

Shutterfly Photo Story Lesson Plan

SUBJECT: ENGLISH LANGUAGE ARTS

GRADE LEVEL: KINDERGARTEN

LESSON TITLE: WHAT HAPPENS NEXT? (SEQUENCING)

Common Core/State Curriculum Standards:

English Language Arts Standards/Reading: Informational Text

CCSS.ELA-LITERACY.RL.K.2: With prompting and • support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**English Language Arts Standards /Literacy
Writing**

CCSS.ELA-Literacy. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

ISTE NETS Student Technology Standards:

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 gain an understanding of informational text and the importance of creating a clear visual example
 - a. What happens first in your story?
 - b. What happens next?
 - c. How does it end?
2. Students will orally retell familiar stories, including details and events at the beginning, middle, and end.
3. Students will draw, photograph and sequence images.
4. Students can transfer information from their folder to Shutterfly Photo Story.
5. Students will follow the checklist and rubric for designing the Shutterfly Photo Story.
6. Students will demonstrate collaboration, communication and critical thinking when working in groups.

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

1. Students will have an understanding of sequencing their story.
2. Students will use a combination of writing, drawing, and dictating to retell stories with a beginning, middle, and end.
3. Students will recognize the importance of sequence in storytelling, informational and fictional counting books, and nursery rhymes.
4. Students will accomplish collaboration and communication when editing and critiquing peer drafts.
5. Students will appreciate the difference between an original story and other versions of the same story.
6. Students will accomplish transference of what has been learned throughout the year and be able to review sequences in various areas of study.
7. Students show that they have followed the checklist and the rubric.

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

This project is to see how well students recognize logical sequencing. Students will understand the steps in following directions, and be able to collaborate, use critical thinking skills, and communicate what they wish to include in their books.

How Students Will Use Shutterfly Photo Story:

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

Required Materials/Lesson Length:

iPads and computers will be used along with data gathered. This lesson should last four weeks.

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Checklist:

- ✓ *Did you create a logical sequence?*
- ✓ *Do your pages show correctly spelled words and clearly understood images?*
- ✓ *Do you have complete sentences for your descriptions?*

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

Books

Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr.
If You Give a Moose a Muffin - Laura Joffe Numeroff
If You Give a Mouse a Cookie – Laura Joffe Numeroff
The Giving Tree – Shel Silverstein
The Napping House – Audrey Wood
The Very Hungry Caterpillar – Eric Carle
There Was An Old Lady Who Swallowed A Bat! – Lucille Colandro
There Was An Old Lady Who Swallowed Some Books! – Lucille Colandro
Where the Wild Things Are – Maurice Sendak

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: We reread *The Very Hungry Caterpillar* and talk about the sequence of events.

Opening Activity:

Arrange small groups of students and place an object (e.g., a block) in the middle of the circle. As a class, tell the story of *Very Hungry Caterpillar*, having students take turns telling the events in the story. Students pick up the block when ready to fill in part of the story and put the block back in the middle when finished. Storytelling is shared with all the members of the group.

Now I would like us to create our own books about what we know about other creatures we've studied. (frogs, bees, ants, bears, etc.) Brainstorming together as to the top three or four we would like to write about.

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Learning Activities:

1. Using a piece of paper folded into three sections, retell (using a combination of drawing, dictating, and writing) the story of Goldilocks and the Three Bears showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember.
2. Read the traditional version of a story first. Then read a different version of the story. For example, read the Galdone version of “The Three Billy Goats Gruff” and discuss the beginning, middle, and end of the story. Then read one of the other versions discussing how the beginning, middle, and end are similar, but the setting and characters make it a different story.
3. Once the creatures are chosen, teams of four are set up to work on sequencing the life event of that creature.
4. Students brainstorm with their team about what should come first and what is the ending.
5. Teacher circulates between the teams.
6. Each team is told the events have to cover 4 - 5 pages of the book a page of words and the other a picture so that it fills 20 pages all together. We work together on the math of that process.
7. Students are allowed to use their imagination as to what that creature goes through. (For example: a mouse trying to get to the cheese)
8. Students are given the checklist and go over what will be important to go into the Photo Story book in the correct sequence.
9. Students then use Doodle to draw or take pictures of appropriate images.
10. Teams will make sure that their creature story is in a logical sequence with the help of the teacher.
11. In a center with an adult, each team will take turns accessing their Photo Story book and placing their information.
12. Once the information is complete, each team will record an audio narration of their sequenced story.
13. 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 understanding of sequencing. Ask what they felt about the writing process, collaboration with others and the designing of pages. What was the most fun/difficult aspect?

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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

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.

Counting Book

Create a counting book using the letters covered so far this year. Each student will choose a favorite letter and then brainstorm words that begin with that letter. Using the numbers 1-5 and five different things that begin with the chosen letter, create a book (e.g., A Counting Book for T: 1 Tadpole, 2 Turkeys, 3 Toads, 4 Tigers, 5 Trout). Title each student's book "A Counting Book for _____." Be sure to type the name of the author and illustrator (student) on the cover of the book.

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:

- ✓ *Did you create a logical sequence? (10 points)*
- ✓ *Do your pages show correctly spelled words and clearly understood images? (10 points)*
- ✓ *Do you have complete sentences for your descriptions? (10 points)*

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ELA/Literacy Rubric for Kindergarten 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 _____