

# Tech-T.I.D.E.

Teaching Internet Development Education



Zina Burton-Myrick  
[zbmyrick@aol.com](mailto:zbmyrick@aol.com)  
CS 154, District 85  
250 West 127th Street  
New York, NY 10027  
(212) 690-5820

For more information, contact:

*Teachers Network*  
*IMPACT II Program*  
Attn: *Peter A. Paul*

285 West Broadway  
New York, NY 10013  
(212) 966-5582  
Fax (212) 941-1787  
E-mail: [ppaul@teachersnetwork.org](mailto:ppaul@teachersnetwork.org)  
WEB SITE:  
[www.teachersnetwork.org](http://www.teachersnetwork.org)

## Table of Contents

Program Outline and Overview .....	3
Lesson Plans.....	4
Resources .....	17
Bibliography of Web Sites .....	18
Sample Worksheet.....	20
Example of Student Work .....	21



## **Program Outline**

### **Grade: 5**

**Students:** This program is appropriate for students who can work cooperatively. It can easily be adapted for any age level from pre-k through grade 12 and the groups can range in size from two to 20. Students can work independently while learning applied technology, desktop publishing, word processing, or the multimedia aspect. The children had no prior PowerPoint experience, but they quickly learned. The main activities are teaching the fifth graders PowerPoint, which takes about three months, depending on the amount of time children use the computers. Pairing them up with a kindergarten partner to teach them basic computer skills takes about one month, two-three times a week.

### **Major Goals:**

The instructional purpose of the program is promoting positive interaction between grade five and kindergarten students. The program gives the fifth graders an opportunity to teach the skills they have acquired on the computer. By using a multimedia application as a tool for teaching, the program reaches students who are hands-on learners and visual learners. The program also improves the written and oral skills of English language learners using a different mode of instruction. Lastly, using the program is a language arts project with production of multimedia alphabet/vocabulary books, journals, and portfolios. The beauty is that the program can be integrated throughout the curriculum, and the children can learn independently or cooperatively at their own rate. There is no failure with the program and self-esteem is boosted. Students get to show their creativity, talent, and skills by teaching. Each One, Teach One!

### **Time line**

This program can be done to fit the school's schedule. Each pair of children required a different amount of time to learn the program and put together their final presentation. Junior high and high school students will be at different stages and work at different levels.

## **Tech T.I.D.E**

Zina Burton-Myrick

CS 154

### **Lesson Plans**

The lesson plans are divided into five categories: Classroom management, learning the components of the computer, learning how to search the Internet, learning PowerPoint, and putting together a final presentation.

#### **Classroom Management**

**Objectives:** Students will learn how to use technology as a tool to improve classroom learning Standard E3b- Students will participate in group meetings and display appropriate turn-taking behavior

**Time:** 1-3 class period (depending on size of class)

**Management strategies:** Four classrooms are arranged in clusters of four. Some strategies include: frequently used student sites are posted, assigning jobs, schedule posted, need a turn, "had a turn" checklist on the board, and color-coded computers (red, blue, yellow, and green). Each student is assigned a color. When they go to the computer center, they always go to their color.

**Environmental Engineer** - Keeps paper in tray, sees that area is kept clean

**Timekeeper** - adheres to rotation schedule

**Technician** - turns on /off computers, uncovers and covers computers, keeps a log of any problems

**Task Master** - sees that children are on appropriate tasks

#### **Procedures:**

1. Students are divided into groups of four and each one is given a color.
2. Center time is set aside each day so that students are regularly scheduled.
3. The students work through the computer center using a mock session of what their jobs would be, with the teacher as a guide.
4. Task is to start up computer, open a software application (Claris), and shut down.

**Assessment:** Ongoing as children work on computers with teacher as facilitator. Group discussion after all groups have worked through the center.

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## **Lesson Plan**

### **Learning the Components of the Computer**

**Objective:** Children will be able to recognize pictures and name parts of the computer.

**Materials:** Computers, stencil with pictures and names of parts of the computer, outline

**Procedure for 5th:** Children have been previously shown pictures of the mouse, the keyboard, the CPU, and the monitor, and several children are questioned:  
Where is the mouse?

Where is the keyboard? Where is the CPU?

Can we see anything on the monitor? What does it look like?

Children are then given a stencil to match the names with the pictures.

**Assessment:** When this is completed, they are then asked to go to the computer and write their name, insert a graphic, and describe it.

