

WHAT'S HIDING IN THE LITERACY SHED

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Thank you for joining me to dig through the Literacy Shed. We will be uncovering tools to support 21st Century competencies and ELA standards in K-12 classrooms. You will learn how to use short, silent, video stories to support writing, speaking, and reading standards. The tools and sample lessons can be immediately incorporated into the classroom setting because the resource bank serves a large range of content, grades, and abilities. Use the QR code above to participate in a portion of the model lesson.

ELA CCSS for Grades K-2

Sample Student Tasks Using the Literacy Shed

1. Watch the video.
2. Explain to your group:
 - a. Who are the characters in the story? Where are they? What is the setting?
3. Share with your group first. Then, listen to B and C.
4. Watch the video again. What happens? Draw or write what happens in the story and your reaction.

<u>First:</u>	<u>Reaction:</u> 
<u>Next:</u>	
<u>Last:</u>	

5. **Collaborative Task:** Create the words to match the story. What do you think the trees are saying? Watch the video again. As a group, think of the words and sentences the trees might say. Ask your technology buddy to help you write the story you narrate for the trees.

6. **Final Product:** Using Screencast-o-matic, record your story with the video. Each person must participate in a speaking role to create a final piece. Your final product will be shared with your families during the Valentine's Day Family Dinner to teach them about friendship and love.
 - a. Assign roles:
 - i. Narrator (2 Narrators for larger groups)
 - ii. Boy Tree
 - iii. Girl Tree

8. As a group, compare and contrast the trees and the humans using the Venn Diagram. Use your notes to provide evidence of how they are the same and how they are different.
9. **Your Collaborative Task:** Write a narrative to develop the story shown in the video using descriptive details and a clear sequence of events.
 - a. Write an introduction to the video to orient the listener by establishing a situation and introduces the characters and setting.
 - b. Create an event sequence related to the story which unfolds naturally. Use descriptive writing to develop experiences and/or show the responses of characters to situations.
 - c. Write dialogue between characters to develop experiences and events in the story.
 - d. Remember to use a variety of transitional words and phrases to manage the sequence of events.
 - e. Use sensory detail to convey experiences and events precisely.
 - f. Write a conclusion that follows from the narrated experiences and events.
10. **Final Product:** Using Screencast-o-matic, record your introduction, dialogue, narrative, and conclusion. Each person must participate in a speaking role to create a final piece. Your final product will be used to teach the 2nd grade class to describe the structure of a story (how the beginning introduces the story and the ending concludes the action).
 - a. Assign roles:
 - i. Narrator (2 Narrators for larger groups)
 - ii. Boy Tree
 - iii. Girl Tree
 - b. Create a final copy of the introduction, dialogue, narrative, and conclusion.
 - c. Record your team reading the final copy along with the video.
 - d. Use the Screencast Cheat Sheet if you have questions.


ELA CCSS for Grades K-2

Sample Student Tasks Using the Literacy Shed

1. Watch the video clip.
2. Listen to what A said about the character and setting. Then, share with your group the major events in the story. What details could you use to explain what happened?

Major Events in the Story

3. Listen to C.
4. Watch the video again. What happens? Draw or write what happens in the story and your reaction.

<u>First:</u>	<u>Reaction:</u> 
<u>Next:</u>	
<u>Last:</u>	

5. **Collaborative Task:** Create the words to match the story. What do you think the trees are saying? Watch the video again. As a group, think of the words and sentences the trees might say. Ask your technology buddy to help you write the story you narrate for the trees.

6. **Final Product:** Using Screencast-o-matic, record your story with the video. Each person must participate in a speaking role to create a final piece. Your final product will be shared with your families during the Valentine's Day Family Dinner to teach them about friendship and love.
 - a. Assign roles:
 - i. Narrator (2 Narrators for larger groups)
 - ii. Boy Tree
 - iii. Girl Tree

ELA CCSS for Grades 3-5

Sample Student Tasks Using the Literacy Shed

1. Watch the video clip.
2. Paraphrase what A said about the main ideas and supporting details. Share with your group.

a. _____

par·a·phrase
'perə, frāz/

verb: **paraphrase**

- express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity.
"you can either quote or paraphrase literary texts"

synonyms: [reword](#), [rephrase](#), put/express in other words, [rewrite](#), [gloss](#)
"the reporter was not quoting directly but paraphrasing her remarks"

https://www.google.com/?gws_rd=ssl#safe=active&q=paraphrase

3. Listen to C summarize A and B.
4. Watch the video again. This time, focusing on the girl tree. Describe the character in depth (e.g., the character's thoughts, words or actions).

a. _____

5. Listen to A share about his/her character. Share about your character. Then, listen to C share about his/her character.
6. Watch the video again. This time, take notes on the sequence of events. What happens? Why?

7. How do the actions of the characters contribute to the sequence of events?

a. Boy Tree

b. Girl Tree

c. Humans

8. As a group, compare and contrast the trees and the humans using the Venn Diagram. Use your notes to provide evidence of how they are the same and how they are different.

9. **Your Collaborative Task:** Write a narrative to develop the story shown in the video using descriptive details and a clear sequence of events.

a. Write an introduction to the video to orient the listener by establishing a situation and introduces the characters and setting.

b. Create an event sequence related to the story which unfolds naturally. Use descriptive writing to develop experiences and/or show the responses of characters to situations.

c. Write dialogue between characters to develop experiences and events in the story.

d. Remember to use a variety of transitional words and phrases to manage the sequence of events.

e. Use sensory detail to convey experiences and events precisely.

f. Write a conclusion that follows from the narrated experiences and events.

10. **Final Product:** Using Screencast-o-matic, record your introduction, dialogue, narrative, and conclusion. Each person must participate in a speaking role to create a final piece. Your final product will be used to teach the 2nd grade class to describe the structure of a story (how the beginning introduces the story and the ending concludes the action).

a. Assign roles:

i. Narrator (2 Narrators for larger groups)

ii. Boy Tree


iii. Girl Tree

b. Create a final copy of the introduction, dialogue, narrative, and conclusion.

c. Record your team reading the final copy along with the video.

d. Use the Screencast Cheat Sheet if you have questions.

4. Watch the video again. What happens? Draw or write what happens in the story and your reaction.

First:	Reaction: 
Next:	
Last:	

5. **Collaborative Task:** Create the words to match the story. What do you think the trees are saying? Watch the video again. As a group, think of the words and sentences the trees might say. Ask your technology buddy to help you write the story you narrate for the trees.
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ELA CCSS for Grades 3-5

Sample Student Tasks Using the Literacy Shed

1. Watch the video.
2. Summarize what A and B stated about the main idea and supporting details of the video. Share with your group

a. _____

sum·ma·rize
 'səməˌrīz/

verb

verb: **summarize**;

- give a brief statement of the main points of (something).
 "these results can be summarized in the following table"

sum up, [abridge](#), [condense](#), [encapsulate](#), [outline](#), give an outline of, put in a nutshell, [recapitulate](#), give/make a

synonyms: summary of, give a synopsis of, [précis](#), synopsise, give the gist of;

informal [recap](#)

"he summarized these ideas in a single phrase"

https://www.google.com/?gws_rd=ssl#safe=active&q=summarize

3. Watch the video again. This time, focusing on the humans on the bench. Describe the characters as much as possible (e.g., their traits, motivations, actions or feelings).

a. _____

4. Listen to A and B share about their characters. Then, share your description of the humans.
5. Watch the video again. This time, take notes on the sequence of events. What happens? Why?

6. How do the actions of the characters contribute to the sequence of events?

a. Boy Tree

b. Girl Tree

c. Humans

7. As a group, compare and contrast the trees and the humans using the Venn Diagram. Use your notes to provide evidence of how they are the same and how they are different.

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Venn Diagram (Character)

Name _____

Use the Venn diagram to write words and phrases to describe and compare the looks, personality, and behavior of two characters (and anything else you know about them). Write their names in the boxes.

How they are alike

