PROJECT OVERVIEW		
Name of Project:	**Tell a Digital Story**	**Duration: 3 weeks**
Subject/Course: ELA	**Teacher(s):Mary Morrison, MLIS**	**Grade Level: 7**
Other subject areas to be included, if any:	**Technology, Math, Social Studies, Science**	
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	7th 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.	
Driving Question	Craft a high interest story that teaches elementary students an important subject content concept/skill using digital media. • 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:	**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. **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). **W.PR.07.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. **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. **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. **W.PR.07.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. **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).

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; 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. an 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 *taught and assessed* (T+A) or that will be *encouraged* (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		
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

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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 of literary elements of children's storybooks: Alliteration, Theme, Similes and Metaphores, Flashback, Foreshadowing, Brevity, Types (i.e. ABC format)	☐ 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				
Students will use all components and make movie. Movie will be uploaded into class wiki.	Class will view digital storybooks on wiki. Wiki address will be shared with elementary school teacher.	Elementary students will view digital books and record comments. Middle School students will create group and project evaluations.	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.	Middle School students will reflect on what changes they could make to better address their clients needs. Students will complete final reflection form.

Class: _____   Student: _____

Grade: _____

Rubric: Tell a Digital Story

Digital Storytelling

Tell a Digital Story

iRubric ™ Powered by

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent (N/A)
Storyboard	Poor Storyboard is incomplete. No teacher signature is present.	Fair Storyboard is complete and contains some images and scripts. Teacher signature is included.	Good Storyboard is completed ontime with entire group participation. It contains images and script. Teacher signature is included	Excellent Storyboard is completed ontime with entire group participation. It contains images and script and has been filled out completely. Teacher signature is included.
Source Folder	Poor Source folder is missing.	Fair Source folder contains some of the project parts. Source folder is saved in the correct location.	Good Source Folder is complete and contains all parts of the project. Source folder is properly named and saved in the correct location.	Excellent Source Folder is complete and contains all parts of the project. Source folder is properly named and saved in the correct location.
Original Digital Images	Poor Digital images are original.	Fair Digital images are original and correctly saved in the source folder.	Good Digital images are original and correctly saved in the source folder. Images have been created by more than one group member.	Excellent Digital images are original and correctly saved in the source folder. Each image is named sequentially and the images have been created by more than one group member.
Podcast	Poor The podcast text is clear and easily understood. Music is present in podcast.	Fair Music is present in podcast. The text is clear and easily understood.	Good The podcast has beginning and ending music. The text is clear and easily understood.	Excellent The podcast has beginning and ending music. The text is clear and easily understood. Editing enhances podcast presentation.
Moviemaking	Poor The movie has a title, The pictures and the text are synced in the movie.	Fair The movie has a title and ending credits. The pictures and the text are synced in the movie.	Good The movie has a title and ending credits. The pictures and the text are synced in the movie. The movie contains	Excellent The movie has a title and ending credits. The pictures and the text are synced in the movie. The movie contains

			transitions.	transitions that enhance the experience.
Group Work	Poor Students have worked together.	Fair Students have worked together throughout the project.	Good Students have worked together cooperatively throughout the project and there is evidence that this project has been created by everyone in the group.	Excellent Students have worked together cooperatively throughout the project and there is evidence that this project has been created by everyone in the group.
Blogging/Evaluation	Poor Students completed some required blog questions.	Fair Students completed some of the blog questions and responded to at least one of their peers reflections.	Good Students completed all required blog questions and responded to at least one of their peers reflections.	Excellent Students completed all required blog questions and responded to at least one of their peers reflections. Reflections are thoughtful and insightful.
Saved Digital Images	Poor Students images are saved in the source folder.	Fair Students images are saved in the source folder.	Good Students images are saved in the source folder and have been correctly cited in the project bibliography.	Excellent Students images are saved in the source folder and have been correctly cited in the project bibliography.
Bibliography	Poor A bibliography is attached at the end of the digital storybook.	Fair Student correctly cite all digital images. A bibliography is attached at the end of the digital storybook.	Good Student used Noodletools to correctly cite all digital images. A bibliography is attached at the end of the digital storybook.	Excellent Student used Noodletools to correctly cite all digital images. A bibliography is attached at the end of the digital storybook citing all pictures.

Comments:

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