"3,2,1...Action!"

Grade Cluster - K-2

NETS-S – 1 - Creativity and Innovation

Quick Look:

Following a Response to Literature writing unit, students scan or draw pictures related to a favorite book and create book trailers.

Scenario:

It's early Monday morning and children are filing in the classroom door. Excitement is in the air as the latest new releases have hit the theaters. Children are buzzing about the view from the front row seats where they sat most recently, to watch the big screen with mom and dad. Once settled in, Morning Meeting begins as usual with a greeting and sharing. Students can't help but share the plot of the movies they saw the previous night. Then, in response to student excitement, the teacher turns to the interactive whiteboard where a photograph of one of the lead characters from a popular movie is on display. At that point, as if the class were taking a commercial break, a link is selected which takes the class directly to the movie trailer of the very same movie they raved about only minutes earlier. The excitement builds as students are reminded of key points in the movie, while students who have not yet seen the movie twist and turn with anticipation. When the trailer ends, students share their thoughts and feelings about the two-minute summary they just saw. "What parts of the trailer did you like?" "Why did you like them?" "What made this trailer catch your attention?" These are a few questions asked by the teacher. The teacher then connects this "commercial break" to several of the recent reading lessons focusing on retelling. Students are ready to start responding to literature in writing.

The teacher explains to students that they, too, can entice readers to choose their book by writing an exciting summary about their book that highlights their favorite parts, just as the movie trailer generated excitement about watching the movie. As an end-of-unit project, groups of students will create a book trailer for the book of their group's choice, using information they've learned about this genre. The teacher shares several examples of movie trailers throughout the week using various web sites (1c). Groups of students persuade their audience to want to read their book as they write, by incorporating the "trailer techniques" reviewed in the introductory lesson. Then, using a *digital voice recorder*, they work together to pre-record a script for the trailer that includes their favorite part of the book, as well as highlights from throughout the story (1a, 1b). They also discuss which visual images they want to include. Younger students might only choose one or two images from the book, or ones they have created. Motivated students, who may have more experience importing selected images, may choose three or more images from the text.   Once the groups decide on a book, students

scan various illustrations from the story into a new, teacher-created folder labeled with the group name and project title. Students may also choose to illustrate their own pages using *Microsoft Paint, HyperStudio, KidPix*, or another paint program. Images are saved as jpgs and into the folder. Students also take digital pictures of each other to include at the end of the trailer to identify themselves as the authors of their book trailers (6a, 6b). All images are then imported into *Microsoft Photo Story 3,* (1d). Once pictures and photos are sequentially arranged in *Photo Story*, students add music, narration and transitions (6d). When the photo story is saved, all of the pictures, narrations and music are compiled into a video file.

Book trailers are then shared with parents and families using an *interactive whiteboard* or projector as part of a publishing celebration. The teacher may also choose to showcase the trailers much like a commercial advertisement during daily Morning Meeting. Students and teacher publicly display student work by showcasing the trailers at the local library during a weekend sharing time, or air the trailers on a local access television station.

Resources
Movie Trailer Sites

www.apple.com/**trailers**
www.**trailer**addict.com
www.imdb.com/Sections/**Trailers/**

Student Standards – The following NETS-S are noted in the scenario:
      1. Creativity and Innovation – A, B, C, D
      6. Technology Operations and Concepts – A, B, D

Teacher Standards –Teachers who teach this unit address the following NETS-T:
    1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
      2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
    3. Model Digital-Age Work and Learning – A, B, C, D
    4. Promote and Model Digital Citizenship and Responsibility – B, C
    5. Engage in Professional Growth and Leadership – B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

1.3 Reading Comprehension

R2: 10 Demonstrate initial understanding of elements of literary texts by…
    • Identifying or <u>describing character(s), setting, problem, solution, or major events, as appropriate to text</u>
    • Retelling <u>the key elements of a story</u>
    • <u>Sequencing key events in order</u>

R2: 15 Generates a personal response <u>to what is read</u> through a variety of means by…
    • Comparing stories or other texts to related personal experience, prior knowledge, or other books

R1: 13 Analyze and interpret elements of literary texts read aloud or <u>read independently,</u> citing evidence where appropriate by…
    • Making predictions about what might happen next, <u>and telling why the prediction was made</u>
    • <u>Identifying possible motives of characters</u>
    • Identifying <u>relevant</u> physical characteristics or personality traits of main characters.

A1-2:10 Students show skill development when CREATING art by….
    • Using line in various media(e.g., pencil, marker, cut-outs, etc.) to create shape and image

A1-2:11 Students demonstrate PERFORM/COMMUNICATE skills in visual arts by…
    • Using media and materials to convey feeling, idea, or <u>thought.</u>