Unit 5: Digital Storytelling with graphic novels

Content Area: **Library**
Course(s): **Library 3**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- How are reading and writing related?

Big Ideas

- Determine key characteristics of graphic novels
- Evaluate book trailers to determine what makes a successful story
- Analyze and synthesize a book with a purpose to persuade others to read
- Locate or create images, videos, music, and text for a story while respecting copyright
- Assemble story elements to create a storyboard for their digital story
- Brainstorm, draft, edit, and revise a script for digital story
- Collaborate with to create and present digital story

Technology Integration

8.1.5NI.2 : Describe how the Internet enables individuals to connect with others worldwide.

Activity:

Students interview classmates to create a Google Slides presentation on their favorite age appropriate books with reviews, summaries of the books, photographs and illustrations.

Diversity Integration

Black History Month

Take research notes about a chosen African American history maker and his/her role in American history and create a timeline of events in their life.

Technology Connection

8.2.5.ED.2 Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Enduring Understandings

NJSLA-

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.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

 W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

AASL-

I-Inquire-build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

V- Explore-discover, innovate in a growth mindset developed through experience and reflection.

IV-Curate-Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

ITSE-

Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct

knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Empowered Learner-Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.