

## **Vickie Tambornino**

### **For the Love of a Good Story**

Grade Levels: Middle School 6th-8th grades

Lesson Duration: 4 weeks/ 30 minutes each day

#### **Overview**

This four week course is designed to help middle school students explore their own creativity in developing a story which they will share with a lower elementary class (We read our stories to first graders).

Students will use Google Docs to brainstorm ideas, then using Google Slides they will create a 10+ slide story that is appropriate for lower elementary students. They will use story sequencing to create the events in their story. The slides will incorporate backgrounds, animations, transitions and audio voice recordings.

When completed, they will have a 10 minute story that will be shared with students in a lower elementary class.

#### **Subject Matter**

Language Arts, Technology, Research, Visual Arts

#### **Learning Objectives**

1. Students will brainstorm a list of stories appropriate for a lower elementary student using Google Docs. Collaborating with their peers.
2. Students will create a story, using Google Slides, with a beginning (setting), middle (problem), and an end (solution).
3. Students will add backgrounds, animations and transitions to their slides.
4. Students will add their voices to tell the story using the Voice Changer app on the iPads.
5. Students will upload their voices to youtube and add this link to their Google Slides.
6. Students will share their stories.

#### **Standards**

ISTE Standards

- 1-Empowered Learner
- 2-Digital Citizen
- 3-Knowledge Construction
- 4-Innovative Designer
- 5-Computational Thinker
- 6-Creative Communicator

Language Arts Standards (MN State Standards for 6th-8th grade)

6.4.3.3 Describe how a particular story's or drama's plot unfolds in a series of episodes

as well as how the characters respond or change as the plot moves toward a resolution.

- 6.5.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
- 6.7.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
- 6.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 6.9.5.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.9.8.8 As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
- 6.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.
- 6.14.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed 6.14.6.6/ 6.14.10.10

## Visual Arts

- 6.1.2.1.1 Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
- 6.3.1.5.3 Perform or present in a variety of contexts in the arts area using the artistic foundations.

## Technology Components

Student will use the **desktop computers** in the computer lab to brainstorm their ideas and to create their slides. They need to have knowledge of **Google Apps**. We will be using Gmail, Google Classroom, Google Docs and Google Slides.

Students will use **iPads and headphones** with built-in microphones to record their voices. They will be using the **Voice Changer App** to record and to upload their voice recording to their gmail. In gmail, they will slide the recording to the desktop on the computer and upload it to **youtube**. Their youtube link will be inserted into the Google

Slide Story. They will also use the camera app to take a selfie, which will also be uploaded to their Google Slide.

## Materials

1. Desktop or laptop computer for each student
2. Google apps-Drive, Gmail, Slide, Doc, Classroom
3. Set up Google Classroom to add assignments and directions
4. Teacher made Google Slide with directions  
<https://docs.google.com/presentation/d/19Cs0jyTrbjl50tgQLJSJHCwYrD7QxggP4jFUcFCbCQ/edit?usp=sharing>
5. iPads with Voice Changer App and camera app
6. Headphones with built-in microphone
7. Access to a lower elementary class
8. Elements of a good story Link found through PBS  
<http://www.learner.org/interactives/story/index.html>
9. Reading Buddies: PBS- There Goes the Neighborhood Is another way to pair up to read with elementary students.  
<https://www.pbslearningmedia.org/resource/msrb12.ela.neighborhood/there-goes-the-neighborhood/#.WWkkLsrL5s>
10. Teacher Resource: PBS- Write in the Middle Workshop for creating writers.  
<http://www.learner.org/workshops/middlewriting/prog1.html>
11. Creative Technology in some of television's most popular networks.  
<https://prairiepublic.pbslearningmedia.org/resource/1ef91d74-2801-417c-beff-4cf4c7f6c8b6/fast-forward-launch-pad-turneradult-swim/#.WWsDKRPytUc>
12. Why use Animation?  
<https://prairiepublic.pbslearningmedia.org/resource/ket-vid-production-36/the-purpose-of-animation/#.WWsLDhPytUc>

## Prep For the Teacher

Set up Google Classroom for the class.

Prepared Google Slide with directions

<https://docs.google.com/presentation/d/19Cs0jyTrbjl50tgQLJSJHCwYrD7QxggP4jFUcFCbCQ/edit#slide=id.p>

Add assignments to Google Classroom

1. Google Doc to brainstorm story ideas
2. Google Slide to start their story.
3. Google Form with a survey to be filled out at the end of this activity

Make sure that the iPads have the Voice Changer app or a similar recording app.

Have a classroom set of headphones with built-in microphones. Or they can record in a quiet space without the headphones.

### **Introductory Activity (10 Min.)**

What were your favorite stories to read when you were young (kindergarten-2nd grade)?

Why were they your favorite?

What did they have that made them interesting to you?

Internet Activity- lookup some favorite first grade books.

Which ones do you like the best?

\*Make a list on SMARTboard

Now that you are thinking like elementary students: I want you to brainstorm book ideas that you think a first grader would like to read. Go to Classroom and click on the brainstorm assignment, add a doc and you can get started. **(20 min.)**

Remember when brainstorming you may:

1. Ask your friends. Share your ideas.
2. Write anything down.
3. There are no bad ideas when brainstorming.
4. Pick your favorite idea and begin to write your story.

