Name: Diane Richardson

Lesson Plan Title: Writing Stories in Kindergarten

Audience, Context, Constraints: The audience will be a class of 18 kindergarten students (10 male and 8 female). About ¼ of students are below grade-level. ¾ of the students are at or above grade level. Two students are on speech IEPs. The school is a K-1 building in a small school district within a rural setting covering approximately 106 square miles. The lesson will be taught within the fourth grading period with students already being taught the majority of kindergarten standards for the year. The school houses approximately 200 students with 1 computer lab of 22 computers. The computer lab is used for technology classes two full days per week, with kindergarten students receiving one 40-minute Technology class per week with a Technology instructor. The other three days are available for teachers to take their classes in on their own. The classroom has 3 ipads, 1 teacher computer, and a non-working SmartBoard, thus the lab will be used for sharing the completed projects. The lesson will take approximately 2 weeks to complete.

Objectives/Indicators

Learning Targets:

1. Students will use the website Storybird to generate an idea for a story using pictures provided to them with 80% accuracy.
2. Students will dictate or write a story in Storybird with a beginning, middle, and end with 80% accuracy.
3. Students will include at least one character and the character’s name with 80% accuracy.
4. Students will include the setting of the story with 80% accuracy.
5. Students will use a capital letter at the beginning of each sentence with 90% accuracy.
6. Students will use punctuation at the end of each sentence with 90% accuracy.
7. Students will use spaces between each word with 90% accuracy.
8. Students will write a letter for most consonant and short-vowel sounds with 80% accuracy.
9. Students will read their story aloud to others with 80% accuracy.

Learning Standards:

Ohio Common Core Standards for Kindergarten / English Language Arts:

Reading Literature / Key Ideas and Details:

2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Reading Literature / Integration of Knowledge and Ideas:

7. With prompting and support, describe the relationship between illustrations and the story in which they appear.

Reading Literature / Range of Reading and Level of Text Complexity:

10. Actively engage in group reading activities with purpose and understanding.

Writing / Text Types and Purposes:

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

Writing / Production and Distribution of Writing:

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

Language / Conventions of Standard English:

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   
a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

c. Write a letter(s) for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

ISTE Standards for Students:

1. Creativity and innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   
a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
6. Technology operations and concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.
   a. Understand and use technology systems

Prior Knowledge / Prerequisites:
- Students will have experience identifying the beginning, middle, and end of a story.
- Students will have experience identifying the character and setting in a story.
- Students will have experience generating an idea for a story.
- Students will have knowledge of writing conventions expected in Kindergarten, such as the use of capital letters, punctuation, and spaces, as well as experience in using them correctly.
- Students will have experience using letters when writing to represent sounds.
- Students will have knowledge of kindergarten-level high-frequency words.
- Students will have experience reading their own writing.
- Students will have knowledge of logging on to their computer and going to the bookmarked website Storybird.
- Students will have knowledge of basic functions on a computer including keyboarding basics in order to type their story.

Assessment

**Pre-Assessment:** (Why will you pre-assess and how will the data be used?)
Students will be pre-assessed in several areas to help guide the instruction. The data will help determine each student’s prior knowledge, as well. Students will be pre-assessed to determine if they can identify the main character in a given story, the setting of the given story, and to sequence the events (beginning, middle, and end) of the given story.

Formative and Summative Assessments

**How will you evaluate the students?** Students will be pre-assessed through the use of Plickers (a classroom student-response system). A story will be read to the students and using Plickers, the main character, the setting, and the beginning, middle and end of the
story will be assessed to determine the students’ ability to identify them. Formative assessments will be used to monitor student learning by having each student share what they have created after each page in their story. I will review with each student individually their strengths and weaknesses on the page that they have created. The summative assessment will be the completion of their story that follows the learning targets and a rubric that matches to the learning targets, as well.

**Why have you chosen these methods?** These methods were chosen so that I can see if my students have mastered the learning targets for this project. The learning targets will be reviewed with students prior to them getting started. They will be reviewed again before completing the project. The pre-assessment will be completed utilizing Plickers due to the ease of using a student-response system to gauge their knowledge.

