



Technology-Connected Lesson Plan

Title:	Miss Nelson is Missing!
Grade Levels:	2nd, 3 rd , and 4 th grades
Curriculum Areas:	☐ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> ☐ TSW compare and contrast Miss Nelson with Miss Swamp. ☐ TSW compose a 3 point paragraph about either Miss Nelson or Miss Swamp. ☐ TSW complete an Accelerated Reader quiz on <u>Miss Nelson is Missing</u>.
LA Content Standards:	<ul style="list-style-type: none"> ☐ Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes. ☐ Students write competently for a variety of purposes and audiences. ☐ Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting. ☐ Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> ☐ Demonstrate understanding of information in texts using a variety of strategies, including: comparing and contrasting story elements (e.g., character, setting, events) (ELA-7-E1) ☐ Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1) ☐ Write legible short paragraphs using proper indentation (ELA-3-E1) ☐ Use standard English punctuation, including: <ul style="list-style-type: none"> commas in the greeting and closure of a letter, between a city and a state, and in dates apostrophes in contractions periods in abbreviations (ELA-3-E2) ☐ Write using standard English structure and usage, including: <ul style="list-style-type: none"> subject-verb agreement in simple and compound sentences past and present verb tenses noun and pronoun antecedent agreement transitional words and conjunctions in sentences prepositions and prepositional phrases

	<ul style="list-style-type: none">  Write compositions of two or more paragraphs that are organized with the following: <ul style="list-style-type: none"> a central idea a logical, sequential order supporting details that develop ideas transitional words within and between paragraphs (ELA-2-E1)  Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)  Use standard English punctuation, including: <ul style="list-style-type: none"> commas to separate phrases in a series commas to separate parts of addresses (ELA-3-E2)  Write using standard English structure and usage, including: <ul style="list-style-type: none"> avoiding run-on sentences using verbs in the future tense making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)  Write compositions of at least three paragraphs organized with the following: <ul style="list-style-type: none"> a clearly stated central idea an introduction and a conclusion a middle developed with supporting details a logical, sequential order transitional words and phrases that unify points and ideas (ELA-2-E1)  Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1)  Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)  Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)  Write using standard English structure and usage, including: <ul style="list-style-type: none"> using active and passive voices of verbs avoiding writing with sentence fragments and run-on sentences (ELA-3-E3)  Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> selecting and using common interjections appropriately identifying and using transitive and intransitive verbs correctly identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
<p>K12 Educational Technology Standards:</p>	<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

	<p>developing technology-rich, authentic, student-centered products.</p> <p>Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <ul style="list-style-type: none"> 🖥️ Students use technology tools to process data and report results <p>Basic Operations and Concepts</p> <ul style="list-style-type: none"> 🖥️ Students demonstrate a sound understanding of the nature and operation of technology systems. 🖥️ Students are proficient in the use of technology.
Technology Connection:	<ul style="list-style-type: none"> 🖥️ <i>Computer/TV/Scan Converter</i> 🖥️ <i>PowerPoint Presentation</i> 🖥️ <i>Microsoft Word</i> 🖥️ <i>Thinking Maps Software</i> 🖥️ <i>Accelerated Reader program</i>
Procedures:	<ul style="list-style-type: none"> 🖥️ TTW introduce the lesson by asking the question how do you as students behave when you have a substitute teacher? Take several suggestions, and then ask how do you think your teacher would want you to act? 🖥️ TTW tell the students that today they are going to listen to a story about a teacher and her students, and how things change when a substitute teacher is asked to teach the class. 🖥️ TTW read the story <u>Miss Nelson is Missing</u> by Harry Allard. TTW use a computer/TV/scan converter to display the pages as she reads the story. 🖥️ After reading the story, the students will help the teacher complete a double bubble map comparing and contrasting Miss Nelson with Miss Swamp. TSW supply the information for the map. TTW tell the students that they are going to choose one of the teachers to write a paragraph. TS will need to explain their reasons for choosing either Miss Nelson or Miss Swamp. The information from the double bubble map will be used to help direct their writings. 🖥️ Using a 3 point paragraph PowerPoint, developed by Melissa Ryan, TSW explore the proper ways to compose a paragraph. 🖥️ TTW help the students by walking around the room and stopping to read students writings. 🖥️ While students are completing their paragraphs, teacher selected students will rotate to a computer with the Thinking Maps software installed. TSW type their double bubble maps into the program. Other students will rotate to a computer

	<p>with Accelerated Reader installed. TSW complete the AR test on <u>Miss Nelson is Missing</u> and will print their TOPS report. As students begin to finish their paragraphs, TSW rotate to a computer with MS Word installed. TSW type their paragraphs using a rubric to include specific directions in their typed papers. TSW use correct 3 point paragraph format, indent, select font size and style, double space, and the students will use spell check.</p> <ul style="list-style-type: none"> 🖥️ TTW tell the students that during the next 3 days all of the students will have an opportunity to complete all three activities at the computers. (If time is an issue, this lesson can be continued in the computer lab setting.) 🖥️ To conclude the lesson, TTW ask the students to show by raising their hand how many students chose Miss Nelson when writing their paragraphs. TTW ask several volunteers to explain why they chose Miss Nelson.
<p>Materials:</p>	<ul style="list-style-type: none"> 🖥️ Miss Nelson is Missing book 🖥️ Board and Markers 🖥️ PowerPoint presentation 🖥️ Thinking Map software 🖥️ Accelerated Reader software
<p>Assessment:</p>	<ul style="list-style-type: none"> 🖥️ TS completed double bubble map 🖥️ TS TOPS report printed from AR 🖥️ TS completed 3 point paragraph
<p>Teacher's Name:</p>	<ul style="list-style-type: none"> 🖥️ Melanie Johnston
<p>School:</p>	<ul style="list-style-type: none"> 🖥️ Independence Elementary/ Loranger Elementary