

Grade 2 Technology Unit 3: Graphic Design and Video Book Creation

Content Area: **Technology**
Course(s): **Technology Grade 2**
Time Period: **MP3**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Rationale and Transfer Goals

In this unit, the students will be creating a video book that can be shared with younger students in the school. Students will be working together to tell the story of a myth or fairy tale they know, and then create illustrated pages that can then be put into a video-editing program to create a video book. Students will be able to work as a group to create something useful to other students in the school and will get introduced to video editing software that they will be using in third grade and perhaps beyond.

Enduring Understandings

Technology can be used to help make classic stories accessible to the school's younger students.

Essential Questions

How can we use technology to present a classic story in an entertaining way to younger students?

Content - What will students know?

- Determining the main idea and details from a classic story.

- Graphic design and page layout.
- Recording and evaluation of voice over narration.

Skills - What will students be able to do?

- Work as a group to tell a classic fairy tale or myth in their own words.
- Use a drawing program to illustrate their story and add text.
- Use a voiceover recording program to add narration to their creation.

Activities - How will we teach the content and skills?

- Work as a class to record the main events in a fairy tale of the students' choosing, then break into small groups to write their own with the help of the teacher.
- Review the digital drawing program Sketchpad that they are familiar with and have students lay out and illustrate the story sentence by sentence.
- Introduce students to the voiceover feature of wevideo, demonstrating what goes into making a good recording. Students will then take turns recording their voices for their books.

Evidence/Assessments - How will we know what students have learned?

- Evaluation of completed scripts.
- Quality of completed pages of the videobook.
- Evaluation of recording for clarity.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Graphic design and page layout	Using a digital paint program	Students will lay out and illustrate the story sentence by sentence.

Key Resources

Sketchpad

WeVideo or equivalent video editing application

21st Century Life and Careers

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Interdisciplinary Connections/Companion Standards

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Health: Limits to screen time and healthy relationships with technology, online technologies

Art: Extensive connections to visual art, design, and multimedia creation through movie-making software

LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

