



PERSONAL STORYTELLING WITH ACCORDION BOOKS
Grade Band: 4-5
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?	<p>I can create an accordion book that tells a personal narrative through text and imagery.</p> <p>I can tell a personal narrative that includes an exposition, rising action, climax, falling action, and conclusion.</p>



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	I can use descriptive details, sensory language and transitional words and phrases to sequence events in my writing.
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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective 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 and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Grade 5: ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Grade 4: VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA4.CR.2 Create works of art based on selected themes. VA4.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA4.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p>Grade 5: VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.CR.2 Create works of art based on selected themes. VA5.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA5.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
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Grade 4:

ELA.4.C.3.1 Write narratives developing real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events.

Grade 5:

ELA.5.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.

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.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Narrative</u> - A story or account of events ● <u>Setting</u> - Where a story takes place ● <u>Characters</u> - Individuals, animals, or entities that take part in the action of a story, play, novel, movie, or any other narrative form ● <u>Descriptive details</u> - Vivid and specific pieces of information that paint a clear picture in the reader's mind ● <u>Sensory language</u> - Words and descriptions that appeal to the five senses: sight, sound, smell, taste, and touch 	<ul style="list-style-type: none"> ● <u>Accordion book</u> - Book composed of a continuous folded sheet of paper, often enclosed between two covers; can either be expanded outward or kept flat



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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: Exposition, rising action, climax, falling action and conclusion.
- 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, hotdog style, and then into thirds. They will have six 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 exposition, rising action, climax, falling action, and conclusion.
- 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 five panels for the inside of the accordion book (one for each part of the plot—exposition, rising action, climax, falling action, and conclusion) and two additional panels for the front and back covers—seven 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.



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- Students will cut out and glue these pieces to the first and last panel of the folded paper with liquid glue.
- Next, students should transfer what they wrote and drew on their planning paper (rough draft) onto each panel of their accordion book.
 - Each panel should have text and an illustration. Students should use color to make their illustrations come alive!
 - Remind students to use descriptive details, sensory language and transitional words and phrases to sequence events 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, sensory language and transitional words and phrases to sequence events in their writing.

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.



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- 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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