

PROJECT OVERVIEW

Name of Project:	Tell a Digital Story	Duration: 3 weeks
Subject/Course: ELA, Math, Social Studies, Science	Teacher(s): Mary Morrison, MLIS	Grade Level: 7
Other subject areas to be included, if any:	Technology	
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	7 th grade students will choose a concept from a list put together by the elementary school teacher. They will demonstrate their knowledge of the concept by writing a storybook geared towards the appropriate elementary grade level. Students will then storyboard their book, illustrate the book digitally, record dialogue and background music and then upload all of these to make a digital storybook. The book will be uploaded to a wiki and the link will be shared with K-8 teachers and students. This	
Driving Question	You have been hired to explain concepts to students in the elementary school by writing and creating a digital storybook.	
Content and Skills Standards to be addressed:	<p>R.CS.07.01 analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p>W.GN.07.01 write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p> <p>W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p>W.PR.07.04 draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p> <p>W.PS.07.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p>W.GR.07.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs;</p>	

present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.

W.SP.07.01 in the context of writing, correctly spell the derivatives of bases and affixes

W.AT.07.01 be enthusiastic about writing and learning to write

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences

		T+A	E		T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration	X		Other: Podcasting	X	
	Presentation	x		Web 2.0 Software	X	
	Critical Thinking:	x		Movie Making	X	

			Presentation Audiences:	
Culminating Products and Performances	Group:	Groups will work in groups of 2 to create a digital storybook on a math concept that will be shared with younger students/or students who need remediation. Students will explore picture books with the school media specialist and choose a type of genre' to follow and discuss appropriate audience. The groups will then brainstorm an original idea and create a storyboard of their book including sketches and a script. Students will create a source folder and save their work in the folder. Students will create original digital images of their book. The group will podcast their script and add music to enhance the presentation. Students will put their work together in Windows Moviemaker and create a digital book. The groups will upload their book to the classroom wiki. These books will be shared with the elementary students who will provide feedback via the wiki on each book the student reads.	Class:	x
			School:	x
			Community:	x
	Individual:	Individual students will complete tasks as assigned by the group and complete checklists assigned by the teacher. Each student will blog about their experience with each portion of the assignment.	Experts:	
			Web:	x
			Other:	

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Entry event to launch inquiry, engage students:	Students will meet with elementary school teacher via Skype. The teacher will explain the need for books made by older students and how elementary students look up to middle school peers. Teacher will present a list of topics that students are struggling with or that she will be presenting and will give students the choice of making books to present a new topic or to provide remediation.				
Assessments	Formative Assessments (During Project)	Quizzes/Tests		Original Digital Images	X
		Storyboard	X	Completed Podcast	X
		Preliminary Plans/Outlines/Prototypes	X	Checklists	X
		Rough Drafts	X	Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: Digital Storybook	X	Other Product(s) or Performance(s), with rubric: Storyboard	X
		Oral Presentation, with rubric		Peer Evaluation	X
		Multiple Choice/Short Answer Test		Self-Evaluation	X
		Essay Test		Other: Digital Storybook on Wiki	X
Resources Needed	On-site people, facilities:	Elementary teacher, Media Specialist			
	Equipment:	Computer lab, flash drive, microphones, wiki, Soundzabound, Internet Access			
	Materials:	Storyboard worksheets, classroom blog			
	Community resources:	Elementary teacher, wiki			
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log, Classroom Blog	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other: Feedback from elementary students	X

PROJECT TEACHING AND LEARNING GUIDE

Project: Digital Storybook	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Knowledge on literary elements of children's storybooks,	→ Media Specialist will meet with students for teaching and discussion.
Storyboarding	→ Teacher will work with class to create a storyboard on graphic organizer.
Source Folder	→ Media Specialist will explain/demonstrate how to create source folder for each group project.
Paint Program	→ Media Specialist will introduce paint program and explain how students will save images.
Audacity/Soundsabound	→ Media Specialist will introduce programs and guide students where to locate and how to use.
Windows MovieMaker	→ Media Specialist will introduce program and guide students where to locate and how to use.
	→



PROJECT CALENDAR

Project: Digital Storybook

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Students will meet with elementary teacher via Skype. Lesson explained and list of books topics given.

Students will go to library and choose 4 different storybooks. They will complete worksheet comparing/contrasting different elements.

Class will discuss different types of storybooks with Media Specialist. Students will choose partner, topic and type of storybook they will create.

Teacher will discuss storyboarding. Students will work in groups and create storyboard including images and dialogue.

Students will continue to work in groups and create storyboard including images and dialogue.

PROJECT WEEK TWO

Groups will trade storyboards with another group and use storyboard checklist to make sure all literary elements are present. Groups will then review and edit their storyboards. Students will need approval of teacher to move to technology step.

Groups will create source folder. Students will be introduced to Drawing program. Students will begin creating and saving digital images.

Students will continue creating and saving digital images. Students will blog about their tech experience.

Students will be introduced to music program and audio program. Students will begin to choose background music and podcast dialogue and save in source folder.

Students will continue to podcast and save audio files. Students will blog about their tech experience.

PROJECT WEEK THREE

<p>Students will use all components and make movie. Movie will be uploaded into class wiki.</p>	<p>Class will view digital storybooks on wiki. Wiki address will be shared with elementary school teacher.</p>	<p>Elementary students will view digital books and record comments. Middle School students will create group and project evaluations.</p>	<p>The classes will meet via Skype where Elementary students will share their comments. Middle School students will read comments from elementary students and with these in mind, decide what they could have done to better address students needs.</p>	<p>Middle School students will reflect on what changes they could make to better address their clients needs. Students will complete final reflection form.</p>
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