A TECHNOLOGY INTEGRATION MODEL FOR THIRD GRADE ENGLISH LANGUAGE
ARTS CURRICULUM

by

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A Master's Project Proposal

Submitted in Partial Fulfillment

Of the Requirements for the Degree of

Master of Science in Education

Curriculum and Instruction

Department of Curriculum and Instruction

State University of New York at Fredonia

Fredonia, New York

May 2012

State University of New York at Fredonia
Department of Curriculum and Instruction

CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled A TECHNOLOGY INTEGRATION MODEL FOR ATHIRD GRADE ENGLISH LANGUAGE ARTS CURRICULUM by Aryle Goss, Candidate for the Degree of Master of Science in Education, CURRICULUM AND INSTRUCTION is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

Educational technology in schools can be a forum for providing students with instruction. Through the use of educational technology, teachers are able to scaffold learning, engage students, increase participation and reach all student learning styles. The field of education has spent thousands of dollars on technology; therefore, there is a need to insure that this money has been well spent and that the technology is being used effectively. Teachers need to be provided with the proper training in order to deliver effective instruction using available educational technology. This paper is a curriculum project that focuses on integrating the effective use of technology, particularly: computers, personal response system (clickers) and SMART Boards, into a 3rd grade English Language Arts curriculum of a recently renovated urban elementary school. It also looks at professional development and the best way to educate teachers on how to effectively use the technology.

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Introduction

As we evolve as a society, so does the way teachers deliver instruction. Technology has become a way of life, or functioning, for most students in today's society; consequently, teachers need to use technology to help educate students. A curriculum that uses the medium of technology that students are interested in can provide for strong student engagement, scaffold learning, increase in participation and reach all student learning styles.

The integration of technology is important to the field of education because there have been millions of dollars spent in school districts across the country and often the technology is not being used effectively (Anderson & Becker, 2001). Technology is important to the field of education because it can increase student engagement and provide immediate feedback. In addition, students can become hands on with their literacy learning and the technology can also help differentiate instruction for the students. Through the effective use of technology, teachers can reach learners of all styles. Technology is becoming a large part of how we, as a society, function. Teachers are often quick to tell students to put away their technology instead of figuring out how to utilize technology in an educational way.

The purpose of this project was to develop a curriculum project that focuses on integrating technology into third grade English Language Arts (ELA) instruction in an urban school district. I focused on integrating three specific types of technology: computers; personal response systems, commonly known as clickers; and SMART boards. Research shows that these are effective in engaging students (Baker, 2000). As well as integrating the technology into the curriculum, I developed a professional development piece to help third grade teachers to become familiar with the three pieces of technology that will be integrated into their curriculum. The professional development is important because the technology may be new or intimidating to

some of the teachers. Therefore, they need to be shown how the use of technology can be positive and can enhance their teaching. It is important to integrate technology into this environment because the students in this district are of low socio-economic status and possibly are not exposed to technology use at home. It addition, third grade is a year where literacy is first formally evaluated with The New York State ELA test. The high demands that teachers have on teaching students literacy could be helped with the use of technology. With the use of technology in literacy, students may not feel the pressure of the test mandates on them as much and will feel motivated when it comes to reading and writing. It is important to integrate technology into the third grade literacy curriculum because third grade is the last year teachers focus primarily on teaching student how to read. After third grade, students are expected to read to learn as opposed to learning to read. If technology is integrated at this year, students will be able to gain instruction through a variety of new and interactive lessons.

My personal interest in integrating technology into the third grade ELA curriculum stems from my mother's experience. She is a third grade teacher who has been in the field for twenty-seven years. She has had little exposure to the integration of technology in her classroom. Her school was a very old building with few technological resources, but it is now being renovated and the technology upgraded. When she returns to her classroom next fall she will be presented with new technology, and be expected to use it effectively to improve student achievement.

My mother fears technology not only because she has been in the field for a long time without technology, but also because she does not know how to effectively integrate the technology into her lessons. Since she has been in the profession for so long, she relies on what has worked well for her and that has been paper and pencil. She wants to be able to integrate technology because she realizes the positive effects it could have on her students. These students

are growing up in a world of technology, and she wants to build on what they are already good at and what they will need to do in the future. She wants to see more technology integrated into the curriculum, but also wants there to be support for the technology if it is needed. My mother's situation is typical of many mid and late career teachers; therefore, this curriculum project will greatly benefit her and many other teachers who are in a similar position. Technology is an evolving process whose use in the classroom will enhance student learning and interest.

The literature on effective educational technology is very abundant. The literature in this paper looks at the general effectiveness of educational technology along with the drawbacks. In more depth, it looks into three specific pieces of technology; computers, clickers and SMART Boards. The literature explores the effectiveness of each piece of technology and how to use it properly in a classroom. It also provides a model use of the technology in a classroom that has been proven effective for learners, therefore allowing for a visual, of how it would look in one's classroom.

The findings section puts the literature into action, allowing teachers a guideline for using technology effectively in an English Language Arts curriculum. The guiding lesson plans correlate with a third grade English Language Art series, *Treasures* by Harcourt. There are eighteen lesson plans that explore the six units in the series. In each unit there is a lesson plan for each of the three pieces of technology. Therefore at the end of the series, teachers have been given six different ways to use each of the technology pieces. The lessons are all different in order for teachers to see what each piece of technology has to offer to get the best results from students and learning. These lessons can be adaptable for a teacher who does not have the same reading series, acting as guiding lessons.

The discussion section takes a look at how the findings relate back to the research, the limitations, and implications. In this case the findings relate very closely to the research, in order to provide teachers with effective ways to use the technology piece in the classroom. The findings were developed with the literature in mind with a focus on the ways in which technology can increase student engagement and participation. The lessons were designed to maximize both of these. Along with developing the findings came the limitations. Technology can be a hard resource to use at times because of the possible technological glitches, which goes in hand with the time constraints that teachers have when teaching. The findings allotted for thirty minutes, which with young students and new technology, may not be enough time to finish the lessons. The implications for this study are that in the future, one may want to look at comparing a classroom with the use of effective technology with a room without technology. This was not explored through this research, but should be investigated.

The literature explored will examine three pieces of technology that can be used in a third grade English Language Arts Curriculum. The three specific pieces of technology are computers, clickers, and SMART Boards. The research looks at each individual piece, exploring the benefits of using the piece, providing a model of how to use it and different ways that a teacher can integrate them into the curriculum.

Literature Review

As we evolve as a society so does the way teachers deliver instruction. I sought to develop a curriculum project that focuses on integrating technology into a 3rd grade English Language Arts (ELA) instruction. I planned to focus on integrating three specific types of technology: computers, clickers and SMART boards. The general literature regarding technology

in education shows the importance of technology. The literature also shows the benefits, challenges and integration of, computers, clickers, and SMART boards.

The Importance of technology in the classroom

   Growth of educational technology.

Technology in the schools has grown throughout the years, especially the growth of electronic technology. In the 1990's schools spent increasing amounts of their discretionary funds on computers, networks, Internet access, and other digital technologies (Halverson & Smith, 2009). The federal government alone invested more than $8 billion in educational technology from 1995 to 2000 (U.S. Department of Education [DOE], 2000). One report found that in 1998 alone, 2.7% or $7.3 billion of all educational expenditures went to technology (Anderson & Becker, 2001). The percentage of public schools with Internet access rose from 35% in 1994 to 97% in 2000 (National Center for Educational Statistics, 2001). The perceived role of technologies in the booming 1990s economy led to a seemingly irresistible mandate for the education community to remake schools as technology-driven institutions (Halverson, 2009). According to Moore- Hart (2008) in the 1980's a majority of teachers were nonusers of computers in their classrooms, but by the 1990's one third of elementary teachers were occasional users of technology and one out of ten were daily users.

It is evident that technology has been an important part of schools for the last twenty years, however, it has not always been prevalently used. According to Barone & Wright (2008), in 2005 approximately 95% of classrooms in the United States had internet access, however the average student was using the internet and computers only twelve minutes per week. Also not only have computers, which are the prominent tool when technology is mentioned, been around,

but so have clickers and SMART boards, they just have not been used. Clickers, or personal responders, have been in classrooms since 1998 (Lightstone, 2007). The SMART board was a piece of technology that began to be used in the late 1990's (Beeland, n.d.). According to research, as these technologies have grown throughout the years, their use in the classroom has been beneficial to students.

Benefits of Instruction through technology.

According to Rochette (2007), the more we can teach students using their media, the more effectively we can reach the space in which they learn. Students benefit through the use of technology, in general, in various ways. A classroom where technology is used in innovative ways leads to improved learning and teaching (Beeland, n.d.). Technology can also provide visuals to enhance classroom learning. Visuals promote a student's ability to organize and process information, and they can also be utilized to challenge students to think on levels that require higher order thinking skills. In addition, technology provides opportunities for teachers to meet the needs of students with various learning styles (Beeland, n.d). Technology can also provide scaffolded learning for students in need of more support (Solvie, 2004). Another benefit of the use of technology is the environment that it creates. Grabe and Grabe (1998) adopted the acronym A.C.T.I.V.E to describe the environment of classroom rich in technology. The acronym stands for: Active, Cooperative, Theme based, Integrated, Versatile and Evaluative. An A.C.T.I.V.E environment establishes new learning by encouraging children to cognitively manipulate and interpret concepts. It also reflects the shift from competitive learning to cooperative learning which allows students to drawn on their peers for new learning (Snider & Foster,2000). While the use of educational technology has many benefits, there are some drawbacks as well.

Drawbacks of educational technology.

Integrating technology can be a struggle at times for various reasons. As the technology continues to evolve, school districts need to consider providing additional funding to support teachers in the implementation of technology (Moore-Hart, 2008). Funding is not the only drawback to technology, the availability of the technology is as well. Snider & Foster(2000) state that a challenge to integrating technology is the availability of hardware and software, as well as the student's lack of prior exposure to technology. Another drawback to technology can be lack of privacy for student work (Baker, 2000). Students' work can be displayed on their computers or at large on the board, taking away from their privacy (Baker, 2000).

Computers in particular can have some drawbacks when being used in an education setting. With computers, the use of the internet can have negative effects on how and if they will be used in the classroom. According to Thurlow (2009), the internet can expose children to predatory behaviors, disturbing images or otherwise inappropriate materials. Another drawback of computers with the internet is websites that may be educational but have advertisements that could lead a child away from the appropriate site (Thurlow, 2009). As well as the advertisement on the internet being a drawback, so can the navigation of certain websites. Students need to be independent when working on the computer and internet. If they cannot do this because they do not know how to navigate the website, then this can cause the use of computers to be ineffective (Thurlow, 2009).

