Standards-Based Lesson Template

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Teacher:	Leigha Sarasqueta
Class:	Third grade general ed, technology
Lesson/Unit Title:	"Read and DoInk!" (Reading and Green Screen)
Abstract/summary of lesson:	This lesson will focus on using technology, specifically the green screen, to help students practice and improve reading fluency in a more engaging and collaborative manner. This lesson will also help students to build communication, collaboration and creativity.
Students will know...	Students will know how to create a green screen project about a work of fiction and character analysis done in class. For the green screen project students will know: -How to shoot footage for a readers theater using different angles, filming techniques, and setting up shots. how to edit each clip for specific information or visuals how to organize the clips to create a complete project
Students will be able...	Students will be able to: read and discuss a work of fiction and analyze the characters of the story.Students will be able to create a green screen project about a character in a work of fiction that they read. Students can use the Green Screen app to act out one of their groups character traits and text support. Videos can be shared with the class and parents.
Standards/Skills addressed	Standards: Speaking & Listening SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Performance tasks/projects:	Fluency: CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-Literacy.RF.3.4.a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.3.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CCSS.ELA-Literacy.SL.3.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Test and quiz questions or essay prompts:	The activities involved in this lesson are more performance based and the final score will be received by submitting a final product not necessarily a quiz.
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	Link is to a grading rubric for the recordings https://docs.google.com/document/d/1iFYbLzI30qPglNPym4kvzXONNe8WX5ds pZLI7iPLiwQ/edit?usp=sharing
Student self-assessments:	Once the lesson is completed, students will evaluate the videos after each are presented to the class and provide positive and constructive feedback on what was done well and on areas that could be improved. Students will also have the opportunity to ask clarifying questions about their character analysis.
Objectives	Students will be able to: read and discuss a work of fiction and analyze the characters of the story.Students will be able to create a green screen project about a character in a work of fiction that they read. Students can use the Green Screen app to act out one of their groups character traits and text support. Videos can be shared with the class and parents.
Motivation:	The teacher will introduce the lesson example green screen projects created by former students. The purpose of showing two examples is to engage the students in analyzing the differences between the two recordings, eventually having a discussion about what the expectation of the recording is and what not to do when recording. Teacher will be energetic and get the students excited and motivated to create their own videos! Teacher will then present and discuss the simple rubric that the students will need to follow so they know the expectations and what they need to do for a superb video.

Presentation:	Procedure/Activity: The teacher will introduce the lesson example green screen projects created by former students. The purpose of showing two examples is to engage the students in analyzing the differences between the two recordings, eventually having a discussion about what the expectation of the recording is and what not to do when recording. Then, the teacher will show the students a step by step video on the basics of the green screen app and how to use the different tools within the app. This will allow the students an opportunity to learn about the tools before receiving their ipads to begin work. Students will learn how to layer pictures and backgrounds within the app to create their project. Once the students receive their ipads, the teacher will have them practice using the Do Ink app on their Ipad by adding short clips of sample videos that have previously been shared to each ipad for practice. The students will also practice how to add background images, etc. The students will be provided a text to practice reading fluency and analyze a character. They will practice the text until all areas of fluency have been mastered, like the expression, phrasing and pace. This step may take multiple days before students are ready for their recording. Next, the students will select a background image(s) to go with their text/scenario. They will need to save these to their device for future use. After the students will begin to record their character analysis. Once the reading is completed and the student is satisfied with the outcome of the reading they will begin to compile all the pieces (video and background image) using the green screen app. Once they have added all their clips and background images to the app they will begin to edit their video and any details desired to the recording. The final product/video will be saved to the camera roll within the Ipad and then shared with the teacher. Finally, the product will be presented to the class.
Application/Activities:	The activity the students will be using to demonstrate their knowledge of the assignment is a green screen app that can be used on ipads called, DoInk. Students will do a character analysis project using the app. The end result is a student made green screen video production.
Materials needed:	Green screen background, DoInk app, ipad or electronic device, ipad stand, background images, drawing and text at student's reading level
Assessment/Evaluation:	Link is to a grading rubric for the recordings https://docs.google.com/document/d/1iFYbLzI30qPglNPym4kvzXONNe8WX5ds pZLI7iPLiwQ/edit?usp=sharing Once the lesson is completed, students will evaluate the videos after each are presented to the class and provide positive and constructive feedback on what was done well and on areas that could be improved. Students will also have the opportunity to ask clarifying questions about their character analysis.

Closure/Reflection:	The students will share with a partner a review of what was accomplished for the day - Today I was able to ..... - Practice my reading fluency, character analysis and improve on my pace, and expression - Use the ipad to record my reading on the green screen Teacher may want to ask students to take their text home and practice with an adult at home as part of their homework for one day and then another day ask students to write about their book character as part of their homework.