PHAP Stories

Build Stories using Photos with Apps

Grade level: 4-8th grade

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Subject: Language Arts, Art, Technology
Class Time: 2-3 45 minute classes
Materials:
Pictures books, preferably with no words,
iPad with working camera

Teacher Notes:

This is a fun, meaningful lesson where differentiating for all students is done with ease. This lesson can be differentiated with four classroom elements based on student readiness, interest, or learning profile:

- **Content** –Content varies depending on the *option.

- **Process** –Students have the choice to create each page using a drawing program app, snapping pictures from a picture book or finding pictures from the internet. Whichever source they select, the collection of pictures will be used for their project.

- **Products** –Each student will create a unique book demonstrating content based on the objective with the addition of extended information.

- **Learning environment** –Students should have a choice to work in groups or independently and at their own pace.

 Scribble Press or other book-making apps - **Bookabi** is also a nice app for this activity.

Objective: This activity can be done in pairs or individually. Having students work in pairs proved to be a successful method, though some students like working independently.

- plan, write, illustrate, and publish their own children's picture books.

- analyze and evaluate a work of literature.

- participate in a review of a story written by a peer.

- use technology devices to create an original work of fiction or non-fiction

Introduction

It is said that a picture is worth a thousand words and with this project, students have fun adding words to pictures to tell a story. It challenges the students' creativity in writing skills, the ability to work collaboratively with a partner, artistic skills, and their eye for design.
This activity is one of my middle school student's favorite! They love using the iPads, drawing and revisiting picture books. Students have complete creative control over the content of their story. Don't let the idea of a picture book in the hands of a middle school student fool them! This assignment is not as easy as they think! With the older students, expectations are raised and the humor that emerges from their stories is wonderful!
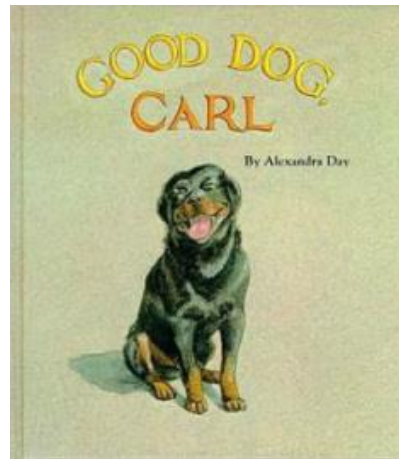
Procedure: Select a picture book – See samples under resources

1. **Select a picture book.** I used **'Carl' books from Alexandra Da**y because there is a large variety to choose from. There are a variety of picture books in your school's library making this a golden opportunity to work with your Librarian.

2. **Set up an Album** in the photo gallery on the iPad. Title this album the name of your book. Your pictures will be stored here. **See directions for creating a Photo Album on the iPad.**

3. **Getting the pictures from the book to Scribble Press (or storybook program)**, Use the camera feature on the iPad to take a picture of each page of the book.

4. *Once your pictures are in your album, you will use the camera icon on the program to insert onto the pages. You are now ready to add narrative and speech bubbles.*

5. *Each page is required to have a narrative that explains what is happening in the picture. You can tell the story from any perspective.*
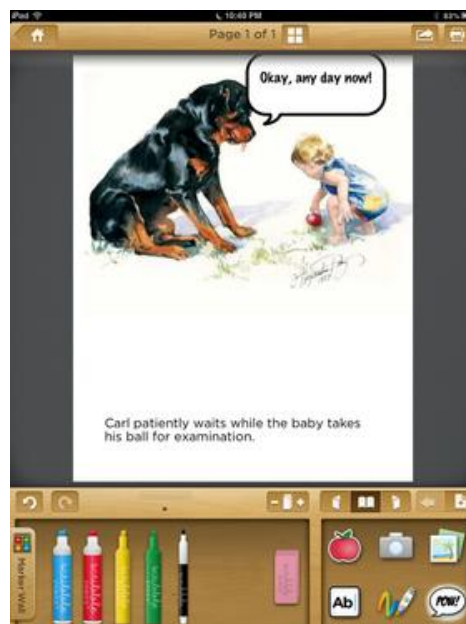
6. Speech bubbles should be included on some, but not all of the pages.

