



Video Storybook

OVERVIEW

Students will create a short video of a fable. Video will include live video of student reading with image overlays of appropriate photos and original graphics created by the students.

GRADE LEVELS

6-12

TIME ALLOTMENT

4-1 hour classes

SUBJECT MATTER

This lesson includes instructional goals in Language Arts

LEARNING OBJECTIVES

The students will be able to:

- Work together in a cooperative group
- Develop research and presentation skills
- Present a fable of their choice by creating a video of their own design

STANDARDS

Texas Essential Knowledge and Skills (TEKS)
(<http://www.state.tx.us/teks>)

§110.22. English Language Arts and Reading, Grade 6.

3) The student reads with fluency and understanding in increasingly demanding texts.

The student is expected to:

(B) read proficiently from diverse texts such as newspapers, textbooks, manuals, literature, references, and electronic text; and
(C) adjust reading rate based on purposes for reading.

6) The student researches self-selected topics through reading and writing.

The student is expected to:

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(D) produce research reports and projects in various formats and audiences

20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

The student is expected to:

(E) present information in various forms using available technology (4-8);

(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.



The student is expected to:
(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

MEDIA COMPONENTS

WEBSITES

Harvard Classics, Vol. 17, Part 1
Fables Aesop, retold by Joseph Jacobs
<http://www.bartleby.com/17/1/>

SOFTWARE

Video Editing Software

MATERIALS

You will need the following to complete these activities:

PER COOPERATIVE GROUP

Digital Video Camcorder and accessories
Tripod
Computer station with video-editing software and Internet connection

PER CLASS

Art center for student-created images
Scanner for scanning student-created images.

VOCABULARY

Ken Burns effect
overlay
storyboard

PREP FOR TEACHERS

- Complete the DVD video workshop online at <http://www.pavenet.org/DVD/index.htm> to gain the necessary skills and insights that a video project requires. The teacher will need to model basic skills used for each day of the production.
- The teacher will need to adapt the workshop to their own classroom needs and available materials and software. For example, the workshop uses VideoWave. The teacher might use MovieMaker or Premiere or another video editor. The workshop uses StillMotion Creator to create the Ken Burns Effect. The teacher might use Microsoft Photo Story instead or their video-editing software may have a built-in Ken Burns effect (Videowave and Premiere for example).
- Determine groupings
- Create project folders for electronic files
- Create an assessment for final project

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Teacher introduces the project to the class by playing his/her video created in the DVD-video workshop followed by a short discussion on value of such a project.

LEARNING ACTIVITIES

1. Day 1—Selecting a fable

- As a group, students preview and select a fable to produce
- Students download fable



- Students practice reading fable to each other in the group in anticipation of selecting a reader for the video
- Students select a reader and a videographer

2. Day 2-creating the video components

- Groups video tape fable
- Members of group create original art work that can be used in video as overlays
- Members of group select appropriate background and introductory music from personal CDs or music samples from Amazon.com

3. Day 3-storyboarding

- Groups design structure of video and placing of video components

4. Day 3 and 4-Production

- Groups edit and produce video
- Teacher collects final productions to a DVD

CULMINATING ACTIVITY

Video Storytelling

Students will present their video work to other classes. They will answer questions regarding any aspect of their project.

Recommendation—Assessment can take the form of a simple check list that the teacher completes and a separate checklist for each student. The list would contain components of

Day 1—Day 4. This would be a modified rubric that would combine teacher evaluation with student self-assessment.

CROSS-CURRICULAR & EXTENSION ACTIVITIES

SOCIAL STUDIES

- Instead of a fable, have the students research great speeches. They could then perform a short portion of the speech. The idea is to keep the videos small-around 2 minutes.

MATH

- Have the students explain a major concept, such as slope, and support their video with photos and original drawings.

SCIENCE

- Have the students explain a major concept, such as photosynthesis, and support their video with photos and original drawings.

COMMUNITY CONNECTIONS

Invite parents to the first showing of the DVD productions.