

Unit plan: Picture this!

Unit Overview

Unit Plan Title: *Picture this!*

Year Levels *Years 3 – 4*

Curriculum – Framing Questions

Essential Question

- How is meaning affected by personal interpretation?

Unit Questions

- How can we use words to tell a story?
- How can we use imagery to tell a story?
- How can we engage an audience?

Content Questions

- What is descriptive writing?
- For what purpose do we use descriptive writing?
- What do we need to include in our writing?
- How do we cater for different audiences?
- How important is prior knowledge in making meaning?

Unit Summary

In this unit, students will explore how meaning is conveyed through text and digital literacy. They will explore how personal interpretation and experiences impact on making meaning from text. Students will explore digital learning objects to learn about parts of speech, work on descriptive writing tasks and participate in partner and collaborative tasks using Kahootz and Claymation. Students will use a range of thinking tools such as mindmaps, PMI's, Venn diagrams and sixteen Habits of Mind to deepen their understanding of literacy.

Teaching and Learning Strategies

- Individual and co-operative group work
- Self-paced learning
- Use of data charts to gather/interpret information
- Explicit criteria through the use of rubrics and capacity matrices.(see example)
- Use of ICT to engage students via Learning Objects, Kahootz, Garageband and claymation using iStopMotion
- Celebration of students' work through showcasing via a data show.
- Feedback through use of teacher and peer assessment
- Mind journeys
- Use of thinking tools such as mindmaps, Venn diagrams, PMI and 16 Habits of Mind.
- Participation in a collaborative project between classes.

Professional Learning

- Familiarization with Kahootz through using Kahootz tutorial.
- Registration with Kahootz website www.kahootz.com.au

Victorian Essential Learning Standards

This unit can be used to assess a range of Victorian Essential Learning Standards. The table below is an example of how this unit may be used to assess some Level 3 standards.

Strand	Domain	Dimension	Key elements of the Standards <i>Students will:</i>
Physical, Personal and Social Learning	Interpersonal Learning	Working in teams	... cooperate for agreed purposes, taking roles and following guidelines established within the task. ... describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.
	Personal Learning	Managing Personal Learning	... complete short tasks by planning and allocating appropriate time and resources. They comment on task progress and achievements.
Discipline-based Learning	English	Reading,	... read and respond to a range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. ... use several strategies to locate, select and record key information from texts
		Writing,	... write narratives which include characters, setting and plot. ... order information and sequence events using detail or illustrative evidence and they express a point of view providing some information and supporting detail. ... combine verbal and visual elements in the texts they produce.
		Speaking and Listening	... vary their speaking and listening for a small range of contexts, purposes and audiences.

Interdisciplinary Learning	Information and Communications Technologies (ICT)	ICT for creating	<p>... follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences.</p> <p>... create multimedia products to assist in problem solving across the curriculum.</p> <p>...students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.</p> <p>... load or access, navigate and interact with multimedia resources to assist their learning across the curriculum ...</p>
	Communication	* No standards at Level 3.	With guidance, they reflect on their own and others' presentations and note the features that make them effective.
	Thinking	<p>Creativity</p> <p>Reflection, Evaluation and Metacognition</p>	<p>... apply creative ideas in practical ways and test the possibilities of ideas they generate.</p> <p>At Level 3, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking.</p>

Procedure

- Immersion – Take students on a mind journey. Ask them to lie down and close their eyes. Help students to breathe slowly and relax. Read a mind-journey about the beach.
- Ask students to respond to the text using a range of approaches including drawing, painting, creating a musical piece in Garageband, using Kidpix to create a digital image of text etc.
- As a class, read an open ended passage of text that has two different meanings dependent on the prior knowledge of the reader. Discuss the meaning of the text and why individuals have interpreted it the way they have.
- Use explicit teaching to revise and identify parts of speech (Nouns, verbs, adjectives and adverbs). Verbs can be identified by acting out actions, building a word list of adjectives and matching adverbs to adjectives.
- Organise students in pairs to interact with Digital Learning Object, L0341 *Make-a-Movie*. Students will need to complete several organisers as they investigate the learning object.

