Course Title:
Kamishibai

Length:
One Quarter
Grade 4

Primary Content:
Gifted & Talented

School:
Pierrepont

Embedded Content:
English Language Arts, Visual and Performing Arts, Career Readiness, Life Literacies and Key Skills

Initial BOE Approval Date (Born on):
June 24, 2024

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

KAMISHIBAI - GRADE 4

1. Introduction/Overview/Philosophy

Kamishibai is a traditional form of Japanese street theater in the form of picture card storytelling. The origins of the technique date back to the 12th century in Japan. Kamishibai storytellers told their stories through coloured illustrations or slides, usually supported with a small wooden structure containing those illustrations.The Kamishibai-coloured illustrations were big and attractive and they were drawn with very simple outlines. Unlike children's storybooks, the text is on the back of the picture so it can be easily read while the pictures are being shown. The storyteller could also play music with some instruments —for example, the xylophone— to indicate the transition of every illustration.

Creating and using Kamishibai hones speaking, listening, reading, and writing skills. It is also cross-curricular, bringing together art, language arts, drama and music, as well as increasing students' cultural awareness.

The variety of enriching and thought-provoking learning experiences offered in the Gifted and Talented Program incorporates three levels of enrichment intended to promote critical thinking.

Type I—General Exploratory Activities (Content)- Exposure to disciplines, authors or events not covered in the regular curriculum. Children can be exposed to such areas long enough to be attracted to some of them for individual study.

Type II—Group Process Activities (Operations)- Students are taught skills for expanding their thinking and feeling processes. Among these activities are: brainstorming, analysis, classification, general inquiry, observation and evaluation.

Type III—Real Problem Solving (Products)- This type of enrichment involves children in thinking, feeling and doing in the manner of the practicing professional. Children are encouraged to focus on solvable problems so that they might become empowered to create products that influence outcomes and make a difference in the world.

In addition, a goal of the Gifted and Talented Program is to include activities aimed at developing the affective domain of our students, such as: valuing, responding, receiving/attending. It is through both thinking and feeling that our students will develop into thoughtful, contributing, valuable members of society.

2. Objectives

A. <u>Curriculum Objectives for Inquiry</u>

Students will be able to refine and broaden
1. Divergent thinking
    a. Creative thinking
    b. Inventive thinking
2. Convergent thinking
    a. Deductive thinking
    b. Analytical thinking
    c. Evaluative thinking
3. Interpretive thinking
4. Research skills

1. In the area of **divergent thinking** students will:
    a. use **creative thinking** to:
        1. use fluent and flexible thinking to brainstorm ideas/solutions
        2. develop, produce, and dramatize
        3. adapt story versions
        4. illustrate interpretations
        5. use the five-step writing process to write original pieces
        6. create and construct original designs with a variety of manipulatives and art supplies
    b. use **inventive thinking** to:
        1. use fluent and flexible thinking to brainstorm ideas/solutions
        2. adapt items to be used for an alternate purpose

2. In the area of **convergent thinking** students will:
    a. use **deductive thinking** to:
        1. formulate predictions/hypothesis
    b. use **analytical thinking** to:
        1. analyze story elements
        2. compare and contrast story elements/manipulatives/interpretations
        3. interpret visual representations
    c. use **evaluative thinking** to:
        1. judge character traits and motivation
        2. compare, rate, rank, revise, and eliminate information
        3. determine cause and effect
        4. make conclusions about given information
        5. self-assess using set criteria

3. In the area of **interpretive thinking** students will:
    a. use shared inquiry to:
        1. build awareness of interpretive issues in a story
        2. analyze character motivation and development

4. In the area of **research skills** students will:
    a. access and select meaningful information using the Internet, books, videos, and other media

b. use the five-step writing process of prewriting, drafting, editing, conferencing, and publishing for a variety of audiences and purposes
c. use a variety of computer software to record research
d. synthesize knowledge of a topic into self-selected culminating activities
e. cite references
f. Present to/share research with others

a. Skills
    i. Develop knowledge about the Japanese story telling technique "Kamishibai"
    ii. Identify elements of a story's structure
    iii. Identify key information about Japanese culture
    iv. Summarize and present key information using mind-maps as a planning tool
    v. Create an information leaflet about Japan, using the mind map to inform the leaflet writing
    vi. Develop skills to organize and visualize story content using mapping techniques
    vii. Focus on using effective vocabulary to retell their story with precision and flair
    viii. Use verbal skills to deconstruct and retell a story
    ix. Edit and proofread work
    x. Extend knowledge by retelling a story, asking relevant questions and listening to peers
    xi. Use spoken language to develop understanding through imagining and exploring ideas
    xii. Use discussion to elaborate and explain clearly their understanding and ideas.
    xiii. Read and sequence key parts of a story
    xiv. Develop note-making skills by summarizing key parts of a story
    xv. Practice speaking aloud and giving/receiving feedback
    xvi. Understand the techniques and features of Japanese manga
    xvii. Demonstrate understanding of manga by developing own drawing techniques
    xviii. Experiment with a range of illustration skills (line drawing, drawing characters, and expressing emotions)
    xix. Work as a team to identify key elements of a story and create a clear plan which includes all of these elements of the story
    xx. Use manga techniques to create a visually impactful illustration which tells the story successfully
    xxi. Use clear communication skills, using Kamishibai stories, to participate in a performance which maintains the interest of the listener
    xxii. Evaluate their own and others' performances
    xxiii. Write for a clear audience and purpose, using features of description and storytelling to engage, entertain and inform the audience
    xxiv. Use style, sentence structure, word choice, spelling strategies, and punctuation to create an engaging text that tells a story
    xxv. Edit and proofread their work

B.   New Jersey Core Curriculum Content Standards

Speaking and Listening Standards:
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
Follow agreed-upon rules for discussions and carry out assigned roles.
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Reading Standards:
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Writing Standards:
W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases, sensory details and **explore using figurative language to convey experiences and events precisely.**

E. Provide a conclusion that follows from the narrated experiences or events.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Identify audience, purpose, and intended length of composition before writing.

Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

Consider writing as a process, including self-evaluation, revision and editing.

With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

Visual and Performing Arts
By The End of Grade 5:
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials
1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr5a: Prepare and present artwork safely and effectively.
1.5.5.Re7b: Analyze visual arts including cultural associations

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Practice	Description
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
9.4.5.TL.5: Collaborate digitally to produce an artifac

3.   Proficiency Levels

Students in grade four are identified as "Gifted and Talented." Students that have received 2 points on the Gifted and Talented screening will be offered all 4 available grade level courses.

Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Examples of Strategies and Practices that Support
Students with Disabilities and Students with 504 plans
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls references
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-alouds

4. Methods of Assessment

Participation
Completed products and performance
Teacher observation
Rubrics (student-made, teacher-made, published)
Sample collections/portfolios
Computer programs, multimedia presentations and web pages

5. Grouping

Small group pull-out for students identified as "Gifted and Talented" according to the Rutherford School District Gifted and Talented Policy 2464 (revised December 7, 2020) to be run as a grade 4 cycle course.

6. Articulation/Scope & Sequence

Course length is one quarter.

Major Product:
a. Kamishibai stage: It is possible to make stages, buy a stage for all students to use, or perform without a stage.

Construction Options:
- cardboard, tag board, colored paper, wood dowels, glue guns, large paper for mapping out stories (2 per story), 5 X 7 non-lined index cards for practicing movement ideas, 10 1⁄2 X 15 inch cards (matte poster board or oaktag) for finished cards—as many as required to create the story or stories, pencils, erasers, black markers for bold outlining, and colored pens or crayons. Avoid oil and chalk pastels that smudge and, when using watercolor or tempera, make sure to dry cards completely before putting them in the stage, and other supplies are provided or you may bring your own.

7. Resources

a. References

DIY Kamishibai: Japanese Paper theater out of recyclables. (2020, November 2). YouTube. https://www.youtube.com/watch?v=ZQfYy9XhC2s

Eisenstadt, M., & Tamaki, D. (n.d.). *Kamishibai For Kids*. Kamishibai for kids: Homepage. Retrieved April 3, 2023, from http://kamishibai.com/index.html

Kamishibai: Japanese storytelling. The Japan Society - Kamishibai: Japanese Storytelling. (n.d.). Retrieved April 3, 2023, from https://www.japansociety.org.uk/resource?resource=56

McGowan, T. (2010) The Kamishibai Classroom: Engaging Multiple Literacies through the Art of "Paper Theater,"

McGowan, T. (n.d.). *Language arts lesson plan: Kamishibai (Paper Theater)*. Language Arts Lesson Plan: Kamishibai (Paper Theater). Retrieved April 3, 2023, from https://easc.osu.edu/sites/easc.osu.edu/files/kamishibai-papertheater-ela-lessonplan.pdf

Santa Barbara, CA: Libraries Unlimited.
Say, A. (2005) Kamishibai Man. Boston, MA: Houghton Mifflin Co.

Sensei, D. (2010, September 13). *What is Kamishibai?* YouTube. Retrieved April 3, 2023, from https://www.youtube.com/watch?v=v6URceEr_zc

Sensei, D. (2010, September 13). *Kamishibai in the classroom*. YouTube. Retrieved April 3, 2023, from https://www.youtube.com/watch?v=oEId2SFRezY

b.   Technology

Chromebooks and available software
Internet

c.   Supplies/Materials

A variety of art project supplies/paper
Markers/watercolor pencils/paint
Printer
Cardboard

 d.   Texts

Wakabayashi, I. (1995). *Urashima Taro: A Kamishibai Play from Japan*. (D. Tamaki, Trans.). Kamishibai for Kids.

e.   Supplemental Reading

Dym, J. (n.d.). KAMISHIBAI, WHAT IS IT? SOME PRELIMINARY FINDINGS . Retrieved from http://kamishibai.com/resources/Docs/jeff'skpaper.pdf.

McGowan, T. (n.d.). The mechanics of Kamishibai through the art of Eigoro futamata. Retrieved April 3, 2023, from http://www.kamishibai.com/PDF/TheMechanics.pdf

Tamaki, D. (n.d.). KAMISHIBAI FOR EVERYONE! . Retrieved from http://www.kamishibai.com/PDF/kamishibaieveryone.pdf.

8.   Methodologies

Methods include but are not limited to:
• Cooperative learning

• Individual and group research
• Individual and group problem solving
• Inquiry
• Class discussion
• Brainstorming
• Critical Thinking
• Experimenting
• Short lecture

9.   Suggested Activities

• Skill-building activities
• Exploring multiple intelligences
• Researching
• Public Speaking

10.   Interdisciplinary Connections

The scope of materials for this Kamishibai unit is broad and interdisciplinary. While rooted in ELA, stories can be (and normally are) constructed from real-world, local, and personal perspectives (such as cultural and social). The unit requirements and nature of Kamishibai is for the students to consider issues or stories and work with or towards tools that are interdisciplinary in nature (writing, computer research, environmental study). Students are also encouraged in creativity as they prepare their designs. As an individual activity with peer support, Kamishibai encourages individual responsibility and cooperation among class members.

11.   Professional Development

As per the PDP/100 Hours statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG) and the New Jersey Association for Gifted Children (NJAGC). Teacher will continue to read professional journals and books.

12.   Curriculum Maps

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Intro- Experience Kamishibai -Students will be introduced to kamishibai and listen to the traditional folktale Momotaro (The Peach Boy). They will then make their own story plate, gathering the most important elements of the story all in one place.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	SL.PE 4.1. SL.AS.4.6 RL:CR.4.1 RL.TS.4.4 RI.IS.4.4	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects
The World of Peach Boy- Students will learn about traditional rural Japan and use mind-maps as a tool to summarize and present key information.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven	SL.PE.4.1 SL.PI.4.4 SL.AS.4.6 RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 9.4.5.CI.3 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.TL.5	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment:

		Peer tutoring Higher order thinking skills		Rubric to assess student created projects
Develop Story Mapping Skills - In this lesson students continue to look at story structure and build on the skills from the previous two lessons by creating a story map, putting all the key events of a story in order. At the end of the lesson they will review their own work.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.MF.4.6 W.SE.4.6 9.4.5.CI.3 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.TL.5	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects
Build the Story Map - This lesson focuses on oral storytelling; the students will develop their ability to tell stories through games and group work. Students also have the chance to add to the story map from the previous lesson.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.MF.4.6 W.SE.4.6 9.4.5.CI.3 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.TL.5	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects

Planning Kamishibai - Students will learn how to summarize key information by making a 'skeleton story' and then will create an illustrated storyboard.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	N.NW.4.3 9.4.5.CI.3 NJSLS.W6 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.TL.5	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects
Manga and Kamishibai - This art class combines Kamishibai with Manga, giving students a basic introduction to this popular artistic style and allowing them to experiment and create their own manga characters which can be included in their kamishibai. (This week can be omitted if time mandates. It can also be replaced with students building their own stage.)	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	1.2.5.Cr1a 1.2.5.Cr3c 1.4.5.Cr1a N.NW.4.3 9.4.5.CI.3 NJSLS.W6 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.TL.5	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects

		For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills		Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects
Create Kamishibai - In this lesson students illustrate their kamishibai cards, in preparation for their performance. The work is divided up between the class so that all students are working together to create a complete kamishibai set.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	W.NW.4.3 W.WR.4.5 W.WP.4.4 W.SE.4.6 1.2.5.Cr1a 1.2.5.Cr3c 1.4.5.Cr1a 1.4.5.Cr3a 1.5.5.Pr5a 1.5.5.Re7b	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects
Perform Kamishibai - Students will practice their public speaking skills by using the illustrated cards they produced in the previous lesson to perform their own kamishibai. They will also give constructive feedback to peers and improve their performance based on feedback they receive. NOTE: This lesson and the next lesson can be swapped. Students can either write the story first before performing, or perform it first and then write what they made up.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	SL.P1.4.4 SL.PE.4.1 SL.AS.4.6 1.2.5.Cr1a 1.2.5.Cr3c 1.4.5.Cr1a 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Re7b	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects

		For Support:		Formative Assessment:
Write Kamishibai Text - After considering the audience, students will finalize their kamishibai text by writing it down, paying careful attention to spelling and punctuation.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	W.NW.4.3 W.WR.4.5 W.WP.4.4 W.SE.4.6 1.2.5.Cr1a 1.2.5.Cr3c 1.4.5.Cr1a 1.4.5.Cr3a 1.5.5.Pr5a 1.5.5.Re7b	Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects
Present for an audience - Students will put everything together to practice their public speaking skills by using the illustrated cards they produced in the previous lesson to perform their own kamishibai in front of an audience of younger students (elementary school). NOTE: This lesson is optional. Time this week can be spent making up time lost or building the stage for the cards.	Number of weeks (This course meets for approx. 10 weeks) Time allocated is approx. 1 week/5 sessions	For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Interest driven Peer tutoring Higher order thinking skills	SL.P1.4.4 SL.PE.4.1 SL.AS.4.6 1.4.5.Cr1a	Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects