












# Technology-Connected Lesson Plan

<b>Title:</b>	<b>"Hanging Around"</b>
Grade Levels:	5-8
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<p>🖥️ <b>Lesson Objectives:</b></p> <ul style="list-style-type: none"> <li>🖥️ TSW utilize available technology to create, produce, and publish a variety of works.</li> <li>🖥️ TSW use a bubble map to brainstorm words that describe themselves.</li> <li>🖥️ TSW create a "Descriptive Hanger" that describes themselves.</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li>🖥️ Students write competently for a variety of purposes and audiences</li> <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> <li>🖥️ Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</li> </ul>
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> <li>• Use standard English punctuation, including:             <ul style="list-style-type: none"> <li>parentheses and commas in direct quotations</li> <li>commas to set off appositives and introductory phrases</li> <li>use quotation marks around dialogue</li> </ul> </li> <li>• Capitalize the first and other important words in titles and proper nouns             <ul style="list-style-type: none"> <li>Apply knowledge of parts of speech in writing, including:                 <ul style="list-style-type: none"> <li>using same verb tense throughout when appropriate</li> </ul> </li> </ul> </li> <li>• selecting and using specific nouns, pronouns, and verbs for clarity</li> <li>• Spell high-frequency, commonly confused, frequently misspelled words correctly</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings</li> <li>• Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking</li> <li>• Evaluate media for various purposes, including: effectiveness of organization and presentation usefulness and relevance of information</li> <li>• Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports</li> </ul>
<p>K12 Educational Technology Standards:</p>	<p> <b>Technology Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Technology Communication Tools</li> <li>• Technology Productivity Tools</li> <li>• Technology Research Tools</li> <li>• Basic Operations and Concepts</li> </ul> <p> <b>Technology Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.)</li> </ul> <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>

Technology Connection:	 digital camera, Power Point, scan converter, TV, printer
Procedures:	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. TTW introduce this activity by reading the book, <u>Verdi</u>.</li> </ol> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>2. TTW draw a bubble map on the board and ask students to describe Verdi. The class will fill in the bubble map with adjectives.</li> <li>3. TTW show the students a "Descriptive Hanger" with Verdi on it. TSW will then be given hangers to make their own "Descriptive Hanger". TTW tell the students they will make their own "Descriptive Hanger" that describes themselves.</li> <li>4. TTW pass out a bubble map to each child. The students will complete the bubble map with adjectives describing themselves. TSW use the adjectives from their bubble map and type them using word art on the computer. TSW print and cut out their adjectives.</li> <li>5. TTW demonstrate how to take a digital picture. Students will be paired up and they will take one another's picture.</li> <li>6. TSW Print their pictures and cut them out. TSW build a person with the hanger by taping their picture to the top of the hanger. TSW use construction paper to make arms and legs. TSW use clipart to print out shoes for their hanger person.</li> <li>7. TSW glue their adjectives to the "body" of the hanger.</li> <li>8. TSW share their "Descriptive Hanger" in Author's Chair.</li> <li>9. TTW display the hangers in the classroom on a wall titled: We're just "HANGING" out in Mrs. Ryan's Room.</li> </ol> <p><b>Closure:</b></p> <ol style="list-style-type: none"> <li>10.  Students will compare their "Descriptive Hangers" by discussing the similarities/differences between each.</li> </ol>
Materials:	 paper, pencil, computer, printer, digital camera, students' disks, hangers, glue, scissors
Assessment:	 completed "Descriptive Hangers", teacher observation
Teacher's Name:	 Melissa M. Ryan
School:	 Loranger Middle, West Side Middle