






















Technology-Connected Lesson Plan

Title:	<u>The Day Jimmy's Boa Ate The Wash</u>
Grade Levels:	2-3
Curriculum Areas:	☞ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> ☞ TSW recall story elements. ☞ TSW create a Thinking Map Flow Map showing the sequence of events from the story <u>The Day Jimmy's Boa Ate the Wash</u> by Trinka Hakes Noble. ☞ TSW create a slide of their favorite event using KidPix4.
LA Content Standards:	<ul style="list-style-type: none"> ☞ Standard Five - Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. ☞ Standard Seven - Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing. ☞ Standard Three - Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> ☞ #10 Retell a story in sequence including main idea and important supporting details (ELA-1-E5) ☞ #29 Use standard English punctuation, including: commas to separate phrases in a series, commas to separate parts of addresses (ELA-3-E2) ☞ # 17 Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts (ELA-7-E1)
K12 Educational	1. Technology Research Tools (Linking and Generating Knowledge Foundation Skill)

Technology Standards:	<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>2. Social, Ethical, and Human Issues (Citizenship Foundation Skill)</p> <ul style="list-style-type: none"> ◆ Students understand the ethical, cultural, and societal issues related to technology. ◆ Students practice responsible use of technology systems, information, and software. ◆ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. <p>3. Basic Operations and Concepts Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.</p>
Technology Connection:	<ul style="list-style-type: none">  TV/Scan Converter/Computer  PowerPoint  KidPix 4  Thinking Maps Software
Procedures:	<ul style="list-style-type: none">  TTW introduce the lesson by asking students to remember a time that they might have visited a farm on a field trip. TTW record memories on the board that the students supply.  TTW lead the students to remember the sequence of events that led to the students visiting the farm. TTW tell the students that today they will be reading a story about a class trip to a farm. TTW ask the students to recall story elements. TTW remind the students to notice the sequence of events as they happen in the story.  TTW read the book <u>The Day Jimmy's Boa Ate the Wash</u> while showing the story scanned into a PowerPoint on the TV/Scan Converter/Computer set up.  After reading the story, ttw divide the class into groups of four. Each group will be given a blank Flow Map. TSW work together to remember the sequence of events that occurred in the story. TTW monitor the groups helping when needed. When groups are finished, the teacher will display a blank Flow Map using Thinking Map software on the TV/Scan Converter/Computer. TTW select random students to become the driver and type the sequence of events. TTW help lead the students to use complete sentences when typing. TTW print and copy the completed Flow Map for placement in each student's portfolio.  Finally, TTW review KidPix4 software on the TV/Scan

	<p>Converter/Computer. During the remainder of the day, the students will rotate to the computers in the classroom to complete a KidPix4 slide of their favorite event in the story. Each student will print their product for their student portfolio.</p>
Materials:	<ul style="list-style-type: none">  Board and Markers  Computer  PowerPoint of scanned book.  Blank Flow Maps  Printer
Assessment:	<ul style="list-style-type: none">  Observation and Questioning  Completed Flow Map  KidPix 4 Slide of Favorite Event
Teacher's Name:	 Melanie Johnston
School:	 Independence Elem./ Loranger Elem.