

# **AverMedia AverVision Lesson Plan Contest**

## **Lesson Plan Submission**

**“Learning from Picture Books & Technology” / Embedded Learning**

**Jeanne Van Drasek  
5<sup>th</sup> Grade Teacher  
Rockford Elementary Arts Magnet School  
7650 County Road 50  
Rockford, MN 55373**

**[vandraskj@rockford.k12.mn.us](mailto:vandraskj@rockford.k12.mn.us)**

**763-477-5837 x 1805**

**Lesson Plan Title:** Learning from Picture Books & Technology / Embedded Learning  
**Subject Area:** Technology / English / Language Arts  
**Grade Level:** Grade 5  
**Concept:** “Students as Teachers....and Learners”–The focus of this lesson is for students to use new technology, (a document camera) as a presentation tool in the classroom and increase their knowledge of another presentation device available to them as we work to stay current with ever-changing technologies. This lesson plan can be used to review a variety of academic skills while focusing on students becoming adept in presentation skills.

**Standards Addressed:** Three MN State Standards are addressed under the “Speaking Listening and Viewing Standards.” A variety of other MN State Standards are addressed under the “Reading and Literature Standards” depending on the focus skill(s) of the lesson. Several ISTE Standards are also addressed.

ISTE Standards (International Society for Technology in Education)

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

MN State Department of Education Standards

III Speaking, Listening & Viewing

A4. Give oral presentations to various audiences for different purposes.

A5. Restate or summarize and organize ideas sequentially using evidence to support opinions and main ideas.

A2. Demonstrate active listening and comprehension.

I Reading and Literature (possible standards depending on the skill focus)

B2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts.

C3 Summarize and paraphrase key ideas from text.

C6 Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.

C9. Determine cause and effect and draw conclusions.

C11. Critically read and evaluate text to identify author’s point of view and purpose.

D2. Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning.

D5. Distinguish among various literary genres and subgenres.

D7. Identify and determine the meanings of similes and metaphors.

**General Goals:**

1. Students will gain confidence in using new technology to improve presentation skills.
2. Students will use a document camera to review with the rest of the class the specific focus skill for the day. Consequently they will improve/solidify their own learning of this skill as well. (See list of focus skills to choose from under “Objectives”.)
3. Students will practice and improve decision-making skills.
4. Students will improve listening skills.

**Specific Objectives:**

1. Student will demonstrate ability to set up, use and close down a document camera.
2. Student presentation will be clear, well paced, well modulated and use good eye contact.
3. Student presentation follows a logical sequence and is easy to follow.
4. Student uses vocabulary correctly and shows understanding of the content being presented.
5. Student is able to answer questions if asked.

**(May choose from among these specific objectives for skills to be reviewed to meet MN State Standards in Reading and Literature)**

1. In small groups (literature circles) students will read a book they have selected related to individuality, self-esteem, tolerance and/or acceptance and present elements of this story to the class, using examples from the book.
2. In small groups (literature circles) students will read a book they have selected, discuss what genre the book is, and show example of how they came to that decision.
3. In small groups (literature circles) students will read a book they have selected, identify multiple meaning words, and show examples of how to determine correct word meanings using context clues directly from the book.
4. In small groups (literature circles) students will read a book they have selected and share the chain of events that take place. (summarize)
5. In small groups (literature circles) students will read a book they have selected and show cause and effect relationships that take place within the story.
6. In small groups (literature circles) students will read a book they have selected, create and present a concept map to teach one concept from the story, and show parts of the story that lead your team to the concept map developed.
7. In small groups (literature circles) students will read a book they have selected and share “snapshot sentences” or descriptive details that demonstrate great writing techniques such as sensory details or figurative language (metaphor, simile, alliteration, personification, onomatopoeia.)
8. In small groups (literature circles) students will read a book they have selected and identify examples of idioms, irony, or proverbs and share with the class.
9. In small groups (literature circles) students will read a book they have selected and show the class the clues or foreshadowing that takes place in the book.
10. In small groups (literature circles) students will read a book they have selected and present story elements of character, setting, events, problem, and solution to the class.
11. In small groups (literature circles) students will read a book they have selected, identify author’s point of view and purpose, and show the class how they came to this decision.

**Required Materials :**

- 4-5 copies each of various picture books (about 8-10 titles to choose from) These books would be specific to a topic or theme, but would be of a variety of reading levels so all students are able to be successful as well as challenged.
- Document Camera
- Cooperative Learning Role Cards
- Notebook/Pencil
- Whiteboard and Markers

**Anticipatory Set:**

Teacher shares titles and very brief statement about each of the picture books students can choose from for their literature circle while showing the cover of each. This statement should include the general theme of the story and whether it is one of the easier, middle level, or more challenging books to choose from so students can make correct selections based on their reading abilities. Share with students that they will first be reading in literature circles, to enjoy and discuss the story. Then they will be rereading to identify a specific reading element or writing technique. Next they will evaluate how that element or technique added to the story. Finally they will determine how to give a quality presentation to the class using the document camera based on that story and skill.

**Step-By-Step Procedures:**

## DAY 1

1. Students choose a book to be read and discussed in small groups. Groups of 3-5 students are formed by common book titles.
2. Review cooperative learning roles as a class.
3. Within groups, students choose cooperative learning roles.
4. In groups, students preview the book by first, examining the front and back covers, and looking for interesting details. Then they examine the inside covers and title page. As they work, they share predictions about what they think the story will be about in their small group. Record.
5. Students continue to preview the story together by looking at the pictures throughout the book and making predictions about what they think will happen in the story. Record.
6. Students read the story aloud, taking turns and following along.
7. Students reread and as they read, discuss story elements of character, setting, events, problem and solution as well as any other things they feel are important. Record.
8. Students may choose to take their book home and read to a family member.

## DAY 2

1. The teacher assigns (or the group chooses) which skill or technique to discuss and present to the rest of the class. (It may be the same skill to each group or two different skills shared among six groups (3 each), or all students read one story and each group presents/reviews a different skill.)
2. Students review what was recorded in writing from the previous day.
3. Students reread the story together in their lit circle, continuing to think about their findings, while still looking for deeper meanings that may be hidden within the picture book.
4. Students also look for the text in the book that they will use to demonstrate the objective they have been assigned, identify the specific reading concept or writing technique and evaluate how it was important to or added to the story. Record page numbers and comments.
5. Students will plan how they will use the document camera to review their objective in 6-10 minutes, They must show how that concept/ technique added to the story and the overall message it conveys. The team should do some reading from the story as it is being projected and should also find a way to have the rest of the class become involved in either reading text, examining pictures from the book, or finding examples of the objective being reviewed once they have reviewed the skill with the class. The idea is to encourage active participation. Pages of the book will be projected onto a whiteboard to be marked, highlighted, or underlined as necessary. Record

## DAY 3

1. Teacher reviews with students how to use the document camera.
2. Teacher hands out copies of assessment rubrics and discusses briefly.
3. Teacher reviews and models proper presentation skills. (Specific Objectives 1-5)
4. Students should review and finish their plans from Step 5 of Day 2. They should determine each team member's part(s) to present. The person who has the cooperative learning role of "Presenter" will not make the entire presentation, but rather present the introduction and conclusion and any other part decided by the team. All students should be involved in presenting some part using the document camera.
5. Self reflect / evaluate your work.

## DAY 4

1. Practice presentations giving each group 15 minutes to use the document camera.
2. Self reflect / evaluate your work.

## DAY 5

1. Group presentations.
2. Self reflection / evaluation.

**Plan for Independent Practice:** See DAY 4

**Closure:**

- Whole group oral reflection on success of presentations.
- Individual written self-reflection on personal and group presentation.
- Individual self-assessment using rubrics.

**Assessment:**

- Collaboration Rubric
- Presentation Rubric
- Assessment rubrics completed by both the student and the teacher.

**Adaptations:**

Students who struggle would be assigned or choose the less challenging books (below grade level) as well as the less challenging concepts to present.

**Extensions:**

Students who are gifted would be assigned or choose the more challenging books (multi leveled/abstract content/ higher reading level) and more challenging concepts to present to the class.

**Possible Connections to Other Subjects:**

This plan can connect student use of technology to many academic areas. Stories chosen could be about a specific topic related to social studies (Revolutionary War); science (fossils, animal habitats, weather); art (biographies of musicians and artists) health and phy-ed (sports books, personal wellness/fitness, athletes' lives). This technology connection creates one more way students are able to keep up with our changing world where THEY use the technology of the document camera as a presentation tool.

## Collaboration Rubric

### 4 - Thorough Understanding

- \* Consistently and actively works toward group goals.
- \* Is sensitive to the feelings and learning needs of all group members.
- \* Willingly accepts and fulfills individual role within the group.
- \* Consistently and actively contributes knowledge, opinions, and skills.
- \* Values the knowledge, opinion and skills of all group members and encourages their contribution.
- \* Helps group identify necessary changes and encourages group action for change.

### 3 - Good Understanding

- \* Works toward group goals without prompting.
- \* Accepts and fulfills individual role within the group.
- \* Contributes knowledge, opinions, and skills without prompting.
- \* Shows sensitivity to the feelings of others.
- \* Willingly participates in needed changes.

### 2 - Satisfactory Understanding

- \* Works toward group goals with occasional prompting.
- \* Contributes to the group with occasional prompting.
- \* Shows sensitivity to the feelings of others.
- \* Participates in needed changes, with occasional prompting.

### 1 - Needs Improvement

- \* Works toward group goals only when prompted.
- \* Contributes to the group only when prompted.
- \* Needs occasional reminders to be sensitive to the feelings of others.
- \* Participates in needed changes when prompted and encouraged.

**Presentation Rubric**

Name: \_\_\_\_\_

	Beginning	Developing	Accomplished	Exemplary	Score
Content	Mentions key ideas; little evidence of understanding	Expresses key ideas; not fully at ease with concepts	Expresses key ideas and shows understanding	Key words and ideas correctly used; defined for reader; interesting choices of words	
Order	Ideas not ordered; audience has difficulty following	Some order of ideas, but jumps around	Logical sequence of presentation; audience can follow	Logical sequence, easy to follow, good overview and transitions	
Document Camera / Props	Camera and props missing or do not add information	Camera and props tangential to text; minor value	Camera and props relate to text; add value or information	Camera and props relate, add information, help explain, keep interest	
Speaking	Hesitates, whispers; many “fillers”; poor eye contact	Some hesitation; some “fillers” but moves along; some eye contact, but mostly reads	Clear, good pace and pronunciation; good eye contact; checks notes	Clear, well paced, well modulated; good eye contact; well rehearsed, little need for notes	
Q & A	Defensive, frequent “don’t know” shrugs	Some “I don’t know’s”; some defensiveness	Answers correctly with little hesitancy	Answers correctly; expands, explains	

# Cooperative Learning Roles

## LEADER

Makes sure that every voice is heard  
Focuses work around the learning task  
Sound bites:

- "Let's hear from \_\_\_\_\_ next."
- "That's interesting, but let's get back to our task."

## RECORDER

Compiles group members' ideas on collaborative graphic organizer  
Writes on the board for the whole class to see during the presentation

- Sound bites:
- "I think I heard you say \_\_\_\_\_; is that right?"
  - "How would you like me to write this?"

## TIME KEEPER

Encourages the group to stay on task  
Announces when time is halfway through and when time is nearly up .

- Sound bite:
- "We only have five minutes left. Let's see if we can wrap up by then."

## PRESENTER

Presents the group's finished work to the class  
Sound bite:

- "How would you like this to sound?"

## ERRAND MONITOR

Briefly leaves the group to get supplies or to request help from the teacher when group members agree that they do not have the resources to solve the problem.

- Sound bites:
- "Do you think it's time to ask the teacher for help?"
  - "I'll get an extra graphic organizer from the shelf."

**Books from a Different Point of View (Possible books/topic)**

The Three Little Pigs

The Three Little Javelinas - Susan Lowell

The Three Little Wolves and the Big Bad Pig - Eugene Trivizas

Yo, Hungry Wolf - David Yozar

The True Story of the Three Little Pigs - Jon Scieszka

The Fourth Little Pig - Teresa Celsi

The Three Little Pigs and the Fox - Hooks

The Three Little Pigs - James Marshall

The Three Little Hawaiian Pigs and the Magic Shark- Donivee Martin Laird

Alaska's Three Pigs- Arlene Laverde

The Three Little Pigs- Paul Galdone

The Frog Prince

The Frog Prince - Paul Galdone

A Frog Prince - Berenzy

The Frog Prince Continued - Jon Scieszka

PondLarker - Fred Gwynne

Bubba the Cowboy Prince - Helen Ketteman

Frog Princess - Laura Cecil

Cinderella

Cinder Edna - Ellen Jackson

Cinder Elly - Frances Minters

Dinorella - Pamela Duncan Edwards

Yeh Shen - Anne Ling Lowe

The Rough-Faced Girl - Rafe Martin

Prince Cinders- Babette Cole

Cinderhazel - Deborah Latimore

Mufaro's Beautiful Daughters - John Steptoe

The Paper Bag Princess - Robert Munsch

Princess Furball - Charlotte Huck

Egyptian Cinderella - Climo

The Turkey Girl - Penny Pollack

Cinderfella - Linda Jones

Cinderella - William Wedman

The Talking Eggs - Robert De San Souci

The Persian Cinderella - Shirley Climo

Tattercoats - Joseph Jacobs

Irish Cinderlad - Shirley Climo

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