Name: Angie Trout

Primary Domain of Competence: Cognitive/Pre-writing

Grade Level: Kindergarten

Experience Title: Fun with WordArt

Setting/Location in the Classroom: Classroom Computer Area

Specific objective:
The Child will demonstrate an interest in using writing for a purpose, learning to write ones name and create signs. The child will begin to understand and be able to distinguish between upper and lower case letters.

Source of Experience:
Preparing Tomorrows Teachers to Use Technology, http://pt3.cl.uh.edu/default.cfm

Explain how this content is appropriate for 5-6 year-old children:
According to the book, Developmental Profile: pre-birth- twelve, children 5 years of age are able to recognize most upper and lower case letters of the alphabet. Children 6 years of age can recognize some words by site (especially a familiar name) and attempt to sound out words they do not recognize immediately.

Supplies/equipment required:
• Computer Station
• Microsoft Word software
• A large card with the child first and last name printed in large black letters

Procedure:

Beginning –
To introduce this lesson I plan to show the cards at circle time to the children and ask the children if they know who’s name is on each card. After going through all of the cards we will talk about upper and lower case letters and how we have both kinds of letters in our names. I will then pull out the card that has my name on it and ask the children to practice counting with me how many capital letters and how many lower case letters are in my name.

Middle –
When it comes time to implement this activity I will ask the children to take their card to a computer and use the WordArt tool on the Microsoft word software to create a banner/poster of their name using whatever colors and font they choose. I will also ask the children to add a clipart picture to their artwork that starts with the same letter as their first name. I will have a photo alphabet hanging on the wall in this area to help the children come up with a picture to search for if they are having difficultie
End –
As the children are wrapping up their activity I will ask them a series of questions to reflect on what they have learned through this experience:
~ “How many letters are in your name?”
~ “How many capital letters are in your name?”
~ “How many lower case letters are in your name?”
I will record the children’s answers on a separate piece of paper for use in a later activity.
By asking these questions I will be reinforcing the concepts I want the children to learn, (Upper/lower case letters), while the children are practicing their computer skills.

Follow-up:
After each child has completed the activity I will then make a chart of all the answers given for the three questions asked in the End portion of the procedure; time permitting I will ask the children to help me make this chart. At the next large group time I will ask the children to share their creations and we can talk about things like who has the most letters in their name, who has the most upper/lower case letters in their name.

NteQ Model:
One area of the NteQ model that is relevant to this activity is the idea of how the teacher plays a role in the classroom environment and in the use of technology. One of the major components of the model is that teachers need to encourage learning through the use of basic computer functions. Microsoft Word is one of the most widely used programs that most children will use for schoolwork. This program is used for everything from typing book reports to creating a list of things to do for the week. By using some of the lesser-used tools for an activity the teacher will be encouraging children to use some of the tools of this basic program to create something they may not generally think about creating in Microsoft word. While at the same time the children are learning the concepts that the teacher wishes to get across to the students.

One objective of the NteQ model as it relates to students is that the children need to be actively engaged in the learning process. The children are able to create a banner with full creative license to use whatever color and font they choose. The children are learning the basic functions of the computer while they are also learning about such concepts like capital and lower case letters. The children are taking the active role of creating this banner and using their imagination to execute this experience. This also goes along with the student becoming technologically competent. The children are learning to use not only the tools of the program but also becoming more familiar with the basic components of the computer such as the mouse and the keyboard to complete the project.

By allowing these students to take an active role in the classroom and the project the teacher becomes a facilitator on the process of learning, rather than a lecturer. The children are able to use the teacher as a resource and a guide for completing the project at hand. This is a major component of the NteQ model and the goals of the NteQ lesson.
Adaptations:

**Classroom:**

1-computer classroom –
In a classroom environment that consisted of one computer I would create groups for the children to work in. I would create several other areas of the room that consisted of activities that reinforce the same topic of upper and lower case letters. I would rotate the children throughout several days with each group of 4 children working at one station during small group time each day until all of the children were able to use the computer.

4-6-computer classroom –
In a classroom that contained 4-6 computers I would use a similar set-up to the one listed above for a 1-computer classroom. I would either allow the children to work in pairs and still span the project out over a week or I would have the children work in groups of 3-5 students and finish the project in a shorter span of time.

Computer lab -
In a computer lab setting I would allow for the students to work independently and allow them to ask one another questions if help is needed. One benefit of this setup would be that it allows the children to practice their own computer skills more freely. However, one drawback I could see is that as the teacher I would be spread out around the room and it would be harder to monitor each child’s progress.

**Students:**

A child with Small motor impairment – For a child that may have difficulty with small motor ability a key guard could be put in place to help guide the child’s fingers to the correct keys and stops the repetition of letters if the child holds a key down for too long.

A child with a visual impairment – For a child with a visual impairment there are several adaptations that can be made. A screen can be used that magnifies the objects so that they easier for a child to view. A child with a visual impairment may also require the use of a Braille keyboard. The use of Larger or Braille letters on the letter card may also assist the child in the execution of this project.

A child with no arm mobility – For a child that may have no arm mobility or has large spastic type arm motion there are several adaptations that can be made. One of the largest adaptations that can be made is the use of a switch that can run on as small of a movement as an eyebrow lift. One other adaptation that can be made for a child with no arm mobility would to have the child use a pointer that can either be held in the child’s mouth or attached to the head in some way. This allows for the child to have the ability to type on the keyboard without using their hands.