

Date of Lesson: September 13th, 2014

Grade Level: 4th

Time Needed: 30 minutes

Teacher: Leah Bullock

Subject Area: English Language Arts

Topic: Summarizing, Themes, Main Events, Details, Book Review/Critique

School of Education Standard(s) Addressed in This Lesson:

STANDARD 7: Understands and adapts to multiple forms of communication

STANDARD 10: Employs varied instructional strategies

STANDARD 11: Uses technologies

Common Core State Standards Addressed in This Lesson:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Materials Needed:

Assigned reading (typically a book, but may be an chapter/article as well)

iPad

- Fotobabble
- QR Code Scanner—"QuickMark"
- Camera

Headphones

Quiet place (for recording)

Paper & Art Supplies (if students choose to create their own "picture" for the Fotobabble)

Objectives:

Upon completion of this lesson, students will individually be able to give a short summary of a book they have just read as well as provide their own review of the book to be used by other students in the future. Students will be able to use the application Fotobabble to record their summaries/reviews and post them using a QR code in the inside front cover of their books.

Lesson Context:

Students will have just finished reading a book assigned by the teacher (possibly for an English Language Arts class). Students may have all read the same book, however, it would work well if a small number of students read one book while another small group read a different book (etc.) so that their summaries/reviews could be useful for other students who are thinking of reading the book in the future.

This lesson may actually be split up into multiple days/class periods depending on your students. I would most likely have students go back through their books and write out their summaries/critiques during one day, edit them a second day, and finally record on the third day. It all depends on the grade level as well as the specific students you're working with.

Procedure:

1. Students may flip back through their books to look over any important/interesting parts that they may have highlighted/sticky-noted. While looking back, students should be thinking about what the “theme” of the story is as well as what the story is about to produce a clear summary. Students should also be thinking about their own critique of the book and what specific events, details, or characters in the story they can use to justify their critiques.
2. Students must write an outline or draft of their summaries/critiques on paper before they start recording with Fotobabble to ensure they are able to communicate all of their thoughts clearly and concisely.
3. Students will need to upload a picture that will be the background image while their audio clip is playing. Students should take a picture with the camera on their iPad to make uploading as easy as possible. Students can choose whatever image they think represents their summary/critique the best. It may be a picture of the cover of the book, a picture of a certain chapter, a drawing the student made that he/she thinks best summarizes the book, a drawing or artistic representation of a specific character, event, etc.
4. When students are ready to begin recording, they should go to a quiet space (isolated area of the classroom, school library, hallway, cafeteria, etc.) to audio record their summaries/critiques. If students are unhappy with their first recording, they can always tap “re-record” to try again.
5. When students are satisfied with their Fotobabble, they should click “Share” in the upper right hand corner of the app. First, students should make sure that their Fotobabbles are set to be private (not public). From there they should click on SMS (explain to students that by doing this, they will not be sending out an SMS/text message but rather copying the link that is given). After copying the link provided, students need to switch over to the QuickMark application to create their own QR code for their Fotobabble. Students can then e-mail their QR codes to their teacher for viewing/printing.
(You can also copy the link directly from the online Fotobabble website if this is easier for students. It does not allow you to copy the link directly in the iPad application.)
6. Once the teacher has printed students’ QR codes, students should place them in the front cover of their books so that other students may view their summaries/reviews if they are curious about or interested in reading that particular book.

Special Considerations/Differentiation:

ELL Students: For ELL students, it may be beneficial and fun for them to create two recordings, one in English and one in their home language. First, this gives them practice with new, content specific words in English. Students will then be able to pair the English word with the word in their home language together, in their head. This

places value on the students' home languages. This could also be extremely helpful for other ELL students in the class (or ELL students that come in the middle of the school year). These students would be able to listen to book reviews either in their home language or in English, whichever they feel is more beneficial.

Nonverbal Students: For nonverbal students, writing out the script will be key. They will be able to write out all of their ideas in the way they want them presented. These students could then choose a classmate, friend, or teacher to record their ideas for them. It would be imperative for these students to listen to the recording and indicate whether the speaker conveyed their ideas correctly and/or what changes need to be made.

Assessment:

I would formally assess students based on their final audio clips. First, I would assess the summary based on how well the student identified a main theme or concept discussed in the story rather than just regurgitating plot summary so that listener knows what happens in the book without even reading the it. The next thing I would assess is the student's use of detail, especially during the critique/review. I would look for students to back up his or her claims/critiques with specific events, characters, details, etc. from the story. Finally, I would compare the photo the student chose with the ideas presented in his or her audio clip. Ideally, there should be a strong correlation between the two.

There are many forms of informal assessments that could take place throughout this ongoing assignment.

- Check students post-it notes while they are still in the process of reading their books (What are they marking? What are they noticing? What connections are they making?)
- Mid-Book Check-In Chats with students (What themes have they noticed so far? Practice summary of the text so far, Check for understanding, Missing any key details/ideas?)
- Check in with students as they begin to plan for their audio clip (What do they choose to include vs what they leave out)
- Rough draft of audio clip→chat with students about their drafts (expand on ideas, what did they include vs. leave out?)
- Peer revising of rough drafts