|  |  |  |
| --- | --- | --- |
| **Teacher Librarian Name:** Claudia Pierce | | |
| **School:** Scott Elementary | | |
| **District:** D11 | | |
| **Subject/Grade/Teacher(s):** 5th | | |
| **Length of Lesson:** 4 weeks | | |
| **Brief Description of Lesson/Project: *Digital Storytelling***  Let’s look at storytelling in a new way! Digital Storytelling is a form of storytelling using electronic devices to tell the story. There are all kinds of benefits to digital storytelling, including increased reading comprehension, enhanced logical reasoning skills, and a greater understanding of the creative process. Although the process may be somewhat new, the bottom line is this: technology is always secondary to the ancient art of storytelling. | | |
| **Stage 1 – Desired Results: \*Standards and Benchmarks are to be listed at end of template.** | | |
| **Understandings:**  *Students will understand that…*  • Storytelling is an ancient art.  • Writing can be expressed visually and auditorally.  • Technology is a handy communication tool that can be used for storytelling.  • Publishing can be in written form or in digital form. | **Essential Questions:** *Questions/Scenario that focuses the learner probes for deeper meaning*  • What is digital storytelling?  • How do good writers express themselves?  • What story will I tell?  • How do I tell a story digitally?  • What tools do I need?  • What will my story look and sound like when it is finished? | |
| *Students will know…*  **• How to put their story in storyboard form:**  Hear or See a Story: Making It Happen in Your Classroom  By [Michelle Bourgeois](http://www2.scholastic.com/browse/contributor.jsp?id=856) and [Gayle Berthiaume](http://www2.scholastic.com/browse/contributor.jsp?id=1134) “When I storyboard fictional writing with students, I ask them to break the story into 4 parts - First, Next, Then and Last.  For each part, they create a storyboard that includes 4 sections: "What will I see? (Scene setup)" "What will you say? (Script)" "What will you need? (Props and equipment) "What will each person do? (Group work plan)" By folding sheets of unlined paper into four sections, it's easy to create a story plan.”• How to turn their written story into a digital story:Digital Storytelling Basics (These are adapted from [Jon Orech's wiki on digital storytelling](http://jonorech.wikispaces.com/Teaching+The+Seven+Elements).)  1) **Point** - Every story needs a point. What is the ending? Where will the journey take you? What is the end result? Is there a lesson to be learned, a moral to be taught?  2) **Dramatic Question** - What direction will the story take you? Is there an overarching question that is driving the storyline?  3) **Emotional Content** - The story should cause us to feel something. Anger, happiness, sadness, concern....we need to care about the story.  4) **Pacing** - Think about the pace of your story...is it moving along quickly enough? Do you need to slow down to increase the impact of your story? Maybe as things build to a crescendo the pace needs to pick up to increase the dramatic potential. Keep in mind the timing.  5) **Gift of your own Voice** - The best gift you can give your audience is your voice. Voice-overs lend an intimate personal touch to any story. No one can tell your story like you can. Don't be shy, be willing to share.  6) **Soundtrack** - Music can identify the mood of your story it can relay information in ways that simple words cannot. People connect with music. Many times music without words can be a great backdrop to an amazing story.  7) **Economy** - "Less is more" Think of a commercial. They have less than 30 seconds to convince you to buy their product. | *Students will be able to…*  …design and produce a 3-5 minute digital story.  Discuss, provide feedback, and write a narrative story, create and present a digital story.   * Brainstorm * Write rough draft * Create digital representation * Add sounds * Revise and edit * Publish digitally   Groups will participate in assessing one another’s digital story. | |
| **Vocabulary** | | |
| **Content**  digital, narrative, audio, video, edit, visual, soundtrack, copyright, dramatic, emotional, pacing, economy, | **Cross-content**  brainstorm, rough draft, revise, edit, publish, transition, sequence, storyboard | |
| **Stage 2 – Assessment Evidence**   * *What will you accept as evidence that shows the students understand the concepts?* * *Attach assessment rubric* | | |
