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Introduction



Some management ideas for how to successfully integrate technology into the elementary classroom are offered over the next few pages. The first step to using technology in the school is to set up the following foundations:

- a technology philosophy statement
- a schoolwide plan for classroom management of technology
- sample of computer menus for teachers to use as models
- example of computer rotation schedules
- plans for maintaining the equipment
- a firm plan of action for handling vital technology issues

Technology Philosophy Statement

A few years ago, staff at Mountain View Elementary School wrote our technology philosophy statement. It is now posted around the school and by all of our computer stations. We feel this statement is as important to the success of our students as the district and state philosophies. We have separate statements for our general school philosophy and our technology philosophy. Some schools have, instead, chosen to alter their current school philosophy statement to include technology.

Sample Technology Philosophy Statement

- Technology is an integral part of the learning process. It is a tool used in the learning environment throughout all curricular areas to help teach written and oral communication skills, problem identification and critical-thinking skills.
- Students and staff integrate technology to the fullest extent for accessing, processing and analysing information.
- Technology is used to promote academic success by empowering students to become creative problem solvers as well as self-paced learners.

Alphabet Books



Objectives

In this activity, students will

- draw a letter and picture to match the beginning sound of that letter.
- use letter stamps and picture stamps to illustrate the sound.
- print pictures with teacher assistance.

Technology required

- *Kid Pix* or other graphics program
- printer

Materials needed

- copies of *What Do You Hear in the ABC's?* (page 12) for the students

Description

Students will use *Kid Pix* or another graphics program to draw each letter and then either draw a picture or use a 'stamp' that corresponds to the sound of the letter. Students either individually complete pictures for all the letters of the alphabet or work in groups to make an ABC book for the letter sounds. Before moving to the computers, they can use *What Do You Hear in the ABC's?* (page 12) to think of words for the letters.

If the students will be drawing the letters, the teacher needs to demonstrate how to use the drawing tools to make letters and pictures. If the students will be using stamps, demonstrate how to use the letter and picture stamps. If the class is using *Kid Pix*, be sure to show students how to hold the option and shift keys down at the same time so the picture can be enlarged.

Show students how to print their work in colour or black and white. Students or groups can then print their letters and make alphabet books of their work.

Extension

Students can make covers for their alphabet books by stamping all the ABCs on a title page in a creative manner. Students can also make other ABC books for subjects being covered in class.

Buddy Biographies



Objectives

In this activity, students will

- write biographies about their primary buddies.
- write autobiographies about themselves.
- create a multimedia class project.

Technology required

- *PowerPoint*, *HyperStudio*, *Scene Slate* or other multimedia program

Materials needed

- copies of *All About You* (page 25) for the students
- copies of *All About Me* (page 26) for the students

Description

This project will take place over a few weeks, depending upon the schedules of the two classes involved. You will need to find primary teachers who are willing to have their students be buddies with your class. Assign each student a buddy that he/she will pair up with for the activities.

First, they need to complete the two activity pages *All About You* (page 25) and *All About Me* (page 26) together so that the older students can include information about themselves and the primary buddies. Students then create scenes about themselves and their buddies. The higher year students should probably do much of the typing in order to use the computer lab time efficiently. The primary students can help with the mouse manipulation. Then students can select the pictures and backgrounds together.

When all the students are finished with their individual projects, be sure to have all the pairs share their masterpieces. The students, teachers and parents will love it. It's a great collaborative project.

Extension

Students can extend this activity by reading biographies or autobiographies about famous people for a reading unit.

Computer Credit Card



Objectives

In this activity, students will

- design a computer credit card using a draw program.
- help teachers manage and monitor classroom use of the computers.

Technology required

- *Kid Pix* or other graphics program
- printer

Materials needed

- cardboard

Description

The students can help teachers manage computer use during the week. Have the students choose small graphics that represent themselves. They then need to each design a credit card-sized rectangle that has a stamp for the number of times each student should use the computer during the week.

Have each student start by drawing a rectangle in the graphics program. Inside the rectangle, they need to type or stamp the words, *Computer Credit Card*. See Step 1 on page 60. The second step is to add the stamps around the outside. The teacher needs to tell the students how many stamps to put on the card. See Step 2 on page 60. The final step is to use the moving truck to copy and paste the card on the page three more times. The students may have to retype the words in the middle of each card. See Step 3 on page 62. Have them then add their names to their cards and print their work.

Once the cards are printed and cut apart, the teacher and the students can keep track of how many times each student has worked on a computer. After each visit, teachers can punch out one of the stamps on the card to show that some of the credit has been used. Teachers can collect the cards at the end of the week to see how often the computers have been used and who has used them.

The students should turn in the cards when they're all punched, which means their computer time is finished for the week.

Extension

Have the students think of other reasons to design credit cards, such as library visits. Then have them make the cards, print them and cut them apart.