



# Technology-Connected Lesson Plan

<b>Title:</b>	<b>2006 New Year's Mix (Reflections and Resolutions)</b>
Grade Levels:	☞ 3 <sup>rd</sup> - 6 <sup>th</sup> Grades
Curriculum Areas:	☞ Language Arts
Measurable Objectives:	<p>☞ TLW establish three academic goals for the new year after reflecting on the past semester.</p> <p>☞ TLW will follow the steps of the writing process to create a persuasive letter to themselves or guardians stating their academic goals for the new year.</p>
LA Comprehensive Curriculum:	<p>Subject, Unit #, Name of Unit Activity, GLE #s</p> <p>☞ 3<sup>rd</sup> Grade - L.Arts - Unit 3: Write On Target -Activity 5: Personal and Formal Letters - GLEs 05, 21e, 23, 27a</p> <p>☞ 4th Grade - L. Arts - Unit 3: Getting It Down on Paper - Activity 1: Why Write? - GLEs 08, 16</p> <p>☞ 5<sup>th</sup> &amp; 6<sup>th</sup> Grades- L. Arts - Unit 1 - Nonfictional - Activity 15: Letter to the Editor - GLEs 15, 18, 20a</p>
Grade Level Expectations: (GLEs)	<p>☞ 3<sup>rd</sup> Grade</p> <p>05. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)</p> <p>21e. Apply basic reasoning skills, including connecting what is learned to real-life situations (ELA-7-E4)</p> <p>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)</p> <p>27a. Write for various purposes, including informal letters using appropriate letter format (ELA-2-E6)</p> <p>☞ 4<sup>th</sup> Grade</p> <p>08. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E7)</p> <p>16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or</p>

	<p>conveying information (ELA-7-E3)</p> <ul style="list-style-type: none"> <li>🖥️ 5<sup>th</sup> &amp; 6<sup>th</sup> Grades</li> </ul> <p>15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, and generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3)</p> <p>18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p> <p>20a. Develop grade-appropriate compositions applying writing processes such as selecting topic and form (ELA-2-M3)</p>
K-12 Educational Technology Standards:	<ul style="list-style-type: none"> <li>🖥️ Technology Communication Tools (<i>Communication Foundation Skill</i>) Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences.</li> <li>🖥️ Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>) Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>🖥️ Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>) Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.</li> </ul>
Technology Connection:	🖥️ Computer with word processor
Assessment:	🖥️ Completed letter
Procedures:	<ul style="list-style-type: none"> <li>🖥️ Suggest that the students note at least three areas where they excelled and three areas where they still need improvement. They each may need a graphic organizer such as a list, web, or chart of their own making. For primary students you may need to provide a more structured organizer.</li> <li>🖥️ Discuss with the students the correct way of writing their goals. It might be a good idea to give each student a handout with the following information to help assist them with writing their goals appropriately. <b><u>Specific</u></b> - Don't write fuzzy goals that leave out your needed action. Pin yourself down by answering the "W's": Who, what, where, when, why. Example: A fuzzy goal would be, "Have better behavior at school." But a specific goal would say, "I will not talk while my teacher is talking."</li> </ul>

**Measurable**-You should be able to measure your progress towards your goal. Example: "I will raise my reading grade from a B to a B+ this semester."

**Attainable**- Set a goal that you believe you can reach. It should match your abilities and interests. Example: An unreasonable goal is, "Be the best soccer player on the team". An attainable goal would be, "Practice my kicking so that I can score a goal this season."




**Relevant**- Create a goal that is important to you and your dreams. If you're not excited or motivated about this change, you won't succeed. Example: A relevant goal could be to, "Practice my spelling list at the beginning of the week so that I can ace my pre-test and not have to take the test on Friday."

**Time-based**- Determine a date, time, or schedule for your goal. Example: A fuzzy goal is, "Practice my math facts more often.", but a time-based goal would be to, "Set aside 15 minutes each day to review my math fact flashcards."

- 📖 Next, each student must decide how to improve in the three areas mentioned above, making notes on the organizer as he/she completes the prewriting step of the writing process.
- 📖 They should then write letters to themselves or to their caregiver(s), as they choose. This may be in the form of a persuasive letter, using the argument/solution method of persuasion. For example, "Mom, I realize that you think I am not serious, but I know that I can practice on Math. I will practice at least four times a week. Then you can check my scores to see my improvement." They may use their excel areas to support their solutions. too. Use the writing process to bring these letters to publishing stage.
- 📖 If possible place the completed letters in envelopes and mail them appropriately. If to themselves, they should be encouraged to put them in a safe place, like a "time capsule," to check later for progress. Or better yet, you could mail them toward the end of the semester. This could be done for caregivers also, if you don't mind filing them.
- 📖 (Optional) Students may need wider parameters -- not just academic goals, but behavior, chores at home, etc.

Materials:

- 📖 Paper & pencil
- 📖 Graphic Organizer (grade-level appropriate)

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