Technology Integration Unit/Lesson Plan Template (modified from MTS Lesson Plan Template)

Lesson title: I Am…
Name: Vickie Roberts
Subject area: Language Arts/Writing
Grade level: 2
Time frame: 1-2 weeks

Brief lesson/unit Summary/Description

Students will create their own "I Am" poster using Comic Life Application and a poem that they wrote about themselves during our Language Arts block.

State Content Standard/Benchmark addressed http://www.cde.ca.gov/be/st/ss/index.asp

Writing 1.1

Educational Technology Standard/Benchmark addressed http://www.iste.org/standards.aspx

1. Demonstrate creativity and communication
2. Communicate and collaborate
3. Use technology effectively and productively

21st Century Skill(s)/Theme(s) addressed http://www.p21.org/route21/index.php

1. Information, media, and technology skills
2. Core subjects

Integration into NLMUSD Curriculum Maps (If applicable in Language arts or Math)

Students incorporated Unit 8 Writing Unit of Study – Responding to and Writing Poetry to write their I Am poem.

Students will understand (lesson/unit objectives):

Students will understand how to use the various components of the Comic Life application. Students will understand how to use Google Images to add images to their page.

Essential Questions to guide this unit/lesson and focus teaching and learning:

Can students use the elements of Comic Life to create their page?

Technology & Web 2.0 resources needed (hardware and software, websites)

Mac computer, Comic Life application

Procedure (learning activities)/ lessons of unit

1. Students or teacher creates a desktop folder with individual student photos.
2. Import photos to Comic Life.
3. Students will title their poster with their first name.
4. Students will write complete sentences using ideas from their I Am poem.
5. Students will add graphics/clip art/photos using Google images.

6. Students will save their completed page (as a JPEG) to a desktop folder.

Assessment Method

Rubric: 4- Advanced: Students had all elements required, followed directions, and were able to assist others.
      3 – Proficient: Students had all elements required, followed directions.
      2 – Basic: Students lacked one or two elements on their completed page
      1 – Below Basic: Students required teacher assistance to complete entire page.

Notes: *(this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)*