TAKE PHOTOS FROM EXISTING, IF YOU GET THIS LOCK, YOU NEED TO CHANGE YOUR SETTINGS UNDER PRIVACY.
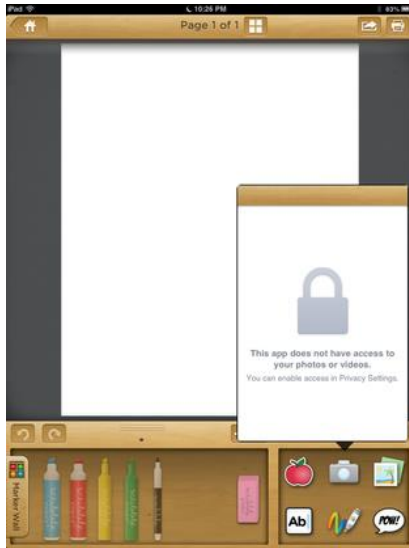
Make sure your privacy settings allow Scribble Press to use Pictures

NOW YOU ARE READY TO SELECT YOUR PICTURES FROM YOUR PHOTO GALLERY.
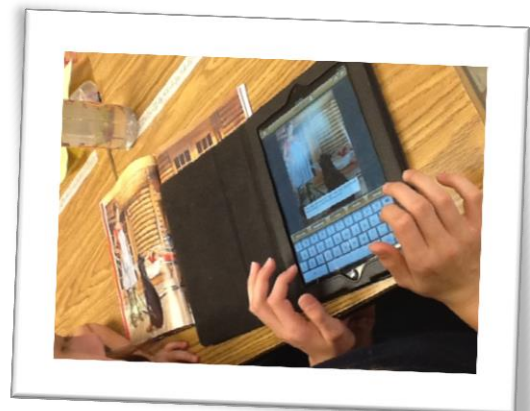
Time to Assemble ....

....and type!

Adjusting the picture with the touch of a finger (or two).

Team Work!

Reading over the Carl Book

Typing the story!

This was a class favorite for my middle school students. They enjoyed revisiting picture books and especially enjoyed Alexandra Day's Carl books. Teens have probably been reading stories for a long time, but writing and illustrating their own takes understanding of storytelling to a different level. This project helped the middle school students gain a better understanding of the different elements of a children's story, the importance of illustrations, and how to write for a specific audience. Since my school covers first graders through eighth grade, I had my upper class students share their books with younger students. It was a great way to show them valuable leadership skills.

Their finished books were humorous, creative and well done. Scribble Press is an easy to navigate app and the students needed little direction. If they had questions, they usually asked each other before asking me!

It's a good idea to reinforce the idea of keeping their photos in an album since we share iPads in our school. Once the projects were done we shared the books with each other. There is a public share option however you need to be 13 or over to use this tool. You can also have the option to buy your book and have it published.

Extension Options

- Arrange to visit a Pre-K, Kindergarten, or 1st grade class, and have your students read their books to the students. Select the best 5 to 8 books submitted. Each group can also develop short skits, costumes, or other visual props to enhance the quality of their presentations.

- Have your upper grade students **create themed books based** on lower/primary grade curriculum guides. I did this activity with my 5th and 6th grade students. I had them develop stories based on content objectives so that the ESL and SPED students could better understand the material presented. 5th grade students created books for second grade social studies units on the American Indians and Ancient Civilizations while the 6th graders tackled the first grade objective 1.2, describing the stories of American leaders and their contributions to our country. Using the same model for creating a story, the students collected pictures and put together amazing little stories for the younger students in our school!

- If you opt not to use a picture book, you can have the students **create their own book using their own pictures**. Pictures can be imported from an outside source, like their own, uploaded from the internet (Foto Farm is a wonderful app for pictures)

- Have students **illustrate their own story** by using drawing app. Make sure they save pictures to their photo album. Pictures can be imported into Scribble Press and from there, they can create their own story, fiction or non-fiction.

- **Mix and Match pages** from different books. This works great if you a variety of books from the same author and it a great extension piece for the gifted elementary students. This was a requirement for the middle school students.

- **Idiom Books** – Students can create a book illustrating idioms and explaining the meaning behind each or have them add to it!
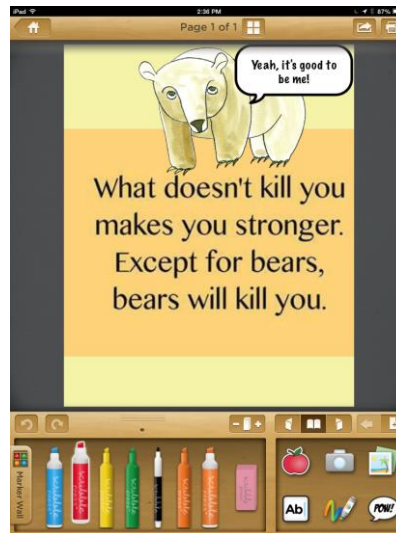

Student Differentiating for ESOL & SPED

An important reason this project works with ESOL and SPED students is because these books open us into a world where even those who struggle with letter recognition can successfully read a fantastic story.

- Have students *create biographies* by importing pictures from Foto Farm (free app) along with their own drawings from a drawing app (see resources).
- Make a *Themed ABC book* and have students find a picture to represent objects needed for the theme, for example, Virginia. Each letter must represent something, someone or someplace important from Virginia. You can do the same with any objective from History or Science.
- Having students use their own pictures gives them more control over the content, whereas a picture book already tells a story. You can use PHAP IT UP with any content area, for example, have your fourth grade student **illustrate the Jamestown Settlement** story, or have fifth graders explain a Frog's life cycle. The possibilities are endless.
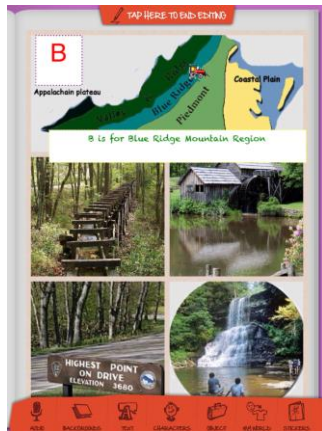
Bookabi App
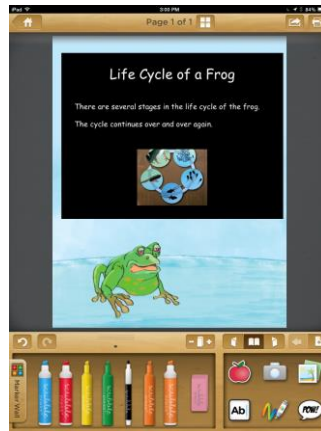
Scribble Press App

- Don't exclude Math! **Geometry Scavenger Hunt** is a great activity! Give students a list of geometry shapes and send them outside to find these shapes. Have them take pictures of each shape they find (again, make sure they make a 'Geometry Album' in their photo gallery. Geometric shapes can be found all over the school grounds, from a triangle in a jungle gym to a leaf from a cottonwood tree.

Once they have their photos, they can assemble their Nature Shape Book adding titles and descriptions.

- **All About Me book** is a great icebreaker for ESOL students where language barriers are broken with just a few pictures. Students may not know the English words for everything, but they can create a simple book about themselves using pictures. They can bring in pictures from home or ask them to take pictures using the iPad or their own device. These photos can either be downloaded onto a computer, emailed or shared from a public site. Students can also research their country, find pictures and use them for their book. **Ask them to write the titles in their language and help them translate in English.**
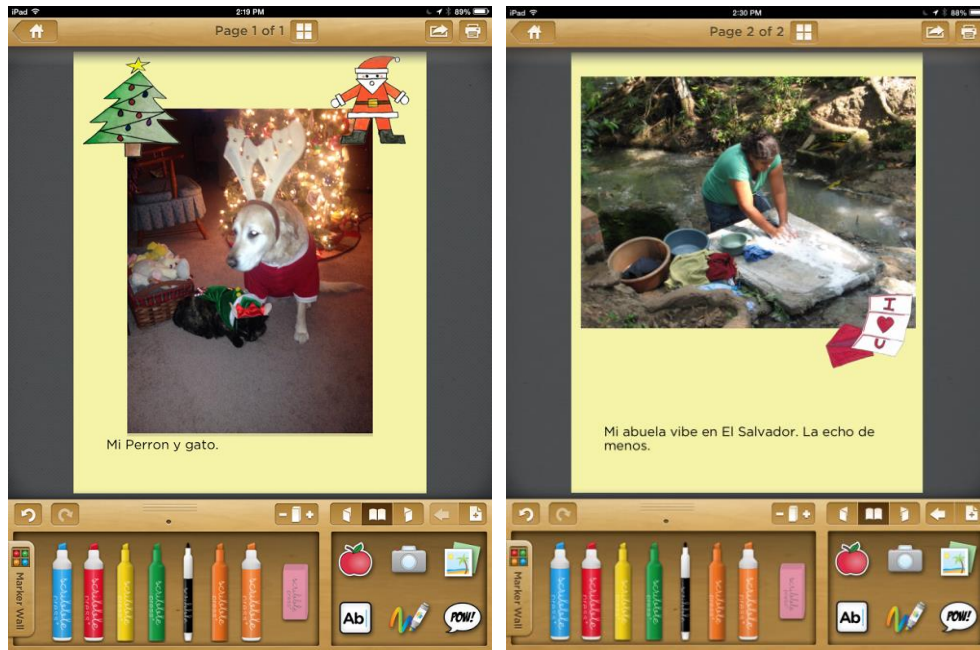
Scribble Press App

Resources

Free Drawing Apps for Students

Below is a set of some of the best free drawing iOS apps for students to get creative and use their imagination.

1- Doddle Buddy

Doodle Buddy Gold is a cool mobile app for iOS users. It allows them to create sketches and doodles using their fingers. They can finger paint with their own selected colors and drop in playful stamps. This app has been designed in such a way to make out of sketching both a fun and learning tool.

2- Draw Free for iPad

Draw Free for iPad is a great mobile app that allows its users to easily sketch and doodle beautiful drawings. This app is very simple and has an intuitive surface. It has a varying degree of difficulty making it thus suitable for both kids of differing skill levels. It also offers a set of useful tools such as an unlimited variety of colors, lines, curves, templates and many more

3-Bamboo Paper

Bamboo Paper is a great mobile app that allows its users to sketch whatever they want using their own handwriting on a neat digital paper notebook. The process is very easy and does not require any advanced technology knowledge. It has a stylus that you can use as your pen to create your own virtual notebooks.

4- How to Draw

This is a perceptive drawing app for iOS users. It allows them to easily draw using a set of given instructions. There are also different episodes with varying difficulty that a drawer has to go through .

5- Hand Paint

As its name suggests, this is a free iOS drawing app that allows users to create their own drawing using a wide variety of colourful subjects and artisans tools. It is a real fun and kids will definitely enjoy it.

6- Animal Sketch

This free drawing app features 6 awesome sea creatures. Each character is broken down into its simple shapes and is presented in a concise step-by-step guided drawing sequence. It's perfect for young learners.

7- Picturizr

This app is basically a face and photo editing tool that lets you create fun shapes out of a given face by using custom overlays. You can add, scale and rotate eyes, ears, noses, eyebrows, hair, mouth, glasses, hats, beards and frames to photos stored on your device.

Wordless Picture Books
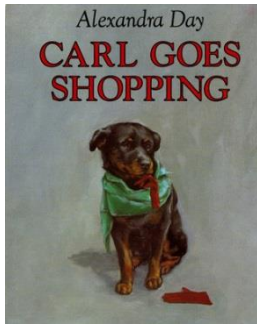
Good Dog, Carl series by Alexandra Day
Carl is everyone's favorite babysitting Rottweiler. In these delightful children's picture books, told mainly through beautiful, wordless spreads, Carl and baby Madeleine go on all kinds of adventures--to the park, through a department store, to a masquerade party and more--and always make it back before Mother knows they're gone.
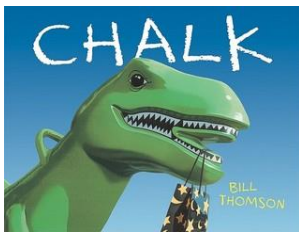
Chalk by **Bill Thomson**

