



LESSON PLAN

Teacher's Name:

Ms. Ellis - James Millette – Timothy Freitas

Subject:

Sophomores

Program

Multimedia Communications

Topic:

Write A Story

Date(s):

One Week

Students will be able to:

In this lesson students plan, write, illustrate, and publish their own children's picture books. First, students review illustrated children's books to gain an understanding of the creative process and the elements that help make a children's book successful. Next, students use graphic organizers to brainstorm ideas for the character, setting, and conflict of their own stories. Students then pitch their stories to their peers and use peer feedback as they develop their stories. Students create storyboards to plan the relationship between the illustrations and text. Finally, students use a variety of methods to bind their books in an attractive manner and present their books to their peers.

CTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Activities:

Read, Write, Think, classroom resources:

PREPARATION

1. Ask students to bring in their favorite illustrated children's book from childhood for the first session.
2. Gather enough copies of illustrated children's books for each student in your class. Use the books students brought in or check out multiple copies of illustrated children's books from the public library. It is important, however, that you select only acclaimed picture books that have been proven to be successful with young children. Refer to the [Recommended Children's Picture Books](#) list to identify books to use for this activity.
3. Make copies of the handouts that are used in the lesson.
4. Test the [Story Map](#) and [Plot Diagram](#) interactives on your computers to familiarize yourself with the tools and ensure that you have the Flash plug-in installed. You can download the plug-in from the technical support page.

SESSION ONE: FAVORITE BOOK PRESENTATIONS

- 1 Arrange students into groups of three members each.
- 2 Have group members take turns reading their favorite picture books out loud to the other two group members.
- 3 After reading the book, each reader should share three reasons why the book is their favorite from childhood.
- 4 After the reading of each book ask group members to share concrete examples of how the book was or was not effective in each of the following three areas: plot, characterization, and illustrations.
- 5 Encourage students to develop their own guidelines for the characteristics of effective plots, characterization, and illustrations.
- 6 Gather the class and review students' findings, noting the details on chart paper or the board. Save this information for later reference, as students compose their own books.

SESSION TWO: BOOK REVIEWS

- 1 Review the guidelines that the groups compiled as they reviewed their favorite books in the previous session.
- 2 Pass out the [Children's Book Review Guide](#) and additional [books](#) for students to review.
- 3 Ask students to review a children's book and explore the general characteristics of children's books.
- 4 If possible, move students to a larger area or a location where they can read the books out loud to themselves.
- 5 After students have completed the review, return to the classroom and arrange the class in groups of three.
- 6 Have students to identify the similarities among all of the books reviewed in the group.
- 7 Gather the class, and have groups share their findings, comparing the results to the list from the previous session.
- 8 Note the details as students share to create a revised list that the class can consult while writing their own texts.

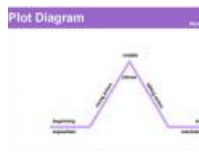
SESSION THREE: "I REMEMBER" JOURNAL ENTRY

- 1 Explain the writing project that students will complete: composing the text and illustrations for their own children's picture books.
- 2 Share the [Grading Rubric](#) and discuss the expectations for the activity. Answer any questions that students have.
- 3 Ask students to brainstorm themes that they noticed in several of the books.
- 4 To get students started, share one or more of the following themes and ask students to suggest how some of the books that they read fit these themes:
 - A. Acceptance of others
 - B. Concern of family dynamics
 - C. Physical growth (especially size)
 - D. Fear of the unknown
- 5 Once the class has compiled a list of several themes, review the list and make any additions or revisions.
- 6 Ask students to hypothesize why these themes resonate with young listeners, encouraging students to share any connections that they recall to the texts or to their own experiences.
- 7 Have students describe the memory as a journal entry. Encourage students to address all five of the senses when recounting their memory.
- 8 Explain that the memory does not have to be complete. If desired, encourage students to imagine or make up details that they cannot remember.
- 9 If additional time is needed, have students complete their journal entries for homework.

STUDENT INTERACTIVES

Plot Diagram

The Plot Diagram is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.



Story Map

The Story Map interactive is designed to assist students in prewriting and postreading activities by focusing on the key elements of character, setting, conflict, and resolution.



