

Shutterfly Photo Story Lesson Plan

NAME: LYNN CASTIGLIONE

STATE: ARIZONA

SUBJECT: ENGLISH LANGUAGE ARTS

GRADE LEVELS: 3, 4, 5, and 6

LESSON TITLE: EXPLORING STUDENT INTERESTS THROUGH NON-FICTION BOOKS

Common Core/State Curriculum Standards:

CCSS.ELA-LITERACY.RI.3.2, [RI.4.2, RI.5.2] - Determine the main idea of a text; recount the key details and explain how they support the main idea. [and explain how they are supported by key details; summarize the text.]

CCSS.ELA-LITERACY.RI.3.5, [RI.4.5], *RI.5.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.] *Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.3.6, [RI.4.6], *RI.5.6 - Distinguish their own point of view from that of the author of a text. [Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.] *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCSS.ELA-Literacy.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Shutterfly Photo Story Lesson Plan

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

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.

6. Technology Operations and Concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.

Learning Objectives:

Students gather facts

Students compare and contrast their findings

Students will be able to share research gathered

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

Students will learn authentic facts through the reading of non-fiction books of their own choosing. They will be able to share these facts with peers and a worldwide audience using a variety of technology tools as instructed by the classroom teacher.

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

This could be adjusted according to materials created, however, in our classroom; students pulled their culminating facts from their own previously created projects created throughout the school year.

How Students Will Use Shutterfly Photo Story:

Students will interpret the research and practice done in a chosen core subject and present that information through Shutterfly Photos Story.

Shutterfly Photo Story Lesson Plan

Required Materials/Lesson Length:

Initially, students use a variety of non-fiction resources from our school library. Also, photos, drawings, student created fact books, interviews, photos, drawings; reference books, and <https://www.wikipedia.org/>

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

All materials will be student created. Which can range from drawings to photos and animations or videos plus the researched done within the chosen core subject which may include URLs, textbook or other reference materials as core teachers see fit.

Includes student journals and their research materials from the core-subject classroom.

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

Teacher and students examined Common Core, ELA Standards that directly describes non-fiction reading and “translate” the text in a way that is easier for students to understand.

Opening Activity: Use some recent volumes of “Guinness Book of World Records; Amazing Animal Facts or whatever seems appropriate to spark student interest. Explain that they will embark on a year-long journey into non-fiction & have the opportunity to share what they’ve learned with classmates in a variety of ways.

Activities - Students will visit the school library once a week & choose a non-fiction book (on teacher approval) to build information and reading skills.

Teacher will provide various for gathering facts & sharing this information out to peers.

Tools include brainstorming activities, use of notebooks, brainstorming tools such as Bubl.us.com & Inspiration.

Final projects were created such as Folded paper fact books; Posters; Shutterfly Photo Story; Prezi; Mock Interviews with Audacity; PowerPoint presentations. All projects were shared and saved to student folders.

Closure – Closure was provided at presentations in the form of teacher/student feedback

Culminating project was a challenge to students to review & consider the total of non-fiction projects and use the Shutterfly Photo Story on an iPad to create & publish facts they deemed most interesting or important. Students will use a rubric to identify when their project is complete and ready to publish.

Final Reflection - each student will complete a final reflection sheet when our published Shutterfly books arrive. If time allows, we will have a small celebration for the student authors.

Shutterfly Photo Story Lesson Plan

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

Enrichment can include the use of public library to allow students more choice in non-fiction. Scaffolding might be incorporated by providing a posted Launch Page with tutorials for the variety of software tools involved, or instruction in the use of “HELP Menu’s; also increased identification of “student experts in various tools to promote collaboration and peer support.

Special Education/ESL Accommodations & Modifications:

Student “buddies” to provide real-time extra support as needed.

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

Students might be able to share their books with new students in the fall to promote writing, publishing. Online books will be linked to classroom website.

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.)

Using the two rubrics, Informational Text and Shutterfly Photo Story Rubrics below, the published book will provide proof that students have met the lesson objectives. Students will be seen as “published authors”.

Shutterfly Photo Story Lesson Plan

Gathering Facts from Nonfiction books

CATEGORY	4	3	2	1
Identifies Facts	Student accurately incorporates at least 4 facts from at least four of the six non-fiction textbooks read.	Student accurately incorporates at least 3 facts from at least four of the six non-fiction textbooks read.	Student accurately incorporates at least 2 facts from at least four of the six non-fiction textbooks read.	Student has difficulty incorporating true facts from previous projects.
Relates Graphics to Text	Student accurately relates graphic/diagram to the text, and can articulate accurately why it compliments text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.
Project Goal	C.C.S.S. ELA Literacy Goal is written in kid-friendly language and complete.	C.C.S.S. ELA Literacy Goal is written in kid-friendly language and is fairly complete.	C.C.S.S. ELA Literacy Goal is written in kid-friendly language but incomplete.	C.C.S.S. ELA Literacy Goal is not present in final project.
Storyboard of Ideas	Student has pre-planned all pages and collected photos before beginning to work in app.	Student has pre-planned majority of pages and collected photos before beginning to work in app.	Student has pre-planned very few pages and collected photos are incomplete before beginning to work in app.	Student has no evidence of pre-planning pages or photos before beginning to work in app.
Follows Project Directions	Final book follows this criteria 20 page maximum; cardboard cover; saved with first name or pseudonym.	Final book mostly follows this criteria with a minor error: 20 page maximum; cardboard cover; saved with first name or pseudonym.	Final book loosely follows this criteria with multiple errors: 20 page maximum; cardboard cover; saved with first name or pseudonym.	Final book does not follow this criteria: 20 page maximum; cardboard cover; saved with first name or pseudonym.

Shutterfly Photo Story Lesson Plan

Rubric for Shutterfly Photo Story

Criteria	1	2	3	4	Your Score
Page Design	Many pages are either cluttered or empty. There is no text/image balance. No attention paid to variation in design.	Some pages are either cluttered or empty. Inconsistent attention paid to sizing of graphics, placement of graphics and	Most pages contain well-- placed objects, with thoughtful text/image balance. Inconsistent text wrapping.	Objects on all pages are well placed and sized. Pages are not cluttered or empty. Imaginative and logical text wrapping.	
Mechanics	Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout.	Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.	Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistency in style.	Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.	
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.	
Planning	Storyboard is incomplete. Little or no details about graphics, content, formatting, or effects are provided.	Storyboard lacks some important details about graphics, content, formatting, and effects.	Storyboard is mostly complete. Includes many important details about graphics, content, formatting, and effects.	Storyboard is complete. All necessary information about graphics, content, formatting, and effects is included.	
Content	Information is cursory or incorrect. Little understanding of content is evident from presentation.	Some solid information presented; however, some information is incorrect or cursory.	Information is clear and correct throughout most of presentation.	Information is well presented, clear, and correct throughout.	

Shutterfly Photo Story Lesson Plan

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