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<b>Title:</b>	<u><b>Lilly's Purple Plastic Purse</b></u> by: <b>Kevin Henkes</b>
<b>Grade Levels:</b>	2 <sup>nd</sup> and 3 <sup>rd</sup>
<b>Curriculum Areas:</b>	 Language Arts
<b>Measurable Objectives:</b>	<ul style="list-style-type: none"> <li> TSW identify story elements found in <u>Lilly's Purple Plastic Purse</u>.</li> <li> TSW complete a Tree Map classifying the story elements.</li> <li> TSW create a Fan Book illustrating the story elements found in <u>Lilly's Purple Plastic Purse</u>.</li> </ul>
<b>LA Content Standards:</b>	<ul style="list-style-type: none"> <li> <b>Standard Seven</b> - Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.</li> </ul>
<b>Grade Level Expectations (GLE)</b>	<ul style="list-style-type: none"> <li> Demonstrate understanding of information in texts using a variety of strategies, including: comparing and contrasting story elements (e.g., character, setting, events) predicting what will happen next in a story or a text making simple inferences about information in texts self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)</li> <li> Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: 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)</li> </ul>
<b>K12 Educational Technology Standards:</b>	<ul style="list-style-type: none"> <li> <b>Technology Research Tools</b></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.) (1,3,4)</li> </ul>
<b>Technology Connection:</b>	 <b>Flexcam</b>

	<ul style="list-style-type: none"> <li> <b>Computer</b></li> <li> <b>Ms PowerPoint template</b></li> </ul>
Procedures:	<ul style="list-style-type: none"> <li> TTW ask the students have you ever wanted to do something, but were told you needed to wait. How did you feel? What did you do? Our story today is about a little mouse that has some exciting things to share with her class. The name of the story is <u>Lilly's Purple Plastic Purse</u>. Let's read to find out what happens.</li> <li> Begin reading the story, using the Flexcam if available, stopping when appropriate to ask questions that will encourage the children to interact with the story.</li> <li> Using a tree map for recording information, encourage the children to recall the title of the story, the names of the characters and the setting. In addition, ask them to list the significant events of the story, as well as its solution.</li> <li> Tell the students that they are going to make a Fan Book using the story elements found in Lilly's Purple Plastic Purse.</li> <li> TSW rotate in and out of the computers using the Fan Book pattern in PowerPoint. They will type the title, author, characters, setting, and events.</li> <li> TSW add pictures to the Fan Book to complete the activity.</li> <li> TTW review with the tree map reminding the students of the important story elements. TTW ask for volunteers to share their Fan Books with the class.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> <u>Lilly's Purple Plastic Purse</u> by Kevin Henkes</li> <li> Flexcam</li> <li> Computer</li> <li> Ms PowerPoint Template</li> <li> Board for Tree Map</li> </ul>
Assessment:	 Students copy of the Fan Book
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School:	 Independence Elem./ Loranger Elem.