






















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Making a Family Newsletter Using a Word Template</b>
4-8	4-8
Curriculum Areas:	English/Language Arts
Measurable Objectives:	TSW compose and publish a one-page newspaper about a person in his/her family using Standard English capitalization, conventions, and fluency TSW insert a digital picture into the composition.
LA Content Standards:	<p><b><u>Content Standards:</u></b></p> <p> <b>Standard Two</b> Students write competently for a variety of purposes and audiences.</p> <p> <b>Standard Three</b> Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p> <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• <b>ELA-2-M1</b> writing a composition that clearly implies a central idea with supporting details in a logical, sequential order;</li> <li>• <b>ELA-2-M2</b> using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions;</li> <li>• <b>ELA-2-M3</b> applying the steps of the writing process;</li> <li>• <b>ELA-2-M6</b> writing as a response to texts and life experiences (e.g., letters, journals, lists).</li> <li>• <b>ELA-3-M2</b> demonstrating use of punctuation (e.g., comma, apostrophe, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations;</li> <li>• <b>ELA-3-M3</b> demonstrating standard English structure and usage;</li> <li>• <b>ELA-3-M5</b> spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary.</li> </ul>

Technology Guidelines:	<ul style="list-style-type: none"> <li>• Identify and define computer and networking terms (e.g. modem, file server, client station, LAN, Internet/Intranet, data storage device). ( <a href="#">6</a> )</li> <li>• Demonstrate the operations of a computer (e.g., touch-keyboarding skills, save, organize and back-up files) and other peripheral devices (scanner, digital and video cameras, VCR, laser disc player) at an intermediate level. ( <a href="#">6</a> )</li> <li>• Compose and edit a multi-page document with appropriate formatting using word-processing skills. (e.g., menu, tool bars, dialog boxes, spell check, thesaurus, page layout, headers and footers, word count, margins, tabs, spacing, columns, page orientation) ( <a href="#">1</a>, <a href="#">3</a>, <a href="#">6</a> )</li> <li>• Use multimedia tools and desktop publishing to develop and present computer-generated projects for directed and independent learning activities. ( <a href="#">1</a>, <a href="#">3</a> )</li> <li>• Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences. ( <a href="#">1</a>, <a href="#">3</a>, <a href="#">4</a> )</li> </ul>
Technology Connection:	<ul style="list-style-type: none"> <li> Word</li> <li> Digital Camera or scanner</li> </ul>
Procedures:	<ul style="list-style-type: none"> <li> The teacher continues the unit on Home and Family.</li> <li> She tells the students that our family is very important to us.</li> <li> (A circle map would fit well here, on how the family is important.)S</li> <li> She tells the students to bring a picture from home of a special person in his/her family, or take a digital picture of that person.</li> <li> She gives the students specific directions on interviewing that person.</li> <li> Students follow the directions using the newsletter template to produce individual newsletters.</li> <li> Students assess themselves by using the PBL checklist on writing.</li> <li> Students save a digital copy in their electronic portfolios and print a copy.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> <i>Directions for using the Student Newspaper Template</i></li> <li> <b>My Family is Important</b> 4<sup>th</sup> Grade Newsletter template in Word</li> <li> Linda's Example of newspaper</li> <li> <i>PBL checklist on Writing</i></li> <li> Digital camera or scanner for family member's picture.</li> <li> Paper, ink</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li> <i>PBL checklist on Writing</i></li> </ul>
Teacher	<ul style="list-style-type: none"> <li> Linda Hyde Travis</li> </ul>
School:	<ul style="list-style-type: none"> <li> OWD/KHS</li> </ul>