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Barendregt, W., & Bekker, T. M. (2011). The influence of the level of free-choice learning activities on the use of an educational computer game. *Computers & Education, 56,* 80-90. doi:10.1016/j.compedu.2010.08.018

The authors of this article looked at students' interest in using computer games that aid in learning English when the computer games were used at leisure in the home, at school during choice time, and at school during a scheduled time. The game's aim was to teach children English vocabulary for different objects. The game's publisher sought English learners' opinions regarding what they wanted to learn from a computer game; thus, the game was built toward student preferences. At the end of the testing period, student interest in playing the game remained highest at the school where students had access to the game solely during a scheduled time. Children who had access to the game during choice time were not as interested in playing after the first several days' access to the game. Children who had access to the game during at home leisure time were the least interested in playing the game both during and after the testing period.

I used the information gained from this article when deciding at what time of the day and how long to give my students access to Headsprout, a district mandated interactive reading website, and other games supporting phonics and phonemic awareness. Based upon the above article's findings, my students have access to Headsprout and other reading games for 15 minutes during our reading rotation only. Students are to use Headsprout first. After completing a Headsprout episode, if their fifteen minute timeframe has not expired, then the students may play

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another reading game. If students with a low accuracy rate on Headsprout become frustrated with Headsprout, they may go to another reading game.

Hamilton, B. (2009). Making the most of a teaching partner. *The Reading Teacher, 63*, 245-248. doi:10.1598/RT.63.3.8

This article was written as a resource for websites that will promote literacy learning of students in elementary classrooms. The writer considers that computer use within the classroom should be thought of as a teaching partner. This teaching partner can provide students practice with specific content and sometimes provide immediate feedback on student response, depending upon the website in use. Recommended websites are *Into the Book* (www.reading.ecb.org/index.html) which supports reading strategies, *Interactive Cinderella Story* (www.learner.org/interactives/story/index.html) where students learn about story elements, *Silly Books* (www.sillybooks.net) provides online stories, *Starfall* (www.starfall.com) supports pre-readers to beginning readers, and *Classroom Book Talk Wiki* (classroombooktalk.wikispaces.com) creates space for students to write book talks to an authentic audience.

I used this article to preview the recommended websites and incorporated www.sillybooks.net into my choices framework from which my students can choose activities. This article also provided the idea, which I may incorporate later in the year, of having students

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document their listening of a story through drawing a picture of their favorite part of the story. More advanced students could complete a graphic organizer with the story components such as character, story problem, and solution.

Segal-Drori, O., Korat, O., Shamir, A., & Klein, P. S. (2010). Reading electronic and printed books with and without adult instruction: effects on emergent reading. *Reading & Writing: An Interdisciplinary Journal*, *23*, 913-930. doi:10.1007/s11145-009-9182-x

The efficacy of reading electronic and printed books with and without adult instruction is compared when looking at these variables' effects upon children's emergent reading. The investigation found that reading electronic books with adult instruction had greater positive effects upon word reading, phonological awareness, and concepts about print than reading electronic books without adult instruction or reading printed books with or without adult instruction. Reading electronic books without adult instruction provided the same effect upon phonological awareness as did reading a print book with or without adult instruction. Reading electronic books without adult instruction had a greater positive effect upon concept about print than either variable of reading printed books. Reading electronic books without adult instruction had a negative effect on word reading when compared to reading printed books with and without adult instruction. However, it was noted that electronic books containing words that were highlighted as the text was read were required to gain these results.

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Prior to reading this article and the article by Hamilton, I had not included a link to electronic books into my choice framework for online reading support resources. Although most of the time my students do not have direct adult instruction while using net books and online reading support activities, I decided to include a resource for online electronic books with words highlighted as the text is read. This was done in an attempt to positively impact my students' concept about print. The addition of an electronic book resource was made after observation of several students lacking a strong concept about print during our small reading groups.