











Technology-Connected Lesson Plan

Title:	Fictional Heroes
Grade Levels:	2-6
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW understand the meaning of the word hero 🖥️ TLW identify the different between fictional and non fictional heroes 🖥️ TLW research a fictional hero 🖥️ TLW read a book/story with a fictional hero character 🖥️ TLW create a story map of the selected book/hero 🖥️ TLW create a PowerPoint presentation about their fictional hero
LA Content Standards:	<p>ELA-2-E3 creating written texts using the writing process</p> <p>ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</p> <p>ELA-2-M3 applying the steps of the writing process</p> <p>ELA-2-M4 using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, logs)</p> <p>ELA-3-E3 demonstrating standard English structure and usage</p> <p>ELA-3-M3 demonstrating standard English structure and usage</p> <p>ELA-5-E1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</p> <p>ELA-5-E2 locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</p> <p>ELA-5-M1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, microprint, laser discs, hypertext, CD-ROM, pull-down menus, keyword searches, icons, passwords, entry menu features)</p> <p>ELA-5-M2 locating and evaluating information sources (e.g.,</p>

	<p>print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</p> <p>ELA-5-M3 locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics</p> <p>ELA-5-M4 using available technology to produce, revise, and publish a variety of works</p>
Technology Guidelines:	<p>Technology Communication Tools (<i>Communication Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. <p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity. ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products. <p>Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <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.
Technology Connection:	<p> Internet, Concept Mapping Software (i.e. Thinking Maps or Inspiration), PowerPoint, WorldBook Online, Gale Group</p>
Procedures:	<ul style="list-style-type: none">  Using Inspiration to discuss heroes and brainstorm examples of fictional and non-fictional heroes  The teacher needs a set of books/stories/comic book with fictional heroes as characters available for students to read  Students will read the book/story and create a story concept map  Have students share their story concept maps with the class and discuss how the heroes actions affected the characters around them, influenced the nation, why are they considered heroes.  If you use Inspiration or Kidspiration templates the student need to change the font/color and insert graphics  Using Gale Group, WorldBook Online, and AskJeeves the student will research their fictional hero  Create a paper copy of proposed PowerPoint

	<ul style="list-style-type: none"> 🖨 Save at least two pictures relating to your fictional hero 🖨 Complete an informational worksheet (include a resource section) 🖨 Open a new PowerPoint presentation and create a 4-5 slide presentation (first slide- title and last slide resources) 🖨 Students should be able to change the background, font, font color, add text boxes, word art, and graphics 🖨 Students will present their PowerPoints to the class 🖨 Copies of all story maps and PowerPoints will be made to put in a class binder. 🖨 Potential heroes- Pecos Bill, Daniel Boone, Davy Crockett, Batman, Paul Bunyan, Lone Ranger, Superman, Hans Solo, etc.
Materials:	🖨 books/stories with fictional heroes, research data sheet
Assessment:	🖨 student projects assessed using a checklist (allow a peer to check the projects before final copy is turned in for grading)
Teacher's Name:	🖨 Mary McMahan
School:	🖨 Hammond Eastside Upper and Primary