

Project Title: Storytelling

Teachers/Team: Zablocki, Freund, Ingraham, Roberson, Luther
Grade Level: 3rd
Curriculum Area(s): Language Arts, Social Studies, Math, Technology
Language Arts Curriculum Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts. Essential Question: How have stories evolved over time?
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace. 4.02 Use oral and written language to: <ul style="list-style-type: none">•present information and ideas in a clear, concise manner.•discuss.•interview.•solve problems.•make decisions. 4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience. 4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations). 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. Focus Question/Statement: How has technology impacted our lives? Focus Question/Statement: What skills did people need in the past compared to today? Focus Question/Statement:
Math: 2.02 Estimate and measure using appropriate units. <ul style="list-style-type: none">•Capacity (cups, pints, quarts, gallons, liters).•Length (miles, kilometers)•Mass (ounces, pounds, grams, kilograms).•Temperature (Fahrenheit, Celsius).
Social Studies: 6.03 Identify the impact of technological change on communities around the world.

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Technology:

- 1.09 Identify and use formatting terms/concepts (e.g., font size/style, line spacing, margins, italic).
- 1.10 Recognize that Copyright Laws protect creative works of individuals/groups/companies.
- 1.11 Identify and discuss guidelines for media (e.g., personal information, images, content, language) to consider in developing multimedia projects as a class.
- 1.12 Identify and discuss Copyright and Fair Use Guidelines as a class.
- 1.13 Identify and discuss use of rubrics to define and evaluate elements (e.g., content, purpose, usefulness) of class multimedia projects
- 2.07 Demonstrate correct finger placement for home row keys.
- 2.08 Use menu/tool bar functions (e.g., font size/style, line spacing) to format and change the appearance of word processing documents as a class/group.
- 2.09 Identify, discuss, and use multimedia tools (e.g., capture, create, edit, publish).
- 2.10 Modify/edit an existing multimedia project to include branching and identify added sources as a class
- 3.04 Identify, discuss, and use multimedia to present ideas/concepts/information in a variety of ways as a class.

Proposed Learning Activities (Briefly state the activities students will do to complete this project.)

Evolution/History of Storytelling and Writing

Teach Cursive Writing

Keyboarding Kamp - Centers

Use Snowman/Woolly Mammoth/Rain Wordless Picturebooks (tell the story with pictures)
words/measurement with temperatures

Write stories based on the picture books

Create Keynote Presentations with pictures and record their stories

Export their digital stories as Quicktime Movies

Description of Culminating Task: Students will take a wordless picture book and write their own stories using the pictures, create a Keynote using their pictures, and recording their stories. They will be exported as Quicktime stories.

Assessment: Rubric will be created for Keynote.

Responsibilities (Teacher):

Each teacher will teach a session during Keyboarding Camp

Each teacher will choose one of the wordless picture book for their class to write stories about

Responsibilities (Media Coordinator):

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Responsibilities (Technology Facilitator):
Gather all materials for Keyboarding Centers
Teach the Dancemat.com during Keyboarding Camp
Aid in instruction of Keynote and Recording
Planning Time:
Thursday, February 18, 2010
Start/Ending Dates for Project
March 15-26