

















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Most Wanted Villains</b>
Grade Levels:	3-5
Curriculum Areas:	☞ Language Arts, Technology
Lesson Objectives:	<ul style="list-style-type: none"> <li>☞ The learner will identify and describe characters from fairytales.</li> <li>☞ The learner will recall story details.</li> <li>☞ The learner will create a concept map using Thinking Maps, Kidspiration, or Inspiration.</li> <li>☞ The learner will create a 'wanted poster' of a chosen character from a fairytale.</li> </ul>
La. Content Standards:	<ul style="list-style-type: none"> <li>☞ <b>ELA-1-E4</b> Recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection.</li> <li>☞ <b>ELA-2-E4</b> Using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs)</li> <li>☞ <b>ELA-2-E5</b> Recognizing and applying literary devices (e.g., figurative language)</li> <li>☞ <b>ELA-3-E4</b> Using knowledge of the parts of speech to make choices for writing</li> <li>☞ <b>ELA-4-E4</b> Giving rehearsed and unrehearsed presentations.</li> <li>☞ <b>ELA-5-E1</b> 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)</li> <li>☞ <b>ELA-5-E3</b> Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics.</li> <li>☞ <b>ELA-5-E4</b> Using available technology to produce, revise, and publish a variety of works (e.g., book reviews, summaries, short research reports)</li> <li>☞ <b>ELA-5-E6</b> Recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)</li> <li>☞ <b>ELA-6-E2</b> Recognizing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, short stories)</li> </ul>

Technology Guidelines:	<p><b>1. Technology Communication Tools (<i>Communication Foundation Skill</i>)</b>  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.</p> <p><b>3. Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</b>  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.</p> <p><b>6. Basic Operations and Concepts</b>  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"> <li> Thinking Maps, Inspiration or Kidspiration Software</li> <li> Grimms Fairy Tales</li> </ul> <p><a href="http://www-2.cs.cmu.edu/~spok/grimtmp/">http://www-2.cs.cmu.edu/~spok/grimtmp/</a></p>
Procedures:	<ul style="list-style-type: none"> <li> Have on hand a selection of books for students to browse through.</li> <li> Ask students to name some of the fairy tales that the class has been reading.</li> <li> Call on volunteers to name some of the 'wicked' characters that they've read about in fairy tales. (Rumpelstiltskin, Goldilocks, Giant, Cinderella's evil stepmother/stepsisters, Big Bad Wolf, etc.)</li> <li> After making a list on the board, discuss the characteristics that make these characters 'wicked'.</li> <li> Display a previously created poster of one of the characters.</li> <li> Explain to students that they will be working in pairs to create a compare/contrast concept map and 'Wanted Poster' for one of the characters from a fairy tale.</li> <li> Remind students to complete a rough draft of their work, before going to the computer to work on their project.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li> Completed concept/Thinking map and poster</li> </ul>
Materials:	<ul style="list-style-type: none"> <li> Selection of fairytale books</li> <li> Computer, printer, and appropriate software</li> </ul>
Teacher's Name:	<ul style="list-style-type: none"> <li> Margie Penton</li> </ul>
School:	<ul style="list-style-type: none"> <li> Hammond Westside Primary/Upper</li> </ul>