EDUC 348: Technology-Infused Lesson Plan

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| **Lesson Title** | Writing Narratives about Bravery |
| **Grade Level** | 3rd |
| **Curricular Areas** | Language Arts |
| **Time** | Eight 45-minute lessons |
| **Materials/Resources** | Teacher Materials:* PC Computer and Projector
* Speakers and Audiobook Copy of *Jabari Jumps* by
* Classroom Story Map
* Script Model
* Digital Storytelling Rubric

Student Materials:* Group Story Outline
* Prewriting Checklist
* Script Rough Draft Worksheet
* Paper Copy of Storyboard Draft
* iPad Technology
* WiFi Access to Toontastic App
* Digital Storytelling Rubric
* Independent Reflection Journal and Writing Utensils
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| **Technology Used** | Digital Storytelling |
| **S.O.L.** | SOL 3.8, Writing: The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.1. **Engage in writing as a process.**
2. **Identify audience and purpose.**
3. **Use a variety of prewriting strategies.**
4. Use organizational strategies to structure writing according to type.
5. Write a clear topic sentence focusing on main idea.
6. **Elaborate writing by including supporting details.**
7. Use transition words to vary sentence structure.
8. Express an opinion about a topic and provide fact-based reasons for support.
9. Write a well-developed paragraph focusing on the main idea.
10. **Revise writing for clarity of content using specific vocabulary and information.**
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| **Specific Objective** | 1. TSW collaborate to create a digital storytelling narrative with an educational purpose for a kindergarten audience.
2. TSW organize a digital storytelling narrative through questioning and storyboarding as prewriting strategies.
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| **Bloom’s Taxonomy Levels** | **Remember:** Can the student **recall** the steps of the writing process, elements of a narrative, and paragraph structure?**Understand:** Can the student **explain** how the characters in narrative texts solve conflicts through their actions?**Apply:** Can the student **apply** elements of narrative text in original writing?**Analyze:** Can the student **compare** the genres of digital storytelling and audiobooks?**Evaluate:** Can the student **justify** how their revisions create clarity in narrative writing?**Create:** Can the student **publish** a digital storytelling project that discusses the theme of bravery for a kindergarten audience? |
| **Activities included to address Multiple Intelligences** | **Naturalistic:** Students can work on project activities outdoors.**Linguistic:** Students write scripts in small groups practice reading aloud.**Visual/Spatial:** Students create illustrations for their digital stories using drawing technology.**Kinesthetic:** Students navigate the classroom space during prewriting activities.**Musical:** Students add audio and sound effects to their digital stories. **Logical:** Students create time stamps for their digital stories to organize narration and illustrations.**Intrapersonal:** Students individually reflect on project outcomes in journaling activity.**Interpersonal:** Students collaborate in small groups to complete project activities and present their digital stories to an audience. |
| **Differentiation of Instruction** | Differentiation of instruction might involve adjusting the pacing and steps of the writing process; for example, giving alternatives to group prewriting strategies for students who enjoy more independence in writing. Further, groups might meet in interest centers to select an alternate theme for their digital narratives. These students would read a model text together, identify its theme, and craft a narrative with a similar theme according to their interests. |
| **Gain Attention** | Digital Storytelling Examples: *To begin today’s lesson, we’re going to look at two different types of narratives: one is an audiobook that we’re reading with our kindergarten friends, and the other is called a digital story. I’d like you to think about how these types of narratives are similar or different from each other as we compare their features.** TSW identify the theme of bravery in the audiobook *Jabari Jumps* read aloud with a kindergarten buddy.
* TSW view several student examples of digital storytelling.
* TSW contrast the features of digital storytelling and audiobooks.
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| **Inform Learners of the Objective** | *In this unit, we’re going to write narratives for our kindergarten buddies to teach them about bravery. Our kindergarten friends and your third-grade classmates will help you use some new prewriting strategies in our writing process; these are called questioning and storyboarding. In the end, these prewriting strategies will help you create a special type of narrative called a digital story with your project teams.* |
| **Stimulate Recall of Prior Knowledge** | Questioning: *Before we work on our digital stories, let’s review: what are the elements of a narrative? Let’s look at the book we read with our kindergarten friends as an example.** Elements of a narrative: plot (beginning, middle, and end), characters (the people in the story), setting (when and where the story takes place), conflict (the big problem in the story and how the character solves the problem), and theme (the main idea or lesson).
	+ *For our narratives, we’re going to spend some time to think about theme, which is the main idea or the big lesson of the story. Think about the book* Jabari Jumps—*what is the theme of this story? This will be the main idea of everyone’s digital story at the end of the lesson.*
	+ *Great work! Now that we remember the elements of a narrative, we can begin the writing process. What is the first step of the writing process?*
