

Media Coordinator Collaborative Project/Unit Plan

Name: Karen Faulkenbury

School: Landis Elementary

Grade Level: 4

Subject(s): Language Arts (Writing/Recording Ghost Stories)

Approximate Time Needed: 5 class periods

NCSCOS Objective(s): Language Arts [4.05 Use planning strategies to generate topics and organize ideas \(e.g., brainstorming, mapping, webbing, reading, discussion\)](#). [4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans](#). [4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms \(e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions\)](#). [4.10 Use technology as a tool to gather, organize, and present information](#).

[Information Skills](#) [1.06 Identify characteristics of various genres](#) [1.08 Select and use independently, both within and outside the school, a variety of resources \(print, non-print, electronic\) and formats \(print, graphical, audio, video, multimedia\) to extend content of resources used](#). [4.09 Present information in a variety of formats \(print, graphical, audio, video, multimedia\)](#). [5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats \(e.g. print, multimedia\)](#). [5.02 Produce media in various formats \(print, graphical, audio, video, multimedia\) appropriate to audience and purpose](#). Technology [1.09 Recognize and discuss the importance of citing sources of copyrighted materials in documents](#). Strand - Keyboard Utilization/Word Processing/Desktop Publishing [1.10 Use published documents \(e.g., letter, memo, newspaper\) to identify and discuss document design and layout as a class](#). Strand - Keyboard Utilization/Word Processing/Desktop Publishing [1.14 Recognize and discuss telecommunications terms/concepts \(e.g., browser, keyword, URL, hypertext, www\)](#). Strand - Telecommunications/Internet [2.06 Identify, discuss, and use terms/concepts of menu/tool bar \(e.g., print preview, WYSIWIG, page setup, Spell Check, thesaurus\) in word processing documents as a class](#). Strand - Keyboard Utilization/Word Processing/Desktop Publishing [2.12 Plan, discuss, and use search strategies with two or more criteria to find information online about North Carolina as a class/group](#). Strand - Telecommunications/Internet

Essential Question: What are the elements of a ghost/scary story?

Project/Unit Summary: Students listened to podcasts of ghost stories on the computer. Given story starters, students in groups of 3 made a plan for writing their story. Complete writing. Make podcast of story.

Activity	Person Responsible
Listen to podcast	Media Coordinator
Plan/Write story	Media Coordinator

Finish writing	Teacher
Make podcast	Media Coordinator/Tech Facilitator

Evaluation: Students recording should include beginning, middle, and end. Can use sound effects. Should contain elements of a scary story.