**Is technology used for or included in the evaluation process?** Technology is used in the pre-assessment portion of the evaluation. I will use technology to review what each student has created on the Storybird website. The rubric will be created as a Word document.

**How will you share data with students/others and why?** Each student’s story will be shared with the class on the SmartBoard. Students will share a “compliment and suggestion” regarding other student’s stories. One-on-one, I will review with students how they did on their story in relation to the rubric and learning targets. Stories will be printed and sent home with each student along with the rubric.

**Models of Instruction / Instructional Strategies**

The instructional models and strategies used in the lesson include whole group direct instruction for introduction of the lesson, individualized work for the creation of the students’ stories, and whole group direct instruction again to review at the end. I will monitor and check for understanding throughout, provide feedback throughout, connect to the students prior knowledge, use student demonstration, differentiate the instruction by allowing students to either dictate or write on their own (depending on their ability level), and allow for praise from myself and other students.

**Procedures / Activities**

1. Pre-assess students using Plickers on the ability to identify characters, setting, and beginning, middle, and end of a story.
2. Introduce students to the website Storybird (www.storybird.com).
   - Share examples of stories created by other students.
   - Create a group story using pictures from the website.
     - Review the stories characters and setting.
     - Review the beginning, middle, and end of the story.

3. Review the learning targets and rubric for the stories each student will create on their own.

4. Explain to students how to log into the Storybird website and the class account.

5. Students will write at least one sentence on the first page utilizing the assigned picture.
   - Help students that cannot write on their own by allowing them to dictate what they want to write.

6. After the first page, allow for a sharing time where each student can share their first page with the class.
   - Students will share optional compliments regarding other student’s stories.
   - Teacher will share strengths on each student’s story as a whole class and weaknesses individually. Teacher will share general weaknesses as a whole class.

7. Students will choose a picture for the second page that relates to the theme set forth on the first page.
   - Help students that cannot write on their own by allowing them to dictate what they want to write.

8. After the second page, allow for a sharing time where each student can share their first and second page with the class.
   - Students will share optional compliments and suggestions regarding other student’s stories.
   - Teacher will share strengths on each student’s story as a whole class and weaknesses individually. Teacher will share general weaknesses as a whole class.

9. Students will choose a picture for the third page that relates to the theme set forth on the first page and continued with on the second page.
   - Help students that cannot write on their own by allowing them to dictate what they want to write.
10. After the third page, allow for a sharing time where each student can share their first, second, and third page with the class.

- Students will share optional compliments and suggestions regarding other student’s stories.
- Teacher will share strengths on each student’s story as a whole class and weaknesses individually. Teacher will share general weaknesses as a whole class.

11. Review the learning targets and rubric with the class as a whole group.

12. Allow students to revise and edit their stories based on teacher and peer suggestions.

13. Allow students to share their final story with the class.

- Print the stories and grade according to the rubric. Stories will be placed in the class library for students to read.

Resources / Technology Resources

The resources that are needed to support the activities include: computers with internet, SmartBoard, iPad, printer/copier, storybook and paper.

The resources were chosen to help students achieve the objectives. The website Storybird provides students with a visual tool to help them generate writing that pertains to a picture. Students need to use a computer with internet to access this website. Typing their story on the computer allows them to more easily edit their work and to share their work with other students via the SmartBoard. The SmartBoard will also be used to introduce the website to the class so that all students can see. The iPad is used with the Plickers app in order to pre-assess students. The printer/copier is used to print out each student’s story onto paper. The storybook is used so that the teacher can read it to students prior to pre-assessing the class.

Limitations to the technology I chose to implement

- When using the Storybird website, you must use the artwork provided on the website. You cannot create your own artwork. You also cannot switch artists in the middle of your story.
- Storybird is free, but in order to download stories as a PDF, you must pay a minimal charge. This membership fee for a Pro Teacher account enables teachers to grade, give awards, create custom book covers, and link with other classes.
- Students cannot make their stories public unless they create their own regular account on Storybird (with a parent’s help). However, students can view their classmates stories within their class account set up by the teacher.

