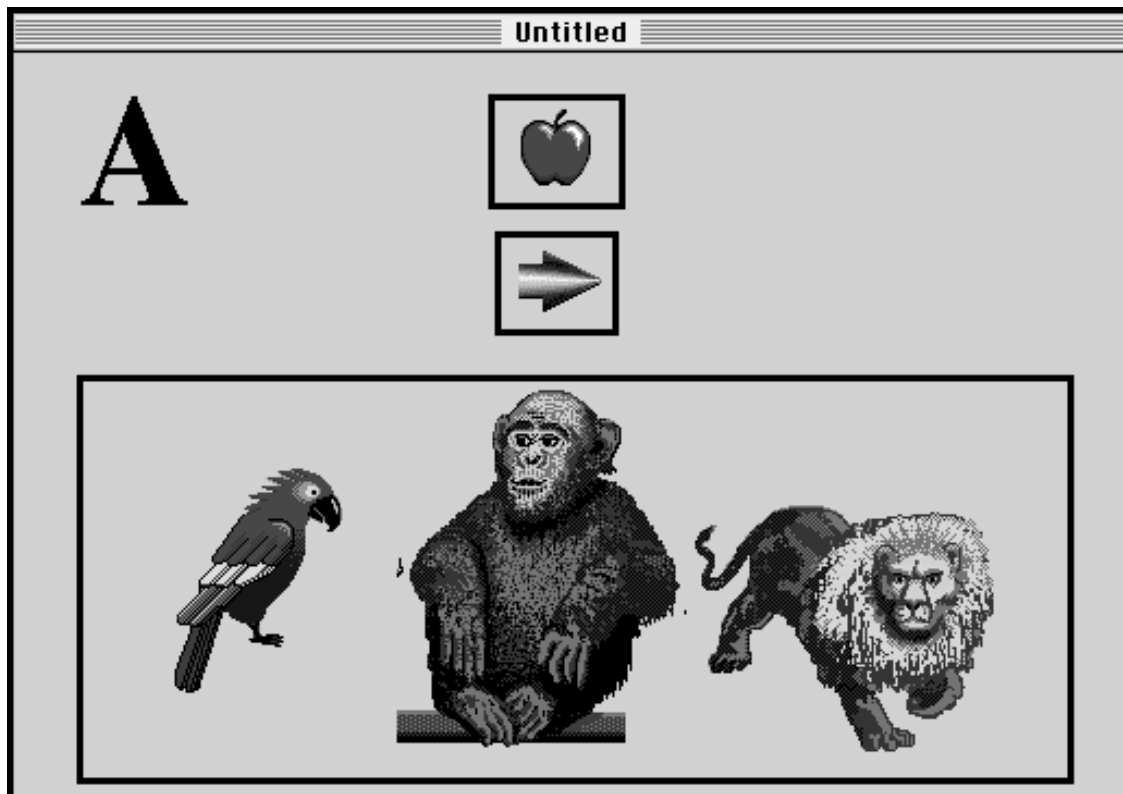
- Remember that it is advisable to keep *HyperStudio* stacks relatively small. It may be best to make three linked stacks (two eight-card stacks and one ten-card stack).
- Introduce the students to the multimedia software so they know how to move through a stack by clicking on buttons.

On the Computer:

- Students open the stack and move through the stack. This is an excellent opportunity for students to work with a partner or in small groups. Encourage students to say the name of the letter before clicking on the graphic. This will help to assess if students grasp the concept.

Option:

An option is to have students from an upper year who have multimedia experience create this stack for their “partner” class.



RECOGNITION OF BEGINNING SOUNDS

This activity provides an additional method of reviewing the letters of the alphabet and their sounds. Students will match beginning sounds of stamps or graphics with letters of the alphabet. This activity is appropriate for the entire class in the computer lab or for the one-computer classroom.

Year Level: one to two

Duration: 30 minutes

Materials: teacher-created electronic worksheet; drawing software, such as *Kid Pix*

Before the Computer:

- The teacher makes templates with six letters on each template. The templates are placed on each student's disk or on the hard drive. The first template will look like the following:

A	B	C
D	E	F