

















Technology-Connected Lesson Plan

Title:	Nursery Rhymes
Grade Levels:	1-4
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW recall details of the rhyme 🖥️ TLW identify the main characters of the poem 🖥️ TLW apply their knowledge of the poem to create a concept map about the story
LA Content Standards:	<p>ELA-1-E4 identifying story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection;</p> <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-E3 creating written texts using the writing process;</p> <p>ELA-3-E1 writing legibly;</p> <p>ELA-3-E3 demonstrating standard English structure and usage;</p> <p>ELA-3-E5 spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary.</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-E4 using available technology to produce, revise, and publish a variety of works;</p> <p>ELA-6-E2 recognizing and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction);</p> <p>ELA-7-E1 using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts;</p>
Technology Guidelines:	<p>Technology Communication Tools (<i>Communication Foundation Skill</i>)</p> <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. <p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <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.

Technology Connection:	<ul style="list-style-type: none">  Inspiration, Kidspiration, or Thinking Maps
Procedures:	<ul style="list-style-type: none">  Select one nursery rhyme to demonstrate the process below to the students using a TV and scan converter.  Collect a variety of nursery rhymes such as Mary Had a Little Lamb (try for a different one for each small group)  Divide the students into groups of no more than four  Give each group a nursery rhyme  Have the students read their nursery rhyme within their groups (if the students are unable to read go from group to group helping or have an older student come in to help the students)  Each group should use a worksheet to locate information about the story such as characters, setting, and character traits.)  Using their worksheet use a concept mapping program to create a map of the nursery rhyme.  The map must include a title, a minimum of three clip arts, and changes in font and other colors. NO colored background.  Finally the group or teacher will read the nursery rhyme to the class the group will present their map on a TV/scan converter.
Materials:	<ul style="list-style-type: none">  variety of nursery rhymes, worksheet, computer, printer, TV/Scan converter
Assessment:	<ul style="list-style-type: none">  student products
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School:	<ul style="list-style-type: none">  Hammond Eastside Upper and Primary