### **Learning Activities: (30 minute sessions/15-18 days)**

1. Open the story writing assignment
2. Start writing their story using Google Slides **(3 days- 90 min)**
  - a. Review how to add slides, backgrounds, images and how to arrange the words and pictures **(5-10 min.)**
  - b. Share the PBS site to help them get set up in a lower elementary mindset. What do they like?
  - c. Let students write their story
    - i. Begin making their 10+ slides.
    - ii. Each slide should have at least three sentences.
    - iii. Remember to have a defined beginning (setting), middle (problem) and end (solution)
    - iv. Add events to make the story more interesting.
    - v. Make sure each slide has a background and images that go with the story.
    - vi. I like to play Sonicaid music while they are working.. Music to inspire creativity or positive energy.
3. Use iPads and headphones with built-in microphones **(2 days- 60 min)**
  - a. Demonstrate the use of Voice Changer-Use airserver to display on the SMARTboard.
  - b. Share how to upload their recording to their Gmail.
  - c. Students log into the gmail account on the iPad before going to Voice Changer.
  - d. They will read the first slide in their story in Voice Changer.
    - i. Decide what voice to use
    - ii. Upload it to the Gmail account

4. Open Gmail and the Google Slide (**1 Day- 30 min**)
  - a. Drag each recording onto the desktop and label the slide number
  - b. Open another tab and type in youtube
  - c.
    - i. Students may need to set one up using the gmail account. It is very quick. Just follow the directions.
  - d. Click on upload and change the setting to unlisted.
  - e. Drag their voice recording into youtube. When finished copy the URL.
  - f. Go to the slide and click on insert, then video. Copy the URL. When the recording shows up click on it and press select it will show up in the slide.
  - g. Practice adding recordings to each slide
5. The rest of the time will be spent finishing the story. (**8-11 days**)
  - a. Review animations and transitions
  - b. Continue writing the story and adding recordings to each page.
  - c. The last page is a picture and a narrative about themselves with a dedication page.
    - i. They will take a picture of themselves using the ipad or they can email one they have on their phone.
    - ii. Write about where they grew up, family, hobbies,etc and dedicate their story to someone.
6. As they finish up they should share their story with at least 2 others in the class and ask what they liked and how they could make it better.

### **Cross-Curricular Integration Activity**

Students will research what is appropriate for the age level of the student. They will look at visual design, word choice, and animation to engage lower elementary students. They will make appropriate decisions for their story dependent on the audience that will be enjoying their stories.

### **Culmination Activity**

Students will share their story with students from a lower elementary class. We pair up with a first grade class.

The last day of this activity, students turn in their stories on Google Classroom.

Students will out a survey to share what they learned, what they needed more help with and what they would like to learn next. They also give themselves the grade they feel they deserve. I give them a 10 point scale and I use this when giving them their final grade.



[Click Here for Student Testimonials](#)

### Student Materials

1. Desktop or laptop computer
2. iPad with Voice Changer App
3. Headphones with built-in microphone
4. Gmail account
5. Google Drive, Doc, Slide and Classroom
6. Assignments
  - a. Brainstorm on Google Doc
  - b. <http://pbskids.org/>
  - c. Story on Google Slide
  - d. Survey on Google Forms
  - e. [Click Here For Rubric](#)

### Assignment: "Google Docs Brainstorm"

Victoria Tambornino

Created May 6

[Google Docs Brainstorm](#)

Start writing or just make a list (Brainstorm Ideas) for the story you would like to make for Jefferson first graders.

### Announcement: "Please fill out this survey."

Victoria Tambornino

Created May 9

- [Survey](#)  
Please fill out this survey.



[7th Grade Story](#)

## Assignment: "7th Grade Story Slides"

Victoria Tambornino

Created May 9

- [Story Time](#)  
[7th Grade Story Slides](#)

Create a Google slide to read to 1st Grade. You must have at least 10 slides. Make sure the is a defined beginning, middle, and end.



[Add your voice to your Google Slide story:\)](#)

## Announcement: "Re-take this survey. Did you grow from..."

Victoria Tambornino

Created May 26

- [Survey](#)  
Re-take this survey. Did you grow from the beginning of class?



[7th Grade Story](#)

# Student Rubric

[Click Here For Rubric](#)

## Rubric for 7th Grade Story

Student Name \_\_\_\_\_ Date \_\_\_\_\_

	5 points	3-4 points	2 points	1-0 points
Story Quality Beginning, Middle, End	Beginning Middle and End exceptional story plot and sequencing	Beginning Middle and End good sequence of events	Beginning Middle and End but no real sequence of events	None existent
Use of ten or more slides using backgrounds and images	Exceptional use of background and images that pertain to the story	Good use of backgrounds and images that follow the story	There are backgrounds and images, but do not follow the story	No real effort
Using Transitions and Animations to enhance the story	Elaborate use of transitions and animations	Transitions and animations on each slide	Minimal use of transitions and animations	Forgot to add
Voice recording on each slide to tell the story	Great use of voice to tell the story using more than recording on a page to show different characters	Recordings on each page that follow the story	Have added some recordings but unfinished	None or only the first recording done in class

Having a ten minute slide to share with the first grade class	Story is more than ten minutes and engages the first grade student.	Story is a ten minute slide to share with the first grade student	Story is less than ten minutes for sharing with the first grade student	None finished product to read to students
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Total available points 25

Student receives \_\_\_\_\_/25