
















Technology-Connected Lesson Plan

Title:	Experience the Polar Express!
Grade Levels:	🖥️ 1 st and 2 nd Grades
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TSW apply basic reasoning skills by answering questions from the story. 🖥️ TSW create a Flow Map of the events in the Polar Express. 🖥️ TSW create a Polar Express Glyph using KidPix 4.
LA Comprehensive Curriculum:	<ul style="list-style-type: none"> 🖥️ Grade 1, Unit 2, Put on Your Thinking Cap, Activity 4: Dept of Reading (GLE's 23, 24, 25c) 🖥️ Grade 2, Unit 2, Use Your Thinking Cap, Activity 1: Anticipation (GLE's 13, 17c & d, 20b, 40b & c)
Grade Level Expectations: (GLEs)	<p>23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)</p> <p>24. Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)</p> <p>25. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying simple causes and effects in stories • telling differences between reality and fantasy in texts • formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently (ELA-7-E4) <p>13. Read texts and simple chapter books silently at independent reading level (ELA-1-E7)</p> <p>17. Demonstrate understanding of information in texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • comparing and contrasting story elements (e.g., character, setting, events) • predicting what will happen next in a story or a text • making simple inferences about information in texts <p>self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)</p> <p>20. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> • discussing the relationship between cause-effect • asking questions about texts read independently including why and how (ELA-7-E4) <p>40. Tell and retell stories with the following included:</p> <ul style="list-style-type: none"> • sequential order, including setting, character, and simple plot • supportive facts and details from the story <p>explicit and implicit main ideas (ELA-4-E3)</p>

<p>K-12 Educational Technology Standards:</p>	<ol style="list-style-type: none"> 1. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>) <ul style="list-style-type: none"> ◆ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. ◆ Students use technology tools to process data and report results. ◆ Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. 2. Social, Ethical, and Human Issues (<i>Citizenship Foundation Skill</i>) <ul style="list-style-type: none"> ◆ Students understand the ethical, cultural, and societal issues related to technology. ◆ Students practice responsible use of technology systems, information, and software. ◆ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. 3. Basic Operations and Concepts <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology.
<p>Technology Connection:</p>	<ul style="list-style-type: none">  TV/Scan Converter/Computer  Internet site www.storylineonline.net  KidPix 4  Printer
<p>Assessment:</p>	<ul style="list-style-type: none">  TSW complete a Flow Map.  TSW complete and print Glyph.  Teacher questioning
<p>Procedures:</p>	<ul style="list-style-type: none">  TTW set up the class to simulate a train ride. TTW invite the students into the room giving each student a ticket to ride the Polar Express. These are printed at http://www.marcias-lesson-links.com/polarexpress.html  TTW ask the students to describe what it would be like to ride on a train to the North Pole. Using a map showing the students the path to the North Pole, TTW ask the students if they will be able to travel all the way to the North Pole on the train or will they need other means of transportation.  TTW tell the students that today they are going to hear the story The Polar Express being read by a famous actor. The story can be accessed at www.storylineonline.net .  TTW project the image on the TV/Scan Converter/Computer set-up in the room. TSW view the reading of the book.  After reading the book, TSW be given a flow map to complete with the sequence of events from the story. TTW help the students complete the maps.  TTW tell the students that they are going to complete a

	<p>Polar Express glyph using KidPix 4. TTW review and model the procedures for using KidPix. TSW be given a set of questions to answer. They will complete the template according to their answers to the questions. When the students are finished they will print their glyphs.</p> <ul style="list-style-type: none"> ☞ After the students rotate to the computers to complete their glyphs, TTW ask the students to discuss the 5 W's of the story. (Who, What, When, Where, Why) ☞ As a closure to the day's lesson, TTW share hot chocolate with the students while they share adventures they imagine might happen if they were riding the Polar Express.
<p>Materials:</p>	<ul style="list-style-type: none"> ☞ Polar Express Tickets ☞ Soft Music ☞ Chairs in rows simulating train ride ☞ Flow Map ☞ Questions for Glyph ☞ Template of Polar Express.
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<p>School:</p>	<ul style="list-style-type: none"> ☞ Independence Elem./Loranger Elem.