

ED 401

**Introduction:** The lesson was implemented in Heather Cline's kindergarten class at D.J. Montegue Elementary School. There are eighteen students in the class, including three students with Individualized Education Programs who receive services outside the classroom. Mrs. Cline wanted to students to be introduced to the Personal Response System (PRS) that is used in the computer lab with older grades. Since the students have been studying animals in China, Africa, and Australia, and have been studying money throughout the whole year, we put together a power point presentation that incorporated these concepts into questions to be answered using the PRS.

**Objectives:**

1. Students will be able to successfully use the Personal Response System.
2. Students will correctly identify the panda bear, koala, and giraffe.
3. Students will correctly identify a penny, nickel, dime, quarter, and dollar.

**Materials:**

- Disk with power point slides on it. Introductory slides contain the instructions, "Push the number 1, 4, 3, etc." Other slides contain instructions to count the number of one type of animal (i.e. panda) and press that number, or to count the number of one type of coin and press that number. The rest of the slides contain instructions to, "press the number under the panda, giraffe, koala, nickel, dime, penny, or quarter."
- Personal Response System: This is a computer program that allows students to answer questions anonymously using a remote control.
- Manipulatives for review before the students are asked the questions: stuffed animals to remind the students of the difference between the koala and panda, and coins to remind them what each coin looks like.

**Description:**

- Introduction: We showed the students the PRS remote and told them how to use it. We gave them instructions to keep the remote on the floor in front of them until they were told, “Go.” They then could press the number they thought was the correct answer.
- We showed the first few slides as warm up to get them used to using the PRS remotes. These slides indicated for them to press a certain number.
- We went through the rest of the slides with them and had them use the PRS remotes to answer questions. After each question we showed a graph that displayed how many students answered correctly.
- After the students answered all the questions, we recapped what they learned, thanked them for letting us come, and collected the remotes.

**Evaluation:**

During the lesson implementation, we evaluated whether the students were following directions and whether they understood how to use the PRS properly. The graphs displayed after each question helped us see whether they were using the PRS properly and whether they were answering the questions correctly. The Personal Response System allows the teacher to see which students are answering the questions correctly, but we did not use this in this lesson because our main goal was to make sure they understood the concept of how to use the PRS rather than emphasizing the correct answers.

**Results:**

The lesson went very well! When we came up with the questions to ask on the power point slides, we were told that some of the slides that asked, for example, “Which group has three pandas?” and had the numbers “1,” “2,” and “3” under each group, might confuse the children. However, almost all of them answered those types of questions correctly, so they

understood the concept. Mrs. Cline was very pleased with the lesson and how well it went. I think she was surprised at how well her students understood the PRS and how easily they could use it. The kids really seemed to enjoy the lesson, as well. They were excited to get to use the remote control, and found the graphs fascinating. They caught on quickly that when the graph showed only one large bar it meant that everyone got the answer right, but when there was more than one bar it meant that someone answered incorrectly. When the latter situation occurred, there was a sigh of disappointment from the class! Our power point program was also used during the school renewal process and will be used with other kindergarten classes in the school.

### **Lessons Learned:**

The most important lesson I learned from this experience is how to match technology to students' ability levels and how to introduce technological concepts to very young children. I am teaching fifth grade in my practicum setting, so teaching kindergarten was a big change for me. I think we all thought that the concept of using the Personal Response System might be too difficult for kids who are so young, however, they surprised us all. I think the way we worded the questions and the directions that we gave during the lesson (i.e. "keep the remote on the floor") helped things go more smoothly. This brings me to another lesson I learned, which is to always have high expectations for my students. I think we went into the lesson with very low expectations of what the students would be able to do, but they ended up being very successful. Overall, this experience helped me realize that technology can be used in a variety of ways with even very young children.