**Lesson Plan Title:** Night Zookeeper Digital Story

**Topic to Teach:** Creating a digital story from a student’s original story & illustration. This is an extension of a writing project previously taught where students created a magical animal that lives at the Night Zoo. The writing project emphasized use of descriptive words, hook sentences to draw in the audience, imagination and creativity.

**Standards Addressed:**

* [CCSS.ELA-Literacy.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
* [CCSS.ELA-Literacy.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
* [CCSS.ELA-Literacy.SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
* [CCSS.ELA-Literacy.SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**General goal:** SWBAT learn that they can use technology to be creators of digital media. They will create a visual to a written story of their own creation.

**Specific Objectives:** SWBAT practice reading with fluency, pace, inflection and tone. They will also learn how to use technology to create a digital visual story to match their written story, practicing correct sequencing and organization.

**Required Materials:** iPad, colored pencils, copy of written story, magical creature illustration, and storyboard worksheet.

**Introduction:** Read portions of student’s stories they have created. Ask: *“Can you visualize a scene from the story? Can you visualize pictures in your mind of what the story would look like?”* Discuss how tone of voice can show emotion and draw your audience into the story. Explain to students that they will create a digital story on the iPad from their written story using their own illustration. Explain to them that they are the narrator and director of their own story and will make their written story “come to life”. Show teacher example and briefly describe process used to create digital story.

**Procedures: This lesson can be broken up into different days depending on time constraints.**

**Step 1:** Students will have approximately 15 minutes to explore the “Puppet Pals HD” app they will use to create their story. During this time, they are to explore the features of the app or what they can do with the app (i.e. how they can move the characters, change backgrounds, zoom, etc.)

**Step 2:** Students use the storyboard worksheet and their written story to make a list of what they will need to create their story: characters, backgrounds, props. If additional student drawings are needed, they will prepare them during this step.

**Step 3:** Using the storyboard worksheet, students will lay out their scenes based on the story. Be sure students indicate characters, background and props used in each scene. During this step, student directors will also decide if they need additional help in moving characters, changing backgrounds, recording, noise effects, etc.

**Step 4:** Students work with a partner to read their story. During this process, they determine which words, parts of words, or phrases to emphasize during narration. Students use colored pencils to underline emphasized words or parts of words in blue/purple. They should also determine where they want to add a noise/sound and indicate that in green. Lastly, they will mark in red areas of the story that they will pause the recording to change scenes/characters.

**Step 5:** Create the digital story.

1. Take pictures of the illustrations and make into puppets on app (following the prompts on app).
2. Select on app all items needed for story (characters, backgrounds, props).
3. Practice narrating story with moving characters and changing backgrounds. Practice stopping and starting the recording while narrating. If help is needed, student directors will assign roles and group will practice.
4. Record story and SAVE file using title of story.
5. Watch story and decide if any improvements or adjustments need to be made.
6. Re-record story if needed and SAVE file!

**Step 6:** Teacher will export digital stories using YouTube onto a designated channel, making sure to make all stories private (not accessible to the public). Teacher will link stories to her website under “Night Zoo” and can also email links to parents.

**Plan for Independent Practice:**

 **Closure:** Class will watch student’s digital stories on the Smart Board to share their work with each other. Ask: *Did your digital story match the written story? Did the visual pictures in your head of your written story match the digital story you created?*

 **Assessment:** Students will be assessed using a rubric on reading fluency, inflection and tone in narration, creativity, proper sequencing of digital and written story and organization (storyboard). See rubric below.

 **Adaptations:**

* Work with aide/teacher one on one with storyboard and app.
* Aide/teacher to help student find emphasized words and phrases in written story.
* Modify rubric assessment as needed for learning disability.

**Extensions:**

* Create sequel to story.
* Use another app such as “Puppet Pals Movie Maker” for more sophisticated digital story creation.

**Possible Connections to other subjects:**

* Fluency in reading in all subject areas
* Public speaking/presentations used in all subject areas
* Familiarity or fluency with iPads that can be used in other subject areas.

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|  | **Excellent (4)** | **Very Good (3)** | **Developing (2)** | **Beginning (1)** |
| **Graphics** | Graphics relate well to the story. | Graphics relate to the story. | Graphics somewhat relate to the story. | Graphics do not relate to the story. |
| **Reading Fluency** | Well-paced, clear | Good pace, clear | Some hesitation | Hesitates often |
| **Narration** | Spoke with a strong, clear, expressive voice. | Spoke with a somewhat clear, expressive voice. | Voice was soft and somewhat unclear.  | Voice was too soft, unclear and unexpressive. |
| **Sequencing** | Logical sequence to written story and easy to follow. Audience can easily follow story. | Logical sequence to written story. Audience can follow story. | Some order of written story but jumps around. Audience may have difficulty following story. | Ideas not in order of written story. Audience cannot follow story. |
| **Organization** | Excellent effort and planning. Storyboard well organized. | Good effort and planning. Storyboard complete. | Showed some effort and planning. Storyboard fragmented. | Poor effort and planning. Storyboard incomplete. |