

Science / Social Studies - Moving Stories - 5th grade, 4th quarter

Strand(s): Language Arts	SOL objectives: Language Arts: 5.1, 5.3, 5.6, 5.7, 5.8 Technology: 5.3.7, 5.4.5, 5.6.3	
1. DESIRED RESULTS		
<i>Enduring Understandings (BIG ideas)</i>		
Images can tell stories. Images communicate messages.		
<i>Essential Questions</i>	<i>Knowledge and Skills</i>	
How does an image communicate a message? How do stories communicate their messages?	Students will describe significant events in their stories. Students will use graphic organizers to describe story elements and plan movies. Students will create and/or gather images depicting their stories.	
	<u>Vocabulary</u> Images, events, storyboard, sequence	
2. ASSESSMENT EVIDENCE		
Prior knowledge Students can complete a story element map, identify major events in a story in sequential order, and retell a story.	Ongoing throughout lesson Students will work together to identify significant events in a story, make or gather images, plan their movies, and assign roles/responsibilities to complete their movies.	By the end of the lesson Students will have produced a movie retelling a children's story using appropriate images in sequential order. Images will communicate the stories' messages.
3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)		
Introduction (hook) Show an example of a movie retelling a children's story. You may create your own movie, show exemplar included in this guide , or find an example at http://ali.apple.com . Then, explain project. (This project may take 10-15 hours to complete, and chunked into 1-2 hour work periods.) Provide students with a rubric and timeline for this project.	What students are doing <ol style="list-style-type: none"> 1. Introduce storyboarding using a mindmapping software, such as <i>Inspiration</i>. 2. Students select books and get into cooperative groups. 3. Students confer with group members about significant events in the story. 4. Students choose events to be shown in the movie. 5. Students use a storyboard to plan project (see example) including image descriptions, voice overs or sound clips, and responsible persons. 6. Students collect, take, and/or create images. 7. Introduce the movie making/editing software, such as <i>iMovie</i>. 8. Students import images into <i>iMovie</i> and add voice overs and sound effects where necessary. 9. Students add text where necessary in their movies, such as titles and credits. 10. Students review and edit their movies. Have students critique their own movies to see if their images communicate the stories' messages clearly. 	Conclusion Students present their movies to their classmates. Movies could be burned to a cd or dvd and shared with the primary classes or school body.

<i>Accommodations</i>	<i>Materials and Resources</i>
<p>Extra support: Provide students plenty of time to complete this project. Have students work in cooperative groups with multiple ability levels. Guide students through entire process, and be sure to have models or exemplars for each stage of the project. Shorter stories or stories with clearly defined scenes may help.</p> <p>Enrichment or early finishers: Have students take on the role of movie critics. Ask students to watch other groups' movies and provide feedback (what they liked/disliked, what they understood or were confused by, and what questions they have). You could make this into a mystery-movie showing. For instance, do not tell the critics what movie they are about to see. Can they figure out the story based on the images in the movie? If not, what can be added to the movie to clue in the critics? Use this discussion to enhance each movie.</p> <p>Various learning styles: Linguistic, logical-mathematical, artistic, musical, visual, auditory, spatial</p> <p>Limited English proficiency: Depending on the language population of your students or available resources, have students listen to or read the story in their preferred language first. In a bilingual or immersion environment, have students create the movie in both languages. Have students include more images and fewer voiceovers in re-telling the story, or allow students to practice and re-record voice overs until they are satisfied that they are communicating the messages clearly.</p>	<p>Children's stories Computer Storyboarding software Movie making/editing software (If you do not have movie software at your school, it is possible to modify this project and use Hyperstudio or PowerPoint) Scanner/Digital Camera An LCD projector and screen connected to the computer would provide for a film festival feel when sharing movies at the end of the project.</p>
<i>Related Technology</i>	<i>Literature Connections</i>
<p>Technology: 5.3.7/5.4.5 – Participate in creating a small video project; share with an audience 5.6.3 – Apply age appropriate critical thinking skills when viewing video</p>	<p>Various children's stories</p>
4. WRAP-UP (5-10 min)	
<i>Assessment</i>	<i>Homework</i>
<p>Using the provided rubric, have students self-assess their movies. Compare your assessment using the rubric with their assessments.</p>	
5. TEACHER REFLECTION	
<ul style="list-style-type: none"> • Were my students talking about the stories and movie-making process, or was I doing all of the talking and students were just listening to me? • Were my students engaged at the beginning of the lesson and throughout each stage of the movie-making process? • How much time did I spend explaining and demonstrating the process, and how much time did the students spend using the technology? • Did the students respond to "How" and "Why" questions? • Did my students have an opportunity to discuss and/or write about their stories? • What changes would I make next time the lesson is taught? • What steps do I need to take next in this topic? 	