

**Title**

Integrating the Internet into the K-2 Language Arts Curriculum

**Target Audience**

This course is intended for pre-service and in-service grades K-12 teachers.

**Course Description**

This course is designed to give elementary school educators numerous Internet resources for use in the classroom, as well as an understanding of how to successfully integrate such resources into existing curriculum. Learners will study and use the *National Educational Technology Standards* (NETS) as a guide for selecting the most appropriate and efficient Internet resources. Internet safety concerns are addressed. As a final project, learners develop a plan for integrating their chosen Internet resources into their Language Arts curriculum in a meaningful way.

**Facilitator**

See instructor/facilitator sheet

**Credits**

To be determined by college or university

**Standards**

This course will help educators meet NETS for Teachers 1, 2, 3, 4, 5 and 6.

This course addresses each of the NETS for Students. Depending on what types of activities learners design, they will address certain standards in more detail.

**Goals and Objectives**

Learners will gain the ability to:

- Apply the six NETS foundations to their own classrooms.
- Locate Internet resources for K-2 Language Arts.
- Use K-2 Language Arts Internet resources to support the curriculum and the learning needs of their students.
- Produce lesson plans that integrate Internet resources and activities into their curricula.

**Outline of Content and Assignments**

After previewing the course introductory information (Overview, Goals, Session Summary, Assessment, and Competency Map), learners will proceed to the Course Content section to complete the following six assignments, working through each assignment in order. During each assignment, the learner will have access to numerous online resources from high quality sources. Throughout the course, learners will also have access to video vignettes showing “best practice” examples for technology integration. The activities are as follows:

- Assignment 1: Determine which of the six NETS foundations are most important for your students
- Assignment 2: Identify assignments for the three foundations most important for your students
- Assignment 3: Connect K-2 Language Arts Internet assignments with your curriculum and the needs of your students
- Assignment 4: Outline the steps and strategies for integrating Internet Language Arts assignments into your curriculum
- Assignment 5: Plan for the use of technology



- Final Product (Solution)

Assignment 1: Determine which of the six NETS foundations are most important for your students

In this assignment, learners will examine the NETS. They will identify ways (if any) they are currently addressing each foundation in their Language Arts curriculum and then determine which ones are most important for their students.

Learners will:

View videos

- Video 1: Tammy Payton, author of the course, discusses making the use of technology a natural extension of classroom assignments.
- Video 2: Tammy Payton illustrates how she uses the Internet as a productivity tool.
- Video 3: Tammy Payton illustrates how she uses the Internet as a communication tool.

Read and explore

- Reading and Writing developmental milestones for kindergarten through 2<sup>nd</sup>-grade students developed by PBS Parents (not required)
- ISTE NETS for Students Web site

Submit

- List of foundations as ordered in importance for their classroom. Learners should provide a brief rationale for their ordering, and include background information on their students and their classroom as part of the rationale.

Participate in the online discussion

- Respond to the following: What you would say in response to this concerned parent: "Why are you spending so much time on the computer with my child? I never had a computer in my classroom to distract me when I was learning to read. We just used books, and that seemed to work just fine. Why can't you just teach the normal 3 Rs like they did when I was in school?" Respond to others' posts with suggestions, ideas, and personal experiences.

Reflect in the online journal

- Respond to the following: Which one of the six NETS foundations do you think will be the most challenging to employ with your students? Why? What ideas do you have for facing this challenge?

Additional Resources (not required)

- Guide to Children & Media from PBS Parents
- "Parents and Children Growing Together with Technology" from PBS Parents
- "The Internet and the Early Childhood Classroom" from PBS Teachers

Assignment 2: Identify activities for the three foundations most important for your students

In this assignment, learners will explore Internet resources that support each of these foundations. From these resources they will select those most appropriate for the NETS foundations they identified as most important in the previous assignment.

Learners will:

View videos

- Exploring with Computers from Between the Lions

Read and explore



- NETS Foundation 1: Understanding Basic Operations and Technology Concepts
  - Elmo's Keyboard-O-Rama
  - Surfing for ABCs
  - Do Spiders Live on the World Wide Web?
- NETS Foundation 2: Exploring Social, Ethical, and Human Issues
  - CyberNetiquette by Disney
  - Kidz Privacy
  - Berit's List of Safety Sites
- NETS Foundation 3: Exploring Technology as a Productivity Tool
  - CyberKids
  - Giggle Poetry
  - Susan Silverman's Projects
- NETS Foundation 4: Exploring Technology as a Communications Tool
  - Ask an Expert
  - ePALS
  - Travel Buddies
- NETS Foundation 5: Exploring Technology as a Research Tool
  - Ask Jeeves for Kids
  - Kids Click
  - Yahoo!igans
- NETS Foundation 6: Exploring Technology as a Problem-Solving and Decision-Making Tool
  - Game Goo

#### Submit

- List the three NETS foundations identified as most important for their students in Assignment 2. For each of these three foundations, note at least two Language Arts Internet activities that they can use or adapt for meaningful use in their classroom.

#### Participate in the online discussion

- Respond to the following: Of the Internet resources provided, which one do you find the most helpful for your students, and why? Give examples of how you could use it. As an extension, think about how to differentiate instruction while using this resource. Respond to others' posts with suggestions, ideas, and personal experiences.

#### Reflect in the online journal

- Respond to the following: In your opinion, what are you currently lacking that you think you'd need to make this technology initiative a success with your students? (e.g. training, equipment, etc) You may want to make a chart to determine what you are lacking and where you think you can get it from. Do you think these items are feasible to acquire?

#### Additional Resources (not required)

- Arthur from PBS Kids
- Between the Lions from PBS Kids
- Jakers! The Adventures of Piggley Winks from PBS Kids
- Reading Rainbow from PBS Kids
- Sesame Street from PBS Kids
- WordGirl from PBS Kids



Assignment 3: Connect K-2 Language Arts Internet activities with your curriculum and the needs of your students

In this assignment learners will consider the specific ways the Internet activities identified in the previous assignment fit into their current curriculum and enhance the skills their students are developing.

Learners will:

Read and explore

- Indicators of Engaged Learning from NcREL

Submit

- A matrix that analyzes how chosen activities will support the ISTE NETS, fit into their reading/language arts curriculum, and support student learning.
- Identify 2-3 activities to integrate into their curriculum.

Participate in the online discussion

- Respond to the following: After you are sure that the Internet Language Arts assignment fits within your curriculum, share supports and extension assignments you can provide to ensure that learning has occurred. Use the NCREL's Indicators of Engaged Learning reading for help.

Reflect in the online journal

- Reflect on the following: How can you ensure that your Internet Language Arts assignment will allow students to experience something they couldn't do or experience without the technology?

Additional Resources (not required)

- Cornerstones: Click, Clack, Moo from Between the Lions
- Cornerstones: The Fox and the Crow from Between the Lions
- Cornerstones: Joseph Had a Little Overcoat from Between the Lions

Assignment 4: Outline the steps and strategies for integrating Internet Language Arts activities into your curriculum

In this assignment learners will begin to develop a plan for integrating the activities identified in Assignment 3 into their curriculum. Learners will answer a series of questions designed to inform their thinking about the steps and strategies integral to successful integration of their Language Arts activities.

Learners will:

Read and explore

- Lesson Plans and Lesson Planning
- 10 Steps to Developing a Quality Lesson Plan
- Integrating Technology: Some Things You Should Know
- Integrating the Internet

Submit

- An outline of the steps and strategies for integrating each of the Internet activities identified in Assignment 3 into their Language Arts curriculum.

Participate in the online discussion

- Respond to the following: Post any questions you have about the NETS foundations OR share an activity you already do that supports one of the foundations.



Reflect in the online journal

- Reflect on the following: Describe a component of the plan you are particularly pleased with or excited about. Why are you excited about it? How do you think it will improve student learning, excitement, attitude, etc.

Additional Resources (not required)

- “Adapting the Curriculum to Meet the Needs of Diverse Learners” from PBS Teachers
- “Teaching with the Brain in Mind” from PBS Teachers

#### Assignment 5: Plan for the use of technology

In this assignment, learners will begin to develop a plan for integrating the activities identified in Assignment 4 into their curriculum. Learners will answer a series of questions designed to inform their thinking about the steps and strategies integral to successful integration of their Language Arts activities.

Learners will:

Read and explore

- The One Computer Classroom
- The One Computer Classroom: A Review of the Internet Literature
- Safe Kids Online
- Permission Slip Example
- Get Your Web License

Submit

- A brief summary of the provisions they will make for using technology in their Internet Language Arts activities. Return to the outlines they developed in Assignment 4 to ensure that they address all of the technology elements identified in their steps and strategies.

Participate in the online discussion

- Respond to the following: Create some ideas for your own students after reading about the one computer classroom. Provide specific subject areas and lesson/assignment ideas. Respond to others' posts with suggestions, ideas, and personal experiences.

Reflect in the online journal

- Reflect on the following: What are some ideas you have about keeping the students safe while using the Internet? Hint: You may want to check your school's Internet policy for official guidelines.

Additional Resources (not required)

- Assistive Technology: How Technology Can Help Your Child Be More Active from PBS Parents

#### Final Project

Learners will:

Submit a final project

- Before learners submit their final project, they should review their submissions. This will allow them to review the work they have done in order to complete their final



project. Learners should make sure they are meeting each of the final project criteria by reviewing each section to ensure that all are complete and have been edited for content and grammar. They may want to submit their project draft to a peer or colleague to assist with editing. When they are ready to submit their final project, they will compile the following sections:

- Identify when the lesson will be used and how it links to their curriculum
- Identify the NETS foundations addressed by the assignment
- Describe specifically what students will do
- Describe what students will produce to demonstrate learning
- Identify materials and resources needed, including special technology considerations
- Describe how student learning will be assessed
- Define the length of the collection of lessons and the timeline for completing it

### **Schedule**

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections and a final project.

### **Requirements**

Learners are expected to:

- Complete all assignments
- Maintain an online journal
- Participate regularly in discussion boards

### **Materials (hardware, software, plug-ins)**

Technical Requirements

- Word processor
- Internet service provider
- E-mail

### **Academic Dishonesty Policy**

To be inserted by university institution only

### **Evaluation**

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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