| **Performance Tasks:**  • Write a story  • Create a storyboard• Organize tech tools (notebook computer, digital video camera, digital camera, scanner, document camera, digital audio camera, software like iMovie, Animoto, PowerPoint, Prezi, or MovieMaker  • Scan and edit new photos or movie clips  • Combine audio, video and images (per instructions in Links section below)  • Add sound effects/music track  • Add titles and transitions  • Present a digital story  •Assess another digital story  **Links:** Center for Digital Storytelling  http://www.storycenter.org/  Digital Storytelling Blog | Discovery Education  http://blog.discoveryeducation.com/digital\_storytelling/  Digital Storytelling in the Classroom | Microsoft Education  http://www.microsoft.com/education/teachers/guides/digital\_storytelling.aspx  How to Use Digital Storytelling in Your Classroom | Edutopia  http://www.edutopia.org/use--‐digital--‐storytelling--‐classroom  Digital Storytelling Finds Its Place in the Classroom  http://www.infotoday.com/MMSchools/jan02/banaszewski.htm | **Other Evidence:**  • Presentation of Digital Story  • Digital Storytelling Rubric (attachment) |
| **Stage 3 – Learning Plan** | | |
| **Learning Activities (Teacher Librarian is Responsible for):**  •The teacher librarian will gather all the digital tools and software resources and will engage and guide students in using them to tell their story.  •Extension: Enlist the help of local high school or middle school students who can work alongside elementary students to give them first-hand guidance in using these tools effectively and in spawning creative ideas. | **Learning Activities (Teacher is Responsible for):**  •The Classroom Teacher will provide creative ideas for student’s stories and initiate the writing process, using Digital Storytelling Basics, storyboarding, and offering guidance and support while helping students keep the end result in mind.  •Working alongside the Teacher Librarian, the Classroom Teacher will help students access resources to create their digital stories. | |
| **Accommodations/Differentiations:**  Use this short sample digital story to engage visual and auditory learners: <http://goanimate.com/go/movie/08l6Xo70SsoU?utm_source=emailshare&uid>= | | |
| **Materials/Resources:**  computers, digital cameras, camcorders, or flipcams, headphones, speakers, projector,  <http://www.umass.edu/wmwp/DigitalStorytelling/Resources.htm>  <http://creativecommons.org/>  <http://www.discoveryeducation.com/>  <http://thefreesite.com/Free_Graphics/Free_clipart/index.html>  <http://freekidsmusic.com/>  How to Create Simple Digital Stories <http://electronicportfolios.org/digistory/howto.html> | | |
| **Prioritized Benchmarks:**   * *Content Benchmarks* * *Content Standards*     *New Colorado Academic Standards – Reading Writing and Communicating, Fifth Grade Proficiency Level Descriptions:*  <http://docs.google.com/viewer?a=v&q=cache:stIbJXNnA4IJ:https://its-csnap01.dcsdk12.org/stdWeb/std_reports/std_reportsPDF.aspx%3Fsub%3D7516%26std%3DAll%2520Standards%26gra%3DFifth%2520Grade%26cad%3DN%26ss%3DN%26pld%3DY%26cs%3DN%26eg%3DN%26ds%3DN%26s%3Dcde%26rn%3DN%26se%3DY+colorado+writing+standards+2011&hl=en&gl=us&pid=bl&srcid=ADGEESjI4V3vUeaNkKos7cxI2naz1YFkjG-8oN3IBOG3eiAjfyL1qbcupkef75D7nJdJ-rBzLwh1Nc9gctYVL1f0grafXC7BJjvWzV84zebxjqiYs0zzgT7EhecT9fBwF76eL5OsdnLA&sig=AHIEtbQVP5ow08YBm9PgnZrU06YhRHH38g>   * *Standards for the 21st-Century Learner*   **ISTE-NETS-S 1: Creativity and Innovation**  Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:   * apply existing knowledge to generate new ideas, products, or processes. * create original works as a means of personal or group expression. * use models and simulations to explore complex systems and issues. * identify trends and forecast possibilities.   **ISTE-NETS-S 2: Communication and Collaboration**  Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:   * interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. * communicate information and ideas effectively to multiple audiences using a variety of media and formats. * develop cultural understanding and global awareness by engaging with learners of other cultures. * contribute to project teams to produce original works or solve problems.   Digital Storytelling Alignment to Standards, <http://digitalstorytelling.coe.uh.edu/alignment.html>  Standards-Proof Your Digital Storytelling Efforts, <http://www.techlearning.com/article/5384> | | |
| **What other curricular areas will the unit cover?** | | |