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Classroom Demographic Information

The students in my resource classroom have a wide range of disabilities. The students in this class range in age from about 5 to 8 years old. Throughout the day there is no more than 5 students in the classroom at a time. My target student has been identified as having below average cognitive abilities. This disability affects my student's reading and spelling skills.

Charlotte's Web: A Paint -a-Picture Lesson

This lesson is built around a Paint-a-Picture Story created with Microsoft Paint. After hearing a summary of the book Charlotte's Web, students will illustrate a new web with a new word in it that Charlotte could have woven. These pictures will then be drawn in Microsoft paint and share with the class.

Sheila Peach VSU Georgia
Learning Connections



Primary Learning Outcomes

Can I listen to a book summary? Can I illustrate a spider web with a new word in it that wasn't in the story?

Additional Learning Outcomes

What are some animals that live on a farm?

Assessed QCC Standards

Grade: 1

Fine Arts Visual Arts

3

Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Uses a variety of art materials and techniques to model, construct, and compose original artworks.

Grade: 1

Language Arts Oral Communication

2

Topic: Listening/Speaking

Standard: Listens to a variety of literary forms including stories and poems.

Grade: 1

Technology Integration Basic Skills

5

Topic: Basic Skills

Standard: Operates basic technology tools and applications.

Non-Assessed QCC Standards

Grade: 1

Science Life Science

12

Topic: The Living World: Animals

Standard: Compares various animal groups and how they are alike and different.

Identifies groups of animals that have similar characteristics and names the characteristics.

Materials and Equipment

1. Charlotte's Web by E. B. White
2. White paper (one sheet for each child)
3. Crayons
4. Computer with Internet access
5. Printer and Microsoft Paint program



Procedures/Activities

Step: 1 Duration: 10 minutes

Ask the children if they can name any animals that may live in a barn. Allow time for the children to respond. Introduce the book Charlotte's Web to the children. Show them the pictures and tell the summary.

Step: 2 Duration: 10 minutes

Show the children the picture at the attached Web site.

Ask them the question on the page and allow each child an opportunity to respond.

Web Resources for Step 2

Title: Paint A Picture Story

URL:

<http://www.valdosta.edu/~sbpeach/paint.html>

Step: 3 Duration: 15 minutes

Give each child a piece of white paper and some crayons. Ask them to think about other nice things Charlotte could have woven into her web. Then ask them to draw a picture of Wilbur and Charlotte and the web.

Step: 4 Duration: 15 minutes (the same time as Step 3)

Let the children come to the computer one at a time and draw a picture with the Microsoft Paint program. This could be done while the others are working on their art project. Allow them to print their picture.

Step: 5 Duration: 15 minutes

When everyone has finished their art work, allow each child an opportunity to tell about his or her picture and what they think Charlotte would write in the web.

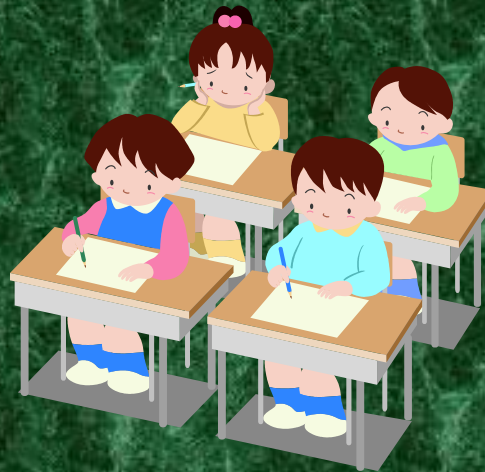
Technology Connection

During the lesson the students will view an illustration from the site on the Internet and listen to a summary being read to them by the teacher. They will also experiment with the Microsoft Paint program and draw a picture.



Assessment

The children will be assessed by their completed freehand drawing and by their picture drawn with the Microsoft Paint program.



Extension

Challenge students to think of all of the animals that live on a farm and make a list on chart paper. Then, ask the students what are the names for the babies of each breed and write the names beside each animal. For example, cow-calf. Students can then make a book of animal names for future reference.

Remediation

Some student may have difficulty maneuvering the computer mouse to complete the Microsoft Paint illustration. It may be necessary to give these students additional assistance in order to complete the picture successfully.

Types of devices found in my classroom

- 2 Mac computers with color printer
- 1 Mac computer that is hooked up to the classroom T.V and VCR
- CD and cassette player
- Software



How the Technology is Used and the Benefits

- The computers are used at station time and when the lesson the teacher is teaching requires the use of one. During stations the student get to pick what type of skill they would like in practice, such as, math, spelling, writing, or vocabulary. They are also used during math-Graph Club is a computer software where the students can print their work.

Use and the Benefit Continued

- The computer that is connect to the T.V. is used during lessons that requires PowerPoint's. This benefits the student because they can view the PowerPoint's on a bigger screen than the computer's screen.

Use and the Benefit Continued

- The CD and cassette player is use in a station so that the students can hear books rather than having to read them. This benefits the student because they reading skills below average.

Use and the Benefit Continued

My classroom supplies many different kinds of software that the students can use to review skills. The software provided includes vocabulary games, graphing, spelling, math, and writing.

Unmet Needs

I feel that my target student could still have some unmet needs. I feel that he could benefit if he had a device that would help him read more independently. This would not only help his reading but, also help his self-esteem.



Additional Devices

The **Quicktionary Reading Pen** was specially designed for people with reading or learning disabilities, such as dyslexia. The **Quicktionary** is a hand-held, pen shaped scanner that reads printed words in seconds.