**Rationale for technology choices / incorporate research findings**

- Websites focused on review of Storybird
  - https://www.commonsensemedia.org/website-reviews/storybird
  - http://techtutorials.edublogs.org/2011/09/05/storybird/
  - https://www.graphite.org/website/storybird

- Websites with research focused on incorporating technology
  - http://www.edutopia.org/technology-integration-research-learning-outcomes
**Lesson Reflection**

*Thought process in the development of this lesson / After learning about TPACK, how has this knowledge influenced the way you developed this lesson?*

After learning about TPACK, I knew that I no longer would be using technology without reflecting on how it would be used to improve student learning. I didn’t want to use technology just for the sake of saying I integrated technology. I have learned so much in this graduate program. At the beginning of the program, and prior to beginning it, I used very little technology. Now, I reflect on how I will integrate technology, pedagogy, and the content so that my students can achieve better results.

I really gave this lesson a lot of thought. I’ve been trying to get my students more excited about writing by exposing them to many different ways we can write. They’ve written in a daily journal, with and without prompts. They’ve written for different types of writing assignments, often seasonal or a reflection on a book, and they’ve written several different types of stories, including narratives and descriptive writings.

My fourth grade daughter exposed me to the Storybird website after she used it at her own school. I was immediately intrigued by it. I knew this would be another way to expose my students to writing that would be exciting for them and give them some inspiration to write more. It would also encourage them to use their observational skills. It certainly worked! I had two students that went home and got on the website that first day. (They even remembered their user id and password!) Three other parents emailed me in the next few days to find out more information about the website. I told them they could visit the site and create their own accounts, but I didn’t want to share the students’ user ids and passwords until after they created their stories at school. I wanted to discourage parents from helping their child write the stories.

*How is the development of your planning with the use of technology changed in terms of how you integrate technology into your classroom?*

I used to think, “Today I need to do something with technology” and now it is a very natural part of my planning. Students are more actively involved in their learning when they are using technology. I become more of a facilitator to their learning rather than the provider of all information. The only thing I need to be concerned with in regards to integrating technology is having a back-up plan if the technology doesn’t work. For example, I have had a SmartBoard in my classroom for many years. This past November, the projector went out and I’ve been without a SmartBoard since then. I used it so much and I had to be creative in how I would incorporate the activities that I always did on my SmartBoard. I’ve had to take my class to the computer lab much more often and try to find other teachers to work with to share their SmartBoard.
How do you measure the impact that technology has on your student learning?

The way I measure the impact that technology has had on student learning is by creating a rubric just like I would with any other project. This writing assignment on Storybird had a rubric, just like a writing assignment would if it were done with paper and pencil. I am looking for the quality of my students’ work to be the same or even better. I am also looking to see if my students are more excited about their learning, which they typically are when technology is involved. My young students are digital natives and the learning curve for them on computers, tablets, SmartBoards, etc. is much smaller than it is for someone much older.

- What went as expected and why
  The project went much as I had hoped and expected. All students were able to follow along for the most part, and use the website with my oral directions. They were all able to use their prior knowledge to write a story on their own using Storybird. Most students were able to read their story to the class, as well. Several students also wrote more than what I required – a minimum of three pages. The students were creative in developing their character using the pictures on Storybird.

- What was unexpected and why
  One big thing that was unexpected was due to the pictures I chose for the students to use. I chose the pictures because they were simplistic characters that I thought the kids would enjoy choosing from. However, the pictures did not include any background or hints about what the setting would be. Only the most creative students were able to create a story that included their own creation of a setting. Once I realized this after the first day, it was almost too late to go back and choose different pictures for them to use. I also felt that students didn’t do as well with including capital letters at the beginning of their sentences and periods at the end. They did very well with spacing, for the most part. I also planned to stop and let the students share at the end of each page (and day), but that rarely happened due to time constraints and having to monitor so many students and their writing. One last thing that did not go as expected was that a couple students remembered their login information and password. They went home the first night and started working on their stories. Therefore, the first couple pages of their stories (both were quite a bit longer than 3 pages) did not have work done completely on their own.
• **Plans to change or improve it**

