











Technology-Connected Lesson Plan

Title:	"Hurricane Tracking"
Grade Levels:	5-8
Curriculum Areas:	☞ Math
Measurable Objectives:	<p>☞ Lesson Objectives:</p> <ul style="list-style-type: none"> ☞ TSW use coordinate pairs to track location of current hurricane. ☞ TSW use "Hurricane Tracking Chart" to record location, speed, and pressure of hurricane. ☞ TSW create and solve word problems using information gathered about hurricane.
LA Content Standards:	<ul style="list-style-type: none"> ☞ 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. ☞ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations ☞ In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions. ☞ In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> • Add and subtract fractions and decimals in real-life situations • Use a rectangular grid and ordered pairs to plot simple shapes and find horizontal and vertical lengths and area • Collect, organize, label, display, and interpret data in frequency tables, stem-and-leaf plots, and scatter plots and

	<p>discuss patterns in the data verbally and in writing</p> <ul style="list-style-type: none"> • Demonstrate an understanding of precision, accuracy, and error in measurement
K12 Educational Technology Standards:	<p> Technology Guidelines:</p> <ul style="list-style-type: none"> • Technology Communication Tools • Technology Productivity Tools • Technology Research Tools • Basic Operations and Concepts <p> Technology Performance Indicators</p> <ul style="list-style-type: none"> • 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). • 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. • 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 of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) <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:	 Microsoft Excel, scan converter, TV, printer, Internet
Procedures:	<p>Introduction:</p> <ol style="list-style-type: none"> 1. TTW introduce this activity by watching a short video on hurricanes. <p>Procedures:</p> <ol style="list-style-type: none"> 2. TTW explain to students that they will be tracking the

	<p>current hurricane using the Internet. TTW log on to www.weatherchannel.com and using her television/scan converter the teachers will show the students how they can get the current location, speed, and pressure of the hurricane. TTW then demonstrate how to record the information using Microsoft Excel.</p> <ol style="list-style-type: none"> 3. TTW also demonstrate how the students will use the coordinates to plot the locations on a hurricane-tracking map. (Map can be found at http://www.nhc.noaa.gov/AT_Track_chart.pdf) 4. TSW then take turns using the computers throughout the day to collect the information they need on a daily basis. They will record the information and track the hurricane on map. 5. After their information is collected the students will log on to the FEMA for kids disaster math site at http://www.fema.gov/kids/dizmath.htm where the students can solve math word problems related to hurricanes. 6. Finally the students will create 5 word problems of their own using the information gathered about the hurricane. <p>Closure:</p> <ol style="list-style-type: none"> 7. Students will share one of the word problems they created with the class. The class will solve each problem together and discuss.
Materials:	 paper, pencil, computer, printer, students' disks, television, scan converter, hurricane tracking maps
Assessment:	 teacher observation, Hurricane Tracking Chart, Hurricane Tracking Map, completed word problems
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