The clickers have drawbacks along with computers and SMART boards. According to Kenwright (2009), the clickers are not a piece of technology that can be used on the whim or last minute. They need to be planned for and students need to have the knowledge on how to use them prior to the actual implementation. Integrating technology for the sake of technology itself

might result in initial engagement due to novelty, but the long-term effects would certainly wane (Vasinda & McLeod, 2011). Despite the fact that technology has some drawbacks, the benefits outweigh the negatives in contributing to educational effectiveness.

Computers

Effectiveness.

Computers have been used in the schools since the early mid to late 1980's and have shown benefits to education. Computers can contribute many benefits in a student's education ranging from improving their reading and writing, to increasing their engagement and participation in class and their interest in learning.

In a study done by Moore-Hart (2008) in a southeast Michigan elementary school, the students were taught through technology. The classroom was a multi-age room with two teachers and twenty four students. The students' age ranged from five years-old to eight years-old. The teachers used a balanced approach to learning to integrate technology into their teaching. The results of the study were collected through observations of lessons as well as interviews of both teachers and students. Both the teachers and students said they were more engaged throughout the lesson and wanted to participate more often.

According to Moore-Hart (2008,) the benefits of using computers in the classroom are improvement in student motivation, writing skills, and familiarity with technology. The use of word processing can also benefit students' composition skills in that their writing pieces become longer because they are encouraged to not worry about spelling on the first draft. Students' writing also improved with the use of word processing programs because students became comfortable with the tools for revising during their editing stages (Moore-Hart, 2008). Students, especially young students, were highly motivated while using computers (Moore-Hart, 2008).

Students stated that they felt the computer helped them with their composition because they could type faster than they could write and also they could add things or take things out of their writing much easier than without a computer (Moore-Hart, 2008). They also stated that writing with the computers made it more enjoyable. Not only did students' writing improve with the use of computers but according to Barone &Wright (2008) student engagement in classrooms with computers increased as did student participation. Barone &Wright (2008) also noticed that the use of computers in classrooms provided scaffolding for many topics, thus building background knowledge. Students also realized with the educational use of computers that there is more to the technology than simply games and chatting online. They gained practice in reading for many purposes and how to navigate and find information.

According to Seyit (2011) electronic texts introduce new supports as well as new challenges that can have a great impact on the students' ability to comprehend what they read. Digital texts provide support to the students with diverse learning needs and through good qualities of flexibility of the media, have the potential to scaffold instruction in a rich variety of ways. Images and animated graphics can be incorporated into digital texts to supplement textual definitions, supporting vocabulary understanding and reading recall (Seyit, 2011).

How to integrate computers into the ELA curriculum.

Computers are an effective piece of technology that can easily be integrated into English Language Arts activities in a variety of ways. The literature shows computers being integrated through the use of journaling, word processing in writing, blogging, using web quests, reading and podcasting. Journaling is something that many teachers have their students do, and the computer can be an effective tool for this type of assignment. One teacher had her student's

journal on computers. While they were writing, she would walk around the room asking questions to help expand their writing. She would also have them use their "temporary spelling" meaning they would turn their spell check off so they would not become frustrated with the green and red lines invading their writing (Moore-Hart, 2008). Computers can also be used for different writing purposes; such as creative writing, research based writing, or impromptu writing. In some cases of writing teachers may also use the form of blogging. Blogging is when students answer teacher questions or a story prompt online. It also allows others to read the responses of their peers and respond if required. Also, teachers can use computers to publish student stories or pieces of work.

Computers can also be used in conjunction with either a T.V. or an LCD projector in order to display a story or a written piece from a student (Moore-Hart, 2008). This allows the students to be able to have a large visual to see the story better. Students can also use computers for information gathering through the use of web quests. Snider & Foster (2000) state that a web quest is an inquiry based activity that allows students to gather information from the web in one particular spot. The computer serves many purposes throughout the ELA instruction. Another area of instruction that the computer covers is reading in conjunction with podcasting. Podcasts are an audio file of students' reading, which is aired over the internet where people subscribe to the file and listen to it.

Computer resources available in classrooms range from either a few desktops to a set of laptops for all students to use. In a one-to-one classroom, meaning there is a laptop for every student, there is a lot of freedom to integrate the computers.

Model use of computers in elementary ELA Instruction.

Todd Wright's classroom is described in the article titled *Literacy Instruction with Digital and Media Technologies.* Todd Wright is a fourth grade teacher in a rural Nevada school district. He uses one-to-one laptop with his students throughout his English Language Arts instruction. The students use the computers for many different ELA purposes including, writing, reading and communicating. Mr. Wright strongly believes that technology is the way to make a connection to a student's life.

In Mr. Wright's one-to-one classroom he uses the laptops in a variety of ways. He starts the day by having the students check the class website and gather any files that he may have uploaded that they will need for the class such as writing prompts, graphic organizers, digital worksheets, etc. Once they have their files uploaded, students update their calendars with their homework and any other activities they will need to do at home (Barone & Wright, 2008). The students then have some traditional writing and reading practices as well as ones using the computers. During ELA time, students are expected to check their email and reply to the questions from the teacher that stimulates background knowledge for the story they are going to read. Once the students have responded to their emails, they are to read their articles which differ amongst the students so that they are at individual reading levels. This is a way for the teacher to differentiate instruction. Once the students read their articles, they then have to respond to a set of questions and email them back to the teacher (Barone &Wright, 2008). The computers can also be used during whole group instruction through instant messaging. Wright has his students discuss and respond to the questions he used for prompts with certain partners (Barone & Wright, 2008). The computers are technology that are beneficial and capable of being integrated

into ELA instruction very easily. Computers can be used in a variety of different ways to deliver ELA instruction.

Computer use in information gathering.

Computers can be used in connection with the internet for the purpose of information gathering. A web quest is an inquiry oriented activity in which most or all of the information used by the student is drawn from the web (Snider, 2000). The purpose of the web quest is to assist the student in focusing on and using the information provided by the quest rather than searching the internet for the information (Snider, 2000). According to Snider (2000), after students have completed a web quest they would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to. Web quests are used for the purpose of information gathering due to the fact that they are motivating, meaningful and rewarding (Snider, 2000).

Web quests are not the only way to gather information. There is also the internet, videos, and CD-ROM encyclopedias that can be used. However, in elementary school web quests are favored (Baker, 2001). Students can form inquiry groups based on a similar interest in topics and search for information using the above mentioned approaches on the computer. They can locate this information independently or in their groups and then report their findings back to rest of the class. In order to report their findings to the class they will use the computer to display their research in either a slideshow or a newspaper made and printed on the computers (Baker, 2001).

Computers use in composition.

Computers can be used for many different educational purposes, in particular writing can be done with computers. Wilfahrt (n.d.) stated that keyboarding improves the quality of student writing. Once they have been taught proper keyboarding technique and given sufficient practice

for competency, computers should be an encouraged instrument for their writing output and instruction (Wilfahrt, n.d.). According to Lorenz, Green, & Brown (2009), using computers to teach prewriting skills has positive effects for students. Students are very enthusiastic about using the computer and programs for writing activities (Lorenzo et. al. 2009). As well as being enthusiastic about using computers, students were also willing to collaborate with peers and focus for longer periods of time (Lorenzo et. al., 2009). Lorenzo et. al. (2009) state that using computers to teach organization in the prewriting stage of the writing process is beneficial, while Englert, Manalo,& Zhalo (2004), looked at the benefits of computer use during the actual writing process. The use of computers can address individual learning styles and knowledge gaps can be accommodated, thereby leveling the playing field so that young writers can participate at more advanced levels despite differences in their entry level knowledge or skills (Englert, et. al. 2004). As well as leveling the playing field, Englert et. al. (2004) state that computers can present prompts and scaffold learning.

Computer use in developing reading skills.

Computers can be used for the purpose of reading or learning the skills to read. According to Thurlow (2009), vocabulary is enhanced when electronic storybooks are read aloud and the accompanying pictures make an obvious association to the spoken words. As well as when the students are working on building reading and vocabulary skills, having the correct word spoken when the child clicks on a picture can help a child's vocabulary development (Thurlow, 2009).

Working on vocabulary development is one way to develop reading skills but another way is solely to practice reading. Martinez, Rosner, & Strecker's (1999) definition of Readers Theatre is an interpretive, voice-only performance. Performing readers use their voice to bring

the characters to life without sets, costumes, props, or memorized lines (Martinez, Rosner, & Strecker 1999). Integrating reading theatres as an oral performance produces volume, intonation, pitch and timing as critical support for the listeners' enjoyment, visualization and understanding of a script. As well as these elements providing the support, they also provide the demonstration of the reader's understanding of the text (Vasinda, 2011). The Readers Theatre performance is then turned into a podcast, which is an audio file over the internet where interested listeners can subscribe to podcast and listen regularly (Vasinda, 2011).

Readers Theatre is an important tool that brings authenticity and engagement to the process of repeated readings, resulting in remarkable and measurable comprehension gains (Vasinda, 2011). Readers Theatre can be used in conjunction with computers to produce podcast of student's readings.

In a study done by Vasinda (2011) in three elementary schools in Northern Texas, 100 second and third grade students participated in a Readers Theatre podcast. Thirty-five of the students who participated were identified as struggling readers prior to start of the study. As a result of the study, after ten weeks of repeated reading, recording, podcasting and listening to their own voices post-intervention scores increased anywhere from a half grade level to a full grade level. After ten weeks students identified that Readers Theatre had strong authenticity and they found it challenging but helpful. The students stated that it helped to improve their expressive reading. Readers Theatre offers an authentic purpose for the kind of repeated practice required to become a fluent reader especially for struggling readers (Vasinda, 2011). Computers can be used in a variety of ways through ELA instruction, but they are not the only piece of technology that can be used.

Clickers

    Effectiveness

        Personal response system, or clickers as they are commonly called, have been around since the late 1990's but are not a piece of technology that many students have seen or heard of before (Lightstone, 2007). Clickers are small hand-held remotes that are battery operated. They usually have letters or numbers for buttons for the use of answering questions (Lightstone, 2007). Clickers can be largely effective in the classroom, in English language arts as well as other subjects such as math and science. Clickers have been shown to improve attendance and increase participation (Kenwright, 2009). They provide a forum for students to indicate their knowledge about a particular topic by responding to questions and give immediate feedback to students (Lightstone, 2007).

        Immediate feedback not only helps the students but also the teachers. The immediate feedback gives the teacher the opportunity to review a topic and either move on the following day or go back and review because of a lack of student understanding (Kenwright, 2009). The feedback also allows the students to know how their level of understanding compares to their classmate's. Sometimes students think that no one in the class understands the less and blame the teacher, but when they see the majority of their classmates do understand, it motivates them to study more (Kenwright, 2009). Another benefit to the use of clickers in the classroom is that it takes teachers a shorter amount of time to administer and score a test or set of questions. Consequently, the exchange between the teacher and the students is much faster (Lightstone, 2007).

        Students found the clickers to be a positive impact on their learning because they were able to see whether they answered the questions correctly and quickly. The students also found

themselves more engaged and attentive when they were using the clickers. Active learning is simply having students engaged in an activity that forces them to think. The clickers, used appropriately, provide an environment conducive to active learning (Lightstone, 2007). The clickers can also be beneficial to students by creating a sense of camaraderie to the classroom. The class gets excited over the use of them and ends up cheering when 100% of the class answers a question correctly (Kenwright, 2009). Clickers can be beneficial with instruction but as with any piece of technology they can produce some challenges.

Challenges.

There are a few challenges or problems that can happen with the use of clickers. As with any piece of technology time can be a large issue with the clickers (Kenwright, 2009). While the use in class can save time on grading and assessments, this is not a piece of technology that a teacher can decide to use at the last minute. There is a lot of preparation required especially the first time using them. The teacher has to prepare the software on the computer with the clickers and also, take time to learn how to use the software. Therefore, the use of clickers needs to be thought out and experimented with before introducing them to students (Kenwright, 2009). Not only is time an issue, keeping up with having the most recent version of the equipment and the software is also important. If the clickers are not new, there can be problems such as not responding (Kenwright, 2009). Kenwright (2009) also states that if more than one teacher is using the clickers at once in close proximity, the clickers can jump channels and not work properly.

How to integrate clickers into an ELA curriculum.

Clickers can be used a variety of ways in the classroom to produce student engagement. The clickers can be used to answer questions for either quizzes or self-assessment, perform

instructor or course evaluations and/or to record attendance (Kenwright, 2009). According to Lightstone (2007), the clickers will provide the students immediate feedback when being assessed, allowing the students to better understand where they are in the class. Teachers can also integrate clickers in the ELA instruction to gain an understanding of their students' knowledge on a particular topic (Kenwright, 2009). Clickers can be used in the classroom for student engagement as well as SMART boards with which they can also be used in conjunction.

Model use of clickers in ELA Instruction

The use of clickers in a classroom is most commonly used in high school and college level science and math. Despite the lack of research with clicker use in elementary schools, it can be adapted for ELA instruction in elementary classrooms. According to Powell, Straub, Rodriguez, & VanHorn (2011) clickers are used in a college classroom in a question and answer sessions. The use of clickers promotes student engagement and inquiry. The students are asked as a whole group and then before allowed to click in their answers they are to talk with a partner about the question. Once the students' haven been given a few minutes to discuss the answer the teacher then provides the correct answer on the board with all the student answers. Once the answer is revealed it facilitates a whole group discussion. This model can be adapted in a third grade ELA curriculum through the use of literary element questions after a reading.

SMARTboards

    Effectiveness

A SMART board is a digital version of a whiteboard that is connected to a computer that displays information (Solvie, 2004). According to Beeland (n.d.), SMART boards can be used to deliver instruction in a variety of ways. They can be used for visual learning, auditory learning

and tactile learning. The SMART boards allow student to physically interact with the board and experience hands on learning (Beeland, n.d.). Rochette (2007), states that the SMART board is a tool for extending the horizons of teaching and learning. As well as using the SMART board to reach all styles of learners, it also increases the level of participation and allows for a wider range of participation by the students. This leads to an increase in engagement as well as an enhanced learning environment. The increase in visuals through the board promote a student's ability to organize and process information as well as challenging students to think on levels that require higher order thinking skills (Beeland, n.d.). SMART boards are also effective as tools for instruction because when students see them in the classroom they are immediately captured by the thought of what is going to be taught for the day. They are also effective for teachers to use because they can enhance a lesson by varying instruction through the use of the internet, interactive software, videos and sound (Beeland, n.d.).   The use of the board allows the teacher to stay away from a lecture style class, become a facilitator and allow the students more freedom to teach and to learn from each other. As with any piece of technology or strategy in the educational setting, there are always positives and negatives to using them and the SMART board has a few challenges.

Challenges

The challenges that are encountered through the use of SMART boards are small but can be problematic at times and even more than that, frustrating. Beeland (n.d.) stated that teachers become frustrated with the use of SMART boards because when problems occur with the actual SMART board and the software, the teachers are unable to fix the problem because they feel that they are under trained. They also feel that there is not enough technical support when it comes to fixing the problem; therefore, they always have to have back up lesson plans that do not use the

SMART board in case it malfunctions while using it (Beeland, n.d.). Beeland (n.d.) also stated

that the other complaint teachers had, was having to reorient the board in order for the markers to

write on the board. Despite having challenges with the board, it can be integrated into instruction

for many purposes.

How to integrate SMARTboards into an ELA curriculum.

The SMART boards can be used for instruction in a variety of ways. The boards can be

used to engage students through kinesthetic processing as they use the markers or their hands to

respond to texts, by highlighting with colors or drawing boxes or circles around elements of story

or questions (Solvie, 2007). The board can also be used to model writing and reading tasks on a

large screen (Solvie, 2007). The work that is done on the SMART boards can be saved in order

to quickly revisit it, which differs from traditional white and black boards. The boards can also

be used for the purpose of morning messages, cloze activities, vocabulary exercises, graphic

organizers, etc. (Solvie, 2007). According to Rochette (2007), the boards can be used in

conjunction with computers or student laptops in order to display student work on the board and

teach students the steps in peer evaluation.

Model use of SMART boards in ELA Instruction

SMART boards can be used in all subjects to create an interactive environment to assist

students with learning. Students with disabilities can benefit from the use of SMART boards

because they increase the visualization along allowing students how things are said and see them

at the same time. In a classroom with mixed abilities of students, the teacher used the SMART

board for the use of vocabulary flash cards. The students were able to interact with the board by

touching the virtual flashcards and hearing the words being said aloud. The students were able to

practice their vocabulary words through the board therefore increasing their understanding

(Mechling, L., Gast, D., Thompson, K., 2008).

Technology in the schools can be a very beneficial tool in order to reach students with all

styles of learning. In order for technology to be beneficial teachers need proper instruction on

how to integrate it into the classroom. Therefore professional development for teachers is

necessary when introducing something new into their classrooms. Professional development

allows teachers to learn about the technology and how they can effectively use it in their

classroom.

Professional Development

Professional development is defined as the knowledge, skills, strategies, resources, and

tools educational leaders need to improve student achievement. (Waters, Marzano & McNully,

2003). Teachers are the most valuable resource in the field of education, and if they are not

provided with the proper training on how to provide the best instruction, then they are not giving

students the best opportunities. The National Staff Development Council has a clear set of

standards and guidelines for staff development (Sparks & Hirsh, 2000). There are eight standards

for staff development which are:

1. High standards for learning for all students.

2. Hold superintendents, principals, and teachers accountable.

3. Invest in teacher learning.

4. Review school improvement plans.

5. Involve all teachers in continuous, intellectually rigorous study of what and how they teach.

6. Embed opportunities for professional learning and collaboration into the school day.

7. Provide teachers with classroom assessment and action research skills.

8. Recognize the importance of skillful school and district leaders (p.5).

Therefore, teachers need more than knowledge of what to do, they need to know why, how and when to do something (Waters, et al, 2003). According to Kent (2004) through professional development or growth, teachers must stay current in best teaching practices and over-all improvement in program quality. Professional development for teachers is most effective when it is an ongoing process, which includes appropriate, well thought out training and follow up (Kent, 2004). Not only does it need to be an ongoing process but it needs to be a process that includes the entire school staff and administration (Kent, 2004). According to Parsad, Lewis, Farris & Greene (2001), four things must be present in order for professional development to be effective:

1. Focuses on the subject matter teachers will be teaching.

2. Align teachers' learning opportunities with their real work experiences, using actual curriculum material and assessments.

3. Provide adequate time for professional development and ensure that the extended opportunities to learn emphasize observing and analyzing students' understanding of the subject matter.

4. Ensure that school districts have reliable systems for evaluating the impact of professional development on teachers' practices and student learning (p.5).

With these four things included into professional development, teachers will receive the best learning experiences in order to better educate their students. The best practice for professional development that teachers should be involved with are ones that support school-wide

improvement, and stimulate individual growth and engagement in teaching (Sullivan, 1999). If the professional development includes these opportunities, then teachers and administrators will be actively involved in the professional development. They will be able to analyze current research, and participate in hands-on teaching practices through modeling, coaching and feedback. They also will be able to set goals for improvement that are reasonable at the school level (Kent, 2004). Professional development is important in order to teach because teachers need to be aware of the newest and best practices to deliver instruction and meet the needs of students.

Technology tools provide an effective environment for ongoing, job-embedded professional learning (Chesbro, 2010). According to Chesbro (2010), educators do not have to carve out significant amounts time to stay connected with collegial conversations. The use of technology is important in the field of education. It can be helpful for teacher through the use of professional development. Through the use of technology, teachers from all different areas of the country can meet bi-weekly through conferencing programs to discuss their thoughts about a certain topic (Chesbro, 2010). The use of technology with professional development expands the room to grow as educators, allowing communication with others outside of one's area, and also providing hands on experience with technology (Chesbro, 2010).

Educational technology is effective when it is used to its potential and teachers are taught how that can be achieved. Computers, personal response systems (clickers), and SMART Boards are highly effective pieces of technology in the classroom, and with the proper use are very beneficial to students. This project has been designed to use these three pieces of technology in an elementary school in a urban school district.

Methodology

I developed a curriculum project that focused on integrating technology into a third grade English Language Arts (ELA) classroom. I focused on integrating three specific pieces of technology: computers, clickers and SMART boards.

Participants

The participants in this project were third grade teachers from Dr. Weeks Elementary school, in the Syracuse City school district. Syracuse is an urban school district, and one of the "the big five" districts in New York State. The third grade teachers who benefitted from this project were the ones who were in the middle of their career, defined as having taught for more than 15 years. There were twenty - eight teachers in the building with sixteen of them having fifteen plus years of teaching experience. These teachers were also ones who were not avid users of electronic technology in the classroom, but who would really like to learn how to integrate the use of technology into their classrooms. This school was chosen in particular because their school building was undergoing renovation and when finished will have updated electronic educational technology. The participants wanted to be able to use the technology in the classroom but were unaware of how to use it properly.

Setting

This project was intended to fit best in a third classroom in an urban school district. In particular, the school district is the Syracuse City School District and the classroom is located in Dr. Weeks Elementary School. This is one of twenty elementary schools in the district. Dr. Weeks houses grades kindergarten through fifth with a total enrollment of 757 students. The average class size is 23 students, with this particular class having 21 students. The makeup of the student body includes 56% African American students, 27% white students, 12%

Hispanic/Latino students, 4% Asian students, and 1% American Indian. According to the School report card, 90% of the students receive free or reduced lunch.

There were five third grade teachers, all with over fifteen years of teaching experience. They also all had a valid teaching certificate with no one working out of their certification. The school has a turnover rate of 4% of their teachers every school year.

