







Technology-Connected Lesson Plan

Title:	Class Vacation Book
Grade Levels:	5-8
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<p>🖥️ Lesson Objectives:</p> <ul style="list-style-type: none"> 🖥️ TSW utilize available technology to create, produce, and publish a variety of works. 🖥️ TSW use a bubble map to brainstorm words that describe a vacation spot. 🖥️ TSW create pattern book about their summer vacation.
LA Content Standards:	<ul style="list-style-type: none"> 🖥️ Students write competently for a variety of purposes and audiences 🖥️ Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting. 🖥️ Students demonstrate competence in speaking and listening as tools for learning and communicating. 🖥️ Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> • Use standard English punctuation, including: <ul style="list-style-type: none"> parentheses and commas in direct quotations commas to set off appositives and introductory phrases use quotation marks around dialogue • Capitalize the first and other important words in titles and proper nouns <ul style="list-style-type: none"> Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> using same verb tense throughout when appropriate • selecting and using specific nouns, pronouns, and verbs for clarity • Spell high-frequency, commonly confused, frequently misspelled words correctly • Incorporate accurate spelling and use a variety of resources

	<p>(e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings</p> <ul style="list-style-type: none"> • Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking • Evaluate media for various purposes, including: effectiveness of organization and presentation usefulness and relevance of information • Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports
<p>K12 Educational Technology Standards:</p>	<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>
<p>Technology Connection:</p>	<p> digital camera, Microsoft Word, scan converter, TV, printer</p>

Procedures:	<p>Introduction:</p> <ol style="list-style-type: none"> 1. TTW introduce this activity by sharing her vacation plans with the students. TTW write her plans on the board in the following pattern: Our summer vacation is packed with fun activities. <u>Mrs. Ryan</u> plans on traveling to <u>New York</u> in <u>June</u>. She will go with <u>her daughter Madison</u>. She will have a lot of fun <u>sight seeing and learning new things about New York</u>. (Interviewed by: Susan) <p>(The underlined words are the words that will be changed by the students as they write about their partner's vacation plans.)</p> <p>Procedures:</p> <ol style="list-style-type: none"> 2. TSW use a bubble map to describe their summer vacation and the activities they plan to do. 3. TSW interview a partner to find out their vacation plans. They will take a picture of their partner to be inserted into their document. 4. TSW take turns rotating through the computers typing their partner's plans for summer vacation using the pattern given. They will insert their partner's picture at the bottom of the page and include their name as the interviewer. 5. After all students have typed a page, the pages will be printed and bound together for a class book. <p>Closure:</p> <ol style="list-style-type: none"> 6. TSW take turns sharing their page by reading to the class.
Materials:	<ol style="list-style-type: none"> paper, pencil, bubble map, computer, printer, digital camera, television, scan converter
Assessment:	<ol style="list-style-type: none"> completed vacation page, teacher observation
Teacher's Name:	<ol style="list-style-type: none"> Melissa M. Ryan
School:	<ol style="list-style-type: none"> Loranger Middle, West Side Middle