

Christina Walker

Spanish Green Screen Story Telling

Spanish II-IV (Grades 9-12)

Duration of Lesson:

This lesson is an on-going lesson for the whole year. The amount of time required during a month, depends on level of the language. For level IV, I will incorporate a couple 10-15 minute segments of background building of the Martha Habla series prior to starting the story creation. I am planning on two days for the initial instruction and recording of the first green screen Martha story, one complete day for the second story and giving 30 minutes to one class period once a month for continuation of story creation. . Level IV students will be able to create their story segments more quickly than level II students if you choose to implement it at a lower language level. This lesson will be year round with at least one publication a month.

Overview:

Students will create stories starting with pre-fabricated pictures and story characters and ultimately create their own topics and characters from PBS material “Si a la Cultura: Español al Día.” These stories will be verbal stories created on a Green Screen to be shared first in the classroom, other Spanish classes and eventually to a wider audience in other schools within the district and beyond.

Subject Matter:

Target language story continuation and creation is the subject matter. The mode will be varied from cartoon to one-act with human performers. The story matter will vary from fantasy to animation to real life with the eventual cultural threads from the PBS material. The goal is to listen, learn, and create verbally and non-verbally in the target language of Spanish.

Learning Objectives:

- To listen and comprehend material for native Spanish Speakers (children to teens)
- To create the material in the target language
- To unpack the essential information from previous story video so the theme can continue
- To extend the main concept into new material
- To present the story to a broader audience

North Dakota Foreign Language Standards addressed in this lesson:

Communication:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

Connections:

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize and access the distinctive viewpoints that are only available through the foreign language and its cultures.

Communities:

Standard 5.1: Students use foreign languages both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.

Standard 5.3: Students value native and heritage languages and show interest in efforts to preserve those that are endangered.

Technology Components:

Device such as an iPad or iPod or iPhone or other that can take pictures, record audio or video, download the Green Screen app

Projector connected to a computer or device to share videos

YouTube (website and account)

Green Screen by Do Ink (app) for editing and creating the video

Internet access to upload video to youtube

Schoology or Google Classroom or another similar platform to share the story within the class.

Materials:

Green Paper, gloves, and sticks

PBS Materials: Martha Speaks True Stories tools

(https://d43fweuh3sg51.cloudfront.net/media/media_files/26ea6648-15da-469b-ab56-595b6844ba05/71661388-92aa-4a2c-841e-1153c4324e5d.pdf)

PBS Materials: Martha Speaks pdf stories

(<http://pbskids.org/martha/stories/truestories/parents.html#chart>)

Martha YouTube Videos

(<https://www.youtube.com/playlist?list=PLURjXz2T8z1q8OF991gLpuPeh-JDpjwLX>).

PBS Materials: Si a la Cultura: Español al Día (Multiple-starting with the first three here)

<https://prairiepublic.pbslearningmedia.org/resource/4eebdd7e-486c-4c85-8967-32996353d039/si-a-la-cultura-espanol-al-dia-palabras-que-confunden/#.WWxhB2wktGw>

<https://prairiepublic.pbslearningmedia.org/resource/5eb1e4b5-80ff-4671-a61f-d4d1e47385ad/si-a-la-cultura-espanol-al-dia-preposicion-de/#.WWxkCmwktGw>

<https://prairiepublic.pbslearningmedia.org/resource/a9d660e0-c46a-464f-9a3a-8120f348cdf0/si-a-la-cultura-espanol-al-dia-los-prefijos/#.WWxkd2wktGw>

<https://prairiepublic.pbslearningmedia.org/resource/0ccf0301-7ecd-41d7-8404-010aa36078f8/si-a-la-cultura-espanol-al-dia-los-apellidos/#.WWxkO2wktGw>

There are additional on the website www.pbslearningmedia.org and search “A la Cultura” or “Español al Día”

Gustafson, Brad. “Global Green Screen Project.”

<https://adjustingcourse.wordpress.com/2015/08/07/global-green-screen-project/>

Introductory and Learning activities:

1. Story telling will be introduced to the level IV students utilizing literacy tools from the PBS lesson *Martha Speaks True Stories*. While these lessons are geared towards younger children and for those learning English as a secondary language, I will adapt some of the activities to Spanish for high schoolers learning a secondary language. The elementary content will also foster creativity in a non-academic, low stress environment especially for the beginning Spanish story tellers. Plus the high school students are at a much lower skill level in their second language so it releases the stress of creating “high school” material.
2. As background to the lesson, students will watch “Martha Habla” theme song in Spanish (<https://youtu.be/1UsoSJWimH4>) as well as one or two episodes (<https://www.youtube.com/playlist?list=PLURjXz2T8z1q8OF991gLpuPeh-JDpjwLX>) in 10-15 minute segments. One of reasons, PBS has a whole Martha series for English language learners is that there is a focus on vocabulary and explicit vocabulary instruction and use of circumlocution. The use of circumlocution like used in Martha Speaks/Habla is an intermediate skill in National ACTFL Standards that students will look for through a guided worksheet with the video. (See sample sheet at the end for the- Episodio 2 Martha y Skits”)
3. After students have familiarized themselves with the Martha series (2-3 episodes), use the Martha Speaks PBS pdf story charts which have 9-10 scenes (<http://pbskids.org/martha/stories/truestories/parents.html#chart>) and cover up the words and have the students start creating their own story based on prior knowledge of the

characters and other stories. Have them create it in the Target Language in groups of 3 and then share with the class. For example, I would give each group scene 1 of 6 difference stories (class of 18ish). For Spanish IV, I would give them 3-5 minutes to create their segment of the story and then they would pass it to the next group. Next I pass out scene 2 of the 6 stories. The groups have to read what the previous group wrote and then add write scene 2. I would do this until the pdf stories are done. This step will most likely take one full day.