Design

I integrated three pieces of electronic technology into English Language Arts instruction. The three pieces of technology were; computers, clickers and SMART boards. I explored the units that comprised the school's already existing ELA text which is *Treasures* by Harcourt. I reviewed each unit to see if or how technology was being used. If there was technology being used I looked at how, and what I could do to improve the use. If it was not being used I decided where and what piece of technology would best fit into that unit. I used all three piece of technology in each of the six units; therefore I developed 18 lessons with technology integrated into each lesson. I used an adapted form of a lesson plan from Best Practices of Technology Integration in Michigan (2011). (http://www.remc11.k12.mi.us) I added on objectives and assessment to the lesson template because I believed it was important to make sure the two aligned with each other in order to see student achievement.

After I explored the text and developed supplemented lessons for technology to enrich the already existing English Language Arts curriculum, I developed a professional development piece for the teachers. The professional development was designed to train teachers how to use and integrate computers, SMART boards and clickers into their instruction. The teachers attended three half day sessions during the summer. Each session focused on one piece of the

technology and the teachers were provided hands-on experience with the technology as well as ideas on how to integrate it.

Findings

Attached are eighteen lesson plans for a third grade English Language Arts curriculum(ELA). The lesson plans are set up by units, with six units in total. There are three lessons per unit, one each for computers, clickers and SMART Board. The lessons are designed for a thirty minute session, in a third grade class of twenty-one students. The lesson plan format is an adapted form from the Michigan Association of Intermediate School Administrators (MAISA) and the REMC Association of Michigan Best Practices in Technology Integration.

The lesson plans include a unit title, a lesson title, the subject and grade level, objectives, standards, procedure, and an assessment. The unit title states the unit and the story from the unit whereas the lesson title gives a light into the topic being taught. The subject and the grade level for all the lessons are going to be English Language Arts and third grade. The objectives for each lesson state what the students will be able to do at the end of the lesson. These vary from lesson to lesson. The standard(s) that are stated are correlated with the English Language Arts curriculum for third grade in New York State. The procedure section goes through the steps of how to teach that specific lesson. Lastly, the assessment section states what the students will do at the end of the lesson to provide evidence of student learning. Whether it is formal or informal, there is always some form of assessment to close the lesson and inform future instructional decisions.

Also attached after the lesson plans, are the scripts for the three professional development workshops, along with a copy of the workshop evaluation that teachers will receive via their

emails. Also included are technology use fidelity checklists for teachers to use when they are on their own in their classrooms.

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Unit 1: First Day Jitters **Lesson Title**: Power Point Presentation	**Subject/Grade Level**: Language Arts/ Grade Three
Standard: Speaking and Listening: Standard 1-Ask questions to check understanding of information presented, stay on topic, and link comments to remarks of others	
Objectives: Students will be able to create their own power point presentations	**Materials/Hardware**: SMART Board, Clickers
Activities/Procedures: 1. Students will have had read the story <u>First Day Jitters</u>. 2. Teacher will then explain to the students, that they will be developing a power point together, as a class, and then they will create one with a partner. 3. The students will answer questions using the clickers about how things look on the power point. As the teacher is showing the students how to develop a power point, he/she will ask opinion questions about creating a presentation. (What color background would look better? What size font is better to use? Are pictures always necessary? Should there be a lot of writing on each slide?) 4. The teacher will then walk through the steps of making a power point, (adding new slides, adding font/pictures, color backgrounds, and how to play the presentation.) This should all be displayed on the SMART Board so that the students can see how it is done.	**Assessment:** Students will answer questions via the clickers about how to make a power point presentation.

5. The teacher will then answer any questions students have before splitting them up to work on their own.

6. The teacher will partner students up and assign them with topics for their power point. The group topics will be based on the story. The topics will be the characters, the setting, the plot, and a summary of the story.

HOW TO MAKE A POWERPOINT!

By: Miss Goss

WHAT IS A POWERPOINT?

o A power point presentation is a slideshow that provides information about a topic.

o It provides information in a fun and visually appealing way!

o Each slide in the show has new information on it and at times the slides have pictures on them.

o There is no limit on the amount of slides a show can hold. You can have just a few slides or a lot of slides depending on what you are presenting!

HOW TO CHOSE SLIDE FORMAT AND THEME

o To chose a slide format- go to the **home tab,** then choose **new slide** and there will be a drop down where you can choose the most fitting style for you.

o To choose the design and color of the background of your slide go to the design tab. You can pick from a variety of slide backgrounds as well as colors.

FONT SIZE, STYLE ,COLOR AND THE BACKGROUND

o To choose or change font size and style, it is the same way as a word document. Make sure you are on the **home tab** and then you will see where you can choose your font.

o Also the font color should contrast with the background, meaning that you should be able to see the font if you choose to use a dark color background.

o The back ground should not be so dark that the reader struggles to read the information on the page.

INSERTING PICTURE

o To insert a picture, it is very simple. If you are going to insert a picture from clip art, go to the **insert tab**. Then click on **clip art** to insert the picture of your choice.

o If you want to insert a picture from the internet, find your picture on the internet and **right click** on the picture to copy. Then on the slide,**right click** and hit paste. Make sure to put the source of the picture below it.

http://www.puppyparadise.com/images/Breeds/westie.jpg

REVIEW!

o To add a new slide, which tab should you be at?
 a. home tab b. design

o To choose the background color, which tab should you be at?
 a. design b. insert

o Do you think a lot of writing on one page is too much?
 a. Yes b. No

o Do you need a picture on every slide?
 a. Yes b. No

o Do you think large font is better or worse?
 a. better b. worse

ANY QUESTIONS?

o It's your turn to make your own powerpoint!

o You are going to work with a partner to develop a Power point based on a story element that you will be assigned using the story we are going to read.

o Good Luck!

SUMMARY

o First, choose slide format.
o Second, choose background or color of slides.
o Third, choose Font size, style and color.
o Fourth, add information on each slide.
o Fifth, add pictures if needed.
o Lastly, proof read every slide.

Title: Unit 1: First Day Jitters **Lesson Title:** Power Point Fun	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Writing: Standard 2- Write informative texts to examine a topic and convey ideas and information clearly	
Objectives: Students will be able to create a five slide, power point presentation based on a story element.	**Materials/Hardware:** Computers
Activities/ Procedures: 1. Student will have read the story <u>First Day Jitters</u> 2. Students will have answered questions about making power points using the clickers. 3. Students will get with their partners and brainstorm ideas, based on their story element, of how they would like to set up their power point. 4. As students are brainstorming, they will develop a story board of their power point before they can receive a computer. 5. Once the students are done with their story boards and have showed the teacher, they will be given a computer to create their power point. 6. Students will complete their power point presentation and submit it to the teacher via email.	**Assessment:** Students will create with a partner a power point presentation based on an assigned story element.

Power Point Presentation Rubric

4-Excellent	3-Good	2-Fair	1- Unsatisfactory
Slides/Organization: Contains 5 or more slides and presents clear information about the story element supported from the story	Contains 5 slides and presents clear information about the story element.	Contains less than five slides. Omits information about story element.	Incomplete power point
Development of Ideas: Thoroughly developed information based on the story	Attempts to develop information on story element but is missing information.	Attempts to develop information but is not consistent.	Little to no development of information.
Conventions: Slides are almost free of mechanical, grammatical and spelling errors. Slides flow from one to another	Slides have spelling, capitalization, and punctuation that is mostly correct. Slides lead naturally to one another	Slides contain mistake that can interferes with the reading of the slide. Somewhat of a fluid manner from one slide to another.	Slides contain frequent errors in mechanics, grammar, and spelling. Slides do not flow at all.
Graphics: Has one picture per slide. The picture goes along with the slide.	Has one picture per slide but not all the pictures fit the slide.	More than one picture per slide. Pictures are not fitting to the slide they are on.	No pictures at all.

Title: Unit 1: My Very Own Room **Lesson Title:** Clicker Questions	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 1-Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.	
Objectives: Students will be able to answer multiple choice questions for an assessment.	**Materials/Hardware:** Clickers, SMART Board
Activities/ Procedures: **Intro:** Today we are going to use something new in our classroom. We are going to use clickers (hold one up). These are hand held remotes that you can use to answer questions and I will be able to show the results on the board. It will help us discuss our reading and clear up anything you didn't understand! 1. Students will listen to the story <u>My Very Own Room</u> via the SMART Board as well as follow along in their own books. 2. Once the students have listened to the story they will take their clickers out in order to answer questions. 3. The students will answer questions using the clickers. The questions will be displayed via the SMART Board, one question at a time. The questions will be multiple choice questions in order for the clickers to be used. 4. Once the students have finished the assessment they will be able to see how they did on the assessment which is anonymous because only they know their clicker number. 5. Then the teacher will go over the question and the correct	**Assessment:** Students will complete story questions using the clickers. 1. Why does the girl sit in a tree in the beginning of the story? A. It is too cold in the basement. B. She hides her books in the branches. C. She needs a place of her own to think. D. Her brothers are too small to reach her up there. 2. Why doesn't the girl's mother want her to use the storage closet at first? A. Many things are stored in there. B. Three is no more paint for the walls. C. It is too close to the kitchen. D. It has no windows. 3. Before Tio Pancho brings the bed, the family has to – A. put blue stamps in a book. B. sell the crate to pay for the bed C. measure the wall space with yarn. D. wait for him to return from Mexico 4. Which of these items is placed in the girl's new room? A. a table B. a lamp C. a chair D. a bookshelf 5. Why will the girl probably enjoy reading to her youngest brothers more in the future?

answers in order to clarify any misunderstandings that students may have had with the questions. 6. Throughout the questions, students will be able to see how many chose each answer. For any of the questions, if 25 % of the students answered incorrectly, the teacher will display the incorrect questions to spur discussion about the misunderstanding.	A. They have learned how to read B. Her family has moved to a bigger home C. They are her two favorite brothers D. She has a place of her own 6. How can the reader tell that the family in this story cares for one another? A. They work together to clear space for the girl. B. They cook a huge meal together. C. They play pranks on each other all day long. D. They all go to the park together. 7. Read this sentence from the story. "And we could put a tarp on top so nothing would get <u>ruined</u>," I added. Which meaning best fits the way <u>ruined</u> is used in this sentence? A. Damaged or harmed B. Losing one's health, position or fortune C. A destruction or wreck D. Remains from an ancient city

Title: Unit 2: Boom Town Lesson Title: Long "e"	Subject/Grade Level: Language Arts/ Grade Three
Standards: Reading: Standard 5-Know and apply grade-level phonics and word analysis skills in decoding words.	
Objectives: Student will be able to identify a word with the long e by writing the word and circling the spelling pattern.	Materials/Hardware: SMART Board, Student note books

Activities/ Procedures:
 	
1. Students will have read the story <u>Boom Town</u> prior.
 	
2. The teacher will discuss that during the story, as readers they encountered many words that had the long "e" sound. The teacher will ask the students if anyone can give an example.
 	
