

Changing Settings

Background: We have read many stories describing characters, settings, and important events. We paid special attention to story settings and how and why they change throughout the stories.

Design Challenge: Design and create a three-page book that retells the beginning, middle, and end of a story you read. Be prepared to share your book with the class.

Criteria: Your book must

- have a cover with the title and author
- include three inside pages
- retell the beginning, middle, and end of the story
- include at least three complete sentences
- include at least two changes of setting
- include a pop-up on each page
- include a moving part on one page that is not a pop-up
- contain correct grammar, spelling, capitalization, and punctuation.



Materials: Select from the list below.	Tools: Select from the list below.
<ul style="list-style-type: none"> • card stock • construction paper • flattened cardboard containers • glue • index cards • paper (lined, for writing) • paper clips • paper fasteners (limit 4) • pipe cleaners • tape (limit 12 inches) • twist ties • yarn 	<ul style="list-style-type: none"> • colored pencils • crayons • pushpin paper drill • ruler • scissors

Targeted Standards of Learning: English 2.8, 2.13
Supporting SOL: English 2.1, 2.2, 2.3, 2.11, 2.12, 2.14

Targeted Standard for Technological Literacy: 11
Supporting STL: 8, 9, 10

Tips for Teachers

Targeted Standards of Learning:

- English 2.8 The student will read and demonstrate comprehension of fictional texts.
- a) Make and confirm predictions.
 - b) Relate previous experiences to the main idea.
 - c) Ask and answer questions about what is read.
 - d) Locate information to answer questions.
 - e) Describe characters, setting, and important events in fiction and poetry.
 - f) Identify the problem and solution.
 - g) Identify the main idea.
 - h) Summarize stories and events with beginning, middle, and end in the correct sequence.
 - i) Draw conclusions based on the text.
 - j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
- English 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Recognize and use complete sentences.
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
 - c) Capitalize all proper nouns and the word I.
 - d) Use singular and plural nouns and pronouns.
 - e) Use apostrophes in contractions and possessives.
 - f) Use contractions and singular possessives.
 - g) Use knowledge of simple abbreviations.
 - h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
 - i) Use commas in the salutation and closing of a letter.
 - j) Use verbs and adjectives correctly in sentences.

Supporting SOL: English 2.1, 2.2, 2.3, 2.11, 2.12, 2.14

Targeted Standard for Technological Literacy:

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

Supporting STL: 8, 9, 10

Tips for Teachers, cont.

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
<ul style="list-style-type: none"> • Experience in identifying story elements, including setting and retelling • Exposure to pop-ups and how they work 	<ul style="list-style-type: none"> • Provide examples of how various books are bound (optional). • Check Design Brief for recommended materials. Teacher may substitute materials. • Avoid instructing students on how to construct their books, but caution them about using too much glue if/when gluing pages to pages. 	<ul style="list-style-type: none"> • Proper use of tools 	<ul style="list-style-type: none"> • Work individually or in groups of three using cooperative learning strategies. • Consider using the design brief as a reading comprehension lesson (English 2.9). • Consider having students complete their writing during writing workshop. 	<ul style="list-style-type: none"> • Design Brief • Guided Portfolio (adapt as appropriate/optional) • Rubric Assessments 	<p>Follow the Design Process:</p> <ul style="list-style-type: none"> • Restate the problem. • Brainstorm solutions. • Create the best solution. • Test the solution. • Evaluate the solution.

Guided Portfolio, p2

Name _____



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

Name _____

4. Test your solution.

Does your book cover include the title and author of the book?	YES	NO
Are there three inside pages in your book?	YES	NO
Does your book include at least three complete sentences?	YES	NO
Does one of the pages have a moving part that is not a pop-up? <ul style="list-style-type: none"> • Explain how it works. 	YES	NO
Does the book include at least three different settings?	YES	NO
Does a page retell the <i>beginning</i> of the book? <ul style="list-style-type: none"> • Identify the setting on that page. • Does this page have a pop-up? • Explain how the pop-up works. 	YES	NO
Does a page retell the <i>middle</i> of the book? <ul style="list-style-type: none"> • Identify the setting on that page. • Does this page have a pop-up? • Explain how the pop-up works. 	YES	NO
Does a page retell the <i>end</i> of the book? <ul style="list-style-type: none"> • Identify the setting on that page. • Does this page have a pop-up? • Explain how the pop-up works. 	YES	NO
Did you proofread all of your sentences for correct grammar, spelling, capitalization, and punctuation?	YES	NO

Guided Portfolio, p5

Name _____

5. Evaluate your solution.

Was it the best solution? Why, or why not?

