Unit 05: Cameras

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5 Weeks**
Status: **Published**

Brief Summary of Unit

In this study, children will move from being the subjects of pictures and videos to engaging with cameras as photographers and videographers. During the investigations, the children will explore a variety of questions and concepts through experiences that support all areas of development and learning. They will learn to use a variety of cameras to take pictures and videos and conduct experiments to discover strategies for taking a good picture, including how to ensure that a picture is in focus, captures what they intended, and has enough light. In addition, they will explore different types of photography and videography, explore different people who use cameras for work or a hobby, and create a class project using cameras. Skills in Literacy, Math, Social-Emotional, Science, Social Studies, Technology and the Arts are embedded throughout the unit.

Essential Questions

What do we know about cameras?

What do we want to find out?

What different types of cameras are there?

How do we use cameras?

What can we do with cameras?

How do people use cameras for work and play?

What can we make with cameras?

Enduring Understandings

Definition of a camera

Rules of using a camera

Definition of a video

Definition of the act of filming

Cameras are made of different parts

There are different kinds of cameras

Definition of a photographer

Definition of a videographer

Students Will Know

Photos can be taken with a camera

Cameras can take pictures and videos

The different parts of a camera

The difference between a good photo and a bad one

Cameras in phones or tablets require an app

The difference between a digital camera and a disposable one

People who take photos are photographers

There are different types of photography

People who take videos are videographer

Students Will Be Skilled At

Identifying the parts of a camera

Knowing what a camera is used for

Identifying why a photo is not good

Taking photos

Using a phone/tablet to take pictures

Posing for a photo

Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Student Observation
- Monitor student responses

Learning Plan

Exploring the Topic-

- Compete Exploring the Topic Days 1-4
- Activities
    - Introducing cameras
    - Videos
    - What do we know about cameras?
    - What we want to find out about cameras
- Choice time
    - Discovery- digital cameras
    - Outdoors- take photos
    - All Areas
    - Library- books about photography
- Read Alouds
    - counting book
    - Rhyming book
    - Non-fiction book
    - Tally marks to vote

- Small Group
    - Photo writing
    - Counting & comparing
    - Textured letters
    - The long and short of it

Investigation 1

- Compete Investigation 1 Days 1-5
- Activities
    - Parts of a digital camera
    - How to take a good photo
    - Cameras on devices
    - Disposable camera
    - That’s how you use a camera
- Choice time
    - Art- observational drawings
    - Discovery- digital camera
    - Discovery- smartphone or tablet
    - Discovery- film
    - Discovery- digital cameras
- Read Alouds
    - Alphabet book
    - Rhyming book
- Small Group
    - Author study
    - Making numerals
    - Our feelings song
    - Keep it up

    - morning , noon, and night

Investigation 2

- Compete Investigation 2 Days 1-3
- Activities
    - Using cameras to take pictures
    - Using cameras to record videos
    - Video call with another class
- Choice time
    - Music and Movement- take pictures of each other
    - Music and Movement- dance
    - Discovery- video cameras
- Read Alouds
    - Rhyming book
    - Poetry book
    - Nonfiction book
- Small Group
    - Will you read to me
    - Treasure hunt
    - Lining it up

Investigation 3

- Compete Investigation 3 Days 1-3
- Activities
    - Photographers
    - Videographers
    - People who uses a camera
- Choice time
    - Library- different kinds of photography

    - Outdoors- videos
    - Discovery- cameras
- Read Alouds
    - Poetry book
    - nonfiction book
- Small Group
    - Making a mural
    - Color hunt
    - Same sound sort

Investigation 4

- Compete Investigation 4 Days 1-3
- Activities
    - Choosing our camera project
    - Camera project progress
    - Finalizing our project
- Choice time
    - Art- document a project
    - Art-
    - Art-
- Read Alouds
    - Rhyming book
    - Alphabet book
- Small Group
    - Secret numbers
    - Story retelling
    - Mixing paints

