




















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Creature Feature Glyphs</b>
<b>Grade Levels:</b>	1 <sup>st</sup> -4 <sup>th</sup>
<b>Curriculum Areas:</b>	<ul style="list-style-type: none"> <li> Language Arts</li> <li> Art</li> <li> Technology Integration</li> </ul>
<b>Measurable Objectives:</b>	<ul style="list-style-type: none"> <li> TSW create a Creature glyph using a question set.</li> <li> TSW draw their Creature in the Microsoft Paint program, Kid Pix Deluxe 4, or hand drawn (Teacher Choice).</li> <li> TSW create a story about their Creature using Microsoft Word.</li> </ul>
<b>LA Content Standards:</b>	<ul style="list-style-type: none"> <li> <b>Standard Two</b> – Students write competently for a variety of purposes and audiences.</li> <li> <b>Standard Three</b> – Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</li> </ul>
<b>Grade Level Expectations (GLE)</b>	<ul style="list-style-type: none"> <li> Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)</li> <li> Use standard English punctuation, including: <ul style="list-style-type: none"> <li>• correctly writing common contractions such as <i>isn't</i>, <i>we'll</i> and <i>I'd</i></li> <li>• periods, exclamation points, and question marks at the end of sentences</li> <li>• commas to separate words in a series (ELA-3-E2)</li> </ul> </li> <li> Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days (ELA-3-E2)</li> <li> Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1)</li> <li> Write legible short paragraphs using proper indentation (ELA-3-E1)</li> <li> Write compositions of two or more paragraphs that are organized with the following: a central idea, a logical, sequential order, supporting details that develop ideas, transitional words within and between paragraphs (ELA-2-E1)</li> <li> Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)</li> <li> Use standard English punctuation, including: commas to separate phrases in a series commas to separate parts of addresses (ELA-3-E2)</li> <li> Write compositions of at least three paragraphs organized with the following: a clearly stated central idea an introduction and a conclusion a middle developed with supporting details a logical, sequential order</li> </ul>

	<p>transitional words and phrases that unify points and ideas (ELA-2-E1)</p> <ul style="list-style-type: none"> <li>☞ Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)</li> <li>☞ Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)</li> </ul>
K12 Educational Technology Standards:	<ul style="list-style-type: none"> <li>☞ <b>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</b> <ul style="list-style-type: none"> <li>◆ Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products.</li> </ul> </li> <li>☞ <b>Basic Operations and Concepts</b> <ul style="list-style-type: none"> <li>◆ Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>◆ Students are proficient in the use of technology.</li> </ul> </li> </ul>
Technology Connection:	<ul style="list-style-type: none"> <li>☞ <b><i>Digital Camera</i></b></li> <li>☞ <b><i>Microsoft Paint Program</i></b></li> <li>☞ <b><i>Printer</i></b></li> <li>☞ <b><i>Microsoft Word</i></b></li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>☞ TTW explain that today the students will be creating a Glyph. TTW explain the meaning of a Glyph and how the students will be creating a Creature Glyph.</li> <li>☞ TTW give a lesson on the proper way to use a digital camera. TSW take each others digital pictures using the digital camera.</li> <li>☞ TTW import the pictures into a folder so that the students can access them for use in the MS Paint program or Kid Pix 4, or TTW print the pictures for the students to use when hand drawing their Creature Glyph.</li> <li>☞ To demonstrate the way to create their Creature, TTW give the students a handout or read the question from the handout. If hand drawing their Creature, TSW paste their picture of their head only onto a blank sheet of paper. Then they will add their features by hand. If using Paint or Kid Pix, TSW crop their heads to use as they move the mouse to draw their parts. This may need to be demonstrated on the TV/Scan Convert/ Computer if the students aren't familiar with the programs.</li> <li>☞ After the students draw their Creature, TTW ask the students to name their Creature. This name will be the students' names written backwards. (ex. Melanie will be</li> </ul>

	<p>Einalem)</p> <ul style="list-style-type: none"> <li>🖨️ Finally, TSW complete a story about their Creature. TTW ask the students to name their favorite place to visit, their favorite food and drink, their hobby, and their biggest wish. This list will help the students create their story about their Creature.</li> <li>🖨️ TSW rotate to the computer to type their stories in Microsoft Word.</li> <li>🖨️ After students are completed with both the Glyph and the story, TTW print and compile the Creatures into a Creature Feature book displaying all students' work.</li> <li>🖨️ TSW be given a photo copy of their work to take home.</li> </ul>
<p>Materials:</p>	<ul style="list-style-type: none"> <li>🖨️ Digital Camera</li> <li>🖨️ Printer</li> <li>🖨️ Pencil</li> <li>🖨️ Paper</li> </ul>
<p>Assessment:</p>	<ul style="list-style-type: none"> <li>🖨️ Completed Creature Feature book</li> </ul>
<p>Teacher's Name:</p>	<ul style="list-style-type: none"> <li>🖨️ Melanie Johnston</li> </ul>
<p>School:</p>	<ul style="list-style-type: none"> <li>🖨️ Independence Elem./ Loranger Elem.</li> </ul>