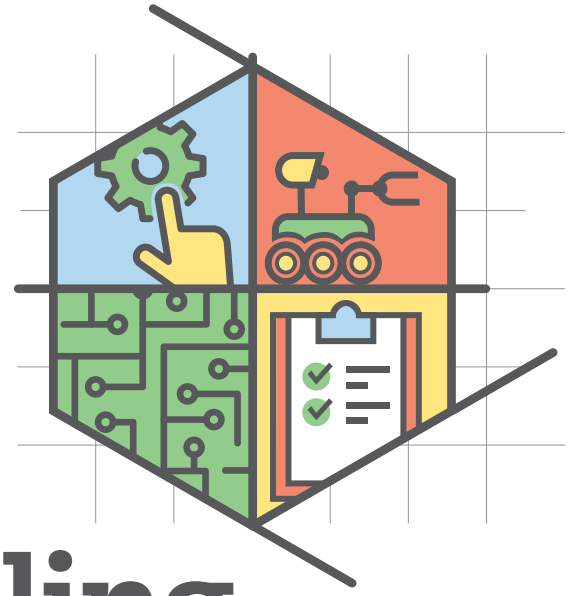

Integrating Technology Into Storytelling

2nd grade English Language Arts lesson

STEM

6.22.20

ABOUT THIS UNIT

These units were developed by students taking their first pedagogy courses (Fundamentals of Instruction and Methods of Technology Integration) at Washington State University Vancouver's College of Education. ESD 112 and WSUV have partnered together to integrate computer science fundamentals into teacher education courses with the goal of demystifying computer science and encouraging more elementary teachers to expose students to computer science/computational thinking concepts across the curriculum.

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A digital copy of this document is available on the STEM Materials Center website at:
https://www.stemmaterials.org/integratingtechnology

ATTRIBUTION

This lesson is a result of a collaborative effort between Educational Service District 112 and Washington State University Vancouver.

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STEM
Science
Technology
Engineering
Math

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OSPI

Overview

Summary/Purpose

The purpose of this lesson is for students to use technology to retell or create a story of their own, while displaying the fundamental elements of a story. It is critical to allow students the opportunity to identify and create the sequences in a story because as they get into writing it'll help them structure their thoughts.

Common Core State Standard

CCSS.ELA-LITERACY.RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CS or Ed Tech Standard

EDUCATIONAL TECHNOLOGY LEARNING STANDARDS: GRADES K–2: 4.C.
Students use a design process to develop ideas or creations, and they test their design and redesign if necessary.

Background/Prior Knowledge

Students understand how main characters in a story respond to major events and challenges, they understand the *who, what, where, when, why,* and *how*, and are able to identify the central message, lesson, or moral. Students understand and can retell the events that occur within a story.

Learning Targets & Assessments

TARGET	ASSESSMENT(S)
1. Students will create a story using technology.	A final product using an Oozo Bot, online comic book creating system, or another online, teacher-approved website
2. Students will plan their own story sequence.	A worksheet outlining their thought process

Sample Artifact

The Adventures of Super Kid comic book

Materials Needed

- A prepared Ozobot story map
- Ozobots
- Markers (black, red, green, and blue)
- Planning worksheet
- Scrap paper
- Large poster paper
- Computer
- Create-a-book (online platform)

Instructional Sequence

WHAT WILL THE TEACHER BE DOING?	WHAT WILL THE STUDENTS BE DOING?
Learning targets will be written on the board prior to the students coming into class. A table will be set up with an Ozobot map and enough room so students will be able to stand around it. The teacher will greet the students and direct them to find a spot around the table.	
	Students will find a spot around the table.
The teacher will ask the students to look at the poster that is on top on the desk and pose the question "What story do you think this is?"	
	Students will make an educated guess about the Ozobot poster that is on the table.
Teacher will ask for volunteers to answer and explain their reasoning. *(What clues lead them to their thinking?)*	
	Students will volunteer their answers and explain.
The teacher will explain the project; students can choose to create an Ozobot story, a comic strip online, or get approval from the teacher for another idea. Students are allowed to work in groups or alone; group sizes can be no larger than 4 people. The teacher will hand out a sheet explaining the parameters to the assignment and a planning sheet to help students organize their thoughts.	
	Students will either team up or work alone. Students will brainstorm their ideas and choose which project base they would like to work with. Students will fill out the planning sheet and begin working on their projects. At the end of class the students will turn in their planning worksheets and their projects.
The teacher will be continuously moving around the classroom to do check-ins and to see what the students have come up with and where they're at.	
Teacher will collect what the student have done and explain that if they need more time they will have the opportunity to continue working next class if needed. Teacher will hand out exit cards with the question: "What did I like about the project so far and what was something I was confused about?"	
	Students will fill out the exit cards and turn them in as they leave.