

## Leapfrog Program

**Course Title:** Write It, Tell It, Show It: Animated Storytelling

### Course Description

This course is for students who want the whole package--writing, storytelling, drawing, and animation! Students write and edit original narratives and record their work as audio tracks. These recordings are then used to create animated shorts based on hand-drawn, collage, or computer-generated illustrations.

### Essential Questions

- Can words alone ever really fully explain who we are and how we live our lives?
- How is telling a story different from writing a story?
- How can a person find compelling stories to tell?
- What makes writing and storytelling “good?”
- How can computers best be used to help people tell stories?

### Outcomes

Upon successful completion of this course, students will have:

- a. Read, listened to, and viewed examples of personal narratives, both with and without animation listing the differences between the forms
- b. Identified and discussed the important elements in a narrative
- c. Written, revised, and edited original narratives
- d. Recorded audio tracks that support a narrative
- e. Created animated shorts to accompany the audio tracks and apply learning about elements of an effective narrative

### Instructional Strategies

#### Writing

As writers, we will strive to be “enormously taken by things anyone else would walk by.” (James Dickey).

Through modeling, discussion, examples and practice, students will learn the following

*Qualities of Good Personal Narrative Writing:*

- Write a little **seed** story; don’t write all about a giant **watermelon** topic
- **Zoom in** so you can tell the most important parts of the story
- Include true, exact details from the **movie in your mind**
- Begin with a strong **lead** – maybe **action, setting, dialogue**, or a combination which creates a mood

One-on-one and small group writing conferences will allow students to receive specific feedback on their own stories as well as suggestions on how to improve the quality of their writing and storytelling.

#### Animation

Teachers will model programming concepts for the whole group. Students will then practice and learn these concepts by doing hands-on programming on their own or with a partner. Based on teacher observation of students’ work, students will also receive one-on-one help and instruction as they program and create their own animated stories.

## Resources and Materials

- Caulkins, Lucy, **Units of Study for Teaching Writing, Grades 3-5 (teaching text)** (2007) ASIN: B000Z3W596
- Fox, Mem **Wilfrid Gordon McDonald Partridge (picture book)** (1989) ISBN: 091629126X
- Rylant, Cynthia **When I Was Young in the Mountains (picture book)** (1993) ISBN: 9780140548754
- William Carlos Williams **This is Just to Say (Poem)** 1962
- *Glass, Ira* **This American Life #354 (public radio program)**
- **Transom website:** *Short List Poetry:* [http://transom.org/?page\\_id=7746](http://transom.org/?page_id=7746)
- **StoryCorps website:** <http://storycorps.org/animation/>
- *Scratch 1.4* software
- Badger, Michael **Scratch 1.4 Beginner's Guide.** (2009) ISBN: 1847196764
- Ford, Jerry Lee, Jr. **Scratch Programming for Teens.** (2008) ISBN: 1598635360
- **Scratch web site:** <http://scratch.mit.edu>
- **Learn Scratch web site:** <http://learnscratch.org>
- Teacher Made Materials

## Student Assessment

### a. Pre-Assessment

This will include a survey of students' familiarity, and previous work, with computer programming including *Scratch* software. Students will also fill out a survey of written work they have done (personal narrative, poetry, fiction) and a questionnaire asking them what makes writing "good" and techniques they know to produce "good" writing.

### b. Documentation of learning

During the course, students will be assessed based on teacher observation of students working, completed activities and projects, participation in class discussions and cooperation during group activities. "Mini-tasks" will allow teachers to evaluate a student's grasp of a particular programming elements. Written work will be assessed according to the "Qualities of Good Personal Narrative Writing" cited above.

### c. Post-Assessment

This is based on students work throughout the course with an emphasis on the projects completed for sharing at Expo on the last day of the course. Students will also be evaluated on their ability to integrate story and animation. At the end of the course students will receive a written evaluation based on general class performance, discussion, participation (whole group and small group) evaluations, and written work. Final Student evaluations are written are mailed out by September 15. Please refer to the Leapfrog Family handbook for more information.

