artsNOW
Integrated learning solutions

PERSONAL STORYTELLING WITH ACCORDION BOOKS
Grade Band: 2-3
Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

Discover the art of bookmaking with your students as you explore personal storytelling in language arts. Students will use the structure of an accordion book to identify parts of a story. This experience will provide application of authentic arts integration by linking writing, image-making and language arts comprehension.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can bookmaking increase comprehension of narrative writing?	I can create an accordion book that tells a personal narrative through text and imagery. I can tell a personal narrative that includes an exposition, rising action, climax, falling action, and conclusion. I can use descriptive details and temporal language to tell a story.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 2: ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Grade 3:** ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**Grade 2:** VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art. **Grade 3:** VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 2: ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art.

Grade 3: ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.	**Anchor Standard 7:** I can relate visual arts ideas to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Narrative - A story or account of events • Setting - Where a story takes place • Characters - Individuals, animals, or entities that take part in the action of a story, play, novel, movie, or any other narrative form • Descriptive details - Vivid and specific pieces of information that paint a clear picture in the reader's mind	• Accordion book - Book composed of a continuous folded sheet of paper, often enclosed between two covers; can either be expanded outward or kept flat

MATERIALS

- 12” x 18” sheets of white paper cut into 4” x 18” strips
- Rulers
- Scratch paper
- Pencils
- Colored pencils
- Liquid glue
- Tag board or cardboard sheets

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Show students an example of an accordion book. Ask students to identify how an accordion book is similar and different to the types of books that they read in class.
    - Students should notice that many features are the same. The difference lies in the form.
- Tell students that they will be creating an accordion book to tell a personal narrative.

Work Session

Personal Storytelling

- Ask students to take a few minutes and reflect on the school year.
- Then ask each student to write down as many favorite school memories as he or she can remember on a sheet of scratch paper. Model this process by working alongside your students.
- Next, ask students to see if they can pick out three of the most important memories that they listed and circle them.
- Next, review the parts of a story reminding students that all stories need a beginning, middle, and end.
- Ask students to identify which memory has a beginning, middle, and end and has the most details. This should be the topic for their narrative.
    - Have students fold a sheet of white paper in half, and in half again to make four equal sections. Students will use this paper for their rough drafts.
    - Have students write the setting and characters in the first box.
    - In the other boxes, students should write text and/or draw images for the beginning, middle, and end of their stories.
- Tell students that each page in their accordion book will tell these elements of their story!

Accordion Bookmaking

- Students will begin creating their books by folding a sheet of paper into equal lengths to create a designated number of panels.
    - In this case, they will need six panels for the inside of the accordion book (two for each part of the plot–beginning, middle, and end) and two additional panels for the front and back covers–eight equal panels total.
- Next, have students trace one panel of the book on cardboard twice. This will be the front and back covers of the book.
    - Students will cut out and glue these pieces to the first and last panel of the folded paper with liquid glue to make the front and back covers sturdy.
- Next, students should transfer what they wrote and drew on their planning paper (rough draft) onto each panel of their accordion book.
    - Each part of the plot should have two panels–one for text and one for illustration. Students should use color in their illustrations to make them come alive!
    - Remind students to use descriptive details and temporal words in their writing.
- Finally, students will design the front and back covers of their books with imagery; they will also include a title for their story and author/illustrator name.

Closing/Reflection

- Students should share their accordion book narratives in small groups. Students can share a “grow” and a “glow” for peer feedback.
- Finally, students should complete a “grow” and a “glow” ticket out the door. Students should identify one thing that they think they did well and one thing that they would like to improve upon next time.

ASSESSMENTS

Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, discussion of the parts of a story, and conferencing with students during the writing and creating process.

Summative

CHECKLIST

- Students can create an accordion book that tells a personal narrative through text and imagery.
- Students can tell a personal narrative that includes an exposition, rising action, climax, falling action, and conclusion.
- Students can use descriptive details and temporal language to tell a story.

DIFFERENTIATION

Acceleration:

- Students will turn books into a performance to be shared with younger students.
- Students will transform books into audio books, incorporating sound effects to match their stories.
- Pair students with younger students to have them teach the basic technique of creating an accordion book.

Remediation:

- Provide students with pre-folded paper for the accordion books.
- Provide students with verbal prompting assistance when creating their front and back covers of their accordion books.
- When participating in the personal storytelling, brainstorm (as a group) the school memories of the past year and create a list, providing verbal prompts to help recollect memories.
- Provide students with examples of how to write an introduction and a conclusion.

ESOL Modifications and Adaptations:

- Preview vocabulary: Accordion book, narrative, introduction, and conclusion.
- Model the activity by creating an ESOL accordion book using prior knowledge.
- Students may create their own accordion book or work with a partner, depending on the students' language levels.

ADDITIONAL RESOURCES

- Make a mix and match accordion book - Met Kids

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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