Thomson's photorealistic art always amazes me. Three children find a bag of chalk on the playground. When they start to draw, their pictures come to life! When one child draws a dinosaur, some creative thinking must be used to save the day.
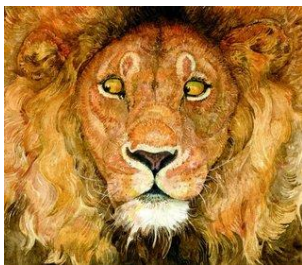
The Lion & the Mouse by **Jerry Pinkney**
This book won the Caldecott medal, with good reason. It is a gorgeous "retelling" of Aesop's fable where a mighty lion spares a mouse that later comes to his rescue. The message that all can make a difference, from the smallest to the mightiest, comes through beautifully.
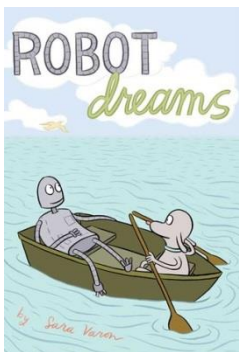
Robot Dreams by **Sara Varon**
Wordless books aren't exclusively for "little kids". This graphic novel about a dog and a robot is over 200 pages and deals with themes of friendship, loss, and forgiveness. Upper elementary and middle school kids will pore over this one.
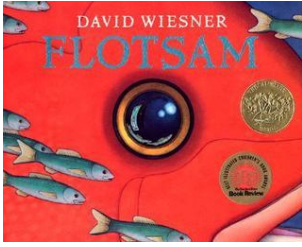
Flotsam by **David Wiesner**

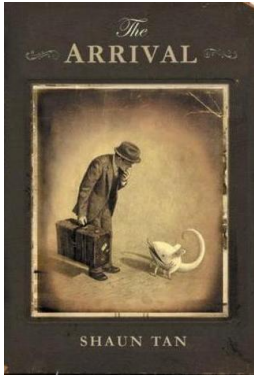Wiesner has several wordless books, but this is my favorite. A boy develops film from a camera that washed ashore and finds incredible photos, including one that connects him with all the other children who've ever found the camera.

The Arrival by **Shaun Tan**

Shaun Tan's work is the ultimate proof that a wordless book can tell a gorgeously complex story. (Plus, if a picture is worth 1,000 words, then this 128-page book is an epic.) It is a beautiful, surreal take on the immigrant's experience, and the wordless format tells this story of finding one's way perfectly.
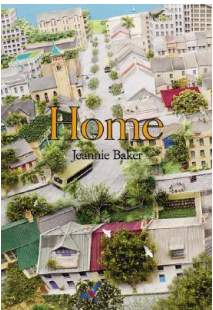
Home by **Jeannie Baker**

Using incredibly detailed collages, Baker shows us the power a community can have to transform a neighborhood within one generation. All the action is seen through one window, which makes it so fun to flip the pages back and forth to see which details have changed.

The Red Book by **Barbara Lehman**

In this red book, a girl finds a red book in the snowy city. In the book, she sees a boy sitting on a beach reading a red book about a girl who finds a red book in a snowy city. She's the girl in the book that she's reading about in the book she's reading! The two characters can see each other and find a way to meet. Of course in the end, you see a character who finds a red book who seems to be looking at you, the reader.
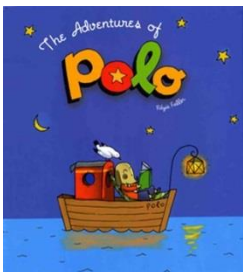
The Adventures of Polo by **Regis Faller**

This is the first in a series of wordless books about Polo, an adventure-loving dog. The pictures are large and clear, so even younger readers can follow along easily as Polo travels by boat, by cloud, by bubble, and by spaceship.

Zoom by Istvan Banyai

With each turn of the page, we are zooming out to see the larger whole of which the previous picture is a part. The farmyard on one page turns out to be a toy farmyard played with by a girl which is actually the cover of a magazine being held by a person who is on a cruise ship that is part of an advertisement on the side of a bus. It's as if we've looked through an incredibly powerful microscope and we are zooming back out page by page. Super cool.

Shadow by Suzy Lee

Shadows take shape in a little girl's mind and creating this whole "Where the Wild Things Are"-like world. I love the long, skinny shape of this book and the organization of the spreads, with the left-hand page showing the girl in her garage and the right-hand page reflecting the shadow world.

STANDARDS
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1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. **Critical Thinking, Problem Solving, and Decision Making**
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. **Digital Citizenship**
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1.

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

4.

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6.

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

12.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Virginia Standards of Learning English

4th Grade Writing

4.7 The student will write effective narratives, poems, and explanations.

a) Focus on one aspect of a topic.

b) Develop a plan for writing.

c) Organize writing to convey a central idea.

d) Write several related paragraphs on the same topic.

e) Utilize elements of style, including word choice and sentence variation.

f) Write rhymed, unrhymed, and patterned poetry.

g) Use available technology.

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

a) Use subject-verb agreement.

b) Include prepositional phrases.

c) Eliminate double negatives.

d) Use noun-pronoun agreement.

e) Use commas in series, dates, and addresses.

f) Incorporate adjectives and adverbs.

g) Use the articles a, an, and the correctly.

h) Use correct spelling for frequently used words, including common homophones.

5th Grade Writing

5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

a) Choose planning strategies for various writing purposes.

b) Organize information.

c) Demonstrate awareness of intended audience.

d) Use precise and descriptive vocabulary to create tone and voice.

e) Vary sentence structure.

f) Revise writing for clarity.

g) Use available technology to access information.

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

a) Use plural possessives.

b) Use adjective and adverb comparisons.

c) Identify and use interjections.

d) Use apostrophes in contractions and possessives.

e) Use quotation marks with dialogue.

f) Use commas to indicate interrupters and in the salutation and closing of a letter.

g) Use a hyphen to divide words at the end of a line.

h) Edit for clausal fragments, run-on sentences, and excessive coordination.

6th Grade Writing

Writing

6.6 The student will write narratives, descriptions, and explanations.

a) Use a variety of planning strategies to generate and organize ideas.

b) Establish central idea, organization, elaboration, and unity.

c) Select vocabulary and information to enhance the central idea, tone, and voice.

d) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

e) Revise writing for clarity.

6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Use subject-verb agreement with intervening phrases and clauses.

c) Use pronoun-antecedent agreement to include indefinite pronouns.

d) Maintain consistent tense inflections across paragraphs.

e) Choose adverbs to describe verbs, adjectives, and other adverbs.

f) Use correct spelling for frequently used words.

7th Grade Writing

7.8 The student will develop narrative, expository, and persuasive writing.

a) Apply knowledge of prewriting strategies.

b) Elaborate the central idea in an organized manner.

c) Choose vocabulary and information that will create voice and tone.

d) Use clauses and phrases to vary sentences.

e) Revise writing for clarity and effect.

f) Use a word processor to plan, draft, revise, edit, and publish selected writings.

7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.

c) Choose pronouns to agree with antecedents.

d) Use subject-verb agreement with intervening phrases and clauses.

e) Edit for verb tense consistency

8th Grade Writing

8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.

a) Use prewriting strategies to generate and organize ideas.

b) Organize details to elaborate the central idea.

c) Select specific vocabulary and information.

d) Revise writing for word choice, sentence variety, and transitions among paragraphs.

e) Use available technology.

8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.

b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.

c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.

d) Maintain consistent verb tense across paragraphs.

e) Use comparative and superlative degrees in adverbs and adjectives.

Picture Book Rubric

Student Name: _____

CATEGORY	4	3	2	1
Title Page	Title page has a graphic or fancy lettering, has title, **author's name**, and a picture. (5 pts)	Title page has title, author's name, and a picture. (4 pts)	Title page has 2 of the 3 required elements. Page lacks creativity. (3 pts)	Title page has fewer than 2 of the required elements and is messy. (2 pts)
Organization	The story is very well organized. One idea follows another in a logical sequence with clear transitions. (10 pts)	The story is pretty well organized. One idea may seem out of place. Clear transitions are used. (8 pts)	The story is a little hard to follow. The transitions are sometimes not clear. (6 pts)	Ideas seem to be randomly arranged. (4 pts)
Sentences	Rich variety in sentence structure and length. Goes beyond basic use of the language. Sentences are correct and complete. (10 pts)	Some variety in sentence structure and length. (8 pts)	Simple and/or awkward sentence structure, but some sentences may not be correct. (6 pts)	Incorrect or incomplete sentences used throughout story. (4 pts)
Grammatical correctness	Excellent structure and accuracy. Above average use of verbs and other grammatical elements. (30 pts)	Many correctly used verbs and grammatical structures with some major errors (25 pts)	Many incorrectly used grammatical elements and structure. Many elementary mistakes. (20 pts)	Few sentences are structurally correct and are generally incomprehensible. (10 pts)
Task Completion	Student has added dialog and/or narrative to each pages to their story. (25 or 30 pts)	Student has completed most pages to their story with narrative. (20 pts)	Student has completed pages with dialog only (speech bubbles) and pictures lack narrative. (15pts)	Student has completed 6 or less pages to their story with little to no speech bubbles or narrative. (_____pts)
Sub-total:	_____ /100	Points + Any	Extra Credit:	