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| **Present the Stimulus/New Information** | *We’re going to learn a new prewriting strategy—and we’re going to ask our kindergarten friends for help! You’re going to work in small groups with your classmates and your kindergarten buddies. In this activity, you will take turns to complete a story outline for your narrative. Each group member writes in one part of the outline, and after a few minutes, you give the marker to someone else to work on the next part. In the end, you will have some time to talk as a group about parts you want to revise.**You’ll need to help your kindergarten friends with the elements of a narrative by asking them questions—where does the story take place? Who are the characters? What is the big problem at the beginning of the story? How do the characters solve the problem and show bravery? Collaboration is the goal of this prewriting strategy; everyone will help each other be creative to write your stories.** TSW collaborate in small groups to complete a story outline for their digital story scripts.
* TSW model and teach kindergarten students the narrative elements of setting, characters, plot, conflict, and theme.
* TSW revise their story outlines to form complete ideas of setting, characters, plot, conflict, and theme.
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| **Provide Guidance** | Interactive Writing: *Now that we have a complete story outline, I’m going to show you how to organize all the parts of your narrative to make a script for your digital story. We’re going to write a script together: you’re going to help me edit for punctuation and capitalization, and you’ll give me some sensory details and dialogue to make the story come to life. After we practice all together, you will have some writing time in your groups. Feel free to use our class script as a model!** TSW review writing conventions such as paragraph structure, punctuation, and capitalization.
* TSW edit and revise a class script for dialogue, sensory details, and writing conventions.
* TSW organize their group story maps into multiple paragraphs to create a script.
* TSW write and revise their group scripts for writing conventions, sensory details, and dialogue.
* TSW divide into small groups with assigned roles: scribe, researcher, illustrator, editor.
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| **Elicit Performance** | Storyboard Drafts: *Now that you and your team have written a great script, it’s time to draft your storyboards. Think of a storyboard as a picture from a movie—it is a picture of what’s happening in your script. To make a storyboard, you’re going to explore an app on your iPad called Toontastic: you can make illustrations, create cartoon characters, and even add music! You can also use a paper template to help you. Each group member will have a special role to help you make your storyboard. Play around, help each other out, and get creative!** Group roles: Narrator (narrates the text of the script), Researcher (finds pictures and videos to add to the storyboard), Illustrator (draws setting and characters), Editor (looks over details in the storyboard and video).
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| **Provide Feedback** | Writing Conferences: *While some groups are making their storyboards, I’m going to be your editor-in-chief, which means I’ll check in with each group to talk about what’s going well and what you need help with. Then, I’d like the group to read their scripts aloud and show me their storyboard drafts. Finally, we’ll take a look at this rubric—this will help you create a storyboard that has everything you need to tell an incredible story about bravery.** TSW discuss the positive and challenging aspects of their group writing process.
* TSW rehearse their digital story scripts to practice reading fluency.
* TSW present a rough draft and ideas for their storyboards.
* TSW receive feedback from the editor-in-chief based on a rubric.
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| **Assess Performance** | Final Presentations: *Everyone worked extremely well to create their own digital stories! Now, we’re going to present our stories to our kindergarten friends to teach them all about bravery. In the end, we’re going to discuss which stories you liked and why, and we can talk about the part of your project that you’re most proud of.** TSW present their digital stories to their kindergarten audience.
* TSW discuss positive aspects of their own projects and the work of others.
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| **Enhance Retention and Transfer** | Journal Reflection Prompt: *Thank you all for your incredible digital stories! Now, I’d like you to think about this writing prompt and give me a few sentences: How will the lessons about bravery help your younger friends in the future? What other lessons can you teach a younger friend through digital storytelling? What new strategies did you learn in your writing process?* |
| **Source** | * [Story Maps | Classroom Strategies | Reading Rockets](https://www.readingrockets.org/strategies/story_maps)
* [Collaborative Stories 1: Prewriting and Drafting | Read Write Think](https://www.readwritethink.org/classroom-resources/lesson-plans/collaborative-stories-prewriting-drafting)
* <https://activitytypes.wm.edu/K6Literacy.html>
* [Differentiated Instruction for Writing | Reading Rockets](https://www.readingrockets.org/article/differentiated-instruction-writing)
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Notes:

* Prior Knowledge:
	+ the writing process: prewriting, drafting, revising, editing, publishing
	+ Narrative writing and story elements (adapted from [Lewis University](https://lewisu.edu/writingcenter/pdf/narrative-elements-1.pdf)): plot, characters, setting, conflict, resolution.
* Assumptions: 20 students total; 5 groups of 4 students; cumulative activity