3. The teacher will then explain to the students that long e can have many different spellings.
 	
4. The teacher will display a list of examples of words that have the long e sound but with different spellings.
 	
  ea- as in sea   e- as in me
  ee- as in tree   ey-as in monkey
  e_e- as in Steve   y- as in funny
  ie- as in brief
 	
5. The teacher will go over these examples with the students by having them repeat the word after her.
 	
6. The teacher will then display on the SMART board a word sort for the students complete together. The headings for the word sort
	Assessment:
	
	"Ticket out the door": Students need to write three long "e"words on the card and identify the spelling that makes it a long "e" word. They have to be three different spellings of the long "e".

will be; ea, ee, e_e, ie, e, ey, and y. The students will take turns coming up the board to sort a list of words. The list of words is a combination of words from their story and other long e words, as well as words that are not long "e".

7. The list is; fields, leaves, honey, eves, knees, chilly, healing, she, sunny, chief, money, clean, grief, thief, breeze, three, speech, green, sweep, shield, treat, creek, belief ,least, vest, deck, lemon, spell, lend, egg, tell, checked, and spend.

8. Students will take turns writing the words on the SMART board using their "magic fingers".

9. Once the list is completed on the board the students then need to copy it into their notebooks.

Title: Unit 2: Home Grown Butterflies **Lesson Title:** Conclusion Blogging	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 7- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	
Objectives: Students will be able to draw conclusions about the story by providing three details from the story.	**Materials/Hardware:** Computers
Activities/ Procedures: **Intro:** Today we are going to try a new way of communicating with each other, it is called blogging. It is located on our class website. You will sign into our site and open the blog page. On that page you will start an entry by adding the title Home Grown Butterflies. Then you will write the conclusion you drew from the story and the two details that got you to that story. When you are finished you will hit send. Now your classmates will be able to read your thoughts. As your classmates finish their response you are to pick one person and respond to their conclusion. Maybe how you agree or disagree, how you thought the same thing and how you got to it if it was different. 1. Students will partner read the story <u>Home Grown Butterflies</u>. 2. The students will then think-pair-share with their partner about the conclusion they came up with about the story. 3. After the students have partner read the story and done their think-pair-share, they will use the computers to blog about the conclusion they have built about the story. They will blog individually.	**Assessment:** Students will blog their conclusion from the story and respond to one of their classmate's conclusion.

4. The students will blog on the computer about the conclusion they made based on the story. They will need to include two details that support how they got to their conclusion. They also need to respond to one of their classmate's conclusion. 5. Students need to use correct grammar and mechanics when writing and responding on the blog.	

Title: Unit 2: Here's My Dollar **Lesson Title:** Clicker Comprehension	**Subject/Grade Level:** Language Arts/ Grade Three
Standard: Reading: Standard 1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Objectives: Students will be able to answer closed comprehension questions throughout the story.	**Materials/Hardware:** Clickers
Activities/ Procedures: 1. As a whole group, students will take turns reading Here's My Dollar. 2. Throughout the reading the teacher will stop the students reading and ask questions which the students will use the clickers to answer. 3. The questions that the teacher will ask are placed throughout the story. The questions are made but they need to be made into multiple choice to use with the clickers. Pg 229-Why does Angel write a letter to the Fresno Bee? A. She is worried the animals at the zoo might not have enough money. B. She loves animals and wanted to share her love C. She wants to donate money to the zoo. D. She wanted to ask for a job at the zoo. Pg 231- Why did students and parents fill water jugs in the classroom with money? A. To see who could fill more water jugs. B. To raise money for the zoo. C. To buy a class pet. D. To give money to Angel Pg. 233- How did Angel continue to help the zoo? A. made	**Assessment:** Students will answer comprehension questions throughout whole group reading.

appearances to ask for money. B. signed autographs C. spoke to reporters. D. all the above. Pg.237 What was the main of this story? A. Angel got a job at the zoo. B. Angel saved the animals from starving. C. Angel inspired people to give money to help the zoo D. Angel loves animals. 4. Follow along in the story and ask the question as they come up. Show the question on the SMART board so that the student can see the question and they can see the different response that students have. 5. If more than 25% of students answer the question incorrectly, walk through the question and find where in the story they can find the answer.	

Title: Unit 3: <u>Messaging Mania</u> **Lesson Title:** Electronic Journal	**Subject/Grade Level:** Language Arts/ Grade Three
Standard: Writing: Standard 3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	
Objectives: Students will able to journal write using the computer.	**Materials/Hardware:** Computers
Activities/ Procedures: 1. Students will take a picture walk through the story <u>Messaging Mania</u>. 2. Once they have previewed the story, they will complete an electronic journal entry from a writing prompt. Each day will be a different journal entry. 3. The students will then get a computer in order to write their journal entry. The writing prompt will be displayed on the SMART board. The students will need to make one document for all of their journal entries because at the end of the week they will print their journal out and hand it in. 4. The writing prompts for each day are as follows: Monday: Write an email to someone reminding them why it is important to vote for you in the school election. Tuesday: In five or more sentences, write why you think bullies have turned to the use of technology (Computers, texting, cellphones, social media sites).	**Assessment:** Students will complete a journal entry each day that is at least five sentences long, with an introduction and conclusion sentence.

Wednesday: Write an email to a friend telling them why it is important to not use instant messaging abbreviations when writing and talking in school. Thursday: Write a dialogue between two people as if they were instant messaging each other. Each person needs to say at least eight different things. Abbreviations can be used because it would be a conversation outside of school. Topic needs to be appropriate for school. Friday: Describe the new online magazine that you want to write for. The magazine can be made up or an already existing magazine.	

Title: Unit 3: <u>The Jones Family Express</u> **Lesson Title:** Inference Making	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 6- Distinguish their own point of view from that of the narrator or those of the characters.	
Objectives: Students will be able to draw inferences from a story.	**Materials/Hardware:** SMART Board
Activities/ Procedures: 1. Prior to reading the story <u>The Jones Family Express</u>, students are going to be introduced to the skill of making inferences. 2. Using the SMART board, students are going to walk through an activity called Incredible Inferences. 3. The activity explains what an inference is and how to remember how to make inferences. It also walks through examples by giving a scenario and then on provided balloons that the students have to come to the board and pop to see if it is a good inference. 4. When the students pop the balloon that they think was a good inference, there will be an explanation of why it was a good inference or not. *This activity can be can accessed through SMART Exchange online. http://exchange.smarttech.com	**Assessment:** Students will be able to make inferences based on the story <u>The Jones Family Express.</u>

5. Once they have finished this activity, students will start to read the story The Jones Family Express and make inferences as they read along. They will write their inferences as they read. They will not finish the entire story in this lesson.

Title: Unit 3: <u>What Do Illustrators Do?</u> **Lesson Title:** Clicker Vocabulary	**Subject/Grade Level:** Language Arts/ Grade Three
Standard: Reading: Standard 1- Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Objectives: Students will be able to identify vocabulary words through an assessment using clickers. Students will be able to use one vocabulary word correctly in a sentence	**Materials/Hardware:** Clickers
Activities/ Procedures: 1. Students will have previously read the story <u>What Do Illustrators Do?</u> 2. Students will turn to a partner and review their vocabulary words for about five minutes. 3. The vocabulary words that are being tested are; illustrate, style, texture, sketches and suggestions. 4. Students will then clear their desks off and get out their clickers to take the five question vocabulary assessment. 5. The students will be given one question at a time. They will be asked to "click" in the definition for each word. They will be give four options with one option being the correct answer.	**Assessment:** Students will use clickers to complete vocabulary assessment. They will then choose one word to correctly write in a sentence. 1.) Illustrate means_____ a. to draw a picture to explain b. to write text c. the person who draws pictures d. to discuss 2.) Style means_____ a. the way one gets dressed b. how to write c. a particular way of doing something d. fashion 3.) Texture means_____ a. a drawing b. how something looks or feels

| | c. the color of a drawing   d. shading

4.) To sketch is_____

a. to write something   b. to color a picture

c. to paint   d. to rough draw something quickly

5.) Suggestion means_____

a. to yell at someone   b.to argue with someone

c.to offer someone an idea or plan   d. to ask questions |

Title: Unit 4: Ramona and Her Father **Lesson Title:** Emailing Extravaganza	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Writing: Standard 1- Write informative texts to examine a topic and convey ideas and information clearly.	
Objectives: Students will be able to identify and write a paragraph with a problem and a solution.	**Materials/Hardware:** Computers
Activities/ Procedures: 1. The students will have previously read <u>Ramona and Her Father.</u> 2. As a whole group discuss what it means to have a problem and a solution in a story. 3. Continue discussion with asking the students what was the problem in our story <u>Ramona and Her Father</u>. Then ask how to Ramona try to solve the problem. 4.Explain to students that you want them to think about a time they had a problem with either a friend or someone in their family and how they solved it. 5. The students will then get out their computers in order to develop a graphic organizer for their writing. 6. Once they have completed their graphic organizer they will then write a paragraph about their problem including details. 7. Once they have completed both pieces they will email their graphic organzier to the teacher in order to receive a response.	**Assessment:** Students will email the teacher their problem and solution scenario.

Title: Unit 4: <u>Out of this World!</u> **Lesson Title:** Sequencing	**Subject/Grade Level:** Language Arts/Grade Three
Standards: Reading: Standard 8-Describe the logical connection between particular sentences and paragraphs in a text.	
Objectives: Students will be able to sequence events from a story using temporal words. (First, next, then, last)	**Materials/Hardware:** SMART Board
Activities/Procedure: 1. Students will listen to the story <u>Out of this World!</u> on the SMART Board as they follow along in their own books as well. 2. Once the story is finished, explain to the students that sequencing is important in nonfiction because it presents events or steps in the order they happen. Provide them with an example of sequence such as the morning routine before coming to school. 3. Give the students about five minutes to turn to a partner and talk about the order of events in the story. After five minutes bring them back as a whole group and direct their attention to the SMART Board. 4. On the SMART board there will be an activity in the form of a graphic organizer. The organizer outline will be in the form of a spaceship and each box will be where students need to place an step. The first box will be the actual event being sequenced. 5. Around the spaceship there are stars that hold the sequential step from the story. Students are to come to the board and pop the stars and see if they can place them in the correct order, writing in the temporal words between the boxes.	**Assessment:** Ticket out the door-Students will write their own sequence of events. Their sequence needs to include at least four events and the use of temporal words.
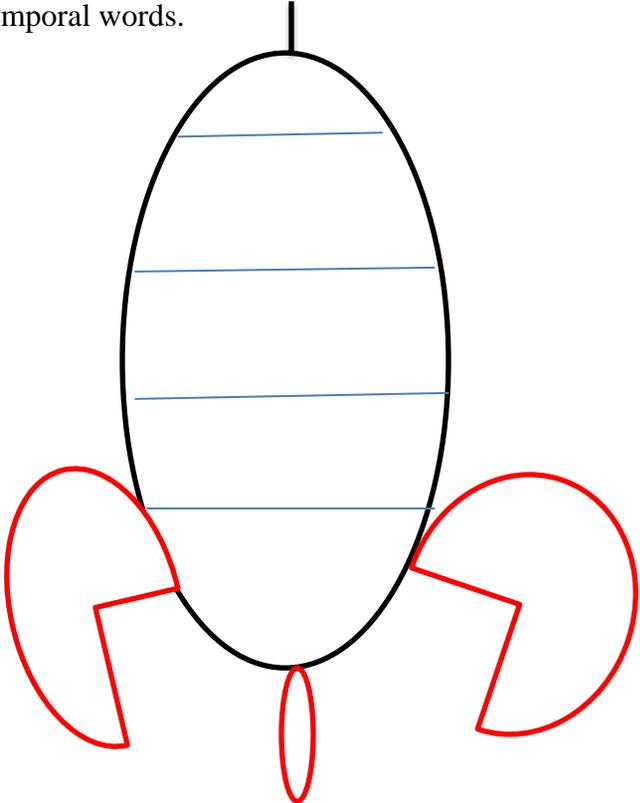
6. Once the students finish this activity, they will write their own sequence events, using at least four steps and temporal words before they can move to the next activity. 7. They will hand their sequenced events into the teacher.	