**Homework:** Complete the computer stencil.

**Procedure for 1st:** When the fifth graders work with kindergarten students, after they play "flashcards," they do the same activity. However, it is necessary to have the computers set to the word processing package. This is best used with Microsoft Works or Claris Works.

**Assessment:** Have children compare each other's names.

**Homework:** Complete the computer stencil with names and pictures.

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## **Lesson Plans**

### **"Flash Cards"**

**Objectives:** Students will learn the basic components of the computer

**Time:** 5 - 10 45-minute class periods, but times vary depending on schedules

**Materials:** flashcards and baggies

**Resources:** Computer and word processing program to keep a journal or a notebook. A paraprofessional is helpful but not necessary.

The learning standards addressed by this project are Learning and Self-Management Tools and Techniques A4a and Tools and Techniques for Working with Others A5.

#### **Activities:**

1. Vocabulary words posted in the computer center area.
2. Computer vocabulary words doubled on flash cards.
3. Fifth grade students put the cards face down on the desk.
4. The kindergartner then turns over a card and makes a match (like the game of concentration).
5. When they make a match, they say the word and place it on the appropriate place on the computer. This game is played until the students know the general parts of the computer.

**Homework:** Students can take home flash cards in a baggie to practice.

**Assessment:** Students are given a handout of the computer to label the parts; feedback from 5th grade student; teacher observation

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## **Lesson Plan**

### **Coloring Keys**

**Objective:** Children will be able to identify letters, numbers, and other commonly used keys (return, enter and space bar) and learn the computer vocabulary

**Vocabulary:** computer, keyboard, letter keys, number keys, return key

**Materials:** paper keyboards, crayons, markers or colored pencils, large poster of keyboard or overhead, set of large alphabet and number cards

**Time:** 5-10 minutes drills repeated as needed

#### **Procedure:**

1. Teacher must determine which letter and number cards will be used in each session. I suggest you begin with the home row first (A,S,D,F,H,J,K,L,;).
2. Five cards are enough for each practice.
3. Distribute paper keyboards and coloring utensils.
4. Using the large keyboard, show children the letters and numbers that you will practice.
5. Have students touch each letter or number on their paper keyboard as you touch the poster.
6. Hold up letter and number cards one at a time for all students to see.
7. Have students find and color the letter or number on the paper keyboard.
8. After several cards have been reviewed, have students point to them on their keyboard.

**Assessment:** Give out keyboards and have students color the correct letter with specific colors. Re-teach as needed.

**Homework:** Take home a blank keyboard with instructions to play at home. Fifth grade student can play the game when they are first paired up for reinforcement.

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## **Lesson Plan**

### **Find My Name**

**Objective:** Students will be able to identify letters on the keyboard

**Materials:** Cards with students' names printed on them

**Procedure:**

1. Pair students up with a partner and have them go to the computer.
2. Pass out the cards with their names on them.
3. Have the students key in their first name using their index finger. Use the index card if they don't know the letters.
4. Remind students to use the space bar, pressing once with their thumb, after each time they type their name.
5. Have students switch places and let them monitor each another.

**Assessment:** Teacher observation, student observation

**Follow up:** Have each student type his/her first name four times each with a space. Practice as needed. Fifth grade students can use this as an introductory activity.

This can be played as a game, using a timer to see if students' time gets faster.

## Lesson Plan

### Getting to Know Your Computer

**Objective:** Children learn the names of the parts of a computer and get a basic introduction to how they work. Assembling their own computer with computer cutouts reinforces their understanding of computer terms.

#### WHAT YOU NEED

Scissors, paste, light-colored construction paper, printed copies of a computer diagram, printed copies of computer cutouts

#### WHAT TO DO

Begin with a brief discussion about computers. Some children may have computers at home. Ask the children to share what they know about computers. What kinds of things do they do with computers? Explain that a computer is a machine made of several parts that work together. Tell children that they are going to learn the names for the parts of a computer and how the parts go together.

Distribute the computer diagram to children and read the words at the top. Tell children they can use these words to fill in the missing labels in the picture below. Then point out each computer part in the diagram. As children label their diagrams, you can explain each part:

The **screen** - The screen shows you the work you and the computer have done.

The **computer** - It does most of the work. It follows your directions to solve problems or create new work.

The **keyboard** - You use the keyboard to tell the computer what to do.

The **mouse** - The mouse is another tool you can use to tell the computer what to do.

The **disk** - The disk is like a book. It has information that the computer can read. You can use the computer to read what is on a disk or to put new information on a disk.

The **CD-ROM** - This is another kind of disk. It can store even more information than a regular disk, including pictures, sounds, and video.

Now distribute the computer cutouts. Have the children cut out the pieces of the computer and paste them onto a piece of light-colored construction paper. They can refer to their diagrams to make sure they assemble the computer correctly. Encourage children to draw a picture around the computer. They may want to draw a picture on the computer screen, as well. Remind them to draw wires to connect the keyboard to the computer and the mouse to the keyboard.

## **TEACHING OPTIONS**

If most of the children in your class are already familiar with the computer, you may want to introduce the computer parts with a guessing game. For example, "This part of the computer is named after a small furry animal (mouse). This part of the computer is long and flat and shaped like a board (keyboard). This part of the computer is really the brains of the machine (computer). This part of the computer looks like a TV (screen or monitor). This goes in and out of a computer and contains information (disk). This can hold a great deal of information, including video (CD-ROM).

You may want to play a game where children act out being a computer. Individuals or groups can take turns being different parts of a computer. One person can be the keyboard and give the computer a job to do or a problem to solve. Another person can solve the problem and tell the answer to the person pretending to be the screen. That person can display the answer.

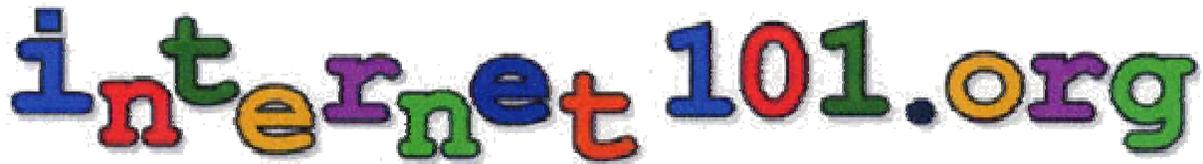
-----  
[Activity Search](#) | [Reading Center](#) | [Math Center](#) | [Social Studies Center](#)  
[Education Place](#) | [Site Index](#)

You may download, print, and make copies of this page for use in your classroom, provided that you include the copyright notice shown below on all such copies.

Copyright © 1997 Houghton Mifflin Company. All Rights Reserved.

Tech T.I.D.E  
Zina Burton-Myrick  
CS 154

### Lesson Plan



### Searching the Internet

**Objective 1:** Students will develop surfing skills and identify safe practices while surfing the Web.

**Objective 2.** Use the Internet to go to sites or use different software applications for graphics for items that they will put into their presentations.

**Time:** 2-3 class periods

**Vocabulary:** World Wide Web, Internet, browser, bookmarking, Internet service provider, search engines, e-mail, icon, link, modem

**Materials:** Journals, copy of Internet 101 vocabulary, online rules posted and copied

**Site:** [www.internet101.org/terms.html](http://www.internet101.org/terms.html)

#### **Procedures: Activity #1**

1. As a class, Internet 101 is read and key vocabulary is taught.
2. Students write in their journals what could happen if they give out personal information over the Internet.
3. Share out.
4. A discussion of "good and bad" people we meet in the street compared to people we meet on-line. Review rules for online safety.
5. Safe sites are posted in the classroom and reviewed.

#### **Activity #2**

1. Students open a word processing program.
2. Students go to the computer and access the Internet using sites posted.
3. Students locate a picture that they want to copy into their journal.
4. Students right click on image and copy.
5. Go back to journal and paste.

**Tech T.I.D.E**

Zina Burton-Myrick

CS 154

**Lesson Plan**

This is how they will paste graphics from other programs and Internet into their PowerPoint presentations.

**Follow up:** Students can play concentration game with vocabulary words as flashcards; they can test each other on the meanings. The words are added to technology word wall.

**Assessment:**

1. Journal or verbal reflection on what they learned
2. Participation in the classroom activities
3. Quiz on vocabulary terms

---

There are a number of activities that can be used to reinforce the skills learned in this unit.

Older children can play the game Who Stole My E-Mail? -- A Unit on Electronic Privacy (<http://www.uottawa.ca/~hrrec/lawroom/email/email.html>) in The Law Room.

Introduce children to safe Internet sites, such as TVOKids (<http://www.tvokids.com/>), CBC4Kids (<http://www.cbc4kids.ca/>), or NFBKids: The Prince and I (<http://www.nfb.ca/Kids/main.html>).

Take kids on a guided tour of the Internet, focusing on subjects such as the Titanic, and wolves space travel while reinforcing safe surfing skills.

Assign students, individually or in groups of three to four (with at least one strong reader in each group), time on the Internet to complete the Canarie Internet Treasure Hunt (<http://treasure.canarie.ca/>) to reinforce net literacy skills.

Assign students, individually or in groups of three to four (with at least one strong reader in each group) time on the computer to play the Media Awareness Network's computer-animated game Privacy Playground: The Adventures of the Three Little Cyber-Pigs (</eng/cpigs/cpigs.htm>) to reinforce consumer and safe surfing skills.

**For ideas on how to use Privacy Playground in the classroom, see the Teacher's Guide at </eng/cpigs/guide.htm>**



**Tech T.I.D.E**

Zina Burton-Myrick

CS 154

## **Lesson Plan**

### **Brainstorm**

**Objective:** Students will be able to brainstorm a list of possible words with kindergartners for use in their presentations.

They will work cooperatively and use the computer to find pictures.

**Materials:** journals, computers, sites posted

The students make the journals. They need to write their name and class on them.

They decorate the cover with computer graphics.

#### **Procedure:**

1. Students are paired with their K-partner
2. A fifth grade student is given a site to begin searching for pictures. They can find as many pictures as they like for any letter.
3. They write down the words in their paper journal and the sites, also bookmarked, in case they want to change the pictures, or they can keep the journal in the word processing program.
4. They open the PowerPoint program and insert the pictures on a slide. (They have already learned the basics of PowerPoint.)
5. Remind students to always save periodically when working with PowerPoint.

**Assessment:** paper journals and presentation slides, observations, students on tasks.

The journals are especially useful because students write down the steps to different tasks. It makes them more independent and cuts down on their having to repeatedly ask how to do something.

**Homework:** Kindergarten students can make a list of four items they would like to place in the presentation (ongoing until end of project).

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## **Lesson Plan**

### **Student begins with the letter 'S'**

**Objective:** Students will learn how to import a jpeg file into PowerPoint, letter sound reinforcement, vocabulary building

**Materials:** digital or regular camera, printer, Microsoft PowerPoint—A paraprofessional or volunteer is helpful when taking pictures, but not necessary.

**Time:** 1-2 sessions

#### **Procedure:**

1. Pictures are taken of students with digital camera or film and can be developed onto a floppy disk.
2. The disk is inserted into the floppy drive.
3. PowerPoint is opened to previously saved presentation
4. Click on insert - follow Power Point import procedures.

**Assessment:** Saying the alphabet, reading an alphabet story

**Homework:** Students think of a word that begins with the beginning initial of their name, Zina is at the zoo. Zoo begins with 'z.' Regine found a ruler. Ruler begins with 'r'. Students will have a picture of themselves in their presentation.

#### **Follow up:**

1. Students can make a digital alphabet book for the class. For each letter that was not represented, the teacher gives a child that letter and takes a picture of an object or another person in the building to complete the entire alphabet.
2. Print multiple copies and assemble book for class and school library.
3. Copies can be put into student portfolios.
4. Book can be rotated so all families can view it (lamine it!).

**Tech T.I.D.E**

Zina Burton-Myrick

CS 154

**Lesson Plan**

**PowerPoint**

**Objective:** Students will be able to complete a PowerPoint slide show working cooperatively with another student

**Materials:** Microsoft PowerPoint, paper, printer

**Procedure:**

1. Student opens PowerPoint icon on desktop
2. Click to open blank presentation
3. Choose layout - click ok
4. Go to tool bar Insert - Picture - from - file/or clip art choose location
5. Click on 3 ½" floppy
6. Select picture
7. Import
8. Go to tool bar, choose insert new slide or (ctrl+m)
9. Click insert - clip art, click on category - choose picture
10. Drop down menu appears click on icon
11. Close frame
12. Picture appears on new slide

**Assessment:** The fifth grade student is given a simple task of opening and creating a three-slide show to determine if he/she is ready to mentor.

Teacher: observe partners, look at presentation, questioning

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## **Lesson Plan**

### **PowerPoint Presents**

**Objective:** Students will present a final PowerPoint presentation to class.

**Materials:** Microsoft PowerPoint, computer

**Procedure:**

1. Students will organize presentation by viewing what they have done (a stage rehearsal).
2. Students will add multimedia effects, music, sound,
3. Students will add animations, transitions, and slide timings.
4. Students will use the computer as a slide projector.

**Assessment:** Teacher observation, peer observation and feedback, student self-assessment, and journals, Slide show runs smoothly using animations, multimedia effects, and transitions. Cooperative learning teams were successful in reaching a long-term project. Self-esteem and achievement is evident.

