







Technology-Connected Lesson Plan

Title:	Inventors
Grade Levels:	3-6
Curriculum Areas:	🖥️ Science and Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW apply their research knowledge to gather information about an inventor and his/her invention 🖥️ TLW demonstrate the ability to construct 2 five sentence paragraph 🖥️ TLW relate the invention to their personal life in the second paragraph
LA Content Standards:	<p>ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</p> <p>ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</p> <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-M1 writing a composition that clearly implies a central idea with supporting details in a logical, sequential order</p> <p>ELA-2-M2 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</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-E1 writing legibly</p> <p>ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</p> <p>ELA-3-E3 demonstrating standard English structure and usage;</p> <p>ELA-3-M1 writing legibly</p> <p>ELA-3-M2 demonstrating use of punctuation (e.g., comma, apostrophe, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations</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-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics;</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., 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>
<p>Technology Guidelines:</p>	<ol style="list-style-type: none"> 1. Technology Communication Tools (<i>Communication Foundation Skill</i>) <ul style="list-style-type: none"> ◆ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. ◆ Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences. 2. Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>) <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. 3. 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.
<p>Technology Connection:</p>	<p> MS Word flyer template and Internet</p>
<p>Procedures:</p>	<p> Each student will randomly select an inventor</p> <p> Use Gale Group, World Book, and a simple guided search to locate information about the inventor and one of his/her inventions.</p> <p> 3 facts about the inventor and 2-3 about the invention</p>

	<ul style="list-style-type: none"> 🖨 Save one picture of the inventor and one picture of the invention 🖨 Using in flyer template complete the information about the inventor and invention write a five sentence paragraph 🖨 In the second paragraph write five sentences about how the invention and/or inventor affect the student's life personally. 🖨 Each student will share their flyer with the class 🖨 The teacher will make a class booklet with all the class fliers
Materials:	🖨 List of inventors and inventions, computers, printers, flyer template
Assessment:	🖨 student product evaluated by a checklist or rubric
Teacher's Name:	🖨 Mary McMahan
School:	🖨 Hammond Eastside Upper and Primary