PRINTOUTS AVAILABLE ON MOODLE

- [Recommended Children's Picture Books](#)
- [Children's Book Review Guide](#)
- [Plot Pitch Template](#)
- [Brainstorming the Conflict](#)
- [Tips for Writing a Children's Picture Storybook](#)
- [Publishing Tips](#)
- [Grading Rubric for the Children's Picture Storybook](#)

SESSION FOUR: BRAINSTORMING SESSIONS

- 1 Ask volunteers to share summaries of their memories from their journals.
- 2 After each volunteer reads, connect the memories to the themes from the previous session.
- 3 Remind students of the expectations of the assignment using the [Grading Rubric](#).
- 4 Define your target audience. Write one page about your target audience ages 0-2, 3-5, 6-7, and 8-10. List traits.
- 5 Overview the steps that students will follow: gathering details about their stories, developing plots, storyboarding, writing and illustrating, and then publishing the book.
- 6 Explain that during this session, students will expand on the information from their memory journal entries by brainstorming additional details.
- 7 Introduce one of the following options for students to use, depending upon the resources available in your classroom:

Have students to use the [Story Map](#) interactive to create and print out the following graphic organizers:

- character map
- conflict map
- resolution map
- setting map

Read through the [Tips for Writing a Children's Picture Storybook](#) handout and compare the observations to the books that students have read. Add or revise the guidelines as appropriate based on students' experiences with picture books. Have students complete the [Brainstorming the Conflict](#) chart to test out potential conflicts by identifying the complications that would or could result from attempting to solve them. Encourage students to discuss their findings with one another as they work.

SESSION FIVE: DEVELOPING A "PLOT PITCH"

1. Allow time for volunteers to share their work from the previous session with the class. Make connections to the class list of characteristics of effective plots, characterization, and illustrations as appropriate.
2. Distribute the [Plot Pitch Template](#), and have students follow the information on the sheet to develop the basic layout and details of their stories.
3. Encourage collaboration and sharing as students develop their ideas. Circulate through the room, providing support and feedback during this work time.
4. Once the basic templates are complete, have students graph their plots using the ReadWriteThink interactive [Plot Diagram](#).
5. If time allows, have students draw a sketch of their main character and the setting in which the story takes place. Encourage students to use colors in their sketches as well as labels that identify certain characteristics or details that might be revealed through the text of the story.

SESSION SIX: PITCHING THE PLOT

1. Review the activities that the class has completed so far and the expectations for the project. Answer any questions.
2. Arrange the class in pairs and have partners present their "plot pitch" to their each other.
3. Ask students to answer the questions included on the [Plot Pitch Template](#) to provide written feedback to their partners.
4. If time allows, students can exchange their work with more than one partner.
5. Have students review the responses and add details or revisions to their work so far in the time

remaining. Alternately, have students continue their work for homework.

SESSION SEVEN: STORYBOARDS

1. Have students prepare storyboard pages by dividing several 8.5 x 11 sheets of paper into four to six boxes. Suggest folding the sheets to create the lines easily. There should be enough boxes to represent each page of the book as well as the cover.
2. Ask students to use only one side of the paper so that all thumbnails on the storyboard can be seen at once.
3. Have students to sketch the illustrations and text for each page and the cover in a pane of the storyboard. The students' goal should be to create a balance of text and illustrations that tell their story.
4. Remind students that these are rough sketches, not their final illustrations. Getting the idea across is the goal.
5. Encourage students to experiment with the location, size, and amount of text and illustrations on each page.
6. Once students have completed their storyboards, arrange the class in pairs or threes to discuss the planned layout for the books.

SESSION EIGHT: PRODUCING THE BOOK

1. Review the expectations for the assignment using the [Grading Rubric](#).
2. Provide an overview of the publishing techniques that are available, using the information on the [Publishing Tips](#) handout and the Websites listed in the **Resources** section.
3. Allow students to continue their work on their pages, writing and illustrating during this session.
4. Station yourself near the materials for binding the books. Provide help with the bookbinding process as students reach this stage.
5. As the books are completed, encourage students to read their stories to one another as a whole class or in small groups.
6. Allow more than one session for this final publication work if appropriate.

EXTENSIONS (In addition to the Spooky letters, we could present this?)

Arrange to visit a Pre-K, Kindergarten, or 1st grade class, and have your students read their books to the students. Select the best 5 to 8 books submitted. Divide students into groups of three and assign the following tasks to be completed during the visit: reader, page-turner, and master of ceremonies. Each group can also develop short skits, costumes, or other visual props to enhance the quality of their presentations.

STUDENT ASSESSMENT/REFLECTIONS

1. Informally assess students' participation in group and brainstorming sessions, book presentations, and journal writing.
2. Use the [Grading Rubric](#) to evaluate students' picture books.
3. Rely on the informal feedback from younger listeners to the stories to provide additional assessment if you complete the extension.

<http://www.howdesign.com/web-design-resources-technology/ingredients-animation-motion-design/>

**Differentiated
Instruction:**

Power Point Presentations
Videos shown
Discussion after video is shown
Student presentations with question & answers

**Accommodatio
ns:**

Students with specific learning abilities may do their storybooking via other methods, such as, online, or via voice recordings. There are numerous interactive activities on
<http://www.readwritethink.org/classroom-resources/lesson-plans/children-picture-book-project-1022.html?tab=3#preparation>