Computers In The Classroom

An Honors Thesis (ID 499)

by

Sharon K. Studt

Thesis Director

[Signature]

(advisor's signature)

Ball State University

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COMPUTER DISK
In this increasingly computer literate age, it is likely as well as expected that everyone be computer literate. Computer literacy usually begins in the elementary classroom with basic practice and keyboard familiarization. As a future educator at the elementary level, I feel it is necessary for me to become computer literate in order to aid students in their acquisition of computer skills. In addition to my computer skills, it is necessary to let the children experience working with a computer in order to enhance their understanding of and skills with the computer. Since most school corporations tend to use the Apple System, I have decided to concentrate on this system so that I will be able to use my programs in my future classrooms.

In considering my senior honors project, I feel it is pertinent to work on an area that will improve my teaching skills. Since the computer is rapidly becoming an integral part of society, it must become an integral part of the classroom. I feel that by concentrating on computer skills in the elementary classroom I, as a teacher, will be able to offer more experiences to my students.

In order to begin my senior honors thesis, I reviewed several elementary level language textbooks to find the basic language skills taught at the third grade level. Of these basic skills, I chose to focus on six main skills. For each skill I developed a lesson plan to be used with an entire third grade class and an extended practice computer program for the children to complete on an individual basis.

In conclusion, computers in the elementary classroom introduce the students to basic, necessary computer skills as well as assisting in the teaching of language skills. I plan to use these computer programs in my classroom in the future.
ABC ORDER

I. OBJECTIVE: Students will be able to alphabetize words by using the first letter, second letter and third letter when needed.

II. PROCEDURE:
1. I will say the letter "A" and give the word "apple." I will then ask the students to complete the alphabet in this manner taking turns.
2. I will explain alphabetical order as the order of letters from "A" to "Z," used to find words in reference sources.
3. I will write the following examples on the board:
   a) First letter order
      apple  banana  orange  pear
      I'll explain that we look at the first letter of each word and put them in the order they appear in the alphabet.
   b) Second letter order-used when all first letters are the same
      cap  circus  clown  costume
      Same as above only order them by second letter.
   c) Third letter order-used when first and second letters are the same
      coach  congressman  cook  counselor
      Same as above using third letter.
4. I will leave these rules on the chalkboard and continue to practice using the following examples. I will write these words on the board and have students come to the board and write them in alphabetical order.
   a) cake, pie, strudel, ice cream
   b) blue, red, yellow, green
   c) chips, candy, cookies, crackers
   d) church, choir, chimes, chairs
5. Students will stand and, with my help, arrange themselves in alphabetical order using their first names.
6. Next, students will write lists in alphabetical order using these directions:
   a) Think of and list your three favorite colors.
   b) Think of and list the three months beginning with "J".
   c) Think of and list the first names of the members of your immediate family.

III. MATERIALS: chalkboard, chalk, pencil, paper.

IV. EVALUATION: I will check the student's lists to make sure they are alphabetized.
V. EXTENDED PRACTICE: Students will practice this skill by using computer program ABC ORDER.
CONTRACTIONS

I. OBJECTIVE: Students will be able to combine a helping verb with "not" in order to create a contraction.

II. PROCEDURE: 1. I will write two sentences on the chalkboard and have a student read them aloud and repeat the helping verb.
   a) The fireman is cleaning his boots.
   b) The fireman is not cleaning his boots.
  2. I will then write two more sentences on the board and have them read aloud.
   c) The fireman is not on duty.
   d) He does not drive the firetruck.
   What are the helping verbs?
  3. Next, I will write the same two sentences on the board and have them read aloud with the student noticing the change in words.
   e) The fireman isn't on duty.
   f) He doesn't drive the firetruck.
  4. I will then explain that these shortened forms of "is not" and "does not" are contractions. An apostrophe is used to take the place of the letter or letters removed from the word.
  5. I will list these common contractions on a poster chart to be posted at the front of the classroom. These will be read aloud and discussed:

   is + not = isn't
   have + not = haven't
   are + not = aren't
   has + not = hasn't
   does + not = doesn't
   was + not = wasn't
   were + not = weren't
   had + not = hadn't
   did + not = didn't
   can + not = can't

  6. The students will take turns completing a manipulative bulletin board pairing contractions with the words that are combined to create the contraction i.e. can't= can + not. Words to be used are as follows: aren't, isn't, hasn't, wasn't, hadn't, weren't, can't, haven't.

