Overall Use of Technology Summary

Taking the survey based on National Education Technology Standards (NETS), my areas of growth in the NETS-S area were 3b., 3c., 3d, 4b., and 4c, which include research and inquiry and critical thinking, problem solving, and decision making done by the students. One of my areas of growth in the NETS-T area was 2b, to design and develop digital-age learning experiences and assessments.

Based on the above, my growth goal was to create and teach students how to use an interface with online reading support resources, demonstrating that they can locate and manage information from a kindergarten appropriate variety of sources and media (3b). I created an interface using Active Inspire. I researched many other interfaces that would allow links to specific reading support websites, such as Glogster and delicious.com. Active Inspire was chosen because it allowed me to create a fun interface with graphics rather than words that represent student choices. Graphics rather than words are an important feature, since most of my class cannot read at this point in the year. Another benefit of using Active Inspire, a subscription fee is not required since it is supplied by the district.

The students would learn to select appropriate reading support resources from the interface, dependent upon their academic reading goal (3c). Using Headsprout, a district subscribed reading support resource, students would learn to process data and report results by listening to a program's prompt to complete a section of a map once they successfully completed an online reading support episode (3d). After completing a section of the map, the students turn their map into me. I review their accuracy scores on phonics and phonemic awareness and provide feedback by conferencing and writing their percent correct on the map, telling the student that the closer the number is to 100 the more accurate his or her reading. The student reflects upon the past episode and his or her accuracy score and decides whether or not to repeat the previous episode or proceed to the next episode, addressing NETS-S 4c.

If students are progressing at the appropriate rate in Headsprout to complete episode 40 by the end of kindergarten or are frustrated in Headsprout, they can choose another reading support resource on the interface, addressing NETS-S 4b and 4c.

The other reading support resources found on my reading support interface are as follows:

1. www.sillybooks.net. This is a free online e-book collection. This choice was included after reading an article, *Reading Electronic And Printed Books With And Without Adult Instruction: Effects On Emergent Reading* by Segal-Drori. The research showed that concept

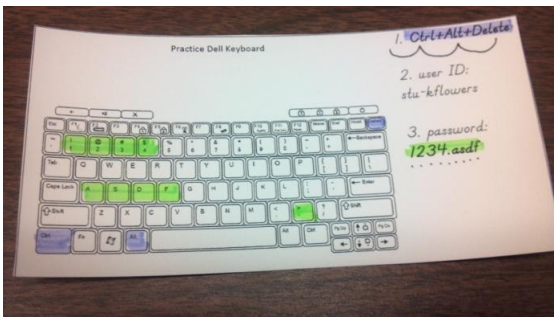
Overall Use of Technology Summary

about print was increased for students that read e-books with words highlighted as the text was read.

2. http://www.readwritethink.org/files/resources/interactives/in_the_bag/ provides a game called *What's In The Bag?* Three adjectives are shown followed by three options; all words are read out loud. The student has to decide which object fits the descriptors.
3. http://www.readwritethink.org/files/resources/interactives/abcmatch/ is the link for ABC Match. This is a memory match game that has the player match a picture's onset sound to a letter. Players can play in Learn Mode without a timer or Play Mode, which is timed.
4. http://www.readwritethink.org/files/resources/interactives/construct/ provides a more advanced game called *Construct A Word*. The game provides a word ending. Students select beginning letters to complete the word. Correct letter choices create a word; these words are placed in the word bank. Once the word bank is full, a list of the words is provided. The only caveat to this game – the student must be able to read the words, since the words and sounds are not read out loud.
5. http://www.readwritethink.org/files/resources/interactives/picturematch/ provides a higher level game called *Picture Match*. This game addresses skills needed to isolate the onset, short vowel, and long vowel sounds. A summary is provided at the end of the game showing the letters and the correct picture matches. The summary sheet can be printed off. We do not print out work in kindergarten at this point.

Choices abound, but how do kindergarteners access a net book? Very slowly as I discovered! I begin each day by logging into my student sign on for 6 net books. This has not changed from last year, except that desk top computers remain open after going to sleep and can be reawakened by moving the mouse. Net books require Ctrl+Alt+Delete and a password be retyped after waking up with the power button. Teaching kindergarten students to use Ctrl+Alt+Delete is difficult on two fronts. 1) Most of the students have small hands and cannot use the first and second fingers to span from Ctrl to Alt. So we learned to use the first and pinky fingers in order to press these keys simultaneously. 2) Holding down all three keys at once requires fine motor skills that some of my students are still developing. Remembering which keys to use was another stumbling block.

I ended up making a color coded keyboard template to aid in locating and typing the correct key sequence. This template is taped next to each place a net book sits, enabling students to use the keyboard as a resource. I used cues from the Read Well reading program to indicate if the keys should be held simultaneously (smoothly,



Overall Use of Technology Summary

indicated by scalloped line) or if the keys should be pressed one at a time (bumpy, indicated by the dots under each character).

Choosing to use net books rather than desktops has made implementing my plans for growth progress more slowly. However, the students enjoy their computer time and the accomplishment of letting me know they have completed Headsprout episodes by completing a section of their maps.

My ELL students were becoming frustrated by Headsprout as their only choice and were sneaking onto Paint rather than choosing to stop using the net book and find a book to read. Providing choices that are appealing and less frustrating may help to keep these students focused on using the net books for reading support rather than color, line, and shape exploration.

I have just begun to talk with students about their accuracy in reading while on Headsprout and the choice to go forward if they feel comfortable with their progress or to repeat an episode if they feel a review is needed. I am starting this reflection with my stronger students whose percentages are in the high 80's to low 90's. These students can see that the distance is not far to 100% and can easily reach 100% accuracy, if they pay attention to what they are doing rather than what their neighbors are doing on Headsprout. As they realize that their distraction is keeping them from 100%, some of them are becoming more focused on their own screen. I anticipate that some of my lower scoring students will be relieved that an episode can be repeated rather than experience a more difficult, frustrating episode that builds upon skills learned in previous episodes. However, my lower scoring students are just finishing episodes two. I will be conferencing with these students sometime this week.

Use of computers as part of small group rotations aids in student motivation to complete other tasks in a timely and best effort manner in order to use computer time for computer use rather than completing another reading support project at their desk.

It remains to be seen if using other online reading support programs to augment the kindergarten reading program will improve my students' reading scores. However, use of net books has already improved my students' abilities to use a keyboard, recognize the login screen, and login using a simple password. These technology skills will serve my students well in their academic future as they access information and present their learning.