Title: Unit 4: Narrative Writing **Lesson Title:** Narrative Clicking	**Subject/Grade Level:** Language Arts/Grade Three
Standards: Writing: Standard 3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Objectives: Students will answer questions using the clickers about writing a fictional narrative in order to prepare to write their own narrative	**Materials/Hardware:** Clickers
Activities/Procedure: 1. Students have previously read a narrative story and discussed the story. 2. Students will review the features of narrative writing through answering question with the clickers. The Features are: It is a made up story with a beginning, middle, and an end. -It includes characters, setting, and dialogue. -It has believable characters and dialogue to show what the characters are saying. -It contains actions or series of events that form a plot. -It has a problem, or conflict, and a solution, or resolution. 3. Students will see a question on the SMART Board and then they will provide their answer. The teacher will discuss the	**Assessment:** Students will write their own narrative based on the writing prompt write a personal narrative about unusual day. They will be graded based on the rubric that is attached below

answers to all the questions to clarify any misunderstanding before the students write their own personal narrative.

4. These will be the questions displayed for the students:

Narrative writing tells a story about_____

a. a made up story

b. a true event

Narrative writing_____

a. includes dialogue between characters

 b. does not include dialogue

Narrative writing_____

a. has a sequence of event that forms the plot

b. does not have a plot

Narrative writing_____

a. includes a problem and solution

b. includes a problem but not solution

5. Once the questions have been discussed, explain to the students that they are going to write their own narrative using the writing prompt: Write about an unusual day. They will be given the rubric so they know how they can get a four on their writing assignment.	

Rubric

4- Excellent	3-Good	2-Fair	1-Unsatisfactory
Organization: _Well developed plan _well developed beginning, introduces setting, characters and problem _even in middle clearly explained _Story flows _Well developed ending	_Clear plan _simple opening to story _clear beginning, introduces characters and problem _events in middle listed _Clear ending	_attempts plan _attempts to write an opening _simple beginning, attempts to introduce characters, setting and problem _sequence of events are confusing _simple ending	_no plan _no opening _no introduction of setting, character and problem _no sequence of events _no ending
Content: _a lot of information given to understand story _ Detailed Sequenced events show how problem is solved _ Character description	_Some information given to understand story _Sequenced events show how problem is solved _simple character description	_little information given to understand story _sequence of events is unclear and doesn't lead to solution _incomplete character description	_not enough information to understand the story _no sequence of events _no description of characters
Conventions: Writing is almost entirely free of mechanical, grammar and spelling errors. Sentences flow from one to the other.	Spelling, capitalization, punctuation and usage are mostly correct. Sentences lead naturally to those that follow	Makes mistakes that can interfere with the reading of the writing. Sentences flow in a somewhat fluid manner.	Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing

Title: Unit 5: <u>Unique Animals of the Southwest</u> **Lesson Title:** Animal Web quest	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Writing: Standard 2- Write informative texts to examine a topic and convey ideas and information clearly.	
Objectives: Students will be able to explore a web quest to gather information on an animal.	**Materials/Hardware:** Computers
Activities/Procedure: **Intro:** Today we are going to use a new way of exploring information. We are going to use a Web quest that I have saved under the favorites section on the internet toolbard. A Web quest is a website that has all the information you need there and as you click on links it will lead you to more information. 1. As a whole group, read the story <u>Unique Animals of the Southwest</u>. 2. After reading and discussing the comprehension questions, explain to students that they are going to use a Web quest with a partner on their assigned animal. This is located in their favorites section on their computer. 3. Explain to the students before splitting them up that they are to find and write down six new facts on the animal that they are assigned. The facts cannot be ones that we already know from the story. They will have to share their facts with another set of partners of a different animal.	**Assessment:** Students will collect six new and interesting facts from the web quest that was not in the story. They will then share these facts with another set of partners of a different animal.

4. Assign students partners, but they are allowed to choose the animal that they want to research. They can choose from a roadrunner, armadillo, coyote, raccoon, tortoise, lizard, snake, and scorpion. There is a Web quest for each of these animals saved in their favorites folder.	

Title: Unit 5: <u>Penguin Chick</u> **Lesson Title:** Main Idea and details	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 2- Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Objectives: Students will be able to identify the main idea and details from a story.	**Materials/Hardware:** SMART Board
Activities/Procedure: 1. Students will be introduced to the concept of main idea and supporting details. 2. Explain the importance of understanding the main idea (ie. helps summarize a story) and finding supporting details. 3. Students will do an activity on the SMART Board to practice finding the main idea and the details. This is located in a folder on the desktop labeled Main Idea and details. Just open the folder and you will be all set to start the lesson. 4. There will be a graphic organizer with a circle in the middle and then other circles off that one. 5. In the first organizer, students will be provided with the details which will be floating around the organizer. They will have to drag the correct details into the circles and then decide what the main idea is. 6. Once they have done a few of these activities they will then begin to read the story <u>Penguin Chick</u>.	**Assessment:** Students will fill out their graphic organizers while reading through the story <u>Penguin Chick</u>.

| 7. As they are reading the story, students will fill out their graphic organizer as they go along finding the supporting details and the main idea of the story. | |

Title: Unit 5: <u>Call of the Wild</u> **Lesson Title:** Clicker assessment	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 1- Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
Objectives: Students will be able to complete assessment with clickers based on vocabulary, skill and comprehension questions from the story.	**Materials/Hardware:** Clickers
Activities/Procedure: 1. Students will listen to the story <u>Call of the Wild</u> while following along in their book. 2. They have read this story before but this is the last reading before the assessment. 3. Answer any last questions that the student may have about the story, vocabulary or skill. 4. If there are not questions, or once questions are answered, have students clear their desk off and get out their clickers. 5. The students will see the multiple choice questions on the screen one at a time, in order to allow time for all students to answer. 6. The assessment is the end of the story assessment which is also in their books.	**Assessment:** Students will complete the story assessment through the use of clickers. 1.) Why do coyotes live in more places now than they did long ago? A. They spread out to follow their food sources. B. Wildlife experts introduced them into new habitats. C. They spread out to find open spaces. D. They needed to seek new land after a drought 2.) How does the arctic fox adapt to the Arctic Winter? A. It hibernates during the coldest months. B. Its fur turns white to match the snow.

C. It grows extra padding beneath its fur to keep dry.

D. It has long teeth for finding insects in frozen soil.

3.) How did finches from South American adapt to the Galapagos?

A. They grew stronger wings so they could fly farther.

B. Their nests did not have to be built in trees anymore.

C. Their beaks changed so they could get different types of food.

D. They lay several eggs at a time so there would be more finches.

4.) Wild turkeys have moved into some suburbs because_____

A. there are more bears in the woods that feed on turkeys

B. they like the food people leave in bird feeders

C. they can no longer use their wings to fly away from danger

D. there is a lot of garbage in can and dumpsters

5.) Why doesn't the loggerhead turtle migrate south anymore?

A. Global warming has made these areas too warm.

B. There are new predators in these places, such as alligators.

C. Freshwater ponds and lakes are drying up.

D. Their tails are disappearing, making it harder to swim.

6.) Scientists think that adapting to changes in the environement

	helps animals to _____
	A. store food
	B. travel
	C. run faster
	D. survive
	7.) Both javelinas and black bears have moved into neighborhoods to _____
	A. eat human foods
	B. hide from enemies
	C. find warmer homes
	D. make better shelters

Title: Unit 6: <u>Tales of the Trickster</u> **Lesson Title:** Persuasive Writing	**Subject/Grade Level:** Language Arts/Grade Three
Standards: Writing: Standard 1- Write opinion pieces of topics or texts supporting a point of view with reasons	
Objectives: Students will be able to write a persuasive letter.	**Materials/Hardware:** Computers
Activities/Procedure: 1. Students will have previously read the story <u>Tales of the Trickster</u>. 2. They will discuss the different types of storytelling that happened in the story. 3. As a class, discuss what it means to be persuasive about. (convince someone of something, provides an opinion) 4. Then explain to students that they are going to brainstorm ideas for their own persuasive letter. Once they have gone through the brainstorming step, they will bring their ideas to the teacher before they can get a computer. 5. Once the teacher says they can get a computer, they are to type up their persuasive letter to their computer neighbor. After the letter is typed up they are to email it to both the teacher and their neighbor. 6. Students are then to respond to their neighbor's letter, saying whether they were persuaded and why or why not.	**Assessment:** Students are to email a persuasive letter to both their computer neighbor and the teacher.

Title: Unit 6: <u>Cock-a-Doodle-Doo!</u> **Lesson Title:** Compare and Contrast	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 9- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	
Objectives: Students will be able to compare and contrast characters from a story through the use of a Venn diagram	**Materials/Hardware:** SMART Board
Activities/Procedure: 1. As a whole group, students will take turns reading the story <u>Cock-a-Doodle-Doo!</u> 2. As they are reading the story, there will a large display of a Venn diagram on the SMART board. Around the Venn diagram there will be descriptions of the characters and things from the story that students will have to drag into the correct circle of the Venn Diagram 3. As the students are reading, remind them to look for things that are similar and different between the two characters in order to fill out the Venn diagram afterwards. 4. Once the story is done, have the students take turns coming to the board and dragging the descriptions around the diagram into the correct circle. 5. Once the students agree that everything is in the correct spot, have the students take out their journals and copy in the Venn Diagram. After they finish copying it, they are to write two sentences: one that compare the two characters and one that	**Assessment:** Students will use the Venn diagram from their reading in order to write two sentences that compare and contrast the two characters from the story.

shows how they are different. They will have plenty of things to choose from on their Venn diagram.	

Title: Unit 6: <u>One Riddle, One Answer</u> **Lesson Title:** Riddles	**Subject/Grade Level:** Language Arts/ Grade Three
Standards: Reading: Standard 1-Answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers	
Objectives: Students will use the clickers to solve riddles that they created.	**Materials/Hardware:** Clickers, SMART Board
Activities/Procedure: 1. Students will have already read, <u>One Riddle, One Answer</u>. 2. We will have discussed what a fairytale and a riddle is. 3. The students will be working on finishing their riddles from last session based on a fairytale and submitting them via email. 4. Remind students that their riddles need to include two clues about the person and then Who am I at the end of the riddle? They also need to provide four options as to what the answer of their riddle is. One of their options needs to be the answer. 5. Once all the students have submitted their riddles, they will take out their clickers to answer these fun riddles. 6. The riddles will be displayed one a time, and the owner of the riddle can read it aloud to the class if they choose so. Once the riddle is read out loud, students can use their clickers to answer the question. 7. The answers will be shown so students can see if they were stumped on the riddle or not. All of the riddles will be read so that	**Assessment:** Students will answer the riddles through the use of the clicker.

every student has a chance to display their work.	

Professional Development Workshop for Clickers Schedule/Script

8:00-11:30

*Participants have been asked via email to bring with them a 10 question, multiple choice assessment.

8-8:30- Welcome/ Introduction- Assign Clickers as participants sign in

8:30-9:00- Overview of Personal Response Systems i.e "clickers"

- Explain that the clickers are a handheld device that allow one to answer questions based on four choices. The answer that is input in the clicker will then be shown on the computer program correlating with the number clicker.

- The percentage for each answer can either be shown to the students or can be kept private, where only the teacher sees the results. In the area of tests that will be graded, it is good to keep the percentages private but when doing closed questions it can be displayed to spark discussion about the correct answer.

- The computer program can be set up so that the students in the classroom are assigned to a particular number on a clicker, therefore you can track the progress of a student over time.

- Questions must be pre-made in order for the clickers to be effective

- Clickers can be used in three different scenarios- assessments with multiple choice answers, closed questions with multiple choice answers and opinion questions

9:00-9:30- Modeling Clicker Use

Display question on the screen in order for teachers to answer question using their clickers

Questions- Who has ever seen the television show "Who Wants to Be a Millionaire"?

Have you ever seen this piece of technology before?

How many of you would find clickers helpful or more engaging in your classroom?

How many years have you been teaching for?

A. less than 5 years   B. 5 to 10 years   C. 10-15 years   D. 20 plus years

How many years have you been teaching third grade?

A. less than 5 years   B. 5 to 10 years   C. 10-15 years   D. 20 plus years

-In between questions, you can discuss and answer any questions that rise

9:30-9:45- Break

9:45-10:15- Show how to set up questions and answers in the program. Open the program on main computer so it is displayed on the board for the participants to see. Show them how to input questions in the program on the blank screen and then hit save. Explain how to look at the answers and how you can track student progress through assessment. They will then go to the results tab to look at the answer for the assessment. They will see a list of the clicker numbers where they can assign a student name to each clicker. They can also look at the results in that list or turn it into a graph to evaluate the results more effectively.

10:15-11:00- Allow participants time with the computers and the clickers to work with the assessments that they brought along. They will put their assessments in the program and try out the clickers, with a partner. Circulate around to see progress and answer questions as they arise.

11:00-11:30- Wrap-up/Hand in Clickers/ Answer any remaining questions. Evaluations will be emailed to you

Professional Development Workshop for SMART Boards-Schedule/ Script

8:00-11:30

8:00-8:30- Welcome/Introductions

8:30-9:00- Explanation of the SMART Board- (This will be shown on the SMART Board)

- It is an interactive white board that can be used in a variety of ways. It displays images larger and allow for students to interact.
- It provides a better sense of engagement throughout lesson because of the hands – on learning with the board and the capability of reaching all styles of learning.
- It can be used for activities, read-alongs, editing, or as a white board.
- Show them SMART Exchange where they can find and add lesson plan ideas
- We will see the different ways that this technology can be utilized throughout today's session.

9:00- 10:00- Provide the participants with lesson plan (see attached) for Long "e" words with word sort. Do this lesson plan with them allowing them to interact with the board as if they were students.
-During lesson, show how they can use either their hand as a pen or show them how the markers work.

-Also show how the board works if they want to use the internet and display a page or image. www.smartexchange.com

-Show them how to use SMART Exchange and how they can either use the lesson right from the site or adapt it to their liking.

10:00-10:15- Break

10:15-11:15- Allow participants to use computers to develop their own lessons for the SMART Boards. They will be working with a partner in which they will be a given a topic to use for their lesson plan. There will be three groups of partners and each group will be responsible for a specific topic. The topics will be compare and contrast, sequencing and main idea and details. The lesson plans need to include something interactive where the students can come to the board to write or drag something. They need to include a visual, so the worksheet needs to be displayed at large on the board. The lesson also needs to include an activity that has the students transfer what they learned on the board on paper or a notebook so they have it for later.

11:15-11:30- Wrap-Up- Answer questions/Comments/Evaluations will be emailed to yo

Title: Unit 2: Boom Town **Lesson Title:** Long "e"	**Subject/Grade Level:** Language Arts/ Grade Three
Objectives: Student will be able to identify a word with the long e by writing the word and circling the spelling pattern.	**Materials/Hardware:** SMART Board, Student note books

Activities/ Procedures:
 	
1. Students will have read the story <u>Boom Town</u> prior.
 	
2. The teacher will discuss that during the story, as readers they encountered many words that had the long "e" sound. The teacher will ask the students if anyone can give an example.
 	
3. The teacher will then explain to the students that long e can have many different spellings.
 	
4. The teahcer will display a list of examples of words that have the long e sound but with different spellings.
 	
  ea- as in sea   e- as in me
  ee- as in tree   ey-as in monkey
  e_e- as in Steve   y- as in funny
  ie- as in brief
 	
5. The teacher will go over these examples with the students by having them repeat the word after her.
 	
6. The teacher will then display on the SMART board a word sort for the students complete together. The headings for the word sort will be; ea, ee, e_e, ie, e, ey, and y. The students will take turns coming up the board to sort a list of words. The list of words is a combination of words from their story and other long e words, as well as words that are not long "e".
	Assessment:
	
	"Ticket out the door": Students need to write three long "e"words on the card and identify the spelling that makes it a long "e" word. They have to be three different spellings of the long "e".

7. The list is; fields, leaves, honey, eves, knees, chilly, healing, she, sunny, chief, money, clean, grief, thief, breeze, three, speech, green, sweep, shield, treat, creek, belief ,least, vest, deck, lemon, spell, lend, egg, tell, checked, and spend. 8. Students will take turns writing the words on the SMART board using their "magic fingers". 9. Once the list is completed on the board the students then need to copy it into their notebooks.	

Professional Development Workshop for Computers-Schedule/Script

8:00-11:30

8:00-8:30- Welcome/Introductions-Provide participants with laptops

8:30-9:00-Explanation of Computer use

-Computers can be used for more than just game playing and word processing

- Computers can be used for blogging, emailing, web quests and journaling.

-Provide an example of each of these.

9:00-10:00- Provide teachers with lesson plan for a web quest and blogging.(See attached)

Walk through each lesson plan, providing them examples of how to carry each plan out and answer any questions along the way. The web quest can be with a variety of topics so, if time provided, show them other web quests.

Show them how they can set up a blog spot for their classroom and how the students can access the blog.

Brainstorm as a whole group how to utilize blogging and what topics would be good for the use of blogging.

If time allows, discuss other ways computers can be used to increase engagement and excitement (journaling, emailing, etc.)

10:00-10:15 Break

10:15-11:00- Allow teachers this time with computers to explore different web quests and develop blogs for their classrooms. Teachers can collaborate with each other at this time and ask questions as they arise. Circulate around the room to assist as needed.

11:00-11:30- Wrap-up/ Turn in Computers/Discuss and answer any questions/Evaluations will be emailed to you

Title: Unit 5: <u>Unique Animals of the Southwest</u> **Lesson Title:** Animal Webquest	**Subject/Grade Level:** Language Arts/ Grade Three
Objectives: Students will be able to explore a web quest to gather information on an animal.	**Materials/Hardware:** Computers
Activities/Procedure: **Intro:** Today we are going to use a new way of exploring information. We are going to use a Web quest that I have saved under the favorites section on the internet toolbar. A Web quest is a website that has all the information you need there and as you click on links it will lead you to more information. 1. As a whole group, read the story <u>Unique Animals of the Southwest</u>. 2. After reading and discussing the comprehension questions, explain to students that they are going to use a Web quest with partner on their assigned animal in their favorites section on their computer. 3. Explain to the students before splitting them up that they are to find and write down six new facts on the animal that they are assigned. The facts cannot be ones that we already know from the story. They will have to share their facts with another set of partners of a different animal. 4. Assign students partners but they are allowed to choose the animal that they want to research. They can choose from roadrunners, armadillos, coyotes, raccoons, tortoises, lizards, snakes, or scorpions. There is a Web quest for each of these animals saved in their favorites folder.	**Assessment:** Students will collect six new and interesting facts from the web quest that were not in the story. They will then share these facts with another set of partners of a different animal.

Title: Unit 2: Home Grown Butterflies **Lesson Title:** Conclusion Blogging	**Subject/Grade Level:** Language Arts/ Grade Three
Objectives: Students will be able to draw conclusion about the story by providing three details from the story.	**Materials/Hardware:** Computers
Activities/ Procedures: **Intro:** Today we are going to try a new way of communicating with each other, it is called blogging. It is located on our class website. You will sign into our site and open the blog page. On that page you will start an entry by adding the title Home Grown Butterflies. Then you will write the conclusion you drew from the story and the two details that got you to that story. When you are finished, you will hit send. Now your classmates will be able to read your thoughts. As your classmates finish their response, you are to pick one person and respond to their conclusion. Maybe how you agree or disagree, how you thought the same thing and how you got to it if it was different. 1. Students will partner read the story <u>Home Grown Butterflies</u>. 2. The students will then think-pair-share with their partner about the conclusion they came up with about the story. 3. After the students have partner read the story and done their think-pair-share they will use the computers to blog about the conclusion they have built about the story. They will blog individually. 4. The students will blog on the computer about the conclusion they made based on the story. They will need to include two details that support how they got to their conclusion. They also need to respond to one of their classmate's conclusion.	**Assessment:** Students will blog their conclusion from the story and respond to one of their classmate's conclusion.

5. Students need to use correct grammar and mechanics when writing and responding on the blog.	

SMART Board

(Fidelity Checklist)

	Yes	No
Lesson Preparation		
1. Turn the board on	____	____
2. Website or worksheet is loaded on program	____	____
3. Check before lesson that any interactive aspect is working	____	____
4. Lesson is prepared	____	____

- If you have answered yes to all of these, you are ready to use the SMART Board!

	Yes	No
During Lesson		
1. Students can see the activity on the board	____	____
2. Make sure students are engaged in the activity	_____	_____

	Yes	No
After Lesson		
1.) Save work if needed for following day	_____	_____
2.) Turn off board	_____	_____

Clickers

(Fiedlity Checklist)

Lesson Preparation	**Yes**	**No**
1. Design all question ahead of time	____	____
2. Open clicker program	____	____
3. Put all questions into clicker program	____	____
4. Turn on all clickers	____	____
5. Assign one clicker to a student in the program	____	____
6. Hand out clickers to students according to number	____	____

*If you have answered yes to all, you are ready for a lesson with clickers!

During Lesson		
1. Make sure students are answering questions	____	____
2. Make sure students are handling clickers properly	____	____

After Lesson		
1. Students Turn off their clickers	____	____
2. Students hand in their clickers	____	____

Computers

(Fidelity Checklist)

Lesson Preparation	**Yes**	**No**
1. Choose function of computer use (Web quest, blogging, emailing, etc.)	____	____
2. Provide students with proper information (email address, website, etc.)	____	____
3. Have provided topics chosen ahead of time to make sure there is information	____	____
4. Have examples for students to refer to	____	____

- If you have answered yes to all of these, you are ready for a lesson with computer use!

During Lesson		
1. Students are on task and using the computers for the correct task	____	____
2.Keep students engaged and on task	____	____

After Lesson		
1. Students have saved information or emailed needed information	____	____
2. Students have turned off computers and returned them if needed	____	____

Professional Development Workshop Evaluation

Technology piece:_____   Instructor:_____

Directions: Circle the number that best fits how you felt about this workshop: 1 being the worst, 5 being somewhere in the middle, and 10 being the best.

1.) Was this workshop beneficial to you?

       1   2   3   4   5   6   7   8   9   10

2.) What would you have like to learn more about?_____
_____
_____
_____
_____

3.) Was everything clearly explained in order for you to use it on you own?

       1   2   3   4   5   6   7   8   9   10

4.) Will you use the lesson that you were provided with today?

       1   2   3   4   5   6   7   8   9   10

5.)AdditionalComments_____
_____
_____
_____

Discussion

Reflection

The integration of technology is important to the field of education because there have been thousands of dollars spent in many school districts and the technology is not being used effectively (Anderson & Becker, 2001). My original intent for this curriculum has not changed. I have been able to stay with my idea from the beginning which has made the process of developing this curriculum a smooth. I have been able to brainstorm ideas based off the research that stated the effectiveness of each piece of technology and how each piece and can be effectively integrated.

 I chose to integrate technology into a third grade English Language Arts curriculum to provide an effective model for teachers to use when they integrate technology. In the curriculum, three pieces of technology were integrated; computers, clickers and SMART Boards.

I chose to integrate these three particular pieces for a few different reasons. The school that this curriculum is designed for is undergoing a renovation and will be receiving these new technologies. As well, the teachers who are receiving the technology are teachers who are mid to late career teachers who for the most part, are not familiar with how to effectively use the technology. When referring to effectively using new technologies, teachers want to be able to use it to their full potential rather than just using the SMART board as a white board or use the computers for game play. They want to effectively use the technology to increase student engagement as well as reach all styles of learners.

I also chose these three pieces of technology based on the fact that they are the most commonly known and used pieces of technology in education. They are easy for schools to

access and, the students to use. I also felt that these three pieces of technology would allow for a

variety of teaching and learning to take place. Each piece offers something different, allowing

teachers to reach students of all different learning styles. Computers can be used for a variety of

activities and instructional purposes, ranging from journaling, blogging, emailing, chatting,

reading, writing and information gathering. All of these purposes can be used throughout an

English Language Arts lesson in order to engage learners and provide for a more student

centered learning environment. The clickers can be used for assessment purposes, both formal

and informal. Multiple choice assessments, multiple choice clozed questions and gathering an

understanding of student's knowledge can be assessed with clickers. In addition they can be used

for the purpose of shared understanding.

     The last piece of technology, SMART Boards, can be used to engage students through

kinesthetic learning, as students can use their hands as the markers for writing or highlighting.

The boards can also be used to model writing and reading tasks on a large scale. In addition, they

can also be used for morning messages, cloze activities, vocabulary exercises, graphic

organizers, etc. Finally, the boards can also be used in conjunction with a computer in order to

display a website or example work for all to see and hear if necessary.

     The lessons that I developed were created in order to reach the full potential of what each

piece of technology has to offer. The lesson plans for the computer were developed in order to

use the computer effectively and show students that computers can be fun and engaging despite

the fact that they are not playing games. The six lessons on the computer consist of using the

computers to do a week long journal with writing prompts, developing a power point

presentation based on a story element, blogging about making conclusions, emailing to write a

persuasive letter, writing a problem and solution scenario, and using a web quest to gather facts on animals.

The lesson plans for the clickers became a little more narrowed than the other pieces of technology because they can only be used for assessment and questioning purposes. However, those can then extended into writing or tickets out the door to gain an understanding of student's knowledge.

The SMART board was used in conjunction with clickers in order for students to learn how to make a power point presentation of their own. The board was also used for students to be interactive with certain skills they were learning such as word sorts for words with the long e, making inferences in order to write their own, sequencing events from a story and writing their own sequence, identifying the main and supporting details in scenarios, and using a Venn diagram to compare and contrast. All of these activities were interactive, allowing the students to get out of their seats to touch, move and write things on the board.

I felt the process of writing this curriculum went well, based on the fact that the literature I had found and reviewed made it clear on how each piece of technology was effective and provided ways to integrate each piece. If I was to write this curriculum over I would want to explore the literature more thoroughly to compare the differences between classrooms that use technology effectively versus ones that do not use technology at all, or use it ineffectively. I would also like to have explored other forms of technology such as iPads, because they have become such a prevalent concept in schools in the recent years

Relationships to Established Literature

Computers

The literature stated that computers can have benefits to student learning such as improving their reading and writing and increasing student engagement, participation and interest in their learning. It was evident that computers can be used for more effective learning than just for game playing and word processing. The literature provides that computes can be used for, journaling, blogging, emailing, chatting, writing, reading, and information gathering. In keeping with what the literature said, I developed the curriculum around those benefits and integrations. I developed six lessons for the computers that allow students to be engaged and participate in their learning by using the computers for journaling, blogging, emailing, information gathering and developing a power point presentation.

Clickers

According to the literature clickers have been shown to improve attendance and increase student participation in class. Their use also provide immediate feedback from both the teacher and the students. They also give a forum for students to display their knowledge about a certain topic which, in turn, can allow for a discussion to take place based on that information. In the curriculum that I developed, I related the lesson ideas back to literature in order to make the use of clickers effective. The lessons for the clickers are formal assessments, comprehension questions, and review questions which then are used for students to complete a writing task or a "ticket out the door". The lesson plans for the clickers allow for students to participate more frequently because all students have to answer the questions when using clickers as opposed to individual students who are called on in a traditional class.

SMART boards

The literature on SMART boards states that they can be used for visual, auditory, and tactile learning. They are a tool that extends the horizons of teaching and learning as well as a tool for reaching all styles of learners. The literature also states the use of the board increases participation and engagement of students, and enhances their learning environment. The board allows teachers to vary instruction with the use of the internet, interactive software, videos and sound. The SMART Board literature states that they also can be integrated into teaching because they can be used for kinesthetic learning, allowing students to use their hands as the markers for writing and highlighting.

The SMART Board can be used to model tasks on a larger scale for the entire class to see. As well as vocabulary exercises and activities practicing skills that students are learning in English Language Arts. As I developed the curriculum and the lessons, in particular for the SMART Board, I made sure that the board was being used effectively, and that students were engaged through the use and interaction with the board. The board, at times, was used in conjunction with clickers in order to capitalize the effectiveness of both pieces of technology. The lessons that were developed allow students to come to the board and "pop" which released information, where they then had to either move it or write it in the appropriate spot. The board was also used for the purpose of displaying a story on the board, that it read aloud and students followed along. The created lessons relate to the literature based on the effect that they provide for opportunities of student participation and engagement.

Limitations

The development of this curriculum raised a few limitations. The first limitation with the curriculum is limited to the use of these three particular pieces of technology. These pieces were

chosen because they are what the school has been told they will be provided. There may be other

piece of technology that can be used in schools that can be just as effective for the purpose of

student use in learning.

Another limitation of this curriculum is that each lesson plan has allotted thirty minutes to

be taught. This can be hard at times because of the problems that the technology pieces may

have. If students are not familiar with the technology, navigating them through how to use the

technology can take a half hour itself therefore leaving no time to teach.

The last limitation of this curriculum was that I have never had the opportunity to work

by myself, full time in third grade. This can be difficult because I may not be aware of the

expectations required, being that it is a grade that takes the state test.

Further Implications

In the future, this curriculum could be used in more than just third grade and more than

just English Language Arts. This is a model curriculum that uses the effectiveness of each

technology piece to implement it into language arts. This allows teachers to take the model and

make it fit the grade level and subject they teach.

In the future this curriculum will need to be reviewed to make sure that continues to be

effective and that the students are gaining knowledge from the use of the technology. This can be

done by comparing student results from a curriculum with technology and student results from a

curriculum without technology, verifying its effectiveness and suggestions on how things can be

changed to make them more effective through the use of technology.

In conclusion, these three pieces of technology; computers, SMART boards, and clickers,

have been shown to be effective in the world of education through the literature. This curriculum

is very useful in order to provide teachers, in particular third grade English Language Arts teachers, the facts about why technology is helpful and how they can use it. It provides both the "why" factor along with "how to" factor, which is important to teachers. The literature that goes along with each piece of technology explains the effectiveness of using it in the classroom. All three pieces of technology have evidence to show that with theu use of them, student engagement, attendance, and participation have increased. The literature also states that by effectively using technology, learning can be scaffolded and the teacher can improve their ability to reach all styles of learners. Along with showing the effectiveness, the literature also provides models of how others have used the technology in the classroom. This provides teachers with a visual image of how effective technology use could look in their classroom.

In addition to the literature, there is the actual developed curriculum for teacher use. It is developed around a particular third grade English Language Arts curriculum but could easily be adapted for another grade or subject. The developed curriculum provides teachers with eighteen lesson plans for six units, using each piece of technology once in the unit. Therefore it provides teachers with six different ways to use each piece of technology. Teachers can use these exact lesson plans or use them as a guideline for developing their own. This curriculum can be used by teachers because it provides both the "why" and "how to" use technology in the classroom, which is extremely important in the growing field of education.

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Appendix

Appendix A

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title:

Subject(s): Language Arts/Writing

Standards:

Intended Grade Level(s): Grade Three

Objectives:

Materials/Hardware/Software:

Activities/Procedures:

1.

2.

3.

4.

Assessment: