Using Technology to Differentiate Instruction
Lesson Plan Outline

1. Lesson Title: Introduction to Tux Paint/Using Tux Paint to create a garden picture for journals

2. Date of Implementation: March 30, 2007

3. Lesson Author(s): Amanda Strawn

4. Subject Area(s): Language Arts

5. Grade Level: Kindergarten

6. Approximate Time Needed: Two 30-minute sessions

7. PA Content Standard(s):

1.4.B- Write informational pieces using illustrations when relevant
1.5.A- Quality of Writing
3.7.C-Identify basic computer operations
3.7.D-Using basic computer software
3.7.E- Identifying basic computer communication systems

8. Objectives/Lesson Outcomes:
Upon completion of the lesson, students will be able to:
- o **Use the tools provided on Tux Paint to create a picture based on the weekly theme.**
- o **Print the picture and glue into each students' journal.**
- o **Create a sentence using and write the sentence, using phonetic spelling, under the picture created on Tux Paint.**

9. Materials and Resources Required:
- **A. Technology (include location and equipment):**
  - **Student Computers within the computer lab**
  - **Teacher computer with projector and screen in computer lab**
  - **Printer**

B. Printed Materials
       Student Journals

C. Other Supplies:
       Scissors
       Glue Stick
       Pencil and eraser

10. Lesson Procedures:

- Students log on to student computers in the lab using student ID #'s.
- Technology instructor will introduce students to the Tux Paint by helping to gain access to program.
- Teachers will model for students the many ways they can use the Tux Paint program, including the many options available to make a picture.
- Students will be given the opportunity to "play" with the program before being given a specific assignment.
- Students will then be asked to create a picture based on the weekly theme (garden.) The teacher will remind the students of the many features they can use to create a unique picture.
- Upon completion of each student's picture, students will be instructed on how to print their picture, and then asked to retrieve it from the printer.
- Students will then glue their pictures into their writing journals, and proceed to write 1-2 sentences about their picture using phonetic spelling, proper spacing and punctuation.

11. Modifications for Differentiated Instruction:
    A. Remediation:
    Students that have difficulty drawing with the program can choose to use the stamps to create their picture.

    B. Enrichment:
    To enrich students, those who are able to can type their sentences into the Tux Paint program rather than writing in their journals after the picture was glued down.

12. Student Assessment:
Students will be assessed on their ability to use the program with their final product. On-going informal assessment can also be completed while students are using the program in the computer lab.