Picture This

Background: We read lots of fictional stories in first grade! Stories have a beginning, a middle, and an end.

Design Challenge: Design and create a flipbook showing three events: one from the beginning, one from the middle, and one from the end of a story you have read. Include at least one pop-up in your flipbook. Write a sentence for each event shown in your flipbook.

Criteria:

☐ Your flipbook must show three events from the story—one from the beginning, one from the middle, and one from the end.

☐ There must be at least one pop-up in your flipbook.

☐ You must write a sentence for each of the three events in your flipbook.

Materials: Select from the list below.	**Tools:** Select from the list below.
• construction paper • glue • scrap paper	• markers/crayons • pencils • scissors

Targeted Standard of Learning: English 1.9
Supporting SOL: English 1.1, 1.3, 1.5, 1.6, 1.7, 1.8, 1.12, 1.13;
History and Social Science 1.10

Targeted Standard for Technological Literacy: 8
Supporting STL: 9, 11

Tips for Teachers

Targeted Standard of Learning:

English 1.9   The student will read and demonstrate comprehension of a variety of fictional texts.

Supporting SOL: History and Social Science 1.10; English 1.1, 1.3, 1.5, 1.6, 1.7, 1.8, 1.12, 1.13

Targeted Standard for Technological Literacy:

8   Students will develop an understanding of the attributes of design.

Supporting STL: 9, 11

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
• Transitional words *first, next*, and *last*. • The concepts of beginning, middle, and end. • Understanding of what a fictional story is.	• Use any story with a beginning, a middle, and an end.	• Use of scissors	• Partners	• Design Brief • Guided Portfolio (adapt as appropriate/ optional) • Rubric Assessments	Follow the Design Process: • Restate the problem. • Brainstorm solutions. • Create the best solution. • Test the solution. • Evaluate the solution.

Extension Ideas: Create a class flipbook anthology by combining all of the students' flipbooks into one.

Guided Portfolio

Name _____

Partner _____

1.   **What is the problem?** State the problem in your own words.

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

2.   Brainstorm solutions. Sketch and/or describe some possible solutions.

Name _____

3. Create the solution you think is best.

Keep notes about your problems and how you solve them. Make sketches if they help.

_____

_____

_____

_____

Name _____

4. Test your solution.

Did you create a flipbook?   YES   NO

What story did you use? _____

Did you show an event from the beginning of the story?   YES   NO

Did you show an event from the middle of the story?   YES   NO

Did you show an event from the end of the story?   YES   NO

Did you include a pop-up?   YES   NO

Did you write a sentence about the beginning of the story?   YES   NO

Did you write a sentence about the middle of the story?   YES   NO

Did you write a sentence about the end of the story?   YES   NO

Name _____

5.   Evaluate your solution.

Was it the best solution? Why or why not?

_____

_____

_____

What would you have done differently? Why?

_____

_____

_____

Rubric for Picture This Name_____ Date _____

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

Student Evaluation	0	1	2	3	4
Oral Presentation: The student					
• used complete sentences					
• used descriptive words.					
Guided Portfolio: The student participated in					
• restating the problem					
• brainstorming solutions					
• creating a solution					
• testing the solution					
• evaluating the solution.					
Team Skills: The student					
• used appropriate voice					
• encouraged team members					
• listened to team members					
• was involved in all aspects of the project					
• respected team members.					

Tested Criteria	YES	NO
Did the student create a flipbook?		
Is there an event from the beginning, middle, and end?		
Is there a pop-up?		
Is there a sentence for each: beginning, middle, and end?		

Standards of Learning

English (2010)

Oral Language

1.1   The student will continue to demonstrate growth in the use of oral language.
   a) Listen and respond to a variety of electronic media and other age-appropriate materials.
   b) Tell and retell stories and events in logical order.
   c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
   d) Participate in creative dramatics.
   e) Express ideas orally in complete sentences.

1.3   The student will adapt or change oral language to fit the situation.
   a) Initiate conversation with peers and adults.
   b) Follow rules for conversation, using appropriate voice level in small-group settings.
   c) Ask and respond to questions.
   d) Follow simple two-step oral directions.
   e) Give simple two-step oral directions.

