









Technology-Connected Lesson Plan

Title:	Halloween Editing
Grade Levels:	4-6 Grade
Curriculum Areas:	🖨 Language
Measurable Objectives:	<p>🖨 Lesson Objectives:</p> <ul style="list-style-type: none"> 🖨 TSW identify incorrect grammar, punctuation, and spelling. 🖨 TSW identify the parts of a friendly letter. 🖨 TSW edit a friendly letter.
LA Comp. Curriculum:	🖨 Grade 5, Unit 1, Activity 11: Grammar/Proofreading (GLEs: 20e, 25a, 26a, 26c, 28d, 29b, 30, 31, 46)
Grade Level Expectations (GLE)	<p>20e: Develop grade-appropriate compositions applying writing processes such as revising based on feedback and use of various tools (e.g., LEAP 21 Writer's Checklist, rubrics) (ELA-2-M3)</p> <p>25a: Write for various purposes, including formal and informal letters that state a purpose, make requests, or give compliments</p> <p>26a: Use standard English punctuation, including parentheses and commas in direct quotations</p> <p>26c: Use standard English punctuation, including quotation marks around dialogue</p> <p>28d: Write paragraphs and compositions following standard English structure and usage, including correct sentence fragments and run-on sentences</p> <p>29b: Apply knowledge of parts of speech in writing, including selecting and using specific nouns, pronouns, and verbs for clarity</p> <p>30: Spell high-frequency, commonly confused, frequently misspelled words correctly</p> <p>31: Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find</p>

	<p>correct spellings</p> <p>46: Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports</p>
<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> 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) (1, 3, 6)</p>

Technology Connection:	Microsoft Word, computers, printer, presentation station
Procedures:	<p>Introduction:</p> <ol style="list-style-type: none"> 1. TTW review parts of a friendly letter with students by completing a Friendly Letter Tree Map on board. SW discuss which each part of a friendly letter should include. <p>Procedures:</p> <ol style="list-style-type: none"> 2. TTW use the presentation station to introduce the students to a friendly letter. TTW ask the students if they see any mistakes in the letter. SW share some of their corrections. TTW model how to use the computer to edit the mistakes. 3. TSW use the computers to edit the friendly letter. They must correct all 55 mistakes as well as label the parts of the friendly letter. As the students make the corrections, they will type their corrections in a different color. <p>Closure:</p> <ol style="list-style-type: none"> 5. Students will restate the parts of a friendly letter. One student will be asked to share their corrections by reading the letter correctly.
Materials:	Word Template, computers, PowerPoint, Word, printer, presentation station
Assessment:	Completed Friendly letter, teacher observation
Teacher's Name:	 Melissa Ryan
School:	 Loranger Middle/ Amite West Side