Materials

Materials that will be frequently used throughout each investigation

- Chart paper
- Markers
- Variety of cameras, including digital cameras, cameras on devices such as tablets, and video cameras

Exploring the Topic

- Mighty Minutes
    - 153, “Washing Machine”
    - 283, “Clap Along”
    - 157, “Up & Down on the Seesaw”
    - 300, “Letter Clues”
    - 202, “Jumping Jelly Beans”
    - 212, “Words That Rhyme!”
    - 220, “Daily Reflections”
    - 164, “I’ve Got a Friend”
- Books
    - Books that feature photography
    - Counting book
    - Rhyming book
    - Nonfiction book
    - Voted for book
- Intentional Teaching Experiences
    - LL57 Photo Writing
    - M02 Counting & Comparing
    - LL15 Textured Letters
    - M25 The Long and Short of It
- Photographs of animals

Investigation 1

- Mighty Minutes
    - 221, “Roll & Rhyme”
    - 168, “The Sounds We Found”
    - 241, “Rhyme Game”
    - 130, “Hello, How Are You?”
    - 289, “Missing Shapes”
    - 151, “Syllable Surprise”
    - 206, “I Can Count!”
    - 217, “Mind on Rhymes”
    - 152, “Letter Quest”
    - 252, “Spinning Tires”
- Books
    - Alphabet book
    - Rhyming book
    - Book from class collection
    - Counting book
    - Book from class collection
- Intentional Teaching Experience
    - LL70 Author study
    - M41 Making numerals
    - SE28 Our Feelings Song
    - P26 Keep it up
    - M60 Morning, Noon and Night
- Photos
    - one that is noticeably blurry
    - One in which an object is cut off by the frame

    - One with a finger in the photo
    - One that is too dark or too bright
    - One that is not blurry or obscured with the object in the center of the frame in good light
- Disposable cameras
- Light table
- Strips of developed film and the printed pictures

Investigation 2

- Mighty Minutes
    - 253, “Describing Shapes”
    - 254, “Playful Petals”
    - 199, “One More Step”
    - 203, “Listen to Letter Sounds”
    - 194, “Wind-Up Robots”
    - 209, “Hello Around the World”
- Books
    - Rhyming books
    - Poetry book
    - Nonfiction book
- Intentional Teaching Experience
    - LL64 Will you read to me?
    - M87 Treasure hunt
    - M31 Lining it up
- Device to make a video call, such as a tablet or computer
- Short video that features people dancing

Investigation 3

- Mighty Minutes
    - 160, “Tell It Again”

    - 219, “Rhyme Time”
    - 230, “Syllables on the Move!”
    - 178, “Happy Moths”
    - 250, “Position Practice”
    - 277, “Twirling Scarves”
- Books
    - Book from classroom library
    - Poetry book
    - Nonfiction book
- Intentional Teaching Experience
    - SE26 Making a Mural
    - LL61 Color Hunt
    - LL12 Same Sound Sort
- Several pictures of people’s faces
- Several nature pictures
- Variety of pictures and books that depict different types of photography

Investigation 4

- Mighty Minutes
    - 298, “Elephant Chant”
    - 264, “Change the Name Game”
    - 196, “Howling at the Moon”
    - 262, “What Comes Next?”
    - 271, “Benny Bear”
    - 245, “Shape Match”
- Books
    - Rhyming book
    - Book from your classroom collection

    - Alphabet book
- Intentional Teaching Experience
    - M37 Secret Numbers
    - LL06 Dramatic Story Retelling
    - P30 Mixing Paints
- Materials for the selected class camera project

