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LIS 654 – Spring, Andrews

Collaboration Project

Title: Book Trailers – Student created book video advertisements

Purpose of the Lesson: The purpose of the lesson is to encourage free reading in students as well as to prepare them for more precise literary analysis they will need in 9th grade Honors English. Students will choose a book to read that is of interest to them. After reading the book, students will use technology to create a video advertisement of their book. Students will perform several short writing assignments throughout to strengthen and develop literary analysis skills. The librarian's primary lesson will be to integrate technology through the introduction of the program, Animoto, which students will use for creating the video advertisement of their books.

Teacher: Mrs. McEnally

Grade/Class: 8th grade Language Arts, Advanced Learner Single-gender class of 30 boys. Of these 30 Advanced Learners, approximately eight are considered socio-economically at risk. Additionally, there are twelve who have learning disabilities of ADD/ADHD. This class is large. It has been split earlier in the year only to have had the new hire teachers (two of them) leave shortly after taking the position. Some of the students have been shuffled about most of the year. Finding a way to interest them in reading as well as develop their literary analysis skills while keeping them all engaged is the teacher's goal.

Teacher's Role: The teacher will introduce the reading project, bring students to the library for a presentation and checkout, and monitor progress of reading. Through short writing assignments for class grades, the teacher will instruct students and assess their comprehension of content objectives. The teacher will work with the librarian to create a final project rubric. Additionally, the teacher will be available to assist students during the creation of their final project if such need arises. At the completion of the project, the teacher will do the final grading and assessment. (This is due only to the librarian's absence at the time projects are to be completed. Otherwise, the teacher and librarian would grade and assess the projects together or individually and the teacher would assign a grade based on the two assessments combined.)

School Librarian's Role: The librarian will give a book talk and presentation of book promotions during a scheduled visit of the class to the library. The librarian schedule lab time for the class in which she will integrate technology skills through teaching a lesson on the use of Animoto. The librarian will then assist students in their project creation by answering questions or working with students on computer skills. The teacher and librarian will create a rubric for assessment. It is due to the absence of the librarian that the teacher will do the final grading

assessment for content. Otherwise, the librarian would make prior arrangements with the teacher to grade and assess the projects together or individually, and meet to close the collaboration.

Unit Length—This unit is divided into three parts: Introduction, Reading and Literary Analysis, and Technology-based project. Combined, the unit will take four weeks.

Part One: Introduction (week 1)

The librarian will present a booktalk and show several book promotional videos. The teacher will present the project along with an assignment calendar for the project.

Books used for booktalk:

- o Coleman, Janet Wyman. 2006. *Secrets, Lies, Gizmos, and Spies: A History of Spies and Espionage*. New York: Abrams Books for Young Readers.
- o Higson, Charlie. 2006. *Blood Fever : A James Bond Adventure*. (Series: Young Bond ; bk. 2). New York : Hyperion Paperbacks for Children.
- o Horowitz, Anthony. *Stormbreaker*. New York : Puffin Books, 2002, c2000.

Animoto Book Trailers used during book promotion presentation

- o Trailer: *The Mysterious Benedict Society* by Trenton Lee Stewart, video by Lauren Elwood (student)

Part Two: Reading and Literary Analysis (weeks 2-3)

The teacher will monitor the student's reading progress over a period of two weeks. In-class lessons on literary analysis skills will be taught and/or reviewed. On Day one of Week 4, students will have a short writing assignment to prepare them for the written portion of the final project. Over the two week period, the teacher will cover the following Common Core and Standard Course of Study content objectives:

CC 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC 8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CC 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SCOS Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of interest to the individual.
- reading literature and other materials selected by the teacher.
- assuming a leadership role in student-teacher reading conferences.
- leading small group discussions.
- taking an active role in whole class seminars.
- *analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.*
- *discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.*
- *analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.*
- *extending understanding by creating products for different purposes, different audiences, and within various contexts.*
- *analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.*

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).
- evaluating what impact genre-specific characteristics have on the meaning of the text.
- *evaluating how the author's choice and use of a genre shapes the meaning of the literary work.*
- *evaluating what impact literary elements have on the meaning of the text.*

Part three: Technology-based project (week 4)

The librarian will integrate technology by instructing students on the use of Animoto, the program in which their book promotional videos will be in. Students will complete and submit their final projects, a book promotion in video form. The following is the lesson plan for the use of Animoto:

Lesson Title: Creating a Book Promotional Video Using Anamoto

Lesson Length: Approximately 25-30 minutes

Lesson Objectives:

NC Essential Standards of Information and Technology Skills:

8.TT.1 Use technology and other resources for assigned tasks.

8.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

8.SE.1.1 Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

AASL Standards for the 21st Century Learners:

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.3.1 Respect copyright/ intellectual property rights of creators and producers.

2.1.2 Organize knowledge so that it is useful.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.4 Demonstrate personal productivity by completing products to express learning.

Materials and Resources:

- Animoto web-based program (www.animoto.com)
- Computer lab
- Laptop
- Data projector
- Students' writing activities from class assignments

Outline of lesson:

Pre-activities:

1. Reserve Lab for Mrs. McEnally's class for a minimum of two days.
2. Meet with Mrs. McEnally to create final project rubric.
3. Create and/or verify Animoto account structure for project. The teacher is to create an education account that allows 50 student logins.
4. Create step-by-step instruction sheet for student reference guide.

Procedures:

1. Welcome
2. Anticipatory set: **How many of you have ever wanted to make your own video? Today, you are here because Mrs. McEnally has assigned you to make a video promoting the book you have read using Animoto. How are you going to do that? I'm going to show you.**
3. **Let's start with an example.** Review of an Animoto book promotional video.
 - a. Play Animoto book trailer: *Stormbreaker*
4. The instructor will ask: **How do we do this? What do we need to make a video? Thinking about the video you just watched,** The instructor will create a list on the board of the students answers to **include the following components:**
 - a. **Premise or the main idea, focus, or theme**
 - b. **Pictures/images that support or explain the premise**
 - c. **Words/Text – whether spoken or written –express the premise**
 - d. **Sound**
5. The instructor will discuss each component.
 - a. **What is the main idea or focus of your video?** The students' response should be the book they have read for the assignment.
 - b. **Now that we know what our focus is, we need pictures. Why? Because a video is visual. Therefore, we must have something for others to see. Pictures can be photos, images, graphics, etc.**
 - c. **Pictures show the audience what the author wants them to see, but sometimes that is not enough to express the idea accurately. The 3rd component is words. Words, spoken or written help tell the idea. The**

words used in the video we just saw told you, the audience, the idea behind the book, Stormbreaker. The final component is sound.

d. Sound is in the background and adds to the understanding of the theme.

6. The instructor will demonstrate how students will locate and access each component for the project.

a. Premise – the book itself

b. Pictures **The instructor will explain that pictures used in the assignment can come from Microsoft Word clipart, Google images, or personal photos.**

- The instructor will open Word, displaying it on the data projector, and look for pictures in clipart.

- The instructor will explain that all images must be .jpgs and demonstrate how to save pictures as .jpg's.

1. Select a clip art image.

2. Save as .jpg, save to:

a. Desktop

b. Student Activities

c. McEnally #for class

d. Student Name file – if student name is not there, create file for own name.

- **MUST SAVE EACH IMAGE USING THIS PROCEDURE/LOCATION.**

- The instructor will explain: **Images from Google images must be in .jpg files select only .jpg images, save same as clipart images.**

c. **Words or text – will be taken from class work done on summary of book. Students will edit further in Animoto.**

d. **Sound - Animoto provides sound choices making it unnecessary to find sound beforehand like images.**

7. **With all components,** the instructor will now model the final process of creating a video in Animoto.

a. The instructor will open Animoto, displaying screen on data projector.

b. The instructor will demonstrate how to sign in. Students will be given specific instructions on how to sign up for their own account when they are to begin their projects due to teacher/student account formats are different.

c. The instructor will perform the steps of creating an Animoto book trailer for the students in an overview.

- Choose background that supports main idea.

- Download pictures just selected and saved.

- Incorporate text from narrative.

- Select music that supports the mood.

- Title project.
 - Produce video.
8. Review key concepts.
- a. Images taken from cites must be cited. Why? Copyright and intellectual property laws which means these are not your own personally created images and therefore you must give credit to where you got them.**
 - b. Only clipart or Animoto images do not need citation.**
 - c. Proper grammar and spelling is to be used.**
9. Application **Why is this important to me?** draw attention to:
- a. Current project
 - b. Personal interest
- 10. Closure: Students, you now have the ability to create your own book videos. Although we are using an educational account version of Animoto, it is available for free. You may choose to use it for your own personal interests by signing up for the free version at home.**
- a. **Questions** before we begin?
 - b. Remainder of class time instructions:**
 - **Follow step by step instructions on reference guide for part 1.**
 - c. pass out instruction [reference guide](#) and project [requirements](#) handout (see attached files)
 - d. The instructor will walk around and monitor students for follow-up instruction or guidance and remain on task.

Guided Practice: Students will have two days of class time in the lab to create their own Animoto book promotional videos. For the remainder of class time today, students will sign up for their Animoto student account to assure all students have proper access. After signing in, students will leave Animoto to begin selecting images. The librarian will be available, to assess students as they work and to provide follow-up instructional guidance, making sure students follow directions for saving images. Day 2: Students will continue with project creation, downloading images and text into Animoto and creating final product. The teacher and librarian will be available to provide assistance if needed in project completion and in submission. Submission is through emailing a link to the teacher.

Assessment: See Grading [Rubric](#). (attached file)