

# CPA Lesson Plan

by Katrina Caras

**Overview:** Digital Storytelling with the story *The Boy Who Loved Soccer*.  
The student will research and plan a digital story using multimedia to describe the story. Assignment for any grade K-12( web- based lesson)

## Goals

Goal 1: Plan a story with a partner.

Goal 2: Create a storyboard and write your script with a beginning, middle and end.

Goal 3: Design your story in digital form.

Goal 4: Record narration and or add details (multimedia).

Goal 5: Review and edit for the final copy.

**Instructional Topic:** A digital story

Prerequisites: PowerPoint or Adobe Acrobat Professional  
Read digital story *The Boy Who Loved Soccer*.

## Directions for Session

Teacher's Role:

1. Meet with the media specialist to discuss the project and how we can work together to assist the students.
2. Explain the project requirement to students. Use a PowerPoint presentation and handouts to students to instruct them about the project.
3. Divide the students into groups of two to work in collaboration on the project. Either the teacher can divide the group or depending on the group the students can choose with whom to work.
4. Supervise and assist students with research, multimedia and writing of the story (depending on the age group and need).

5. Review [www.storylineonline.net](http://www.storylineonline.net). A free streaming video of famous actors reading stories aloud.
6. Review <http://bookbuilder.cast.org>.
7. Make specific goals for each area of the project (see rubric).

### **Interest Approach**

Introduce several digital storybooks (e book) for the students to see. Have the students compare and contrast several stories using the digital storybooks. Which one is their favorite and why? What types of multimedia did the e book use?

### **Performance Objectives**

Student's Role:

- 1.1 Students will plan a story with a partner. Decide on the main character, setting, plot, details of the story. Begin to develop your beginning, middle and end. Performance will be satisfactory if students can show if they have started their story.
- 2.1 The students will create a storyboard and start writing their script. Performance will be satisfactory if the students have a beginning, middle and end.
- 2.2 The students will put their story into PowerPoint. Performance will be satisfactory if the students have begun to put their information into PowerPoint.
- 3.1 Students will develop their story in the timeframe given (1 week). Performance will be satisfactory if they develop their story within the week.
- 4.1 Students will record their narration and add technology (multimedia) details to their story. The performance will be satisfactory if work is begun to record narration and add multimedia details to the story.
- 5.1 Students will post the PowerPoint to the class discussion thread. The performance will be satisfactory if the students (on the team) will post the PowerPoint to the discussion thread.

5.2 Students will be responsible for answering any questions posted to the thread regarding the PowerPoint. The performance will be satisfactory if the team answers the questions posted to the discussion thread

6.1 Students will review material and rewrite for the final copy checking the rubric provided. Performance will be satisfactory if they student refers to the rubric to understand the grading points that are assigned. Performance will be assessed by the teacher and on a scale of 1 to 4 (1 being the lowest and 4 being the highest) a passing grade will be a 3 or higher in each category of the rubric.

#### Activities:

1. The student will plan a story with one partner. Choose a partner or the teacher can pick a partner. One person will be the reporter and the other person will be the recorder. Discuss and decide on a beginning, middle and end of the story. Decide main character, setting, plot, details of the story.
2. Develop a storyboard; create a storyboard with your partner. Begin writing your script.
3. Start working on the PowerPoint. Put your storyboard ideas into the PowerPoint.
4. Add narration and multimedia to the PowerPoint. One student will do the narration and the other will do the multimedia.
5. Students will rewrite the final copy of the PowerPoint and save to Adobe Acrobat (pdf) form.
6. The students will be responsible to post the PowerPoint and answer any questions posted on the discussion thread.
7. Timeframe is one week for both students. The students will get to present to everyone in class.

#### Associated Assignments:

The student will:

1. Maintain a journal or notebook for notes.
2. View interactive video for information and creativity.
3. Create a storyboard.
4. Participate with peers for review of accomplishment.
5. The students need a pen drive to save their work.

6. The student may also want an e-mail address to send their completed work to (parent, relative),

### **Instructional Materials:**

1. Computers
2. Internet
3. Student journal or notebook for notes.
4. Adobe Acrobat Professional or PowerPoint
5. MS Word
6. Think Sheet (See attached sheet)
7. Rubric (See attached sheet)
8. Pen drive

### **Resources:**

Google images, Yahoo images, photos from home.

