

Lesson/Unit Description
Creating and Categorizing Lists

Name(s): James MacCall

School(s): Belmont Hills

Grade(s): 1

Curricular Area(s)/Course(s): Language Arts, Technology

Academic Standard(s):

Language Arts:

The student will write to communicate to an audience.

The student will write a list of daily activities.

The student will categorize the list of activities into wants and needs.

The student will sub-categorize the list of wants and needs.

Technology:

STANDARD 1: Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.

STANDARD 3: Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative writing

Benchmark(s):

Technology:

P 1.1 Use input devices (I) and output devices to successfully operate computers, VCRs, audiotapes, and other technologies.

P 1.1.a — use and control a mouse, track pad, or other pointer device to move pointer on screen

P 1.1.b — locate placement of letters, etc. on keyboard, bilaterally

P 1.1.c — identify keyboard, mouse, screen, printer, media (CDs, DVDs, floppies, tapes), drives, headphones, remote control

P 1.1.d — turn computers and other appropriate devices (e.g., TV, VCR,

tape recorder) on/off

P 1.2 Use a variety of media and technology resources for directed and independent learning activities.

P 1.2.a — locate and access computer and network directories

P 1.2.b — launch (open) and quit applications and documents

P 1.2.c — move between active applications

P 3.1 Use a variety of media and technology resources for directed and independent learning activities.

P 3.1.a — utilize word processing (simple document with limited formatting)

P 3.1.b — utilize desktop publishing (simple text and graphics layout)

P 3.2 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories, and create developmentally appropriate multimedia

P 3.2.a — utilize word processing

P 3.2.b — utilize desktop publishing (simple text and graphics layout)

P 3.2.c — utilize multimedia authoring (e.g., simple presentation HyperStudio card or ClarisWorks for Kids presentation page)

Essential Questions:

1. All living things complete activities on a schedule. This schedule can be hourly, daily, weekly, monthly or longer. How can those activities be sorted into categories in order to view the patterns a life?
2. How can the activities of daily life fit into the basic categories of wants and needs?
3. How can these categories be subdivided into other activities such as playing, working, eating?

**Content (What the students will Know, Do, Understand)
aka Tasks (UOP):**

The students will:

- *write a list of life activities
- *categorize these activities into wants and needs
- *sub-sort these wants and needs into headings of their own creation
- *use a simple word processing program

Assessment(s):

1. Each child will discuss the differences between wants and needs.
2. Each child will categorizes their personal daily activities into wants and needs.
3. Each child will create sub-categories for their wants and needs.
4. Each child will use a software program to complete and develop lists of activities and wants and needs.

Instructional Strategies

include specific Invitations, Situations, Interactions (UOP):

1. The teacher will discuss with the students the need for making lists and the purposes for lists.
2. The teacher will model a simple list of "things to do" for the children.
3. The teacher will ask the children to go to a computer and using *Kids Works2*, the children will create a list of things they do every day of their lives.
4. After sharing their lists with the class, the teacher will lead the class into categorizing their lists into wants and needs.
5. The children will share their wants and needs lists with the class.
6. The teacher will guide the class into sub-sorting the list of wants and needs into sub-categories. These categories will come from the children and the relationships that they see in the activities.
7. The children will share the headings of their sub-categories with the class.
8. The children will print their completed lists.

Resources aka Tools (UOP):

computer, software (i.e. Kidspiration, Kids Work2, etc.) mouse, printer, paper,

Connections, Adaptations, & Extensions: