

Stephanie Hadad—How-To writing with a storyboard
 Title of Lesson: How- To Writing with storyboardthat.com
 Grade Level: Kindergarten

Length of Lesson: 3 class periods for 30-40 minutes

Overview of the Lesson: Students will work whole group, or in small groups, to create a how-to writing and add pictures to a story board to model their story.



Essential Learning Outcomes Questions:

Essential Questions:

What's my purpose and how do I develop it?

Students will understand:

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

I can work with my teacher and others to learn about digital tools that produce and publish writing.

I can tell what happened first, next, and last.

I can create drawings to show what happened in my story. (Or take pictures)

NC Common Core Standards Being Addressed:

W.K.3 -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.6 -With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
SL.K.5- Add drawings or other visual displays to descriptions as desired to provide additional detail.

RL.K.3* -With prompting and support, identify characters, settings, and major events in a story.

Materials Needed: Projector, board or chart paper, marker or writing tool, paper and pencil for students, computer, camera (optional).

How will your lesson flow?:

--note that this can be broken down into as many days as you need.

1. The teacher will begin the lesson by reviewing parts of a story (Beginning, middle, and end). "Today, we are going to be writing about how-to do something. What are some things you know how to do?—Allow for students to share examples. If there is a good response (one that is simple and clear for ALL students) then use that as the prompt for the whole group. If needed provide an example, ie. Brushing your teeth or getting your lunch.

2. After students have a clear idea of what their prompt is, have them turn and tell a partner how-to do the given task. Allow for 30 sec- 1 min. Bring the students back together and focus their attention to the board. *Teachers may use chart paper or the board for this section.*

3. Have a chart on the board numbered 1-3 and have labels with "first, next, and last".

"In a how-to writing, we use the words "first", "next", and "last". This is the order that you doing things in. If I wanted to make a sandwich, would I eat if first or get the bread?"

If you feel that students are ready, begin writing the steps to your task.

Depending on levels of the class, students may share the pen with writing or to add a picture for each step.

- Suggested Day 2

1. Bring students together and review what a how-to writing is. Have students provide examples of things we can write about. Ask what the three words are we use to show our steps.

2. Today, we are going to make a story board to show our work.

3. Bring up storyboardthat.com on your computer and project on the smart board. Introduce the key buttons that students will use. Example, characters, scenes, ect. For the purpose of this lesson, you can use the modern characters.

4. Choose a setting that works for you purpose and characters. Have students choose how to position the characters so that it goes along with the class writing. If you need to add in props, type in the word in the search box.

5. Using the story board only, have students tell how-to do the task you wrote about.

"How do the pictures help tell our story?"

"If I cannot read the words, can I use the story board to help me?"

"What would happen if I did not put the pictures in order?"

Assessment: Teacher checklist Scores range from 0-3

Student Name:	Student can tell you the first, next, and last step for their action.	Student can identify the elements of a story, (setting, characters, main idea)	Student participates in group activity.	Student can work on storyboardthat.com with little to no help.
William				
Kate				

Sources for Lesson:
Storyboardthat.com