









# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Postcards to the Troops</b>
Grade Levels:	5-8
Curriculum Areas:	🖥️ Language Arts - 2 days
Measurable Objectives:	<p>🖥️ <b>Lesson Objectives:</b></p> <p>🖥️ TSW utilize available technology to create, produce, and publish a variety of works.</p> <p>🖥️ TSW write a postcard to the troops in Iraq.</p>
LA Content Standards:	<p>🖥️ Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p> <p>🖥️ Students demonstrate competence in speaking and listening as tools for learning and communicating.</p> <p>🖥️ Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</p> <p>🖥️ Students will demonstrate an understanding of parts of speech to make choices for writing.</p>
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> <li>• Use standard English punctuation, including: <ul style="list-style-type: none"> <li>parentheses and commas in direct quotations</li> <li>commas to set off appositives and introductory phrases</li> <li>use quotation marks around dialogue</li> </ul> </li> <li>• Capitalize the first and other important words in titles and proper nouns <ul style="list-style-type: none"> <li>Apply knowledge of parts of speech in writing, including: using same verb tense throughout when appropriate</li> </ul> </li> <li>• selecting and using specific nouns, pronouns, adjectives, and verbs for clarity</li> <li>• Spell high-frequency, commonly confused, frequently misspelled words correctly</li> <li>• Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings</li> </ul>

	<ul style="list-style-type: none"> <li>• Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking</li> <li>• Evaluate media for various purposes, including: Effectiveness of organization and presentation usefulness and relevance of information</li> </ul> <p>Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports</p>
<p>K12 Educational Technology Standards:</p>	<p> <b>Technology Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Technology Communication Tools</li> <li>• Technology Productivity Tools</li> <li>• Technology Research Tools</li> <li>• Basic Operations and Concepts</li> </ul> <p> <b>Technology Performance Indicators</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</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.)</li> </ul> <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>
<p>Technology Connection:</p>	<p>Microsoft Power Point, printer, scan converter, TV, post card template (<a href="http://www.tangischools.org/TangiTech1/Postcard%20template.ppt">http://www.tangischools.org/TangiTech1/Postcard%20template.ppt</a>)</p>

<p>Procedures:</p>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. TTW introduce the lesson by reading letters written by troops in Iraq. TSW discuss how the troops feel so far away from home. TSW discuss ways the troops are helping America and how we should show our support to them.</li> </ol> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>2. TTW tell the students they will be writing a postcard to the troops. TSW think of things that they would like to say to the troops.</li> <li>3. TTW take a digital picture of each child.</li> <li>4. TSW use a postcard template to create their post cards. TSW insert their messages, a picture from clip art, and a digital picture of them self. Once the post cards are completed and printed, TSW cut and paste their post card.</li> <li>5. TTW mail the post cards to Iraq. TSW chart how many post cards were sent and how many return letters they receive. They will also keep track of where the troops are from by pin pointing locations on a map.</li> </ol> <p><b>Closure:</b></p> <ol style="list-style-type: none"> <li>4. TSW take turns reading their post card messages to the class.</li> </ol>
<p>Materials:</p>	<p> computers, printer, post card template, letters from troops, digital camera, student disks</p>
<p>Assessment:</p>	<p> completed "post cards", teacher observation</p>
<p>Teacher's Name:</p>	<p> Melissa M. Ryan</p>
<p>School:</p>	<p> Loranger Middle, West Side Middle</p>