

iLearn



Style

The Making of Super Star Writers

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Program Overview

“iLearn Hollywood Style: The Making of Superstar Writers” is a creative, multifaceted student project involving reading, writing, digital storytelling, and filmmaking. Although this project was designed for an advanced 3rd grade class, the basic elements of this project can be modified to suit the needs of elementary aged children from grades 2-5, as well as middle and high school students. The main goal for this project is to introduce students to a range of literature that is rich in vivid, figurative language and to also provide students with engaging and entertaining activities that will deepen their understanding of plot, setting and theme, enhance their comprehension through writing, and integrate their knowledge with technology. Examples of literature covered in class include “The Velveteen Rabbit,” “Because of Winn Dixie,” and “Wilfred Gordon McDonald Partridge.”

The process consists of script and dialogue creation, an adaptable screenplay highlighting key scenes within the work, costume and setting recreation, and a 2-3 paragraph write-up summarizing thematic elements and characterizations. Through the use of iPad apps such as Storyrobe and iMovie, and explicit instruction in script writing, students will be able to write stories that include key elements of texts and recreate a piece of literature through backdrop design and storytelling. The learning process consists of an introduction to script writing, developing main and supporting characters, and understanding elements of storytelling, including plot, dialogue and rising action. A digital story and an adaptable screenplay highlighting key scenes within the work, will be the culminating projects for these 3rd grade reading classes. However, this project can be adapted to math and content areas and is in alignment with Common Core Standards.

The final films will be converted into a movie style DVD to be shown to parents, students, and other invited guests during a Hollywood style film festival, complete with a red carpet, decorations, and awards. And like real Hollywood stars, each student takes home a gift bag that includes a copy of their class movies and an “Oscar” trophy as well as an “after party” that will celebrate the class’ creativity and achievements.

Common Core Standards

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- [CCSS.ELA-Literacy.RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- [CCSS.ELA-Literacy.RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [CCSS.ELA-Literacy.RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- [CCSS.ELA-Literacy.RL.3.5](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- [CCSS.ELA-Literacy.RL.3.6](#) Distinguish their own point of view from that of the narrator or those of the characters.
- [CCSS.ELA-Literacy.RI.3.6](#) Distinguish their own point of view from that of the author of a text.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RL.3.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- [CCSS.ELA-Literacy.RI.3.8](#) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- [CCSS.ELA-Literacy.RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

Text Types and Purposes

- [CCSS.ELA-Literacy.W.3.1](#) Write opinion pieces on topics or texts, supporting a point of view with reasons.

- [CCSS.ELA-Literacy.W.3.1a](#) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- [CCSS.ELA-Literacy.W.3.1b](#) Provide reasons that support the opinion.
- [CCSS.ELA-Literacy.W.3.1c](#) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- [CCSS.ELA-Literacy.W.3.1d](#) Provide a concluding statement or section.
- [CCSS.ELA-Literacy.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - [CCSS.ELA-Literacy.W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.3.2b](#) Develop the topic with facts, definitions, and details.
 - [CCSS.ELA-Literacy.W.3.2c](#) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - [CCSS.ELA-Literacy.W.3.2d](#) Provide a concluding statement or section.
- [CCSS.ELA-Literacy.W.3.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - [CCSS.ELA-Literacy.W.3.3a](#) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - [CCSS.ELA-Literacy.W.3.3b](#) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - [CCSS.ELA-Literacy.W.3.3c](#) Use temporal words and phrases to signal event order.
 - [CCSS.ELA-Literacy.W.3.3d](#) Provide a sense of closure.

Production and Distribution of Writing

- [CCSS.ELA-Literacy.W.3.4](#) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [CCSS.ELA-Literacy.W.3.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)
- [CCSS.ELA-Literacy.W.3.6](#) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Materials



Various literary works covered throughout the school year, such as Margery Williams' "The Velveteen Rabbit" or Thomas Rockwell's "How to Eat Fried Worms" or various concepts/ skills, such as geometry, historical figures in American History, etc.



Lesson Plan from Script Frenzy Young Writer's Program



iPad, including apps for digital storytelling, movie editing



assorted costumes, props



paint, markers, recycled or repurposed materials for set recreation



Film festival supplies: printable DVDs, DVD burner, Hollywood style decorations

Resources for Lesson Activities

For free elementary, middle and high school script writing lesson plans, visit Script Frenzy at <http://2012.ywp.scriptfrenzy.org/lesson-plans>. Their “curricula will guide you and your students through everything from plot development to script formatting. The lesson plans are Common Core aligned and easily adaptable.”

Elementary lesson plans include the following topics and the entire PDF workbook can be downloaded free from: <http://2012.ywp.scriptfrenzy.org/workbooks>

- Introduction to script writing
 - What makes a script a script?
 - Movie Time (students view a film that will be used as an example throughout remaining lessons)
- Thumbs Up, Thumbs Down (students identify aspects of good movies, shows, comics)
- Characters
 - Creating main characters
 - Creating supporting characters
 - Creating villains
- Creating a story
 - Elements of story
 - Plot
 - Dialogue
 - Action & Description
 - Scenes & Formatting

Middle school & high School lesson plans & worksheets can also be found at: <http://2012.ywp.scriptfrenzy.org/workbooks>

Ideas for Movie Maker Projects

Hopefully this list will spark some ideas of your own for Movie Maker Projects

General

School Announcements
Special Events Advertisement
Timelines
School/Class Rules
Tours of Building
Library/Technology Resources – what's available?

Art

Trip through an art gallery
Works of an artist
Art terms and samples

Reading/ Language Arts

Biographies
Vocabulary
Book Reports
Tale/Folk tale – student drawn illustrations
Poetry Reading
Short Story – character analysis
Rhyming Words

History

Causes of _____
Timelines
Historical Event

Geography

Tourist site in (Europe, USA,)
Country/State features
Religions of the World
Geographic Terms, Illustrated
Customs
Around the World Trip

Math

Geometric Shapes – find pictures of
Money

Science

Cells and Genetic Diseases
Planets
Elements
Types of clouds, rocks, animals .
Water Cycle
Force, Motion, and Machines
Dinosaur Types

Foreign Language

Create lesson video on vocabulary
Ad in a Foreign Language
Country Road Trip Video

The Arts

Instrument Information
Music Videos
Music Genres
Costumes
Theater Crafts
Theater Tour

Business and Vocational

Careers
What Goes Into Your Budget?
Banking
The Stock Market
Consumer Education

ESL

Vocabulary
American Holidays
Money
Tour of school and of staff to know

Family and Consumer

Types of Fabrics and Their Care
The Food Pyramid
Food Safety
Household Hints

Physical Education and Health

First Aid
History of a Sport
Sport Skills – video tape import
Fitness Workout Video
Don't Do Drugs Video

Social Studies

Branches of Government
How a bill becomes law
Social Issues
My Community
Symbols of America

Various Movie Requirement Ideas

These are listed in order from very simple to complex. Each builds on the one above and includes all techniques from the ones above.

1. Movie Slideshow

Create a movie using only pictures with special effects and transitions.

2. Informational Slideshow

Use titles to add information to pictures + Movie Slideshow

3. Music/Sound Background **OR** Narration

Add background music or Record narration (one audio track) + Informational Slideshow. Movie Maker has only one audio track you can use, the other audio track is used by imported movies.

4. Double Audio Production – background music and narration

This project requires that you first create a “finished” movie with either the narration or the background music/sounds. Narration works best for the first movie save. You then import this version #1 of the movie back into Movie Maker and add the next layer of audio.

5. Camera Production – take video with DV video camera and import into MovieMaker (Using #3 or 4 above; Audio from the video has its own audio track on the timeline.)

This is listed as most complex, because it involves more steps. Importing from a DV camera is very simple, however, you must now also plan the video taken and edit the imported video within Movie Maker.

Retrieved from

<http://mbtechies.wiki.mtnbrook.k12.al.us/file/view/Ideas+for+MovieMaker+Projects.pdf>

Name: _____

Digital Storytelling Rubric

Use this rubric to evaluate your work. Record your score under the "My Score" column and let's see if I agree with you.

CATEGORY	4	3	2	1	My Score	Teacher's Score
Story Elements	The story contains and uses all the story elements: characters, setting, mood, theme, plot, and conflict. OR The story contains all elements of a personal narrative.	The story contains 5 out of the 6 story elements: characters, setting, mood, theme, plot, and conflict. OR The story contains 6 of the 7 elements of a personal narrative.	The story contains 4 out of 6 story elements: characters, setting, mood, theme, plot, and conflict. OR The story contains 5 of the 7 elements of a personal narrative.	The story contains three or less story elements: characters, setting, mood, theme, plot, and conflict. OR The story contains 4 or less of the 7 elements of a personal narrative.		
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.		
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.		
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.		
Use of Digital Photos	Used all photos with great success-character, mood, setting, plot-things.	Used most photos with good success-character, mood, setting, plot-things.	Used a few photos with some success-character, mood, setting, plot-things.	Used no photos with no success-character, mood, setting, plot-things.		
Delivery	Uses variance in pitch, rate, and volume to appropriately tell story throughout. Exhibits practice, purposeful control.	Uses much variance in pitch, rate, and volume to appropriately tell meaning. Exhibits some practice and control.	Uses some variance in pitch, rate, and volume to appropriately enhance their meaning. Practice and control are evident.	Speaker speaks in a monotone voice or does not speak at an appropriate volume.		

Digital Storyboard

NAME: _____

TITLE of Project: _____

SUBJECT: _____

PAGE: _____ of _____

<u>VISUAL</u>	<u>AUDIO</u>
Rough sketch of the shot. Stick figures acceptable.	Narration, voiceover script, dialogue, sound effects, music, etc.

VISUAL

AUDIO