

Signs of Appreciation

Grade Cluster - K-2

NETS-S – 5 - Digital Citizenship

Quick Look:

Second grade students show kindergarten students basic computer use and thank U.S. soldiers.

Scenario:

All students in a small k-2 elementary school have been studying painter, Claude Monet during art class for the last month. Today Mrs. T., the art teacher, will use the projection system to share a sample presentation of Monet's portfolio to Mrs. F.'s second grade class. As the slideshow runs, student see paintings they've tried to replicate during class, as well as several new paintings not yet studied. Students' paintings have been created in class using basic watercolors and poster paper. These beautiful works of art cover the walls of this small K-2 elementary school.

Once the slideshow is over, Mrs. T. announces to the class that she will show the students how to create an original work of art using a different medium- [KidPix](#), the school's networked paint program. Excitement runs through the room as students gear up for their new project. Mrs. T. shows them how to use the paintbrush tool to create delicate strokes with a textured feel to them. Students marvel at the assortment of colors in the program's paint palette and can't wait to try this on their own. Mrs. F. joins the group and rolls the school's portable laptop station into the art room so they second graders can have a try at the software. Both teachers are amazed at how quickly the students learn to use the tools and start to create their own watercolor renditions of Monet (6a, d). Out of the corner of her eye, Mrs. F. notices several of the children gathered around a little girl in the class who is crying. Mrs. F. knows that this child's father has just been deployed to Iraq and won't return for several months. As she approaches the group, children share in unison that Savannah is missing her dad. It makes Mrs. F. proud to know that her students can show such empathy towards their classmate. Students use kind words with the little girl and suggest that perhaps the Savannah could send her dad a card while he is away.

As more students gather around, a terrific discussion is led by the students about the fact that Savannah's dad is helping our country and how thankful we all should be. One student suggests that we send cards to more than just Savannah's dad to say thank you. "Yeah, and we can use the painting we're making on the front of the cards!" exclaims a student. Mrs. F. then begins to see a real purpose to the beautiful works of art her students have created with [KidPix](#). Using the greeting card feature of the program, Mrs. F. teaches her class how to use the image they've created as the cover of a greeting card. Inside the card, students write a personal "thank-you" message to a soldier. Once all messages are proofread and published, the cards are mailed to a military base in Iraq.

Students decide they want to take pictures of the thank-you cards and upload them to [Flickr](#). They then share the idea with other elementary schools across the country to encourage them to do the same (5b, 5d.)

Mrs. F. then suggests to one of her kindergarten colleagues that perhaps her second grade students could share their paintings and greeting cards with the kindergarten students, knowing that they are also familiar with the works of Monet. Upon completion of the project, Mrs. F. gathers her second-grade students and their kindergarten buddies in to her room for a sharing time. Each second grader shares a laptop with a kindergarten pal.

After sharing their painting and card with their buddy, the second grade partner teaches their buddy how to use the tools in the program to create a painting of their own (5b, 6b).

There are “oohs”, and “ahs” as the kindergarten students discover all sorts of sounds and animations with the program. As part of this peer lesson, Mrs. F. has prepared her students to teach the kindergarten students some of the basics of responsible computer use (5c, 5d.) These points include: turning the computer on and off, logging on, and how to access the program from the desktop. This way the kindergarten students can use the program on their own, if they choose to do so. At the end of the forty-minute block, the kindergartners walk away with ideas galore on how to use the program, while their second grade buddies feel a sense of accomplishment and empowerment from their role as teachers. Mrs. F. encourages the kindergarten students to create cards of their own to mail off to the soldiers as well.

Student Standards – The following NETS-S are noted in the Scenario:

1. Digital Citizenship – B, C, D
6. Technology Operations and Concepts – A, D

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – B, C
5. Engage in Professional Growth and Leadership – B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

A1-2:11 Students demonstrate perform/communicate skills in visual arts by...

- Using media and materials to convey feeling, idea, or thought

HE1-2:1 Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- Applying effective ways to cope with emotions (e.g., anger, fear, overwhelmed, too excited, anxious)