

Shutterfly Photo Story Lesson Plan

SUBJECT: ENGLISH LANGUAGE ARTS

GRADE LEVEL: 6

LESSON TITLE: CREATING HEADLINE POEMS (ALLITERATION)

Common Core/State Curriculum Standards:

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.6

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 three pages 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.
- 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.
- 4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

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Learning Objectives:

1. Students will organize and decide words for their poems from newspaper headlines.
2. Students will write a headline poem keeping with one central theme.
3. Students will incorporate three examples of alliteration into the headline poem.
4. Students will use words with same first letter or sound for the alliteration poem.
5. Students will create sentences that contain examples of alliteration.
6. Students will write complete sentences with correct punctuation.
7. Students will design an image related to their poems.
8. Students can transfer information from their folder to Shutterfly Photo Story.
9. Students will follow the checklist and rubric for designing the Shutterfly Photo Story.
10. Students will demonstrate collaboration, communication and critical thinking when working in teams.

Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*

1. Students will define alliteration and find examples of alliteration in poetry.
2. Students will accomplish collaboration and communication when editing and critiquing peer drafts.
3. Students will accomplish transference between what they have learned.
4. Students show that they have followed the checklist and rubric.

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

This project provides practice in the use alliteration. After creating the headline poems, students take a picture of it and also another image is manipulated to match their poems. Students collaborate, use critical thinking skills, and communicate what they have gathered in relation to their poems. Students will work in teams of 3-4.

How Students Will Use Shutterfly Photo Story:

Students will use Shutterfly Photo Story during this project-based lesson to demonstrate their understanding of alliteration.

Required Materials/Lesson Length:

iPads and computers will be used to create the text and for designing images. This lesson could last four class periods.

Will be using the Internet, GIMP or Photoshop, magazines and/or newspapers, scissors, glue, envelope, and a sheet of paper.

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

Books

Bayer, Jane. A My Name is Alice

The well-known jump rope ditty, which is built on letters of the alphabet, is illustrated with animals from all over the world.

Bayley, Nicola, and William Mayne. The Patchwork Cat
Tabby sets out to retrieve her beloved patchwork quilt.

Cole, Brock. The Winter Wren

When his village suffers from a hard winter, Simon, whose mother laughs at his foolishness, goes in search of spring.

Jonas, Ann. Watch William Walk

In this alliterative story, William and Wilma take a walk with Wally the Dog and Wanda the duck.

Stevenson, James. What's Under My Bed?

Grandpa tells two young houseguests a story about his own childhood, when he was scared at bedtime.

Wise, Margaret Brown. Four Fur Feet

A poem about a furry animal walking around the world on his four fur feet, with illustrations showing his feet in the parts of the world he saw.

Websites:

Rules in creating alliterations:

<http://alliteration.net/field5.htm> or <http://www.windowproject.co.uk/wbweb/wwbg26.htm>

Original materials: student drawings and photos

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

Prior Knowledge: Reflect over various poems that have been studied.

Opening Activity: Define alliterations and read samples to the class. Choose teams of 3-4 members. Your team will work together on individual alliteration poems.

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Learning Activities:

1. Students are divided into small teams of 3 to 4 students (depending on class size).
2. Students are given the checklist and go over what will be important to go into their alliteration poems in Shutterfly Photo Story book.
3. Students are shown the rubric and discuss the importance of doing their best work.
4. Try to cut out several words that start with the same letter or sound. This will help you when you add your examples of alliteration.
5. When you finish cutting out a word, put it in your envelope and write the word on the outside of your envelope. This will let you keep track of all the words you have.
6. Cut out more than 25 words in case some of your words don't work in the poem. (Be willing to share with team mates)
7. Don't paste any words to your paper until you have laid them all out and are happy with the final product.
8. Make sure you write your name on the back of the paper.
9. Use an iPad to take a photograph of your poem for the book.
10. Team members will work together to make sure the written examples of the images are spelled correctly and are in a logical arrangement.
11. Once the information is complete, students will record an audio narration of their poems.
12. When books are completed and published, the teacher will schedule an author's celebration, inviting parents and students to share the books.

Closure:

We will have the whole class share and review the published books.

Reflection:

Discuss with the students how well they rate their knowledge about alliteration. Ask what they felt about the writing process, collaboration with others and the designing of pages. What was the most fun/difficult aspect?

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

The nature of the class provides help with specific student needs through individual talks with the teacher and collaboration with a partner or team. There are checkpoints throughout the lesson to make sure there is an understanding of what is required.

Special Education/ESL Accommodations & Modifications:

- Assign an aide to work with students
- Have students work closely with the teacher during design and creation of their book

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

The books will be shown to parents at the student-led conferences as well as being e-books available for other students in the school to view.

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.)*

Checklist:

- ✓ *Have you used at least 25 words in your poem? (10 points)*
- ✓ *Do your pages show correctly spelled words (10 points)*
- ✓ *Do your pages show clearly understood images? (10 points)*
- ✓ *Is it written in complete sentences? (10 points)*
- ✓ *Have you used correct punctuation? (10 points)*
- ✓ *Have you included at least three examples of alliteration in your poem? (10 points)*
- ✓ *Have you stayed within one central theme? (10 points)*

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ELA/Literacy Rubric for 6th Grade Shutterfly Photo Story

Criteria	1	2	3	4	Your Score
Page Design	Team changed the format of the pages.	One of the pages was changed.	Most of the information and images are arranged in order.	Images and words on all pages are well placed and sized.	
Mechanics	Text contains many spelling/grammar errors and there is carelessness throughout.	Text contains some spelling/grammar errors. Information is in the wrong order.	Spelling is nearly flawless. Logical sequence apparent	Spelling is flawless and the flow provides a logical pathway of information.	
Graphics	Images do not connect to text and/or are not relevant.	Images are not always relevant. Text citations are not always present and do not connect to images.	Images are mostly relevant. Text citations are usually present and identify the images.	Images are relevant, and complement the text. Each image is cited in the text and identified. The number of images is appropriate.	
Content	Information is cursory or incorrect. Little understanding of content is evident from presentation.	Some solid information presented; however, some information is incorrect.	Information is clear and correct throughout most of presentation.	Information is well presented, clear, and correct throughout.	

Total Score _____