



# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Thank You, Grandparents!</b>
Grade Levels:	3-6
Curriculum Areas:	Language Arts
Measurable Objectives:	TSW Write a coherent competent paragraph thanking a grandparent (or other significant person) for important acts of love they have shown. TSW use word processing skills to publish a thank you card using Word or Publisher.
LA Content Standards:	<b>Standard Two</b> Students write competently for a variety of purposes and audiences.  <b>Standard Three</b> Students communicate using Standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.  <b>Standard Seven</b> Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing. <ul style="list-style-type: none"><li>• <b>ELA-2-E1</b> dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order;</li><li>• <b>ELA-2-E2</b> focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions;</li><li>• <b>ELA-2-E3</b> creating written texts using the writing process;</li><li>• <b>ELA-3-E2</b> demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments;</li><li>• <b>ELA-3-E3</b> demonstrating standard English structure and usage;</li><li>• <b>ELA-3-E4</b> using knowledge of the parts of speech to make choices for writing;</li></ul> <b>ELA-3-E5</b> 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.

Technology Guidelines:	<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). ( <a href="#">5</a>, <a href="#">6</a> )</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. ( <a href="#">6</a> )</li> <li>☞ 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. ( <a href="#">1</a>, <a href="#">3</a> )</li> </ul>
Technology Connection:	<ul style="list-style-type: none"> <li>☞ Digital Camera</li> <li>☞ Word or Publisher to make the cards</li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>☞ The teacher begins the lesson by asking the students if anyone has ever said, "Do you know you act just like your grandmother or grandfather?"</li> <li>☞ Students respond with ways they think they are like their grandparents.</li> <li>☞ Teacher relates this lesson to the vocabulary words they have been studying: <i>ancestor</i> and <i>generation</i>.</li> <li>☞ Each student draws a circle map in his/her writing notebook. They put the name of the grandparent that has been most influential in the center.</li> <li>☞ Then they brainstorm and think of ways that grandparent has shown love for them.</li> <li>☞ Students then write a short paragraph using Standard English based on the ideas generated by their Thinking Maps.</li> <li>☞ The teacher shows them how to use a digital camera.</li> <li>☞ Each student has his/her own disk and they take pictures of each other.</li> <li>☞ At this point, they are ready to move to inserting the picture into the template and typing their paragraphs. This can be done by rotating on a class computer or by using the lab.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>☞ Digital Picture of each student on an individual disk.</li> <li>☞ Circle Thinking Map</li> <li>☞ Thank You Card Template</li> <li>☞ Paper</li> <li>☞ Ink</li> </ul>
Assessment:	☞ PBL checklist on written work
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School:	☞ OWD