**Tech T.I.D.E**  
Zina Burton-Myrick  
CS 154

## Resource List

### People

1. It is helpful to have a paraprofessional to help with the kindergartners, but it is not necessary. Parents, school aides, or community volunteers can be used.

2. Playing2Win – This organization offers opportunities for computer and broadband Internet access. 1330 5th Avenue, New York, NY 10026  
(212) 369-4077 [www.playing2win.org](http://www.playing2win.org)

3. City of NY Parks Department - Offers free multimedia computer access. Ariel Behr, Director, 16 West 61st Street, 7th floor, New York, NY 10023  
(212) 830-7730 [ariel.behr@parks.nyc.gov](mailto:ariel.behr@parks.nyc.gov)

4. Harlem Center for Education - 1 East 104th Street, Room 303, New York, NY 10029 (212) 348-9200

5. Teaching Matters, Inc. - nonprofit organization that offers curriculum-based technology training for teachers. Jane Condliffe (212) 870-3505  
[www.tminet.org](http://www.tminet.org) and [www.atschool.org](http://www.atschool.org)

6. Classroom Connect - Kathy Trainor, Suzanne Milton [www.classroom.com](http://www.classroom.com)  
Integration and Classroom Management

### Budget/Materials

The estimated cost to adapt this program is dependent upon if they have the Microsoft bundle with Power Point, 3 ½" floppy disks, journals, Internet access, or if they need PowerPoint training. Can range from \$250.00 upward.

### Books

Getting Results with Microsoft Power Point 98 Macintosh Edition,  
(PC edition also available)  
[www.microsoft.com/macoffice/](http://www.microsoft.com/macoffice/)

## Bibliography of Web Sites

### Management

Teach-nology. [http://www.teach-nology.com/web\\_tools/materials/week\\_teach/](http://www.teach-nology.com/web_tools/materials/week_teach/) (2001)

### Searching the Internet

Scott. "Internet 101" <http://www.internet101.org/terms.html> (1997-2000)

### Introduction to Computers

"Cheering for Alphabet" <http://www.teachers-connect.net/TNT/mlp0042.htm> (1999)

Earthlink. "Digital Dictionary"  
<http://help.mindspring.com/legacy/netcomdial/support/glossary.html> (2001)

"Early Childhood Literacy" [http://www.mcps.k12.md.us/curriculum/littlekids/lesson\\_makingfriends.htm](http://www.mcps.k12.md.us/curriculum/littlekids/lesson_makingfriends.htm) (1999)

Houghton Mifflin. "Getting to Know Your Computer"  
[www.eduplace.com/rdg/gen\\_act/g\\_start/computer.html](http://www.eduplace.com/rdg/gen_act/g_start/computer.html) (1997)

### ESL

Edmark. "Bailey's Book House" <http://www.cdaccess.com/html/shared/baileybh.htm> (1993-2000.)

Flashcard

Exchange. [http://www.flashcardexchange.com/info\\_terms\\_of\\_service.jsp](http://www.flashcardexchange.com/info_terms_of_service.jsp) (2001).

Littleexplorers. <http://www.enchantedlearning.com/dictionary.html> (1996-2001)

**Tech T.I.D.E**

Zina Burton-Myrick

CS 154

### **PowerPoint**

Germantown Academy Curricular Technology

<http://www.ga.k12.pa.us/curtech/instruct/powpt1.htm> (2001)

Microsoft Corporation, "Power Point in the Classroom" ACT 360 Media Ltd.

<http://www.actden.com/pp/print.htm> (1998)

