



















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Arnold's Apple Tree</b>
Grade Levels:	Kindergarten and 1 <sup>st</sup> Grades
Curriculum Areas:	<ul style="list-style-type: none"> <li> Language Arts</li> <li> Math</li> <li> Technology</li> </ul>
Measurable Objectives:	<ul style="list-style-type: none"> <li> TSW complete a Tree Map describing seasons of the year.</li> <li> TSW create a Flow Map showing the changes of the seasons using <u>The Seasons of Arnold's Apple Tree</u> by Gail Gibbons</li> <li> TSW create a slide using KidPix 4 showing one of the seasons of the apple tree.</li> <li> TSW estimate the amount of seeds found in an apple.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li> Language Arts:</li> <li> <b>Standard Seven</b> - Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.</li> <li> <b>Standard Five</b> - Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</li> <li> <b>Standard One</b> - Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</li> <li> <b>Math:</b> In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.</li> </ul>
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> <li> Answer questions about the important characters, setting, and events of a story (ELA-1-E5)</li> <li> Demonstrate understanding of information in texts read aloud using a variety of strategies, including: making predictions using prior knowledge and pictures using at least five pictures to sequence the events of a story drawing conclusions from text using pictures to resolve questions (ELA-7-E1)</li> <li> Use technology to produce class work (ELA-5-E4)</li> <li> Compare the similarities/differences between events in a story and</li> </ul>

	<p>events in life (ELA-1-E6)</p> <ul style="list-style-type: none"> <li>☞ Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)</li> <li>☞ Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)</li> </ul>
K12 Educational Technology Standards:	<p><b>1. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</b></p> <ul style="list-style-type: none"> <li>◆ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.</li> <li>◆ Students use technology tools to process data and report results.</li> <li>◆ Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</li> </ul> <p><b>2. Social, Ethical, and Human Issues (<i>Citizenship Foundation Skill</i>)</b></p> <ul style="list-style-type: none"> <li>◆ Students understand the ethical, cultural, and societal issues related to technology.</li> <li>◆ Students practice responsible use of technology systems, information, and software.</li> <li>◆ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul> <p><b>3. Basic Operations and Concepts</b></p> <p>Students demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>Students are proficient in the use of technology.</p>
Technology Connection:	<ul style="list-style-type: none"> <li>☞ <b><i>Flex Cam</i></b></li> <li>☞ <b><i>Computer</i></b></li> <li>☞ <b><i>KidPix 4</i></b></li> <li>☞ <b><i>Printer</i></b></li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>☞ TTW begin the lesson by asking the students to remember the names of the seasons. Tell them that Thursday was the first day of fall. Draw a tree map on the board or use the attached Tree Map made in PowerPoint. Ask students to describe things they see in Spring, Summer, Fall, and Winter.</li> <li>☞ TTW read the story <u>The Seasons of Arnold's Apple Tree</u> showing the pictures on the TV/Flex Cam. TTW stop and discuss each season and what is happening to the apple tree.</li> <li>☞ After reading the story, TSW create a Flow Map, with the teachers help. TSW describe each seasons change for the apple. Use the Flow Map attached created in PowerPoint.</li> <li>☞ TSW be divided into groups of four. Each group will be given a season. TSW rotate to the computers in the room to create a KidPix slide illustrating their season for the apple tree.</li> </ul>

	<ul style="list-style-type: none"> <li>☞ TTW monitor the students as they rotate to the computer. TSW use the drawing tool to draw a tree with blossoms, green apples with leaves, red apples with leaves, or a tree with no leaves. TSW also use the typing tool to type the word for their season and include their name on their slide.</li> <li>☞ After all students are finished, TTW bind the pictures into small books with a cover called The Seasons of an Apple Tree.</li> <li>☞ While the students are rotating to the computers, TTW show an apple to the students. TTW ask the students to guess how many seeds are in the apple. TTW write several of the estimates on the board. TTW explain the meaning of estimate. TTW then cut the apple. As TT cuts the apple, ask the students to count the seeds as they are found. Review the meaning of estimate. Check number against students estimates.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>☞ Apple</li> <li>☞ Board and Markers</li> <li>☞ Maps</li> <li>☞ Computer</li> <li>☞ KidPix</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>☞ Completed Flow Map</li> <li>☞ Completed Slide with season.</li> </ul>
<b>Teacher's Name:</b>	☞ Melanie Johnston
<b>School:</b>	☞ Independence Elem./ Loranger Elem.