I would spend more time looking for pictures that would help the class tell their story with characters and setting. The pictures definitely made a difference in that they had something to get them started, much like a prompt would. However, most of the students chose a different character for each page and had a difficult time putting it all together into a story due to the choice of pictures. Several advanced students were able to make a story that included all aspects on the rubric.
Oral Directions given to Students for Lesson: Writing Stories in Kindergarten (on Storybird)

Students will enter the computer lab and sit on the floor for a lesson on the SmartBoard. Students will be introduced to the website: www.storybird.com (a visual storytelling website that offers unique illustrations that can spark creativity in writing). Once on the website, share several stories that have been found on Storybird that were written for the Kindergarten age group. Share a story that I have written for them using Storybird.

With the class, write a story together using a chosen group of pictures from the website. Make sure to talk aloud while writing (making mention of proper mechanics.) Use the students’ ideas to generate the story including reference to characters and setting.

Tell the students that they will have the chance to write their own stories using some pictures that I have chosen for them. Review the assignment that has been created for them on the Storybird website. Review the requirements using the rubric.

Teach students how to log-in to Storybird and get started. Use the Smartboard for demonstration purposes.

1 – After logging onto the computer, open the Chrome browser. Go to “bookmarks” in the top left corner. Click “Tech Class”. Click the last title, “Storybird”.

2 – On the upper right side of the website, click “Sign in”. A class has already been set up and each student been assigned a user id and password. Give each student their id/password card and have the students log-in to the website using the information on the card.

3 – Once logged in, students will see several tabs. They need to click on the tab called “Class”. An assignment has been created for each student. It is called “KDR story 1”. Students will click on the assignment.

4 – Once on the assignment, a paragraph with instructions will show up, as well as a short video for students. Read through the paragraph with students. Watch the video with students. This video gives instructions on how to create a story. Click on “Do This Assignment”.

5 – Choose “picture book” as the type of book to be created.

6 – Once the first page shows up on the screen (surrounded by the chosen group of pictures), demonstrate to students how they will click on a picture and drag it to the blank page. Demonstrate to students how they can place the picture in different locations. Show students that on the other side of the picture, they can click in a box and start writing their words. Remind students of the requirements for the story (review of rubric.)
7 – Show students how they will go to the next page by clicking on the + sign. Tell students that on each page, they can do the same things that they did on the first page.

➢ Students will more than likely have to finish their story on subsequent days. After completing the first page, allow for sharing time where each student can share what they have written. Strengths and weaknesses will be shared with individuals and the class.

8 – While the students are working, circulate around the computer lab. Help students that need help and ask students to clarify what they are writing if it cannot be read.

9 – After the story is complete, show students how they can create a cover page. Since they are set up in the free account, they must choose the “Classic” cover. Demonstrate how they can choose from a small variety of background colors and from the chosen pictures for the cover. Show students how to create a title, using the same directions for writing sentences on each page of their story.

10 – The story will be automatically saved. Once the students are done, they can publish their story. Click on the lower left corner button called “Publish”. Students will verify that the title of their story is showing. They will scroll to the bottom and click the correct assignment if it is not already showing. (Students can also create tags, age group for their story and a brief description of the story here. We will not do this in Kindergarten.) Lastly, click “Publish”.

11 – Students will share their final story with the class at the SmartBoard. The stories will either be printed and placed in the classroom library or embedded into a website or blog for students to read at a later time.

12 – For future use, students will be shown how to create their own story using pictures that they have chosen on their own.

Rubric on the following page:
**Writing a Story on the Storybird website**

3 – Demonstrates a thorough understanding / Student is able to complete or do

2 – Demonstrates a partial understanding / Student is able to partially complete or do

1 – Demonstrates a limited understanding / Student is unable to complete or do

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<thead>
<tr>
<th>Learning Target</th>
<th>Score</th>
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Link to website: [www.storybird.com](http://www.storybird.com) / User ID: ___________ Password: ___________

(*This is a school account. Students may also create a regular account to use at home with parental permission.)

Comments:
Samples of Evidence:

Website to view Student stories and video presentations:

http://dbr133.wix.com/kdr-tvprimary#!technology/cdvr
Storybird website – Assignment page:

Storybird website – Student assignment completion page: