Shutterfly Photo Story Lesson Plan

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STATE: ARIZONA

SUBJECT: ENGLISH LANGUAGE ARTS

GRADE LEVEL: 4

LESSON TITLE: WHEN I GROW UP…

Common Core/State Curriculum Standards:

CCSS.ELA.4.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA.4.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
>   b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA.4.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA.4.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA.4.W.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.

CCSS.ELA.4.SL.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA.4.SL.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA.4.L.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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CCSS.ELA.4.L.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

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:
- Students will brainstorm ideas to a given writing prompt.
- Students will use graphic organizers independently during the writing process.
- Students will create a rough draft of expository text.
- Students will self and peer edit the rough draft.
- Students will use writing tools (dictionaries/thesauri) effectively during the editing process.
- Students will demonstrate command of the conventions of Standard English.
- Students will edit for voice and word choice
- Students will produce a clear, coherent expository/explanatory paper.
- Students will identify their main idea.
- Students will create a multimedia page based on their main idea.
- Student will identify and use free usage photos.
- Student will create a final published book by using Shutterfly Photo Story.

*Students Learning Targets***:** *(What will students know and be able to do as a result of this lesson?)*
Through the course of this lesson students will be able to produce a clear, coherent explanatory piece by using the writing process. The writing will show effective convention and strong student voice and word choice. They will be able to justify their explanation by using sound arguments. By using a personal connection writing prompt, the students will have a stronger 'buy in' to their writing. The technology and multimedia enrichment by using Shutterfly Photo Story will keep student engagement and creativity high.

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Instructional Strategies*: (Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*

- Direct instruction
- Teacher modeling
- Cooperative learning/peer learning
- Independent practice

How Students Will Use Shutterfly Photo Story:
Students will use Photo Story as an enrichment multimedia tool in an after school technology setting. It will be used to support main idea and improve student use of technology

Required Materials/Lesson Length:
Materials:

- writing materials
- writing notebooks
- pencils
- pens
- dictionaries
- thesauri
- rough draft paper
- final copy paper
- IPad with Shutterfly Photo Story for final enrichment activity

Optional:

- K-1 story books for modeling (*When I Grow UP* by Al Yankovic)

Length:

 -6-8 hours in class
 -4-6 hours in after school technology club
 -Brainstorm-outline expository text 1 hour in class
 -Draft 2 hours in class
 -editing & revisions self/peer 1 hour in class
 -create final copy 1 hour in class
 -enrichment using Photo Story in after school tech club 4-6 hours

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

 -Teacher model using graphic organizers (circle map for brainstorming/flow map for sequencing)
 -Interactive white board/or power point for modeling
 -Google images for lesson of fair usage photographs
 - Example of Photo Story book (through app)

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

Prior Knowledge:
During class discussion have students respond to the question: "Have you met your goals for this year?" They will discuss with shoulder partner, then share out in whole group. List responses. Follow up with the question: "Why is it important to set goals?" Again discuss with a partner and share out.

Opening Activity:
Share your own personal explanatory about what you wanted to be when you were a 4th grade student. The goals you set and how you reached those goals. Read *When I Grow Up*, discussing as you go.

Learning Activities:
1. Share the writing prompt:
"We are coming to the end of your year in fourth grade, time to set some goals for your future. Explain to your 5th grade teacher the type of career you would like when you are an adult, and how you can reach that goal starting next year."
2. Out loud think-pair-share with their shoulder partner about what they want to be when they grow up, and how they can do it. Share out whole group.
3. Create a circle map in their writing journals and brainstorm reasons and way to reach their careers. Share with partners. (Teacher models)
4. Create a flow map with 3 main ideas to explain their choice. (Teacher models)
5. Create an interesting opening paragraph to the flow map that is appropriate to the prompt, purpose and audience. (Teacher models)
6. Add effective transitions to the flow map. (Teacher models)
7. Add summative closing paragraph to the flow map. (Teacher models)
8. 'Read' flow map aloud to self & 1 partner,
9. Create rough draft using flow map as guide
10. Self edit for appropriate conventions and voice.
11. Peer edit for word choice.
12. Create final draft.
13. Identify main idea.
14. Find/create images (original and/or free usage) to add to Photo Story book.
15. Use the Photo Story app to create & compile images and text.

Closure:
Enrichment students will orally share their books with reading 'buddies' K-2. Reading buddy teachers will give students feedback on their orally reading and final project book. In addition they will share with grade level classmates to promote the application.

Reflection:
Technology club students will prepare a one-paragraph paper to reflect on their experience on how the technology affected their writing, engagement, and understanding of setting goals.

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*
There are peer reviews at major steps and I am available for clarifications throughout the process.

Special Education/ESL Accommodations & Modifications:
- brainstorm 3 details to their explanatory writing
- 3 sentence paragraphs
- 2 sentence opening paragraph
- 1 sentence closing paragraph
- peer assistance
- increased adult assistance

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*
Students will be visiting 'reading buddy' classes to orally share their published Shutterfly book
Students will formally present a copy of their book to the librarian.
Students will formally present a copy of their book to the administration.

Assessment: *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

Formative-
-completed graphic organizer
-completed rough draft
-effective editing
-appropriate conventions and spelling
-student appropriate voice
-grade level word choice

Summative-
-well-written expository/explanatory paper
-main idea with visual in group produced Shutterfly book
-assigned students to share with lower grades, librarian, and administration

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DESCRIPTIVE WRITING RUBRIC

Student _____ **Score:** _____

4-EXCELLENT   3-ACCEPTABLE   2-BELOW AVERAGE   1-UNACCEPTABLE

Score	Description
	CLEAR WELL ORGANIZED, WELL DEVELOPED IDEAS • Main idea is clearly written in the introductory paragraph so that the reader understands what the writer is planning to describe. • Topic sentences in the paragraphs clearly relate to the main idea. • Supporting details clearly relate to the topic sentences. • Transition words/phrases connect paragraphs smoothly. • Introduction, body and conclusion provide logical sequencing of ideas, leading to an understandable description.
	SENTENCE VARIATION IN PARAGRAPHS • Introductory participial phrase • Compound sentence • 2 independent clauses separated by a semicolon • Appositive phrase • Introductory prepositional phrase • Introductory adverb clause
	WORD CHOICE • Vivid, lively verbs are used • Imaginative, unusual adjectives are used • Vague, overused, repetitive languages avoided
	FIGURATIVE LANGUAGE-Gives the reader a mental picture using the following: • Metaphor • Simile • Personification
	EDITING FOR GRAMMAR, USAGE, MECHANICS • No run-on sentences • No sentence fragments • Subject/verb agreement • Correct, consistent verb tense usage • Punctuation • Capitalization • Spelling • Paragraphs are indented