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**Trading Cards Lesson**

**Materials:**

Ipad(s)

Trading Card App (FREE) developed by **ReadWriteThink** and *endorsed by NCTE & IRA*

Trading Cards Student Task Cards (in sheet protectors)

**Preparation:**

* Decide if students will do individually or in groups/pairs—this will determine how you set up/tell them to set up the Username for Trading Cards
  + Ex: Set up Username as “Wednesday Reed’s Class” or “Red Group Wed”
* Decide what you want students to title card. Suggestion: Name of Character + Student Name
* Have copies of stories/book for groups ready (1/2 per group should be sufficient)
* Determine how you will set up group roles—I find passing out index cards “randomly” (but sometimes with purpose) works well for elementary students
* Decide how you want Trading Cards published—sent via email to teacher account or saved to camera roll.

**CCSS:**

[CCSS.ELA-Literacy.RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/)  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.4.2](http://www.corestandards.org/ELA-Literacy/RL/4/2/)  
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-Literacy.RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/)  
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/)  
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.RF.4.4.a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/)  
Read grade-level text with purpose and understanding.

[CCSS.ELA-Literacy.W.4.6](http://www.corestandards.org/ELA-Literacy/W/4/6/)  
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[CCSS.ELA-Literacy.W.4.9](http://www.corestandards.org/ELA-Literacy/W/4/9/)  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.4.9.a](http://www.corestandards.org/ELA-Literacy/W/4/9/a/)  
Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

[CCSS.ELA-Literacy.SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/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.

[CCSS.ELA-Literacy.SL.4.1.a](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/)  
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[CCSS.ELA-Literacy.SL.4.1.b](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/)  
Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-Literacy.SL.4.1.c](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/)  
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.

[CCSS.ELA-Literacy.SL.4.1.d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/)  
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[CCSS.ELA-Literacy.SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/)  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Procedure:**

1. Establish groups/partners and designate student jobs within group (Leader **<GL>**, Photographer/Graphic Artist **<P>**, Typist**<T>**, Reader **<R>**)
2. Distribute ipads to students/groups & Student Task Card
3. Students will follow directions on Task Card to complete the activity while teacher monitors groups ***(See Task Card)***

**Assessment:**

Completed Trading Cards for Students/Groups

**Modifications/Accomodations:**

* Arrange groups with varying ability levels & assign group roles according to abilities/talents (drawing, writing, reading, leadership)
* Teacher should closely monitor groups & provide assistance when necessary

**Comments/Reflection:**