III. MATERIALS: chalkboard, chalk, posterboard, manipulative bulletin board.

IV. EVALUATION: There will be a checklist by the bulletin board in order for students to check their name off after completing the task. I will watch their progress throughout the day.

V. EXTENDED PRACTICE: Students will practice this skill by using the computer program CORRECT CONTRACTIONS.
MAIN IDEA

I. OBJECTIVE: Students will be able to listen to or read a paragraph and recognize the main idea of the paragraph.

II. PROCEDURE: 1. I will explain how to determine what the main idea of a paragraph is.
2. Then I will read a paragraph and have the students listen for the main idea. I will then ask for a student to tell me the main idea. I will repeat the procedure using a different paragraph. Paragraphs to use:

   a) Some trains travel under the ground. They are called subway trains. They travel through large tunnels that have been dug in the earth and rock. Often people riding and walking above ground cannot hear the trains. (Some trains travel under the ground.) (Language for Daily Use, p. 128.)

   b) When Will opened his eyes, it was almost dark. He had fallen asleep in his boat and had slept all afternoon! As Will put his fishing rod away, he discovered his second mistake. His boat had drifted far down the lake! He had forgotten to anchor it. What a fishing trip this had been! (Will discovers his mistakes.) (Reading for Different Purposes, p. 39.)

3. Next the students will receive a handout with the following paragraphs. They will read the paragraphs and circle or write the main idea of each paragraph.

   a) Donna takes good care of her cat. First she feeds the cat. Next she plays with the cat. Then she brushes the cat. (Donna takes good care of her cat.) (Macmillan English, p. 20.)

   b) There is nothing quite like a summer thunderstorm. The day can be sunny and calm, and suddenly, it begins to happen. You can feel the wind begin to blow. The sky becomes bright with quick flashes of lightning. After each flash, a crash of thunder is heard. Then the rain begins to pour down out of the sky. (Summer Thunderstorms.) (Reading for Different Purposes, p. 38.)

   c) Some airplanes are huge. They can carry hundreds of people. They may have five or more doorways. One big plane carried our first space shuttle on a test flight. (Some airplanes are huge.) (Language for Daily Use, p. 128.)
d) The people are on this plane for many different reasons. Some people on the plane are on their way to business meetings. Others are going on vacation. Still others are moving to new homes. (The people are on this plane for many different reasons.) (Language for Daily Use, p.129.)

e) It's a rainy Saturday, and I can't go outside. There must be something to do on a rainy day! I suppose that I could build a new cage for my rabbit. He really needs one. If I could find some red paint, I could paint my new model boat. My little brother wants me to make him a drum. I guess I'll be busy. (Things to do on a rainy day.) (Reading for Different Purposes, p. 40)

f) Steve is always glad to see the winter come because he loves to play in the snow and on the ice. When the water on the pond freezes over and the ice is safe, he goes iceskating as often as he can. After the first snowfall, he likes to coast down the big hill behind his house on his sled. Steve also likes to use the snow to build snowmen. (Steve likes winter.) (Reading for Different Purposes, p. 36.)

III. MATERIALS: ditto, paper, pencil

IV. EVALUATION: I will collect the handouts and check to see if the students could find the main idea.

V. EXTENDED PRACTICE: Students will practice this skill by using computer program MAGNIFICENT MAIN IDEAS.
PREFIXES

I. OBJECTIVE: Students will be able to create new words by using prefixes and understand the meanings of the new words.

II. PROCEDURE: 1. I will hold up a sentence strip and ask a student to read the sentence aloud.
   a) John is happy that the circus is here.
   2. Next I will add a prefix card to the sentence strip.
   a) John is \textit{un}happy that the circus is here.
   3. A student will read the new sentence aloud and try to explain the difference in meaning between the first and second sentences.
   4. I will construct a chart with help from the students. It will list the following three prefixes and their meanings. This will be posted for the students to refer to.
      \begin{itemize}
      \item \textit{re}-------again
      \item \textit{un}-------not or opposite of
      \end{itemize}
   5. I will ask the students to use the prefixes with the underlined word in the following sentences on sentence strips.
      a) Tomorrow the phone worker will \textit{(re)}connect my telephone.
      b) It is \textit{(un)}likely to rain tomorrow.
      c) "\textit{(Re)o}do your homework!" the teacher ordered.
      d) If I don't win the lottery, I will be very \textit{(un)}lucky.
   6. One student will come to the front of the classroom and using a prefix wheel will make a new word by adding a prefix to a root word. There will be two wheels containing the following words: reopen, relive, reconstruct, repay, redecorate, repaint, review, redo, rerun, unlike, unwritten, unsafe, uncaring, unselfish, unlucky, unhappy.
   7. The student will pronounce the word, define the word and use the word in a sentence.
   8. This game will continue until all students have had a turn.

III. MATERIALS: sentences strips, cards for prefixes, posterboard, marker, wheel games.

IV. EVALUATION: I will listen and advise as the students pronounce the word, define the word and use the word in a sentence.

V. EXTENDED PRACTICE: Students will practice this skill by using the computer program PREFIX PRACTICE.
PRONOUNS

I. OBJECTIVE: Students will be able to substitute pronouns in the place of proper nouns.

II. PROCEDURE: 1. I will write the following story on butcher paper and read it aloud to the class;

   Sara went for a walk. Sara saw John. Sara asked John if John would like to walk with Sara. John agreed and Sara was happy. Sara and John walked through the park and saw Sue and Mary. Sara and John asked Sue and Mary to walk with Sara and John.

   2. I will ask the students to look at the story and see if there is anything they would change to make the paragraph sound more clear. We will discuss this until we come to the conclusion that we can substitute words for proper names.

   3. I will list the following words on the board: I, he, she, it, you, we, they, me, us, him, her, them. I will then explain that these words, called pronouns, can be used in place of proper nouns.

   4. Then we will make substitutions on the butcher paper story by crossing out some proper names and replacing them with pronouns. (she, he, they, her, him, them).

   5. Students will play a game, individually, called "Potato Chip Pronouns" made from paper strips and put in an empty potato chip can. They will have to match pronouns with sentences in which they would make sense. It includes the following sentences on strips of paper and pronouns on cards:

   - you a) I want (you, they) to go to the store.
   - I b) (Her, I) won the costume contest.
   - them c) Rick gave (we, them) the cookies.
   - us d) Please come visit (us, I) soon.
   - it e) Is (him, it) still in the house?
   - She f) (She, Me) loves to ride horses.
   - him g) How many hamburgers did (us, he) eat?
   - I showed (him, they) my microscope.
   - her i) Tell (I, her) that it's time to start.
   - they J) Did (me, they) go to the beach?

III. MATERIALS: butcher paper, marker, chalk, chalkboard, paper, pencil.

IV. EVALUATION: The pronoun game will be self-checking. Students will indicate successful completion by checking a checklist.

V. EXTENDED PRACTICE: Students will practice this skill by using the computer program PRECISE PRONOUNS.
I. OBJECTIVE: Students will be able to determine when to use a period, a question mark, or an exclamation point at the end of a sentence.

II. PROCEDURE: 1. I will show the students pictures and give a sentence for each one. One sentence will be a statement, one a question, and the third will be an exclamation.
   2. I will explain that these statements show different feelings and movement in stories.
   3. I will write the symbols (.,?,!) on the chalkboard with the names under them.
   4. I will discuss the definitions and give the following examples. A question asks for information or an answer. It shows curiosity.
      a) What color is your pet dog?
         An exclamation shows extreme emotion such as anger, surprise, or excitement.
      b) Watch out!
         A statement is in normal conversation without much emotion.
      c) My mother is a good cook.
   5. Students will volunteer to create sentences for pictures I show them. They will then tell whether the sentence requires a period, a question mark, or an exclamation mark.
   6. I will put sentences on the board and have a student read one at a time while the entire class decides on punctuation.
      a) I went to the park yesterday (. or !)
      b) Did you see what a beautiful day it was (?)
      c) I was so glad it didn't rain (!)
   7. Students will write a paragraph about their day at an amusement park. They will include questions, statements, and exclamations.

III. MATERIALS: pictures, chalkboard, chalk, pencil, paper.

IV. EVALUATION: I will observe the students when reading from the board. I will collect their paragraphs and check for correct punctuation.

V. EXTENDED PRACTICE: Students will practice this skill by using computer program PERFECT PUNCTUATION.