4. Next, we will read the stories created by the students and choose one to make into Green Screen video. For ease, make some pre-made characters of Martha created to use for the video (use the printouts from www.pbskids.org/martha). Give 5 minutes of planning time and then record on the green screen. Use a rotation so Group 6 records Group 1 and then Group 1 records Group 2, etc so they are doing the work but yet they have some prep time right before they have to record.
5. As a class, we would create the green screen utilizing some backgrounds from the PDF or www.pbskids.org/martha printouts or stories. Next, post it to your YouTube account. Know your district policy about posting student work on YouTube but my policy would be to make it identifiable by link only. Then you can share it with the class and have it as an example for the next video story. At this step, I would also share “Global Green Screen Project” (<https://adjustingcourse.wordpress.com/2015/08/07/global-green-screen-project/>) by Brad Gustafson and we would watch a few sections of their project (depending on time).
6. My current plan would be to do one more Martha Speaks video story when I have rotations of our current material but one rotation would be to write/create and film their scene of the Martha story. This time I would give the first group the title and first picture. The groups would have to improvise after that. My goal would be to have 20 minute rotations (3-5 writing, 3-5 planning, 3-5 video, 3-5 editing and posting) so this would be spread out over a couple days but intermixed with rotations on our other curriculum. The videos are to be 40-50 seconds long each.
7. For round 3, I would start integrating the PBS learning media “Si a la Cultura: Español al Día.” As a class, we would watch one segment. My first segment would be “Palabras que confunden” (<https://prairiepublic.pbslearningmedia.org/resource/4eebdd7e-486c-4c85-8967-32996353d039/si-a-la-cultura-espanol-al-dia-palabras-que-confunden/#.WWxhB2wktGw>). We would discuss the confusing words from the segment and think of additional words that are similar (only different by an accent or letter that is pronounced very similar). Then students would sign up for confusing words that they must integrate into their story titled “Ay, ¡estoy tan confundida!” I would give the next 15 minutes for them to start creating their story knowing that they will have to tie it into the previous videos. The groups would have 3 school days to complete their segment. They can use homework time or instead of a game, 20 minutes to record and create their video. Once I publish it on the class site, the next group has 3 school days.
8. For round 4, I am planning on using the “A la Cultura” segment about the uses of the preposition of “de” and all its uses. As a class we would come up with a title and theme (La fiesta de Ana) and every video has to use “de” until all the uses are done.

<https://prairiepublic.pbslearningmedia.org/resource/5eb1e4b5-80ff-4671-a61f-d4d1e47385ad/si-a-la-cultura-espanol-al-dia-preposicion-de/#.WWxkCmwktGw>

Cross Curricular Integration Activity:

“A la Cultura: Español al Día” from the www.pbslearningmedia.org website will integrate history, language skills, cultural norms, art and more. It would be up to the individual teacher to what fits best into their curriculum. While browsing and watching all the clips, I learned a lot of information that I didn’t know regarding especially the history behind the language (of how last names were created or how creation of words were connected to the political events in history).

Culminating Activity:

At this point, if it is successful after round 4, I would like to try to branch beyond the classroom and work with the Spanish teachers within the district and see if they would like to join me to create green screen story for the city. If that is successful, I would try to expand to other teachers beyond our district. This would stretch the students and I could see them using their Spanish to interact with others beyond our community.

My goal would be to do one green screen video a month with a total of 7 or 8 videos throughout the year. For my students, there would be one small requirement connected to a culture point from the PBS materials. These are solid culture points that often get overlooked and would definitely benefit my students.

Quick note about the standards, in Spanish IV the students are not allowed to speak in English so everything from preparing to can you hold this will have to be in Spanish which expands the use of the standards even further than just creating the story.

Student Materials start on the next page:

Martha Habla en Español

Episodio 2 “Martha y Skits-Un miembro nuevo en la familia.

Palabras del video:

gusto-el sentimiento de que te guste

cargo/cargar-ser en control

atrapar-tomar algo (*una pelota o un disco volador como Frisbee*) del aire

Peguntas:

1. ¿Quién es Skits?
2. ¿Cuál es una palabra que es nuevo para ti y quieres saber? ¿Qué piensas significa?
3. ¿Cuántas letras hay en la sopa del alfabeto? ¿Por qué?
4. ¿Cuál fue tu parte favorito del cuento?
5. ¿Cómo defina Martha esta palabra usando circunlocución? Trata de hacer 3 de las 5 palabras

excepcional

alfa

estupendo

especializar

extraordinario

Printout for the Martha Characters and/scenes:

www.pbskids.org/martha/prints/index.html

Chart of pdf Martha stories (where you take off the words and let the students create their own).

<http://pbskids.org/martha/stories/truestories/parents.html#chart>