



Technology-Connected Lesson Plan

Lesson Title: Postcards from the Wetlands

Curriculum Areas:



Language Arts



Science



Social Studies

Grade Levels: K-6

Common Core Anchor Standards:

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Louisiana Framework:



SE-E-A3 Identifying ways in which humans have altered their environment, in both positive and negative ways, either for themselves or for other living things (1, 2, 3, 4, 5)

-  SE-E-A4 Understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship (1, 2, 3, 4, 5)
-  SE-E-A5 Understanding that most plant and animal species are threatened or endangered today due to habitat loss or change (1, 2, 4)
-  C-1A-E4 Identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers (1, 3, 5)
-  C-1D-E4 Describing the many ways that citizens can participate in and contribute to their communities and to American society (1, 2, 4, 5)

NIET/Tap Rubric:

-  Motivating Students: The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.
-  Presenting Instructional Content: Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. Examples, illustrations, analogies, and labels for new concepts and ideas.
-  Questioning: Questions are purposeful and coherent.
-  Academic Feedback: Feedback is sometimes used to monitor and adjust instruction.
-  Thinking: Generate a variety of ideas and alternatives.
 - Analytical Thinking -participants analyze, compare and contrast, and evaluate and explain information.
 - Practical Thinking - participants use, apply, and implement what they learn in real-life scenarios.
 - Creative Thinking - participants create, design, imagine, and suppose.
-  Problem Solving:
 - Identifying Relevant/Irrelevant Information
 - generating ideas
 - creating and designing
-  Activities and Materials:
 - support the lesson objective
 - are challenging
 - elicit a variety of thinking
 - relevant to participants lives
 - incorporate multimedia and technology
 - incorporate resources beyond the school curriculum text

Technology Strategies:

-  K-4 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.) (1, 3, 4)
-  K-4 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)

-  5-8 Use multimedia tools and desktop publishing to develop and present computer-generated projects for directed and independent learning activities. (1, 3)

Learning Objectives:

The student will:

-  learn about the conservation of the wetlands by listening, reading, and writing about them;
-  draft, edit, proofread, revise, and publish a persuasive paragraph about the wetlands;
-  design a postcard with graphics and text attractively placed.

Materials:

-  Technology resources listed below
-  Postcard planning guide

Technology Connection:

<http://www.nwf.org/nwf/kids/cool/index.html>;
<http://www.etr.usl.edu/wetlands/>
<http://www.wetland.org/mshmarkt.htm>;
<http://www.leeric.lsu.edu/erd/> <http://www.savelawetlands.org/oldsite/home.asp>

-  *Microsoft Encarta and Virtual Globe*

-  Web sites:

-  *AppleWorks* postcard template file

-  Scan converter to connect computer to television display

-  Digital cameras

Lesson Procedures:

-  The student learns about the wetlands of Louisiana by visiting a wetland close by or by making virtual field trips to the URLs listed. Take notes and photographs.
-  The teacher and students discuss the problems associated with preserving wetlands.
-  The teacher introduces letter-writing skills.
-  Students discuss reasons for writing, including writing to persuade the reader.



Students talk about the duties of elected officials and the responsibilities of citizens.



Students use a storyboard to design a postcard to a Louisiana legislator, citing reasons that the wetlands are endangered and offering solutions to protect them.



Students share the storyboard with a friend; they revise and edit as needed.



Students create and publish the postcards using an *AppleWorks* postcard template and digitized photographs taken on the field trip.

Assessment Procedures:



Postcards