

## Leapfrog Program

### Course Title: Click! Telling Stories with Photos

#### Course Description

Photographs are both inspiration and illustration as students combine words and images in the creation of original stories and poems. Students take their own photos as well as collect photos from families, magazines, and other sources.

#### Essential Questions

- How do you tell a story?
- How is a photo different from a drawing or illustration?
- How can a photo tell a story?
- What do photos add to written stories?
- How do authors and publishers decide which photos to include with a story?

#### Outcomes

Upon successful completion of this course, students will have:

- a. Read and examined a variety of print resources, such as picture books and news stories, that use photos to enhance or illustrate the text
- b. Discussed and analyzed the features and characteristics that make a photo interesting, beautiful, or informative
- c. Written text to create their own stories inspired by or illustrated by photos
- d. Taken photos or found photos to accompany their stories
- e. Analyzed how photos and text work together
- f. Presented their photos and text in a final project

#### Instructional Strategies

Students will be exposed to a variety of texts during our week together including photo essays in picture book form, informational articles, documentary photographs, nonfiction texts, and fiction. Students will have the opportunity to discuss the content of these texts with their peers. Children will work in a whole group setting, small groups, pairs, and independently during the week. Children will write individually or as part of a small group. When writing independently, a writing workshop format will be used which allows for each child to write and receive feedback at their individual instructional level. For emergent writers, dictation may be used during our writing workshop. Students will also have the opportunity to take photographs during our week together.

#### Resources and Materials

##### Books

- Ajmera, Maya. *To Be a Kid*. 2000. ISBN- 9780881068429.
- Ajmera, Maya. *To Be an Artist*. 2005. ISBN- 9781570915765.
- Ancona, George. *Mi Familia/My Family*. 2005. ISBN- 0516250671
- Ancona, George. *Mi Escuela/My School*. 2004. ISBN- 0516236865
- Forman, Michael. *From Wax to Crayon: A Photo Essay*. 1997. ISBN- 0516203605
- Kellner, Hank. *Write What You See: 99 Photos To Inspire Writing*. 2009. ISBN-9781877673832.
- Kerley, Barbara. *One World, One Day*. 2009 ISBN- 1426304609
- Kerley, Barbara. *A Little Peace*. 2007. ISBN- 1426300867

- Knight, Bertram. *From Cow to Ice Cream*. 1997. ISBN- 0516260669

#### Web sites

- [www.nationalgeographic.com/photography/photo-of-the-day](http://www.nationalgeographic.com/photography/photo-of-the-day) National geographic presents a stunning photo a day. You can search their collection by month or by subject area.

#### Materials

- single-use camera
- pencils, markers,

#### Student Assessment

- **Pre-Assessment**

Contributions to the small group discussions on the first day of the session will provide assessment data regarding the students' prior knowledge regarding photography and the use of photography in literature. This will provide insight into where each child is at in their understanding of information that is presented and how they choose to participate throughout the week. All students will be responsible to research throughout the course.

- **Documentation of Learning**

Students will have the opportunity to participate in whole class and small group discussions. Students will analyze photographs, use photographs as inspiration for writing projects, and take their own photographs. Students will have the opportunity to write fiction, informational texts, and poetry.

- **Post-Assessment**

Students will receive a written evaluation based on their general class participation and performance, individual and group writing tasks, individual and group projects, and discussion contributions. On the last day of our session, parents are invited to the Expo to view students' work. At the end of the course students will receive a written evaluation based on general class performance, discussion, participation (whole group and small group) evaluations, and written work. Final Student evaluations are written are mailed out by September 15. Please refer to the Leapfrog Family handbook for more information.

## Schedule

Date	Topics	In-class Activities	How will you document learning for assessment?
Monday, July 18	<b>What do we know about photographs?</b>	<p>Small group discussions-What do we know about photos? How do photos enhance the words we read?</p> <p>Practice storytelling. How do you tell a story? What elements should be present? Create an anchor chart to be used as a reference later in the week.</p> <p>Class discussion-How do photographs differ from illustrations? Create a venn diagram.</p> <p>Photographs can be read like texts. Describe the elements of the photo(s) that make the photo beautiful, interesting, or informative.</p> <p>Use photographs as inspiration for writing</p>	<p>Discussion contributions</p> <p>Anchor chart contributions</p> <p>Venn diagram</p> <p>Photo detail lists</p> <p>Writing notebooks</p>
Tuesday, July 19	<b>What are Photo Essays?</b>	<p>Warm-up activity-Photo storytelling with a partner</p> <p>Read several picture books by George Ancona and Ann Morris to explore the photo essay genre. Generate a class anchor chart.</p> <p>Class discussion- What do photos add to the text? How do writers/publishers match photos to text?</p> <p>Begin taking our own photos.</p> <p>Planning our Day in the Life of a Leapfrog student photo essay.</p> <p>Using photos as inspiration for writing.</p>	<p>Anecdotal notes will be collected as students work together.</p> <p>Anchor chart contributions</p> <p>Discussion contributions</p> <p>Storyboard for photo essay</p> <p>Story planning template</p> <p>Writing notebooks</p>

Date	Topics	In-class Activities	How will you document learning for assessment?
Wednesday, July 20	<b>How do photographs enhance news stories?</b>	<p>Warm-up activity-Photo storytelling with a partner</p> <p>Read various news articles and evaluate the accompanying photos. How do they enhance the text?</p> <p>Students use found photos to write their own news stories. Describe how their photo enhances their article.</p> <p>Students will continue to take their own photos.</p> <p>Students will use photos as inspiration for writing.</p>	<p>Anecdotal notes will be collected as students work together.</p> <p>Completed graphic organizer</p> <p>Written news articles with described photograph</p> <p>Writing notebooks.</p> <p>Writing notebooks and interviews with individual writers</p>
Thursday, July 21	<b>Photographs Inspire Poetry</b>	<p>Warm-up activity- Photo storytelling with a partner</p> <p>Using photographs, brainstorm descriptive words. Write poem(s) using the words inspired by photographs.</p> <p>Students write poems inspired by found photographs.</p> <p>Begin creating the text for our Day in the Life photo essay.</p> <p>Students use photos as inspiration for their writing.</p>	<p>Anecdotal notes will be collected as students work together.</p> <p>Poem contributions</p> <p>Writing notebooks</p> <p>Contributions for our class book</p> <p>Writing notebooks</p>
Friday, July 22	<b>A Day in the Life of a Leapfrog Student: A Photo Essay</b>	<p>Warm-up activity-Photo storytelling with a partner.</p> <p>Students continue writing our Day in the Life of a Leapfrog student.</p> <p>Students write poetry inspired by photographs.</p> <p>Students analyze classmates' poems and photos. How do they work together?</p> <p>Parent Expo!</p>	<p>Anecdotal notes will be collected as students work together.</p> <p>Contributions to our class project will be evaluated for relevance, word choice and creativity.</p> <p>Writing notebooks</p> <p>Graphic organizer</p>

**CTD Statement on Third-Party Web Sites**

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

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