





















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Awesome Spelling</b>
<b>Grade Levels:</b>	K-5
<b>Curriculum Areas:</b>	🖨 Language Arts (Spelling)
<b>Measurable Objectives:</b>	<p>TLW:</p> <ul style="list-style-type: none"> <li>🖨 gain meaning from print and build vocabulary using a full range of strategies as evidenced by reading behaviors while using the cuing systems.</li> <li>🖨 use available technology to produce, revise, and publish a variety of activities.</li> <li>🖨 improve listening, comprehension and spelling skills</li> <li>🖨 write a sentence using a word processing program with a spelling word as it is read out loud.</li> <li>🖨 check for the correct meaning and spelling of the words.</li> <li>🖨 will spell words using various resources and strategies.</li> </ul>
<b>LA Content Standards:</b>	<p>ELA-1-E1- gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning); k-4 - <a href="#">1</a>, <a href="#">4</a></p> <p>ELA-5-E4 - using available technology to produce, revise, and publish a variety of works; k-4- <a href="#">1</a>, <a href="#">3</a>, <a href="#">4</a></p> <p>ELA-4-E5 - speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving); k-4 <a href="#">1</a>, <a href="#">2</a>, <a href="#">4</a>, <a href="#">5</a></p> <p>ELA-3-E5 - spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary. k-4 <a href="#">1</a>, <a href="#">4</a></p> <p>ELA-3-M1- writing legibly; - 5-8, <a href="#">1</a>, <a href="#">4</a></p>
<b>Technology Guidelines:</b>	<p>K-4- Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). (5,6)</p> <p>K-4- Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. (6)</p> <p>K-4 Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration</p>

	<p>of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) (1,3,4)</p> <p>K-4- Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3)</p>
Technology Connection:	<ul style="list-style-type: none"> <li> Microsoft PowerPoint</li> <li> Computer</li> <li> Microsoft Word</li> <li> Note Pad or Word Pad</li> <li> Television with scan converter</li> </ul>
Procedures:	<p>TTW</p> <ul style="list-style-type: none"> <li> introduce the spelling words to the whole class using PowerPoint along with a scan converter and TV.</li> <li> allow students to spell the word, repeat and spell as a whole group.</li> <li> ask for volunteers to orally create a sentence using the list of words.</li> <li> pull students into small groups and have them write the words 4x each.</li> <li> allow two students to go to the computer at a time, writing spelling words and using them in a sentence with the word processing program. These students will be ability grouped. (a stronger student working with a weaker student) one who is able to use the software without much direction. The two students will take turns repeating the words, using them in a sentence and typing them into the word processing program. The peer tutor student will give the weaker student clues and strategies to help them remember the words.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> Computer</li> <li> Television with scan converter</li> <li> Software</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li> Sentences that are written in the word processing program.</li> <li> Informal Observation</li> <li> The spelling test taken at the end of the week</li> </ul>
Teacher's Name:	 Aletha Johnson
School:	 Roseland Elementary and Chesbrough Elementary