### **Post Test**

No post test will be given.

### **Task Review**

The project will be graded according to the rubric which is provided. Included in the grade will how well your group stayed on task and group participation for this assignment. All of these will be factored into the final grade. I am estimating one week for this assignment. (This can be adjusted based upon the grade level or students needs.)

See Technology Standards for review for National and State standards for assessment.

# Technology

## National Standards

1. Basic operations and concepts
  - Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
2. Social, ethical, and human issues
  - Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
  - Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
  - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
  - Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students use technology tools to process data and report results.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
  - Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

# State Standards

## Grades K-2

- C/T K-2.2 The student will demonstrate proficiency in the use of technology.
- Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.
  - Use multimedia resources such as interactive books and software with graphical interfaces.
- C/T K-2.5 The student will use technology to locate, evaluate, and collect information from a variety of sources.
- Identify information in various formats.
  - Identify available sources of information.
- C/T K-2.7 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Identify the best tool to communicate information.
  - Use technology tools for individual writing, communication, and publishing activities.
  - Demonstrate the ability to create, save, retrieve, and print document.

## Grades 3- 5

- C/T 3-5.2 the student will demonstrate proficiency in the use of technology.
- Use skills and procedures needed to operate various technologies such as scanners, digital cameras and hand-held computers.
  - Identify basic software applications such as word processing, databases, and spreadsheets.
- C/T 3-5.5 the student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Work collaboratively when using technology.
  - Practice and communicate respect for people, equipment, and resources.
  - Understand how technology expands opportunities for learning.
- C/T 3-5.8 the student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.

- Use technology tools for individual and collaborative writing, communication, and publishing activities.
- Use telecommunication tools to communicate and share information with others.

## Grades 6-8

C/T6-8.2 the student will demonstrate proficiency in the use of technology.

- Understand that hardware and software have different operating systems that may affect their use.
- Use self-help features such as online tutorials and manuals to learn to use hardware and software.

C/T 6-8.7 the student will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

- Use search strategies to retrieve information.
- Evaluate the accuracy, relevance, and appropriateness of electronic information sources.

C/T 6-8.9 the student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Choose the appropriate tool, format, and style to communicate information.
- Independently use technology tools to create and communicate for individual and/or collaborative projects.
- Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.

## Grades 9 - 12

C/T 9-12.5 the student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.

- Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
- Model responsible use and respect for equipment, resources, and facilities.

C/T 9-12.7 the student will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

- Analyze and draw conclusions about the comprehensiveness and bias of electronic information sources.
- Design and implement a variety of search strategies to retrieve electronic information.

C/T 9-12.9 the student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Determine the most effective tool, format, and style to communicate to specific audiences.
- Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
- Practice self-directed use of advanced technology tools for communicating with specific audiences.

## Rubric for Digital Storytelling

Student Name: \_\_\_\_\_

Total Score: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing - Organization</b>  Score: _____	Each section in the story has a clear beginning, middle, and end.	Almost all sections of the story have a clear beginning, middle and end.	Most sections of the story have a clear beginning, middle and end.	Less than half of the sections of the story have a clear beginning, middle and end.
<b>Writing - Grammar</b>  Score: _____	There are no grammatical mistakes in the story.	There are no grammatical mistakes in the story after feedback from an adult.	There are 1-2 grammatical mistakes in the story even after feedback from an adult.	There are several grammatical mistakes in the story even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>  Score: _____	No spelling errors remain after one person other than the typist reads and corrects the story.	No more than 1 spelling error remains after one person other than the typist reads and corrects the story.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the story.	Several spelling errors in the story.
<b>Attractiveness &amp; Organization</b>  Score: _____	The story has an exceptionally attractive formatting and well-organized information.	The story has attractive formatting and well-organized information.	The story has well-organized information.	The stories formatting and organization of material are confusing to the reader.
<b>Knowledge Gained</b>  Score: _____	All students in the group can accurately answer all questions related to facts in the story and to technical processes used to create the story.	All students in the group can accurately answer most questions related to facts in the story and to technical processes used to create the story.	Most students in the group can accurately answer most questions related to facts in the story and to technical processes used to create the story.	Several students in the group appear to have little knowledge about the facts or technical processes used in the story.
<b>Graphics/Pictures</b>  Score: _____	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

