
















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Happy Birthday Dr. Seuss!</b>
Grade Levels:	2-4
Curriculum Areas:	<ul style="list-style-type: none"> <li> Language Art</li> <li> Technology Integration</li> </ul>
Measurable Objectives:	<ul style="list-style-type: none"> <li> TSW read <u>Green Eggs and Ham</u></li> <li> TSW read Tongue Twisters.</li> <li> TSW view a United Streaming Video</li> <li> TSW create a story using the <a href="http://www.seussville.com/">http://www.seussville.com/</a> site.</li> <li> TSW complete Accelerated Reader quizzes on Dr. Seuss Books.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li> Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</li> <li> Students demonstrate competence in speaking and listening as tools for learning and communicating.</li> </ul>
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> <li> Write legible short paragraphs using proper indentation (ELA-3-E1)</li> <li> Use standard English punctuation, including: commas in the greeting and closure of a letter, between a city and a state, and in dates apostrophes in contractions periods in abbreviations (ELA-3-E2)</li> <li> Write using standard English structure and usage, including: subject-verb agreement in simple and compound sentences past and present verb tenses noun and pronoun antecedent agreement transitional words and conjunctions in sentences prepositions and prepositional phrases possessive nouns adverbs, especially those related to time (ELA-3-E3)</li> <li> Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• using standard future verb tenses</li> <li>• using a variety of conjunctions, such as <i>although</i>, <i>since</i>, <i>until</i>, and <i>while</i>, in constructing sentences</li> <li>• using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions</li> <li>• identifying and using irregular plural nouns correctly</li> <li>• using first-, second-, and third-person pronouns correctly</li> <li>• selecting and using adverbs that modify according to time, place,</li> </ul> </li> </ul>

	<p>manner, and degree identifying and using irregular verb tenses (ELA-3-E4)</p> <ul style="list-style-type: none"> <li>🖥️ Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)</li> <li>🖥️ Use active listening strategies, including asking for clarification and explanations (ELA-4-E5)</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>TV/Scan Converter/ Computer</i></b></li> <li>🖥️ <b><i>Internet websites</i></b></li> <li>🖥️ <b><i>Dr. Seuss PowerPoint(Created by Juenell Eastman)</i></b></li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>🖥️ TTW begin by asking students to name some Dr. Seuss books that they have read. TTW tell the students that March 2<sup>nd</sup> is Dr. Seuss's birthday and that today they will be reading the book <u>Green Eggs and Ham</u>.</li> <li>🖥️ TTW read the book <u>Green Eggs and Ham</u> using a scanned Ppt. on the TV/Scan Converter/ Computer connection. Students will follow along as the teacher reads.</li> <li>🖥️ After reading the book, TTW show the students a slide containing tongue twisters. TTW have several students read the tongue twisters aloud. TTW explain that Dr. Seuss's stories use a lot of tongue twisters.</li> <li>🖥️ After reading the tongue twisters, TTW explain to the students that they are going to watch a United Streaming video told in the style of Dr. Seuss called <i>E. Marlow Byrne and The Scrode: A Tale About Diversity</i>.</li> <li>🖥️ After watching the video on the TV/Scan Converter/ Computer connection, TTW allow the students to tell how this story was similar to Dr. Seuss's stories. After the discussion, TTW give each student a blank sheet of paper.</li> <li>🖥️ TSW watch as the teacher visits the storymaker site at <a href="http://www.seussville.com/">http://www.seussville.com/</a>. TSW, in pairs, create a 3 scene story using characters from Dr. Seuss's books. On the blank paper TSW write out their story using two characters for</li> </ul>

	<p>each scene.</p> <ul style="list-style-type: none"> <li>🖥️ TSW rotate to the computer to type their stories. As the students type their stories, TSW use the TV/Scan Converter/Computer connection to show their story to the class.</li> <li>🖥️ While students are rotating to the computer, TSW complete a Green Eggs and Ham word search  <a href="http://www.abcteach.com/Reading/suess/wordsearch2.htm">http://www.abcteach.com/Reading/suess/wordsearch2.htm</a>.  TSW also be given Dr. Seuss door hangers to decorate  <a href="http://www.seussville.com/games/pdf/Doorknob.pdf">http://www.seussville.com/games/pdf/Doorknob.pdf</a></li> <li>🖥️ TSW have available several Dr. Seuss books for the students to read. As the students finish reading, TSW take Accelerated Reader quizzes on the Dr. Seuss books.</li> <li>🖥️ Throughout the day the students will share their stories with the class as time allows.</li> </ul> <p>Extension: Make Green Eggs and Ham for your class to eat  <a href="http://www.hubbardscupboard.org/recipes_d_-h.html">http://www.hubbardscupboard.org/recipes_d_-h.html</a>  This is a recipe for Green Eggs and Ham. TSW discuss the recipe and create a flow map following the steps taken to make Green Eggs and Ham.</p>
Materials:	<ul style="list-style-type: none"> <li>🖥️ Handouts</li> <li>🖥️ Internet websites</li> <li>🖥️ Dr. Seuss PowerPoint</li> <li>🖥️ Blank paper</li> <li>🖥️ Dr. Seuss books.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>🖥️ TS completed story shared with the class.</li> <li>🖥️ TS TOPS report from Accelerated Reader.</li> </ul>
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