

# Chapter 16: Reason



## Technology Integration

This technology integration lesson features the following technology.

- SMART Board
- Google Share
- ReadWriteThink “Comic Creator” ([www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html))
- ReadWriteThink “Draw a Story” ([www.readwritethink.org/classroom-resources/lesson-plans/draw-story-stepping-from-45.html](http://www.readwritethink.org/classroom-resources/lesson-plans/draw-story-stepping-from-45.html))
- Microsoft Word brochure template
- Canva ([www.canva.com](http://www.canva.com))
- Storyboard template
- Google Slides
- Microsoft Word or Google Docs
- Google Sheets

### ***Digital Integration Task***

To upgrade the comic book Instructional Strategy (page 161) with digital tools, go to ReadWriteThink’s “Comic Creator” page ([www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html)), or locate a sequence graphic organizer to set the grade-level framework for team-made comic strips. Follow the instructions in the Instructional Strategy (page 161). Invite teams to use Microsoft Word to list their reasons, then have them share these to your SMART Board with their cartoon for discussion and feedback. Be sure to ask them to explain their selections.

### ***Grade-Level Digital Variations***

The following sections provide grade-level variations for incorporating technology into lessons.

#### ► Elementary Level

Help students make an accordion book. Invite students to give ideas for a story about a friend or pet they would like to tell. Record as many ideas as possible on the SMART Board. Go to the webpage “Draw a Story: Stepping from Pictures to Writing” ([www.readwritethink.org/classroom-resources/lesson-plans/draw-story-stepping-from-45.html](http://www.readwritethink.org/classroom-resources/lesson-plans/draw-story-stepping-from-45.html)). Ask student pairs to take one idea, identify the main character, and draw a series of pictures that tell the story. To promote reasoning, ask them to include a problem and solution in the action steps. After students complete the sketches, have them add words underneath and make

an accordion book. Lastly, invite students to read their story to another team and explain why they selected this story to tell.

### ▶▶ Middle Level

Invite teams of three to use a sequence chart or storyboard template (such as the one available at [www.tidyform.com/storyboard-template.html?utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=Form&utm\\_term=storyboard%20template&utm\\_content=Storyboard%20](http://www.tidyform.com/storyboard-template.html?utm_source=bing&utm_medium=cpc&utm_campaign=Form&utm_term=storyboard%20template&utm_content=Storyboard%20)) to lay out a brochure. To make the brochure, they can use a Microsoft Word template or Canva ([www.canva.com](http://www.canva.com)). Teams can collaborate to select a scene or location from a recently assigned novel or short story as a travel destination. With this location as the destination, they can make a six-fold brochure to attract other members of the class. Be sure the brochures give reasons why classmates should travel to this site. Post the brochures in a gallery walk, and have students vote on sticky notes whether they would go to a destination or not.

### ▶▶▶ Secondary Level

In this lesson, students research online a myth about a Greek god or hero, and then share their findings through digital storytelling via Google Slides. They then collaborate to make a seven- to ten-slide storyboard telling the story, for which they download or create original illustrations and text. They need an original title slide and at least one closing slide that gives their reasons for their myth selection. Share these presentations with the class on the SMART Board and give feedback.