







# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Character Clue Box</b>
Grade Levels:	5-8
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<p>🖥️ <b>Lesson Objectives:</b></p> <ul style="list-style-type: none"> <li>🖥️ TSW utilize available technology to create, produce, and publish a variety of works.</li> <li>🖥️ TSW read and discuss characters from a story.</li> <li>🖥️ TSW use a bubble map to brainstorm words that describe.</li> <li>🖥️ TSW create a "Character Clue Box" that describes a character from a story.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li>🖥️ Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</li> <li>🖥️ Students demonstrate competence in speaking and listening as tools for learning and communicating.</li> <li>🖥️ Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</li> <li>🖥️ Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</li> </ul>
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> <li>• <b>Use standard English punctuation, including:</b> <ul style="list-style-type: none"> <li>parentheses and commas in direct quotations</li> <li>commas to set off appositives and introductory phrases</li> <li>use quotation marks around dialogue</li> </ul> </li> <li>• Identify and explain story elements, including:           <ul style="list-style-type: none"> <li>· theme development</li> <li>· character development</li> <li>· relationship of word choice and mood</li> <li>· plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Capitalize the first and other important words in titles and proper nouns</li> <li>• <b>Apply knowledge of parts of speech in writing, including: using same verb tense throughout when appropriate</b></li> <li>• selecting and using specific nouns, pronouns, and verbs for clarity</li> <li>• Spell high-frequency, commonly confused, frequently misspelled words correctly</li> <li>• Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings</li> <li>• Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking</li> <li>• <b>Evaluate media for various purposes, including: effectiveness of organization and presentation</b></li> <li>• usefulness and relevance of information</li> <li>• Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports</li> </ul>
<p>K12 Educational Technology Standards:</p>	<ul style="list-style-type: none"> <li>  <b>Technology Guidelines:</b> <ul style="list-style-type: none"> <li>• Technology Communication Tools</li> <li>• Technology Productivity Tools</li> <li>• Technology Research Tools</li> <li>• Basic Operations and Concepts</li> </ul> </li> <li>  <b>Technology Performance Indicators</b> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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</li> </ul> </li> </ul>

	<p>of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.)</p> <p> 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:	<p> scanner, Power Point, scan converter, TV, printer</p>
Procedures:	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. TTW introduce this activity by showing the students a "Clue Box". The students will read the "hints" on each side of the box and guess what is inside the box. TTW let students know they will make their own "Clue Box" using the characters from the story.</li> </ol> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>2. TSW read weekly story. As the story is being read, the teacher will ask questions about the characters.</li> <li>3. TTW draw a bubble map on board and put her name inside. TSW complete the bubble map by coming to board and filling the bubbles with adjectives that describe the teacher. TTW explain that the students will be making a bubble map for a character from the story. TSW must think of adjectives that will help distinguish that character from the other characters in the story.</li> <li>4. TTW pass out a bubble map to each child. The students will complete the bubble map with adjectives describing a character of their choice from the story.</li> <li>5. TTW model how to use template of "Clue Boxes" in Power Point. TTW display what she is modeling on the television using her scan converter.</li> <li>6. As the students complete their bubble maps, TSW use Power Point to create their "Character Clue Boxes". TSW use their bubble maps to fill in the sides of the boxes with different character traits. TSW follow the teacher's directions for font size and color. TSW print, cut out, and glue "clue box" together.</li> <li>7. TTW demonstrate how to use a scanner. TSW use the scanner to scan a picture of their character. The pics will be cut out and placed inside the "clue box."</li> <li>8. TSW exchange clue boxes to see if others can guess their</li> </ol>

	secret character.  <b>Closure:</b> 9. TSW discuss which character traits were most helpful and why.
<b>Materials:</b>	☞ paper, pencil, computer, printer, scanner, students' disks, tag board, glue, scissors
<b>Assessment:</b>	☞ completed "Character Clue Box", teacher observation
<b>Teacher's Name:</b>	☞ Melissa M. Ryan
<b>School:</b>	☞ Loranger Middle, West Side Middle