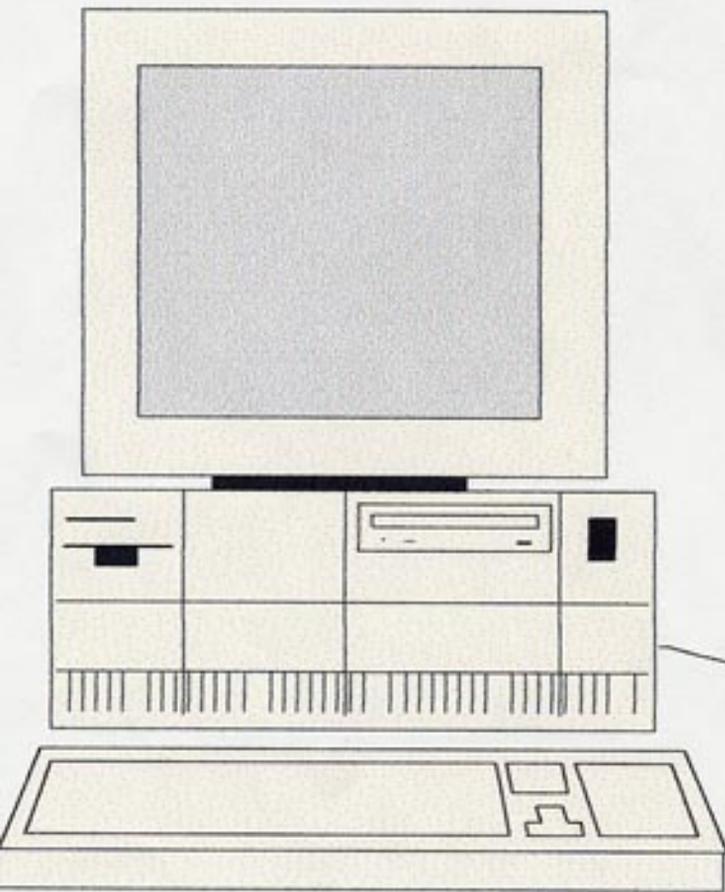
Teach-nology.[http://www.teach-nology.com/tutorials/powerpoint/the\\_good/](http://www.teach-nology.com/tutorials/powerpoint/the_good/)(2001)

# Sample Worksheet



Floppy disk

Monitor



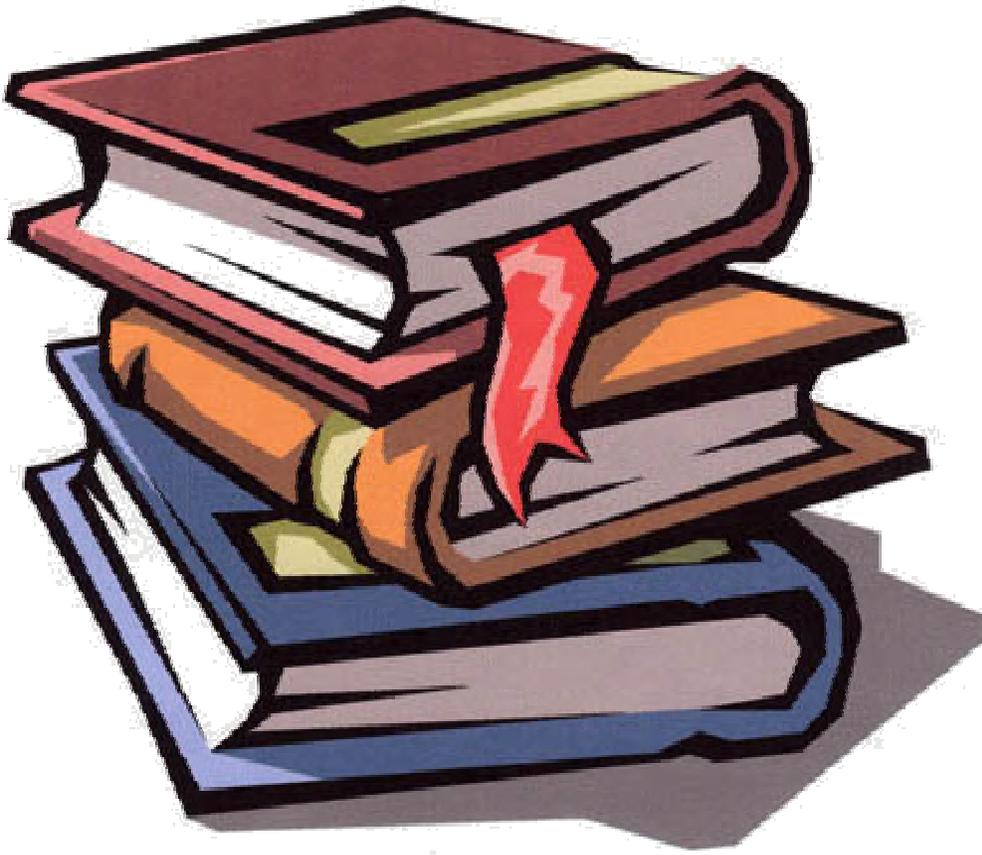
Mouse

Keyboard

Floppy disk drive

# Student Work Samples

B is for Books



Books begin with the letter "Bb"

C is for



Cat



Colorful Candy



Car

D is for Dog

