









Technology-Connected Lesson Plan

Title:	Nutcracker Venn Diagram
Grade Levels:	3-8 Grade
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<p>🖥️ Lesson Objectives:</p> <p>🖥️ TSW compare and contrast characteristics The Nutcracker book and The Nutcracker Ballet.</p> <p>🖥️ TSW create a Venn diagram using Microsoft Power Point.</p>
LA Comprehensive Curriculum:	Language Arts, Unit 5, Activity 2 - Nutcracker Venn Diagram, GLES: 4, 5a, 5b, 7a, 8, 10, 11a, 11d, 12d, 17a, 34, 35, 46
Grade Level Expectations (GLEs)	<p>Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)</p> <p>Identify and explain story elements, including theme development (ELA-1-M2)</p> <p>Identify and explain story elements, including character development (ELA-1-M2)</p> <p>Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including fiction (ELA-1-M3)</p> <p>Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)</p> <p>Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6 - 2)</p> <p>Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including drama (e.g., one-act play or skits) (ELA-6-M3)</p> <p>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas (ELA-7-M1)</p>

	<p>Analyze grade-appropriate print and nonprint texts using various reasoning skills, including identifying cause-effect relationships (ELA-7-M4)</p> <p>Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)</p> <p>Restate or describe oral directions/procedures for tasks (ELA-4-M2)</p> <p>Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)</p>
<p>K12 Educational Technology Standards:</p>	<p> Technology Guidelines:</p> <ul style="list-style-type: none"> • Technology Communication Tools • Technology Productivity Tools • Technology Research Tools • Basic Operations and Concepts <p> Technology Performance Indicators</p> <ul style="list-style-type: none"> • Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). • Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. • 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.) <p> Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3)</p>

Technology Connection:	 Video of ACT I Nutcracker Ballet, PowerPoint, Venn Diagram Template, http://www.12days.com/playground/nutcracker/
<p>PROCEDURES:</p> <p>Day 1: Teacher reads <u>The Nutcracker</u> to the students. Students discuss characters and conflicts in the story. Teacher shows students video of The Nutcracker Ballet.</p> <p>Day 2: Students will go to the Nutcracker Ballet. Upon returning to school, Students will discuss difference in the ballet and the book.</p>	<p>Procedures: DAY 3</p> <p>Introduction:</p> <ol style="list-style-type: none"> 1. TTW introduce this activity by pulling two students to the front of the room. She will then ask students to list characteristics about each of them. TTW list these characteristics on the board in a double bubble. In the middle the teacher will list characteristics that are the same of each student. TTW explain that another way to compare and contrast characteristics besides using a double bubble is by using a Venn diagram. <p>Procedures:</p> <ol style="list-style-type: none"> 2. TSW discuss the differences in <u>The Nutcracker</u> book and The Nutcracker ballet. SW complete double bubble map. 3. TTW model for the students how to create a Venn diagram by using the Venn diagram template. 4. TSW use their double bubble maps to create a Venn diagram on their characters. The Venn diagram must include 5 characteristics in each section of the Venn diagram. TSW will also insert 2 pictures into their Venn Diagram. 5. Once the students complete their Venn diagram, they will spell check and print. 6. Early finishers will go to http://www.12days.com/playground/nutcracker/ and complete Nutcracker Hangman. <p>Closure:</p> <ol style="list-style-type: none"> 7. Students will show their Venn Diagram on the presentation station.
Materials:	Paper/pencil, double bubble map, Internet, computers, Venn Diagram template, printer
Assessment:	Completed double bubble maps, completed Venn Diagrams, teacher observation
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School:	 Loranger Middle/ Amite West Side