Shutterfly Photo Story Lesson Plan

State: Texas
Subject: English Language Arts
Grade level: 7

Lesson Title: My Multimedia Book Report

Common Core/State Curriculum Standards:
TEKS:
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

> (A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

> (B) Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

> (C) Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

> (D) Edit drafts for grammar, mechanics, and spelling; and

> (E) Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

> (C) Write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and

> (D) Produce a multimedia presentation involving text and graphics using available technology.

Learning Objectives:
- Students will be able to demonstrate command of the conventions of Standard English.
- Students will be able to identify the title, author, setting, and main characters of their book.
- Students will be able to summarize the story in their own words for the beginning, middle, and ending of the book.
- Students will be able to create a polished final product for publishing by proofreading and editing their writing.
- Students will be able to plan, produce, and present a visual presentation.
- Students will be able to create a published storybook complete with a book title, and a combination of text, images, and audio narration on each page by utilizing technology offered through the Shutterfly Photo Story iPad app.

Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*
- As a result of this lesson, students will have enriched their writing by accurately summarizing a novel into a self-created, meaningful book report storybook.
- By creating their own published storybook, students will learn to communicate ideas and information to specific audiences, as well as strengthen their familiarity with the writing process.
- The use of technology and mixed media methods increases the depth of the learning process and provides inherent motivation for the students, while furthering their college and career readiness skills.

Instructional Strategies*: (Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*
- Direct Instruction - providing foundational information for the lesson
- Discussion (small/large group) – class discussions on the writing process
- Cooperative learning – collaboration on storyboards, peer review/editing
- Independent practice – creation of report using Photo Story iPad App

How Students Will Use Shutterfly Photo Story:
Students will use the Photo Story iPad App as a mixed media method to design and present a book report compiling their written narration and accompanying images, along with an audio narration on each page into a published storybook.

Students will choose one of the following for their book report using Photo Story:
1. Write an authentic newspaper-style article about an event from your novel. Include quotes from the major characters. (Use primary sources and artifacts.)
2. *What if? The alternate history:* If you could change one aspect of the book, would you choose to change the setting—place or time? Would you alter a character's personality or one of his choices? Now, create that alternate version of the novel.
3. Explain a concept or event from your novel through artistic illustrations using the *Doodle* drawing tool in the Photo Story app.

Required Materials/Lesson Length:
- Reference Materials (dictionaries, thesauruses, etc.)
- Writing materials for definitions, brainstorm/outline, draft, revision process
- iPads/digital cameras to capture associated images
- iPads with Photo Story App to create final book report storybook

Length: 10-12 hours + homework (2-3 weeks)
- Create a personal dictionary of unfamiliar words: 1 hour in class/homework
- Brainstorm/Outline book report ideas: 2 hours in class/homework
- Draft: 1-2 hours in class/homework
- Editing/Revision: 1-2 hours in class/homework
- Images – Photos/Illustrations: 1-2 hours/homework
- Compilation: 3-4 hours

Resources: *(Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)*
- Selection of novels
- Library reference books
- Edmodo app – free at: https://itunes.apple.com/us/app/edmodo/id378352300?mt=8
- Graphic Organizer – Story Map http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html
- Evaluation Rubric

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

Opening Activities:
1. Students receive a graphic organizer and the evaluation rubric outlining the requirements for the Multimedia Book Report in advance. Then as they read their novel they can plan their presentation.
2. Students self-select a book for the project.
3. Students can work on their own or work in groups of two or three if they read the same book.
4. Teacher will show students an example of a multimedia book report created in Photo Story.

Learning Activities:
1. Students will have two weeks to read their novel and complete their graphic organizer.
2. Students will be given time at the beginning of each class to read silently and write in their journals the information they will need for their presentation.
3. Students will storyboard their presentation before they design in Photo Story on the iPad.
4. Students will collaborate and share with their teacher using the Edmodo app.
5. Teacher will demonstrate how to insert copyright-free graphics from the Internet.

Closure:
Students will present their Multimedia Book Report Storybooks to their class and share their Photo Story book with their parents. As a culminating activity, each student will receive a published and printed copy of his or her Shutterfly Photo Story storybook. Printed copies of the students' storybooks will be shared in their classroom and school libraries.

Reflection:
Discuss with the students how well they rate their knowledge of writing post-story creation. How did they enjoy the story writing process? Did it help them remember the setting, plot, and main characters of their book? 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.)*
Differentiation will be determined after formative assessment.

Special Education/ESL Accommodations & Modifications:
- Assign students a shorter report to be designed in Photo Story.
- Have students work closely with an adult during the writing process.
- Provide an outline template for the book report covering the main characters and plot.
- Have students create their storybooks collaboratively, rather than independently.

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*
- Write a brief review of the book.
- Categorize class-created books into genres or themes.
- Create QR codes that lead to the online Photo Story book reports to post around the library, classroom, or school.
- The storybooks can be shared electronically with parents, printed as a part of a writing portfolio, or printed and saved for future classroom use/exemplars.

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.)*

Teacher will review and assess the students' multimedia Photo Story storybook presentations using a multimedia book report rubric. (See attached rubric)

Multimedia Book Report Rubric

Points	1	2	3	4	Total (10 points each)
Title Page	No title page	Title page is present, but lacks much of the required information	Title page is present but lacks complete information	Title page is present and contains title, author, student's name, and appropriate graphic design.	
Main Characters	No description of main characters	Incomplete or inadequate description of main characters	Adequate descriptions and character sketches of main characters including a few comparisons among characters	Complete description of main characters including comparisons, contrasts, and complete character sketches	
Setting	No description of setting	Incomplete or inaccurate description of setting	Adequate description of setting including a few visual aids	Complete description of setting, including many illustrations and background information	
Brief Summary	Inadequate plot summary	Incomplete plot summary and incomplete or inaccurate story board	Adequate plot summary including some events on a storyboard	Complete plot summary including complete storyboard highlighting major events	
Originality	The work is a minimal summary of the plot.	The work is a basic summary of the plot with no evidence of inventiveness or insight.	The work shows some originality and inventiveness. It demonstrates a basic understanding of the elements of a novel.	The work shows significant evidence of originality and inventiveness. The majority of the ideas are original based on an accurate understanding of the novel.	
Book Page Design	Distracting use of graphics, audio, and text.	Graphics, audio, and text are somewhat purposeful, but some are unrelated to the content.	Graphics, audio, and text are purposeful and most are logically related to content.	Purposeful, logical flow of graphics, audio, and text to convey relevant content.	
Grading Scale	D: 29 or less	C: 30-39	B: 40-49	A: 50-60	