Unit 5: Digital Storytelling with Folktales

Content Area: **Library**
Course(s): **Library 4**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- What are the key elements of a folktale?

Big Ideas

- Determine key characteristics of folktales
- 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

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

Activity:

After a unit long study of Folktales students will create their own folktale using the program storybird.

Diversity Integration

Black History Month

Take research notes about a chosen African American history maker and his/her role in American history to create a social media profile for that famous historical American.

Enduring Understandings

NJSLA-

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A.   Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B.   Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C.   Use a variety of transitional words and phrases to manage the sequence of events.

D.   Use concrete words and phrases and sensory details to convey experiences and events precisely.

E.   Provide a conclusion that follows from the narrated experiences or events.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A.   Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

B.   Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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.