

Subject Language Arts

Topic of the Lesson Write your own short story.

Grade Level 4th

Duration 3 40 minute session.

Objectives

SWBAT write a short story of their choosing including their 1st grade reading buddy as a character.

SWBAT use proper sentence structure, grammar, spelling, capitalization and punctuation.

SWBAT use detailed and descriptive language to develop their story.

SWBAT use Photostory3 to design their story using pictures and narration.

SWBAT present their story to their 1st grade reading buddy.

NJCCCS

3.1.4 D. Fluency

1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.
2. Read at different speeds using scanning, skimming, or careful reading as appropriate.

3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.
5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.
7. Review and edit work for spelling, mechanics, clarity, and fluency.
10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.

3.2.4 B. Writing as a Product (resulting in a formal product or publication)

3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.
 4. Build knowledge of the characteristics and structures of a variety of genres.
 5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.
 6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.
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10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.
 11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.

3.2.4 C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
 2. Use increasingly complex sentence structure and syntax to express ideas.
 3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.
 4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.
 5. Use capital letters correctly in sentences, for proper nouns, and in titles.
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11. Write legibly in manuscript or cursive to meet district standards.

3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).
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13. Demonstrate the development of a personal style and voice in writing.
 14. Review scoring criteria of a writing rubric.

3.3.4 D. Oral Presentation

1. Speak for a variety of audiences and purposes.
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4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.
 5. Participate in a dramatization or role-play across the curriculum.

6. Read aloud with fluency.

7. Understand and use criteria for a rubric to improve an oral presentation.

9.1.4 E. Communication and Media Fluency

2. Demonstrate effective communication using digital media during classroom activities.

Description of Lesson Introduce project. Students will write a short story which includes their 1st grade reading buddy as a character. Once the story is complete, students will move to the computer lab to begin work on the presentation using Photostory3. You will present your story to your 1st grade reading buddy during reading your next reading time.

Procedures You will write a short story using your reading buddy as a character. Be careful to use all that you know about proper sentence structure, grammar, spelling, capitalization and punctuation. Your story should include details and creative descriptions. Once you and I have proof read your story and you have made all the necessary correction, we will proceed to the computer lab. Photostory3 will allow you to tell your story while the pictures or illustrations are being show to the viewer. We will take a moment to review how to use Photostory3 once we are in the lab. Your finished story will be a wonderful surprise to your 1st grade reading buddy. You will submit a hard copy of your story to me and I will review your saved Photostory.

Learning Activities Writing, proof reading and correction, Photostory3 tutorial and Photostory3 use.

Materials Paper, pencil, computers, Photostory3 download, microphones.

Assessment Students will be assessed according to the following rubric.

Short Story/ Photostory3 Rubric

	4	3	2	1
Sentence structure, punctuation, spelling, grammar and capitalization	No mistakes	Very few mistakes	Several mistakes	Many mistakes
Story development	Story is well developed and is detailed and	Story is developed but could use more description	Story is not as detailed or descriptive as is	Story is not well developed and has little detail or

	descriptive.	and detail	necessary	description.
Photostory3	Creative picture selection and enthusiastic narration	Fine picture selection and narration	Minimal effort put into picture selection and narration	No effort put into proper picture selection or narration

Bibliography

State of New Jersey Department of Education. Retrieved on April 1, 2010 from <http://www.state.nj.us/education/cccs/2009/final.htm>

Digitalcamerasined. *Lesson Plans*. Retrieved on April 1, 2010 from <http://digitalcamerasined.wikispaces.com/Lesson+Plans>