Reading

1.5   The student will apply knowledge of how print is organized and read.
   a) Read from left to right and from top to bottom.
   b) Match spoken words with print.
   c) Identify letters, words, sentences, and ending punctuation.
   d) Read his/her own writing.

1.6   The student will apply phonetic principles to read and spell.
   a) Use beginning and ending consonants to decode and spell single-syllable words.
   b) Use two-letter consonant blends to decode and spell single-syllable words.
   c) Use beginning consonant digraphs to decode and spell single-syllable words.
   d) Use short vowel sounds to decode and spell single-syllable words.
   e) Blend beginning, middle, and ending sounds to recognize and read words.
   f) Use word patterns to decode unfamiliar words.
   g) Read and spell simple two-syllable compound words.
   h) Read and spell commonly used sight words.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) Use knowledge of story structure.
- f) Reread and self-correct.

1.8 The student will expand vocabulary.
- a) Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
- e) Use vocabulary from other content areas.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the main idea or theme.
- i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Writing
1.12 The student will print legibly.
- a) Form letters accurately.
- b) Space words within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

1.13 The student will write to communicate ideas for a variety of purposes.
- a) Generate ideas.
- b) Focus on one topic.

c) Revise by adding descriptive words when writing about people, places, things, and events.
d) Use complete sentences in final copies.
e) Begin each sentence with a capital letter and use ending punctuation in final copies.
f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
g) Share writing with others.

History and Social Science (2008)

Civics

1.10   The student will apply the traits of a good citizen by
    a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
    b) recognizing the purpose of rules and practicing self-control;
    c) working hard in school;
    d) taking responsibility for one's own actions;
    e) valuing honesty and truthfulness in oneself and others;
    f) participating in classroom decision making through voting.

Standards for Technological Literacy

Standard 8:   Students will develop an understanding of the attributes of design.

Standard 9:   Students will develop an understanding of engineering design.

Standard 11:   Students will develop the abilities to apply the design process.

Please give us some feedback.

Complete the form below to let us know how this design brief worked for you and your students. Please be specific so that we might use your suggestions to improve the activity. *You can fill this out on your computer, or you can print it, fill it out manually, and scan it.*

Teacher: _____

School: _____

School division: _____

Design brief title: _____

Background *Put an X in the appropriate column:*	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does it set the context for the activity?			
Is it age-appropriate in language, length, and complexity?			
Does it reference prior learning and/or research that the students did that will facilitate designing a solution to a problem?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Design Challenge	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does the challenge support your curriculum?			
Is it age-appropriate in language, length, and complexity?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Criteria Criteria are part of the challenge. They set the limitations for the design. They are not directions.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Are the limitations age-appropriate?				
Do the limitations encourage critical thinking?				
Is the application of mathematic knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of science knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of social studies knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Are language skills integrated into the criteria? If not, should the skill area be addressed?				
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*				

Materials Materials help set the limitations for the design. The list should include materials that might work.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Does the materials list encourage a variety of design solutions?				
Does the materials list include a variety of choices for joining items?				
Does the materials list include materials that force students to make decisions?				
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*				

Tools Tools can be used in the construction of the designed product. They are used to manipulate materials. They cannot become part of the product.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the tools listed age appropriate?			
Are all tools needed for the activity included?			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Standards of Learning	Yes	No
Does the design brief reinforce the targeted Standard of Learning(s)?		
Are the supporting Standards of Learning appropriate?		
What Standards of Learning would you add or remove?		

Standards for Technological Literacy	Yes	No
Does the design brief reinforce the targeted Standard(s) for Technological Literacy?		
Are the supporting Standards for Technological Literacy appropriate?		
What Standards for Technological Literacy would you add or remove?		

Tips for Teachers	Yes	No
Are the tips listed in the chart helpful for a first-time teacher?		
What tips would you add?		

Guided Portfolio	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the instructions and questions age appropriate and clear?			
In the "Test your solution" section, do the questions force students to thoroughly test their solutions?			
In the "Evaluate your solution" section, do the questions force students to honestly evaluate their solutions			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Additional Comments
Please use this area to provide general suggestions for improving this design brief.