Look back at your brainstorming page. Would one of your other ideas have worked better? Why, or why not?

What did you learn by designing and creating this book?

Rubric for Changing Settings

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

Design Brief Rubric	0	1	2	3	4
The student restated the problem in his/her own words.					
The student brainstormed more than one idea.					
The student shared problems that occurred and their solutions through written notes or oral communication per teacher’s instructions.					
The student tested the book to make sure <ul style="list-style-type: none"> • it includes the title and author of the book read • it has three inside pages • it includes at least three complete sentences • one page includes a moving part that is not a pop-up • it illustrates at least two different settings • it retells the beginning, middle, and end of the story • each page has a pop-up • it uses correct grammar, spelling, capitalization, and punctuation. 					
The student evaluated how he/she could make it better next time.					

Rubric for Changing Settings

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

Oral Communication Rubric	0	1	2	3	4
2.1 The student will demonstrate an understanding of oral language structure. <ul style="list-style-type: none"> a) Create oral stories to share with others. b) Create and participate in oral dramatic activities. c) Use correct verb tenses in oral communication. d) Use increasingly complex sentence structures in oral communication. e) Begin to self-correct errors in language use. 					
2.2 The student will expand understanding and use of word meanings. <ul style="list-style-type: none"> a) Increase listening and speaking vocabularies. b) Use words that reflect a growing range of interests and knowledge. c) Clarify and explain words and ideas orally. d) Identify and use synonyms and antonyms. e) Use vocabulary from other content areas. 					
2.3 The student will use oral communication skills. <ul style="list-style-type: none"> a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. b) Share stories or information orally with an audience. c) Retell information shared by others. d) Follow three- and four-step directions. e) Give three- and four-step directions. 					

Standards of Learning

English (2010)

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
- a) Create oral stories to share with others.
 - b) Create and participate in oral dramatic activities.
 - c) Use correct verb tenses in oral communication.
 - d) Use increasingly complex sentence structures in oral communication.
 - e.) Begin to self-correct errors in language use.
- 2.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
 - b) Use words that reflect a growing range of interests and knowledge.
 - c) Clarify and explain words and ideas orally.
 - d) Identify and use synonyms and antonyms
 - e) Use vocabulary from other content areas.
- 2.3 The student will use oral communication skills.
- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
 - b) Share stories or information orally with an audience.
 - c) Retell information shared by others.
 - d) Follow three- and four-step directions.
 - e) Give three- and four-step directions.

Reading

- 2.8 The student will read and demonstrate comprehension of fictional texts.
- a) Make and confirm predictions.
 - b) Relate previous experiences to the main idea.
 - c) Ask and answer questions about what is read.
 - d) Locate information to answer questions.
 - e) Describe characters, setting, and important events in fiction and poetry.
 - f) Identify the problem and solution.
 - g) Identify the main idea.
 - h) Summarize stories and events with beginning, middle, and end in the correct sequence.

- i) Draw conclusions based on the text.
- j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Writing

- 2.11 The student will maintain legible printing and begin to make the transition to cursive.
- 2.12 The student will write stories, letters, and simple explanations.
- a) Generate ideas before writing.
 - b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
 - c) Expand writing to include descriptive detail.
 - d) Revise writing for clarity.
- 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Recognize and use complete sentences.
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
 - c) Capitalize all proper nouns and the word I.
 - d) Use singular and plural nouns and pronouns.
 - e) Use apostrophes in contractions and possessives.
 - f) Use contractions and singular possessives.
 - g) Use knowledge of simple abbreviations.
 - h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
 - i) Use commas in the salutation and closing of a letter.
 - j) Use verbs and adjectives correctly in sentences.
- 2.14 The student will use available technology for reading and writing.

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 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 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	<i>Put an X in the appropriate column:</i>	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. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

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. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

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. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

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. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

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. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

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. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

<p>Additional Comments Please use this area to provide general suggestions for improving this design brief.</p>