Standards

Social and Emotional Development

- 0.1.1 (0.1.P.A.1)
- 0.1.2 (0.1.P.A.2)
- 0.1.3 (0.1.P.A.3)
- 0.1.4 (0.1.P.A.4)
- 0.2.1 (0.2.P.A.1)
- 0.2.2 (0.2.P.A.2)
- 0.2.3 (0.2.P.A.3)
- 0.2.4 (0.2.P.A.4)
- 0.4.1 (0.4.P.A.1)
- 0.4.2 (0.4.P.A.2)
- 0.4.3 (0.4.P.A.3)
- 0.4.4 (0.4.P.A.4)
- 0.4.5 (0.4.P.A.5)
- 0.4.6 (0.4.P.A.6)
- 0.5.1 (0.5.P.A.1)
- 0.5.2 (0.5.P.A.2)
- 0.5.3 (0.5.P.A.3)

- 0.5.4 (0.5.P.A.4)
- 0.5.5 (0.5.P.A.5)

Visual and Performing Arts

- 1.1.1 (1.3.P.A.1)
- 1.2.1 (1.3.P.B.1)
- 1.2.3 (1.3.P.B.3)
- 1.3.1 (1.3.P.C.1)
- 1.3.3 (1.3.P.C.3)
- 1.3.4 (1.3.P.C.4)
- 1.4.1 (1.3.P.D.1)
- 1.4.2 (1.3.P.D.2)
- 1.4.3 (1.3.P.D.3)
- 1.4.5 (1.3.P.D.5)
- 1.4.7 (1.3.P.D.7)

Health, Safety and Physical Education

- 2.1.2 (2.1.P.A.2)
- 2.4.1 (2.5.P.A.1)
- 2.4.2 (2.5.P.A.2)

English Language Arts

- RL.PK.1
- RL.PK.2
- RL.PK.3
- RL.PK.4
- RL.PK.5
- RL.PK.6
- RL.PK.7
- RL.PK.9

- RL.PK.10
- RI.PK.1
- RI.PK.2
- RI.PK.3
- RI.PK.4
- RI.PK.7
- RI.PK.10
- RF.PK.1.a
- RF.PK.1.b
- RF.PK.1.d
- RF.PK.2.a
- RF.PK.2.c
- RF.PK.3.a
- RF.PK.3.c
- RF.PK.4
- W.PK.2
- W.PK.8
- SL.PK.1.a
- SL.PK.1.b
- SL.PK.2
- SL.PK.3
- SL.PK.4
- SL.PK.5
- SL.PK.6
- L.PK.1.d
- L.PK.1.f
- L.PK.1.g

- L.PK.2.c
- L.PK.4.a
- L.PK.5.a
- L.PK.5.c
- L.PK.6

Approaches to Learning

- 9.1.1
- 9.1.2
- 9.1.3
- 9.1.4
- 9.1.5
- 9.2.1
- 9.2.2
- 9.2.3
- 9.3.1
- 9.3.2
- 9.3.3
- 9.3.4
- 9.4.1
- 9.4.2
- 9.4.3

Mathematics

- 4.1.1 (K.CC.1)
- 4.1.2 (K.CC.2)
- 4.1.4 (K.CC.4)
- 4.1.5 (K.CC.5)
- 4.1.6 (K.CC.6)

- 4.3.1 (K.MD.3)
- 4.3.2 (K.MD.1)
- 4.3.3 (K.MD.2)
- 4.4.2 (K.G.2)
- 4.4.3 (K.G.4 and K.G.5)

Science

- 5.1.1 (5.1.P.A.1)
- 5.1.2 (5.1.P.B.1)
- 5.1.3 (5.1.P.B.2)
- 5.1.4 (5.1.P.C.1)

Social Studies, Family and Life Skills

- 6.2.1 (6.1.P.A.1)
- 6.2.2 (6.1.P.A.2)
- 6.2.3 (6.1.P.A.3)
- 6.3.2 (6.1.P.B.2)

World Languages

- 7.1.1 (7.1.P.A.1)
- 7.1.2 (7.1.P.A.2)

Suggested Strategies for Modifications

This link includes content specific accommodations and modification for all populations:

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing