Story Retelling with Ozobots

Name of Project: Story Retelling with Ozobots		Duration: Multiple Days
Grade Level(s): 1st	Teacher:	Subject/Course/Unit: ELA
Big Idea: Story Retell-Characters, Setting, Beginning-Middle-End		
Authentic Purpose: (Why does this matter to your students?)	Students need to be able to retell a story using main characters, setting, and key details in the correct order of events.	
Future-Ready Competencies: Collaboration Communication Critical thinking/Problem Solving Creativity & Innovation	Objectives: Students will be able to illustrate and orally retell main character(s), setting, and beginning, middle and end of a story (including problem and solution). Students will be able to create a path on paper for an Ozobot following the B-M-E of a story, using at least 3 codes in their path. *Optional: Students will use Tinkercad (or any 3D printing program) to create a 3D version of the main character from the selected story. *Optional: Students will record and upload their project to a learning platform.	
Project Statement: (Include: issue, problem or challenge; student role, purpose, beneficiary, and desired outcomes)	Students will use their base knowledge of Ozobots to create a path for the Ozobot to follow. This path should align with B-M-E drawings they have created to retell a story in sequential order.	
Empathy Anchor: (How will students develop empathy and care about this problem)	Students will be given a choice on the story they retell. They will choose their favorite from stories we have read in guided reading groups so all students within the group are familiar with the story chosen. This project will be done in small, collaborative groups. Students are choosing stories they care about to share with their peers in an interesting way.	
Public Audience & Reveal: (Experts, audiences, or product users students will engage with during and at the end of project)	Students will present their poster and stories to the class. Optional: Students will record and post their assignments on a learning platform for peer, parent, and teacher review.	
Knowledge Construction: (How are students going to construct content knowledge and practice it) Through Scholastic Literacy lessons, students will gain knowledge on story retelling, including its key components. They will practice in whole group and small groups before beginning this culminating project. Students will also need introduction lessons and foundation lessons on digital citizenship, technology rules, and use of Ozobots, the 3D Printer, and Tinkercad.		Student Assessment: Rubric for student self-assessment and/or peer-assessment, and one for teacher assessment

Design Process:

1. Discover
2. Research & Empathize
3. Brainstorm
4. Choose
5. Build
6. Test
7. Communicate
8. Redesign

Describe what (& how) students are going to do in each step:

- Students will first familiarize themselves with the story they have chosen as a group.
- Then, students will retell the story on a graphic organizer by illustrating the main character(s), setting, and beginning, middle, and end of the story. Students will be sure to include the problem and solution somewhere in their illustrations.
- Next, in small groups, students will each illustrate the parts of the story to be cut and pasted on a larger sheet. They can use their drawings from their graphic organizer, or make another copy.
- **Students will then illustrate the main character of their story in Tinkercad to be 3D printed. This character will be attached with velcro to the top of their Ozobot to "travel" through the story as they retell it.*
- Then, students will be provided a large sheet of paper (poster or butcher paper) to glue their illustrations on in sequential order.
- Next, students will brainstorm and plan a path they can create for their Ozobot to follow the order of the story using their illustrations. They should use a minimum of 3 codes for the Ozobot's path. This should first be done in pencil.
- Students will then make a draft of their chosen path with selected codes to ensure the Ozobot does what they want it to at any given point. They should practice retelling their story as the Ozobot travels the path to ensure they have enough time to retell all of the story points and the Ozobot does what they want it to when they want it to. Students should debug any errors they find along the way.
- When finalized, the final product of the path should be drawn onto their large presentation paper.
- Students will rehearse retelling the story as a group using transition words (First, Next, Then, Last, etc.). Students can be assigned parts of the story for speaking parts. This may be written ahead of time as a "script" with each student having a part to recite.
- When complete, they will either present to the class or record themselves retelling the story as the Ozobot travels the path. Videos may be posted on a learning platform.

Resources needed:

(On-site people, facilities, tools, technology, materials, community connections)

Need:

Large Paper/Poster Paper Pencils
Coloring Tools (Crayons or Colored Pencils)
Ozobots
Markers for Ozobot: Black, Red, Green, Blue

Optional:

3D Printer
Access to Tinkercad
Filament for Printer
iPad/Recording Device

NYS Standards (content + CS & DF):

K-1.IC.1: Identify and discuss how tasks are accomplished with and without computing technology.
K-1.CT.6: Follow an algorithm to complete a task.
K-1.CT.9: Identify and fix (debug) errors within a simple algorithm.
K-1.CT.10: Collaboratively create a plan that outlines the steps needed to complete a task.
K-1.NSD.1: Identify ways people provide input and get output from computing devices.
1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)
1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

Student Reflection: