NAME: KIM THOMAS

STATE: ARIZONA

SUBJECT: ENGLISH LANGUAGE ARTS

GRADE LEVEL: 4

LESSON TITLE: WATCH OUR WRITING GROW!

Common Core/State Curriculum Standards:

CCSS.ELA-LITERACY.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
   a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.W.4.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

ISTE NETS Student Technology Standards:
1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   b. Create original works as a means of personal or group expression

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
6. Technology operations and concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.
   b. Select and use applications effectively and productively

Learning Objectives:
- Working in pairs, students will write 3 sentences demonstrating how adjectives and adverbs contribute to making writing more meaningful and interesting.
- Students will learn to use the iPad application Shutterfly, contributing their sentences to a page in the book.
- Students will either create their own illustrations (utilizing Doodle tool in the iPad Shutterfly app), take pictures, or locate appropriate pictures (Internet) to accompany their sentences.
- Students will add audio files to their pages by reading their sentences or adding questions (Example: Can you think of more adjectives or adverbs to add to this sentence to make it more interesting?).

Students Learning Targets: (What will students know and be able to do as a result of this lesson?)
- Demonstrate appropriate use of adverbs and adjectives by writing descriptive sentence
- Students will be able to create a digital book
  - Create cover
  - Add pictures, text and audio
  - Find appropriate layouts
  - Add 15-30 second audio files to heir page

Instructional Strategies: (Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)
- Direct Instruction
  - Overview of project
  - Introduction to writing sentences
    ■ This will be more of a review, students have been working on the use of adverbs and adjectives all year
- Cooperative Learning
  - Students will work in pairs to
    ■ Write sentences
    ■ Peer edit
    ■ Add their work to the class Shutterfly Photo Story book
Shutterfly Photo Story Lesson Plan

How Students Will Use Shutterfly Photo Story:

● An overview of the application will be done with the entire class to introduce the project. This overview will help to engage the students, encouraging them to complete the writing process so they will be able to create their own page for the eBook, “Watch Our Writing Grow!”

● Overview
  ○ Show a finished product - example of a book created by the teacher (not related to student product)
  ○ Walk students through the process of creating an eBook
  ○ Students will take notes of the process to refer back to once they begin working on their page
  ○ Students will be shown how to login
    ■ Students won’t receive their login information until they have completed the writing process

● After the writing has been done and appropriate pictures created in Doodle or found (Internet, student photos, etc.) students will be given their login information
  ○ Student will work in pairs to create their page
  ○ Teacher will designate which student will be using their login for the project

● Teacher will monitor their work

● Students will be asked to look at other pages and provide feedback

Required Materials/Lesson Length:

● Materials
  ○ Writing materials
  ○ Word wall (this has been in use all year)
  ○ iPads (classroom set of 6)
  ○ Cameras (1 classroom camera)
  ○ Drawing materials
    ■ If students decide to not use the Doodle function in Shutterfly Photo Story they may create their own artwork that will be scanned and uploaded to the teacher Shutterfly Share site

● Time frame
  ○ 2 weeks

Resources: (Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)

○ Student created
  ■ Sentences (required)
  ■ Photos (may opt to use drawings)
  ■ Drawings (may opt to use photos)
  ■ Audio files to accompany sentences (required)
Shutterfly Photo Story Lesson Plan

- Internet pictures (students will use sites provided by teacher in a Livebinder)
- Students will use a Livebinder created by teacher for pictures
  - Livebinder: Public Domain Free Graphics and Pictures

**Procedures/Activities:** *(What will the teacher and students do?)* *(Prior Knowledge. Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection)*

- Send letter to parents explaining the project
- Overview
  - Show a finished product - example of a book created by the teacher (not related to student product)
  - Walk students through the process of creating an eBook
  - Students will take notes of the process to refer back to once they begin working on their page
  - Students will be shown how to log in
    - This information will be added to their “tech cards”
      - Each student has an index card with their login information that is kept in a box by the teacher’s desk. This box is in alphabetical order (with tabs) for easy student access.
    - Students won’t receive their login information until they have completed the writing process
- Introduction to writing sentences
  - This will be more of a review, students have been working on the use of adverbs and adjectives all year
    - Engagement strategy: Rally Coach (Kagan)
      - Working in pairs, each student will each write a simple sentence
        - Using the Rally Coach engagement strategy, student A will coach student B on how he/she can use adverbs and adjectives to help “grow” or “spice up” the sentence. Reverse roles and do again.
      - Teacher will call upon students to share their work, including their strategies in coming up with more interesting sentences
    - Pairs will write at least 3 groups of sentences
      - Groups will consist of 3 sentences
        - First sentence is a simple (My dog is cute.)
        - Second sentence has more description and action. (My black and white dog is tiny.)
        - Third sentence is complex and more descriptive. (My black and white dog is tiny and full of life, barking and running around the house each morning.)
Shutterfly Photo Story Lesson Plan

■ Peer Review
  ● When each pair is done they will post their names on the “ready for review” board
  ● Students will use the board to have 2 other pairs review their work
    ○ This is an ongoing practice in our room. Students post their names on a sticky note on the board. Another pair will review their work and then put their names on the sticky note. Once 2 other pairs have reviewed and offered feedback (and any editing done) then they post it on the “ready for the teacher” side.
  ● After final approval by teacher, students will move on to the next step
● After the writing has been done and appropriate pictures created or found (Internet, student photos, etc.) students will be given their log-in information
  ○ Teacher must approve of pictures or drawings
  ○ Student will work in pairs to create their page
  ○ Teacher will designate which student will be using their login for the project
  ○ With 28 students and 6 iPads, will need to have students on iPads during different times
  ○ Teacher will have students, throughout the day; work with their partner to add their work to the Shutterfly book. Students will go to the table in the back to work with their partner.
  ○ If students have questions they will use the “ask 3, ask me” approach.
    ■ We have “student mentors” designated for each project. If a student has a tech question they will go to the mentors first. Should the mentors not be able to answer the question they are allowed to ask the teacher for help.
● Teacher will monitor their work
● Celebrations
  ○ As a class, review (and celebrate) all work done
    ■ This will also serve as a last look for corrections or editing before uploading book to Shutterfly for printing
  ○ Arrange a “formal” celebration
    ■ Invite admin and parents for a “premier” of the “Watch Our Writing Grow!” Shutterfly Photo Story book
    ■ Show student work and play audio from each page
    ■ Let parents know they can order the book as well
  ○ Something to consider
    When informing parents of the Shutterfly Photo Story book project, ask if they would give permission for their child’s picture to be in the book. This would serve as a wonderful 4th souvenir.
Differentiation: (Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)

- SPED - will work with Resource teacher to differentiate lesson, as needed.
  - The goal for this lesson is that all students participate at, relatively speaking, the same level
  - This will require planning between classroom and Resource teacher
  - Ideally, the Resource teacher will be in the classroom to help during the writing process
  - Work on the sentences could also be done while students are in Resource room

- ESL
  - We will consider using Google translator for any students who are new to the English language. This will help them in expressing what they want to write in English.

Special Education/ESL Accommodations & Modifications:

- As is true in all projects, the Resource teacher will be part of the planning and completion of the student work. She will provide additional support in their room, and, if applicable, work with us, in the classroom, during the Shutterfly Photo Story project.
- ESL students will be provided additional visuals and verbal reinforcement. When pairing students teacher will take into consideration the needs of these students, placing them with students who have strong language skills.

Extensions: (Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)

- With students working in pairs it will be easier for the teacher to walk around the room, monitoring student work, offering guidance. For those students who are finding it easy to complete their sentences and are done early, they will go on to work on their drawings or search the Livebinder to find a graphic or picture for their sentences.
- Students will look at their sentences to see if they are using any adverbs or adjectives that are not on the Word Wall. Any new words they have used will be added by the student(s) to the Wall.
- If there are enough pages left in the photo book, students would be given the option of writing a short story that is rich in descriptive words and actions. This could include photos or images and an audio file.

Assessment:

- Assessment will be ongoing. This is a “mastery” project in that a student will not be able to progress to the next step until each one is mastered.
- Teacher will provide a checklist for teams to use as they work through the project. This will provide a road map for the students to follow. And, more importantly, be a tool they can use for self-directed learning.
- Teacher will use the Shutterfly Photo Story Rubric.
## ELA/Literacy Rubric for Shutterfly Photo Story

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Page Design</strong></td>
<td>Many pages are either cluttered or empty. There is no text/image balance. No attention paid to variation in design.</td>
<td>Some pages are either cluttered or empty. Inconsistent attention paid to sizing of graphics, placement of graphics and text, and text wrapping.</td>
<td>Most pages contain well-placed objects, with thoughtful text/image balance. Inconsistent text wrapping.</td>
<td>Objects on all pages are well placed and sized. Pages are not cluttered or empty. Imaginative and logical text wrapping.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout.</td>
<td>Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.</td>
<td>Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistency in style.</td>
<td>Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Images do not connect to text and/or are not relevant.</td>
<td>Images are not always relevant. Text citations are not always present and do not connect to images.</td>
<td>Images are mostly relevant. Text citations are usually present and identify the images.</td>
<td>Images are relevant, and complement the text. Each image is cited in the text and identified. The number of images is appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Storyboard is incomplete. Little or no details about graphics, content, formatting, or effects are provided.</td>
<td>Storyboard lacks some important details about graphics, content, formatting, and effects.</td>
<td>Storyboard is mostly complete. Includes many important details about graphics, content, formatting, and effects.</td>
<td>Storyboard is complete. All necessary information about graphics, content, formatting, and effects is included.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Information is cursory or incorrect. Little understanding of content is evident from presentation.</td>
<td>Some solid information presented; however, some information is incorrect or cursory.</td>
<td>Information is clear and correct throughout most of presentation.</td>
<td>Information is well presented, clear, and correct throughout.</td>
<td></td>
</tr>
</tbody>
</table>
### Shutterfly Photo Story Lesson Plan

<table>
<thead>
<tr>
<th>Effects</th>
<th>One or more than one type of effect is used; however, some or all effects detract from presentation.</th>
<th>More than one type of effect is used. Effects enhance presentation.</th>
<th>Effects are varied, yet cohesive, and they significantly enrich the presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects</td>
<td>Effects are limited or not present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Image Size</td>
<td>Photo or art image too large for the allotted space.</td>
<td>Some images fit well in the allotted space.</td>
<td>Most of the images fit well in the allotted space.</td>
</tr>
<tr>
<td>Image Size</td>
<td>Image layout works well on the page.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>