























Technology-Connected Lesson Plan

Title:	Following a Monster
Grade Levels:	3-4
Curriculum Areas:	<ul style="list-style-type: none"> 🖥️ English/Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TSW create a flow chart of the monster's visit. 🖥️ TSW use Paint to illustrate their monster. 🖥️ TSW use at least 4 sequencing words to create a story about a monster.
LA Content Standards:	<ul style="list-style-type: none"> 🖥️ Standard Two Students write competently for a variety of purposes and audiences. 🖥️ Standard Three Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting. 🖥️ Standard Seven Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing. <ul style="list-style-type: none"> • ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order; • ELA-2-E3 creating written texts using the writing process; • ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments; • ELA-3-E3 demonstrating standard English structure and usage; • ELA-3-E4 using knowledge of the parts of speech to make choices for writing; • ELA-7-E1 using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts;
Technology Guidelines:	<ul style="list-style-type: none"> • Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM,

	<p>laser disc) when referring to technology. (6)</p> <ul style="list-style-type: none"> • 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. (1, 3, 4)
Technology Connection:	<ul style="list-style-type: none">  Thinking Maps software  Word  Paint
Procedures:	<ul style="list-style-type: none">  The teacher would place monster footprints around the classroom as if a monster had been there and walked throughout the class.  As the monster toured the classroom he messed things up. For example, he knocked some supplies off the computer, then proceeded and tipped over a desk. He turned a picture upside down, etc.  The footprints would indicate the path the monster took.  The students would enter the classroom and observe that something was there.  They would walk the path and observe the things the monster did.  After discussing sequencing with the students, brainstorm a list of words that show order (first, second, next, then, after that, finally.)  The students open Thinking Maps on the computers and begin a new flow chart.  The students fill in the places the monster went and what he did.  The students then write a story about the monster's visit Using Word.  They create a picture of the monster using Paint as illustration for the story.  The students publish their stories and highlight the sequencing words used.
Materials:	<ul style="list-style-type: none">  pencil and paper  construction paper for the monster's feet (Dye cuts would be good.)  tape
Assessment:	 Student product of a flow chart, picture, and story with 4 highlighted words.
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