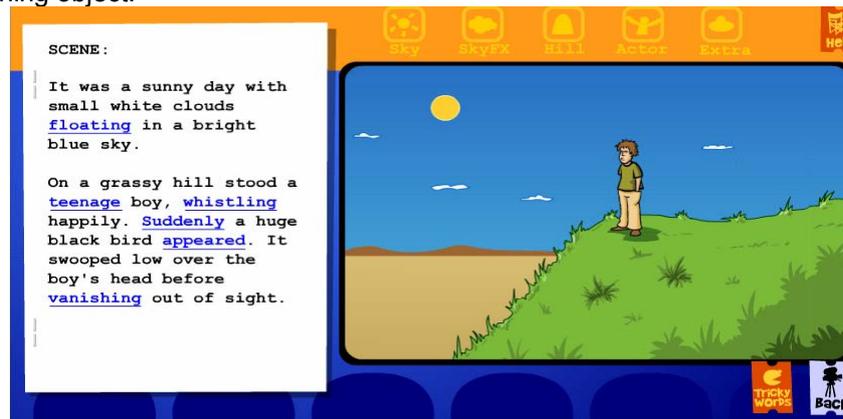


Figure 1 digiLearn L0341 Make-a-Movie

- Use data chart (grammar- nouns, verbs, adjectives, adverbs) to explore Digital Learning Object. Refer to data chart grammar document. Students will need to explore the learning object in pairs and classify the words provided into the appropriate part of speech column.

data chart_grammar

- Use data chart (orientation -why, where, who, what) to explore Digital Learning Object. Refer to data chart-orientation document.

data chart -
orientation

In a group of four, ask students to create a short descriptive passage about a holiday (approx 100 – 150 words) As a group, plan, film and create a simple claymation narrative based on the descriptive text using iStopMotion software. Students will need several sessions for this task and will need to storyboard their movie and create characters using plasticine.

- Once the students have created their claymation, match claymation groups up with another group and have groups view each others claymation. Members of each group must then write their own descriptive passage for the animation. Compare different written descriptions of the same animation and with the description first composed by the creators of the animation...
- Get groups to reflect on the similarities and differences between the two descriptions of their animation by using a Venn diagram to contrast the two interpretations.
- As a class, share the differing descriptions of the same animation and discuss the reasons for the varied interpretations.

Assessment - Students should also complete a PMI about positives, minuses and ideas about how to improve their groups Claymation and a rubric about the teamwork skills of their group.

- Have students respond to the essential question in their learning journals: “How is meaning affected by personal interpretation?”
- Ask student pairs to create a Kahootz Xpression about the monster using the description given by peers.
Participate in a collaborative project via Kahootz website.

Project: Create an alien or monster by combining different objects from Kahootz. Create a world for this creature. Write a descriptive passage for the scene. The next student continues the story by creating the next scene for this creature and writing the next descriptive passage. Continue for the required amount of scenes. (For assessment use Kahootz capacity matrix for skill criteria)



kahootz capacity matrix

*You may need to demonstrate how to use the basic features of Kahootz if students have not used the software before.

- At the end of the collaborative Monster Exchange project, have students reflect on their learning using the 16 Habits of Mind. Ask students to give a specific example of how they have used each of the sixteen habits during the monster collaborative project.

Approximate time needed

– 6 - 8 weeks (depending on entry skill level of students)

Prerequisite skills

- Familiarization with Kahootz animation program
- Familiarization with Digital Learning Objects
- It would be beneficial if students had experiences with the following – Garageband, 16 Habits of Mind, Venn diagrams, reflecting in Learning Journals, creating Claymation using iStopMotion.

Materials and resources

Technology – Hardware

(Denotes requirement)

Camera	√	Printer	√	Video Camera	√
Computers	√	Datashow Projector	√	Video Conferencing	
Digital Camera		Scanner	√	Data logging equipment	
DVD player		Television	√	Internet connection	√
VCR					

Technology – Software

(Denotes requirement)

CD-ROMs	Editing Software	Webpage Development
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Database/Spreadsheet	Internet Web Browser	√	Word processing
Desktop publishing	Multimedia		email software
Kahootz	Animation Software	√	

Digital Learning Resources

DigiLearn code: L 0341 Title: Make-a-Movie Level 1

L 0342 Title: Make-a-Movie Level 2

L 0343 Title: Make-a-Movie Level 3

Printed materials

Descriptive writing passages (from a variety of texts)

Data Chart

Capacity Matrix

Rubric

Teamwork rubric

16 habits of mind chart (on A3)

Venn diagrams

PMI chart

Supplies

Paint, paint brushes, oil pastels, large sheets of paper, plasticine and required materials for Claymation such as pipe cleaners, felt etc.

Internet resources

www.kahootz.com.au

Accommodations for Differential Learning

Students with special needs

- Teachers aides if available
- Individual learning plans accommodating needs.
- Individual rubrics
- Peer tutoring

English as a Second Language (ESL) students

- Individual learning plans accommodating needs.
- Individual rubrics
- Peer tutoring

Gifted Students

- Write a complete narrative rather than a descriptive passage.
- Individual rubric with higher expectations and skill levels.
- Continue through entire series of 'Make-a-Movie' Digital Learning Objects.
- Involvement in all collaborative projects listed.
- Negotiated tasks to suit their interests and ability level.
- Expert peer tutor.

Student Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- assessment of learning (summative)
- assessment for learning (formative)
- assessment as learning (ongoing)

The table below shows a range of assessment criteria, tool and strategies applicable to this unit.

Victorian Essential Learning Standards	Assessment criteria (examples)	Evidence
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Interpersonal Development	<ul style="list-style-type: none"> Ability to collaborate and co-operate during group work. i.e.- contributing ideas, sharing the work, listening to others, sharing, working with everyone 	<ul style="list-style-type: none"> * Self assessment  self assessment of group work * Teacher assessment - anecdotal records
Personal Learning	<ul style="list-style-type: none"> * Ability to contribute to a team and meet deadlines. 	<ul style="list-style-type: none"> * Habits of Mind reflection * Journal entry * Self reflection (as above)
Information Communication Technologies (ICT)	<ul style="list-style-type: none"> Create an animation using iStopMotion. Create a Kahootz Xpression and use keypointing. Accurately proof read and format text. 	<ul style="list-style-type: none"> * Teacher/Student assessment for the Kahootz Xpression.  kahootz capacity matrix * Peer assessment on Kahootz Xpression * Animation sample and student PMI of claymation
English	<ul style="list-style-type: none"> Write descriptive passages using correct punctuation, spelling and language features. Identify and use nouns, verbs, adjectives and adverbs appropriately. 	<ul style="list-style-type: none"> * Grammar data chart (see embedded example) Orientation data chart (see embedded example) * Written description sample
Communication	<ul style="list-style-type: none"> Ability to speak clearly and confidently. 	Teacher Observation
Thinking	<ul style="list-style-type: none"> Ability to critically reflect and evaluate own performance and work. * Ability to compare and contrast two claymation films. Metacognition – ability to think about thinking and choices. 	<ul style="list-style-type: none"> * Venn Diagram comparing the two claymation tasks about the same description. * Journal entry reflecting on the essential question “How is meaning affected by personal interpretation?” * Habits of Mind chart reflecting on Monster project * PMI about teamwork and claymation project. * Teacher observation

Key Word Search

Verb, noun, adverb, adjective, description, descriptive, adventure, mystery, science fiction.
co-operation, monster, alien

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Thinking About Co-operation



Name: _____

Date: _____

This is how I would rate my behaviour when working in groups.

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
My rating	Listening to others	Sharing things	Taking turns in speaking	Contributing ideas	Encouraging others	Doing my share of the work	Working well with everyone in the group	Checking that the work is done properly

- I have a low rating for _____ because _____

- To improve I am going to _____

- I have a high rating for _____ because _____

Comment on your group's performance:

What star rating would you give yourself?



Digital Learning Object: Make-a-Movie
Answer the questions for each script.

Name: _____

	Adventure	Mystery	Sci-Fi
When did it happen?			
Where did it happen?			
Who did it happen to?			
What happened?			

Place the words in the correct columns.

Digital Learning Object: Make - a - Movie					
Movie	Words	Nouns	Verbs	Adjectives	Adverbs
Adventure	floating teenage whistling suddenly appeared vanishing				
Mystery	helicopter sunset glowed steep girl swooped				
Sci Fi	pyjamas night bushy hill head young				

KAHOOTZ CAPACITY MATRIX

Name _____

Due Date _____

Where can I make improvements? GOALS/TARGETS	I am just starting to understand this.	I can do this accurately most of the time.	I can do this accurately all of the time.	I can teach others how to do this.	EVIDENCE	Signature
Navigating 3D worlds						
Inserting appropriate Objects						
Swatching Worlds & Objects						
Resizing & repositioning Objects.						
Grouping objects						
Internal Object animation						
Keypoint Object Animation						
Inserting 3D or notebook text						
Importing 2D images						
Linking scenes						
Adding sounds to objects						
World Keypoint Animation						
Attaching Objects to camera						
Inserting 3D or Notebook text						

COMMENTS