

Digital Picture Books
Language Arts and Social Studies
Grade 2

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OBJECTIVES:

1. The students will use a variety of media and technology to capture different experiences in the classroom.
2. The students will reflect on experiences they have had in various learning activities, field trips and classroom activities.
3. The students will use complete and detailed sentences to write captions for their digital pictures.

BENCHMARKS:

ISTE National Educational Technology Standards for Students

Prior to completion of Grade 2, students will:

- Use a variety of media and technology resources for directed and independent learning activities. (*Basic operations and concepts, Technology productivity tools*)
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (*Social, ethical and human issues*)
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (*Technology productivity tools*)
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. (*Technology communication tools*)

Michigan Technology Standards

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression and decision making skills.

Benchmark (Early Elementary) 2: Use a variety of technologies to express ideas (voice, data, video, graphics, etc)._

Benchmark (Early Elementary) 4: Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc)._

Michigan Social Studies Standards

Content Standard 2.3: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Benchmark (Early Elementary) 2: Identify people and places in other locations and explain their importance to the community.

Content Standard 5.1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of

information, and use a variety of electronic technologies to assist in accessing and managing information.

Benchmark (Early Elementary) 2: Acquire information from observation of the local environment.

Benchmark (Early Elementary) 3: Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.

Michigan Language Arts Standards

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. (Meaning and Communication)

Benchmark (Early Elementary) 1: Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions and letters.

Benchmark (Early Elementary) 2: Recognize that authors make choices as they write to convey meaning and influence an audience.

MOTIVATION:

What student interests provide the basis for this lesson?

How do you engage students in this activity?

Students will use digital photographs as a visual aide in the writing process as they reflect on experiences that they have had while learning about their community. The students will use the pictures to reflect, and then write a few sentences about what the picture is about, or what is happening in the picture.

To help engage the students, they will get to choose which pictures they want to use and then they will decide what they want to write for the picture.

MATERIALS:

- digital camera
- color printer
- construction paper (to make mini-booklet)
- glue and scissors
- Arcsoft Photo Printer software (easy to use software to print multiple photos on a page)

PROCEDURE:

1. Photograph learning experiences, field trips and classroom activities using the digital camera. Make sure the students get a chance to take pictures, or to point out what they want pictures taken of.
2. Print out multiple copies of the photographs, mini-pictures are great to use (15-18 per page).

3. Model the process for selecting a photo and writing a complete sentence for each picture. Discuss details that are captured in the photograph. Use details within the picture to make the captions interesting.
4. Model the steps for making a mini-booklet out of the construction paper. (Take a piece of construction paper, and hold it the long way. Fold it so that the right side meets the left side. Then fold it so that the top meets the bottom. Then fold it one more time so that the right side meets the left side. Open the paper up, and you should have 8 sections. Fold the paper back in half so that the right meets the left. On the side where the fold is, use scissors to cut up to the intersecting fold. Then open the paper up again, and fold the top of the paper down to the bottom. Where the paper is cut, it should automatically make a square. Push the paper together holding onto the ends, so that the paper collapses on itself. Then fold the right side to meet the left side again. Now you have a mini-booklet!!) Once the mini-booklet is made, show the students how many pictures they can use, and where they should glue them.
5. Place the photographs at the writing center or distribute to the students for a whole class writing activity.
6. Make sure the students choose 5-6 photos to glue into their mini-booklet. They will write a detailed caption for each photo selected. Once the captions are written, the students make decorate their booklets. Make sure they write their name on their booklets, and they can share their booklet with others in their group or at their table.

TOOLS AND RESOURCES:

(Include all Web sites and specific software)

- digital camera
- color printer
- Arcsoft Photo Printer software

ASSESSMENT of LEARNING:

The writing is assessed for spelling patterns, details and sentence structure.

CREDIT (INCLUDING CONTACT INFORMATION):

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REFLECTION:

Digital images are very empowering for emergent writers. The students love to see themselves in photographs and are motivated to write out their thoughts.