## Schedule

Date(s)	Topic(s)	In-class Activities	How will you document learning for Assessment?
July 25, 2011 (Monday)	<p><b>Programming Basics</b></p> <ul style="list-style-type: none"> <li>• Motion and Sound</li> <li>• Repeating Actions</li> <li>• Playing with Color</li> <li>• Creating Your Own               <ul style="list-style-type: none"> <li>• Sprites</li> </ul> </li> <li>• Speaking and Thinking</li> <li>• Creating Image Effects</li> <li>• Sounds, Voices and Music</li> <li>• Creating Animations</li> </ul> <p><b>More Programming Concepts</b></p> <ul style="list-style-type: none"> <li>• Move, Turn and Point               <ul style="list-style-type: none"> <li>• Go and Glide,</li> </ul> </li> <li>• Changing Costumes               <ul style="list-style-type: none"> <li>• Speaking, Thinking and Graphic Effects</li> </ul> </li> </ul> <p><b>Personal Narrative Writing: <i>When I Was Young...statements</i></b></p>	<ul style="list-style-type: none"> <li>• Teacher guided learning</li> </ul> <p>-Online guided Scratch instruction</p> <p>-Mini-programming Tasks</p> <p>Readaloud: <i>When I Was Young in the Mountains</i></p> <p>Sharing written and oral “When I Was Young” personal narrative statements.</p> <ul style="list-style-type: none"> <li>• Free Exploration with Scratch</li> <li>• Listening/Screening Room</li> </ul>	<ul style="list-style-type: none"> <li>• Daily teacher notes, based on observation of students’ work and projects;</li> <li>• Evaluation of completed online lessons and “<i>mini-tasks</i>” and the degree to which students do them independently.</li> </ul> <p>Informal assessment of student’s written work</p> <ul style="list-style-type: none"> <li>• Understanding demonstrated during discussions based on students’ questions, answers and comments.</li> </ul>
July 26, 2011 (Tuesday)	<p><b>More Programming Concepts</b></p> <ul style="list-style-type: none"> <li>• Move, Turn and Point               <ul style="list-style-type: none"> <li>• Go and Glide,</li> </ul> </li> <li>• Changing Costumes               <ul style="list-style-type: none"> <li>• Speaking, Thinking and Graphic Effects</li> </ul> </li> </ul> <p><b>Adding Multimedia Elements</b></p> <ul style="list-style-type: none"> <li>• Playing Sounds               <ul style="list-style-type: none"> <li>• Playing Instruments</li> <li>• Pen and Color Control                   <ul style="list-style-type: none"> <li>• Pen Size, Shade, Stamp</li> </ul> </li> </ul> </li> </ul> <p><b>Personal Narrative Writing: <i>Memory Object Stories</i></b></p>	<ul style="list-style-type: none"> <li>• Teacher guided learning</li> </ul> <p>-Online guided Scratch instruction</p> <p>-Animating “When I Was Young” personal narrative statements.</p> <p>Readaloud: <i>Wilfrid Gordon McDonald Partridge</i></p> <p>Sharing written and oral <i>Memory Object</i> stories</p> <ul style="list-style-type: none"> <li>• Listening/Screening Room</li> </ul>	<ul style="list-style-type: none"> <li>• Daily teacher notes, based on observation of students’ work and projects;</li> <li>• Evaluation of completed online lessons and “<i>mini-tasks</i>” and the degree to which students do them independently. Also, evaluation of combining audio text with animation.</li> </ul> <p>Informal assessment of student’s written work</p> <ul style="list-style-type: none"> <li>• Understanding demonstrated during discussions based on students’ questions, answers and comments.</li> </ul>
July 27, 2011 (Wednesday)	<b>Advanced Programming Concepts</b>	<ul style="list-style-type: none"> <li>• Teacher guided learning</li> </ul>	<ul style="list-style-type: none"> <li>• Daily teacher notes, based on observation of</li> </ul>

	<ul style="list-style-type: none"> <li>• Beginning and Waiting</li> <li>• Mouse and Keyboard Control</li> </ul> <p><b>Recording stories and importing audio files into Scratch</b></p> <p><b>Using Begin, Wait and Stop commands to sync audio with animation</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• What is a short list poem?</li> <li>• Writing collaborative short list poetry</li> </ul>	<p>-Online guided Scratch instruction</p> <ul style="list-style-type: none"> <li>• Adding audio to “When I Was Young” personal narrative animations.</li> <li>• Memory Object animations: recording audio and creating animation.</li> <li>• Listen to short list poetry</li> <li>• Partner and small group writing of short list poems.</li> </ul>	<p>students’ work and projects;</p> <ul style="list-style-type: none"> <li>• Evaluation of completed online lessons and “<i>mini-tasks</i>” and the degree to which students do them independently. Also, evaluation of combining audio text with animation.</li> </ul> <p>Informal assessment of student’s written work</p> <ul style="list-style-type: none"> <li>• Understanding demonstrated during discussions based on students’ questions, answers and comments.</li> </ul>
July 28, 2011 (Thursday)	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <i>This is Just To Say</i> poems.</li> <li>• Free choice writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling and guided learning</li> <li>• Collaborative short list poetry animations: recording audio and creating animation.</li> <li>• Introduction to <i>This is Just to Say</i> by William Carlos Williams</li> <li>• Deconstructing the poem</li> <li>• Writing our own poetry inspired by the content and form of <i>This is Just To Say</i></li> </ul>	<ul style="list-style-type: none"> <li>• Daily teacher notes, based on observation of students’ work and projects;</li> <li>• Evaluation of completed online lessons and “<i>mini-tasks</i>” and the degree to which students do them independently. Also, evaluation of combining audio text with animation.</li> </ul> <p>Informal assessment of student’s written work</p> <ul style="list-style-type: none"> <li>• Understanding demonstrated during discussions based on students’ questions, answers and comments.</li> </ul>
July 29, 2011 (Friday)	<ul style="list-style-type: none"> <li>• Collaborative short list poetry animations: recording audio and creating animation.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>This is Just to Say</i> poetry animations: recording audio and creating animation.</li> <li>• Finish up other projects and get ready for Expo!</li> </ul>	<ul style="list-style-type: none"> <li>• Daily teacher notes, based on observation of students’ work and projects;</li> <li>• Evaluation of both the technical, artistic and storytelling aspects of the animated shorts.</li> </ul>

**CTD Statement on Third-Party Web Sites**

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

SAMPLE