# ideas with IMPACT

**idea packet** | **Stop, Animate and Learn**

# Stop, Animate and Learn
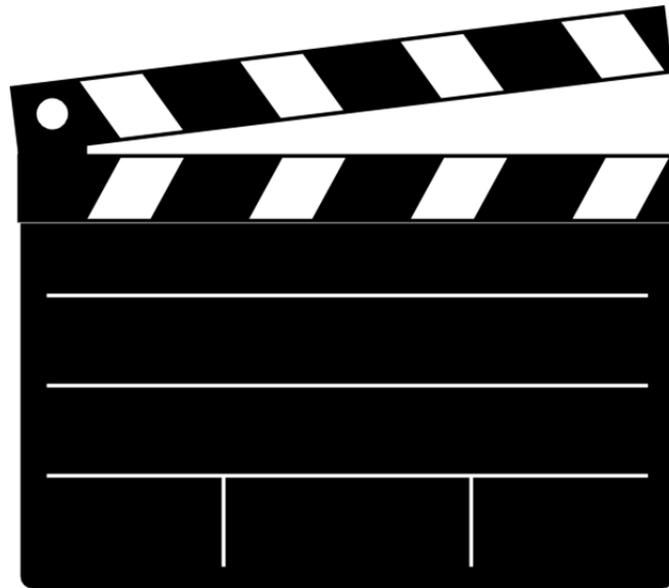


Disseminator: Wendy Gerry
[wgerry@kesycharter.org](mailto:wgerry@kesycharter.org)
Keys Gate Charter School
3610

For information concerning IMPACT II opportunities including Adapter and Disseminator grants, please contact:

The Education Fund
305-558-4544, Ext. 113
e-mail: IMPACT@educationfund.org
web site: www.educationfund.org

# Table of Contents

# Goals & Objectives

ELA Anchor Standards Common Core K-12

## LITERATURE & INFORMATIONAL TEXT

**Key Ideas & Details**

CCSS.ELA-LITERACY.CCRA.R.1:
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and

quantitatively, as well as in words.[1]

## WRITING

**Text Types and Purposes**

CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and

accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen

details and well-structured event sequences.

**Production and Distribution of Writing:**

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

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

# Project Outline/Overview

This project came about out of frustration.  I was frustrated that I did not have enough time in the day to accomplish everything I needed (wanted) to do with my students.  Social Studies always seemed to take a back seat to the millions of other "more important" things to do. Therefore, I became determined to find a project that the students could work on, at their own pace, and cover a large range of topics. More importantly, I wanted the students to be engaged and enjoy learning.  After hours of research I still could not find the perfect project, thus *Stop, Animate and Learn* was born.

Stop, Animate and Learn, is a project that requires students to create stop motion videos to "teach" others a concept they have learned.  The topic choices are endless, from Florida History to the digestive track to subtraction word problems; almost anything can be translated into a stop motion video.

The accompanying Step by Step guide is based on the 4th grade unit I implemented with my students. Suggestions and tips for adapting this project to other grade levels are woven throughout the guide.

Suggested time line for a 6 week unit and a yearlong unit.  This does not include the time it may take to secure the proper materials so please plan accordingly.

|  | 6 week unit | Yearlong Unit |
|---|---|---|
| Research | 2 weeks | Sept - Apr |
| Story Boards | 1 week | Mid-April |
| Script Writing | 1 week | Mid-April |
| Animation/Voice Over (dependent upon technology available) | 2 weeks and a few days | Apr-May |
| Presentation | 1 day | June |

# Step by Step Guide

## Set-Up & Suggestions

- Topic/Time Frame

    Start by choosing a topic and then decide on the time frame.  This project can be adjusted so that it can run anywhere from 4 weeks to the end of the school year.

    *TIPS: My first year implementing this project I chose for it to be completed in the last 6 weeks of school.  In the end, only two groups finished and they worked up until the bell rang on the last day of school because they wanted to see the end result.  From this experience, I learned the valuable lesson of planning for extra time and the inevitable technology malfunctions that occur to teachers.  This year the project will be a culminating product of the entire school year.*

- Plan for Technology

    Once you have chosen your topic and time frame, take stock of your technology.  It is important to do this early on because it make take time to find funding if you do not have the necessary items.  Basically, you need to decide between computer and tablet. Do some research and see what fits your situation the best.  Make sure to leave enough time to raise funds if needed as well as practice using the software before you set the students loose.

    *TIPS: In my opinion the tablet is easier.  I have used both a computer with web cam set-up and an IPAD, and I am sold on the IPAD.  It is much more flexible in terms of where the students can work and even the simplicity of the App. The software that I used can be found at* [www.icreatetoeducate.com](www.icreatetoeducate.com) *They offer both software for PC and MAC, as well as the app for the IPAD. You*

*do not have to use their camera to use the animation software.  However, I do suggest making sure you have a decent web camera, with a long cord, if you choose to use a computer*

- Gather Resources

    One of the major components of this project is the research aspect. Students should spend ample time interacting with text, videos, pictures, etc., in order to become experts on their topic.

    *TIPS: In the past, I used the Social Studies textbook before I had acquired a classroom library.  It worked out wonderfully because I had a class set and the major resource was readily available.  Over the years, I have managed to get a decent library of Florida history fiction and non-fiction texts and this year we are adding the use of the Social Studies Weekly magazines.*

- Plan the Lessons

    Lessons for this project are divided into 2 categories:
    1. Content
    2. How To

    The goal of this project is for students to be very involved in the content lessons.  Students need to research, draw conclusions, organize their information and clearly convey their ideas. Next, they will need to be taught how to create a stop motion animation video from start to finish.

    *TIPS: Be flexible!  You will find that students will zip through the things you think will take forever and they will get stumped on the "easy" stuff.  Part of learning is making mistakes and learning what to do next time.*

- Materials Plan

    Since this project is ongoing, students will need to a place to store materials.  Plan ahead of time where students can store their research materials so they can be accessed easily and often.  Also, when you finally move to the stage where the students are creating their animations, you will need to find a very safe place for their "props."

    *TIPS: I gave my students a folder where they had to keep their research in at all times.  Since my students work with a learning buddy, I did not want one of them taking the work home and leaving it there.  The years I allowed them to do this, I would always have a group that had nothing to do because someone left the papers at home.  Instead, students may research from home, bring the information to class and add it to the group work.  Finally when we got to animation, most of my students decided to do a 2D animation, which was much easier because all of their animation "props" where flat and fit in their folder.  All of this went into a portable file box.*

# Project Components

There are 5 components to the project:

1. Research
2. Story board
3. Script writing
4. Animation/voice over
5. Presentation

## Research

This is the most crucial part of the project. The students will be involved with this section for the longest period of time. Depending on your grade level, research may take on many forms. Close reading and outlining are a very effective way to teach the content as well as gather information.

## Story Boarding

Do not skip this part! No matter what grade level you are working with story boards are a great tool to set the scene. Story boarding is basically creating a comic strip. Students must draw the main idea of each scene and write a quick blurb underneath to explain what is happening (main idea and details). These should be pencil drawings because they will be making quite a few mistakes. Also, they do not need to spend a lot of time drawing beautiful pictures, because we want students to spend more time on the animation.

## Script Writing

Scripts can make or break a movie. No one likes a movie with great specials effects but a horrible plot! Students need to spend the time writing their "story." In Social Studies we are telling the stories of the past in order to teach the future 4th graders. Even if you are working on the digestive system, students would still need to tell the story of how food moves through the body. Movies are stories, even documentaries, and most kids love to tell stories.

<u>Animation/Voice Over</u>

Once students have completed their research, story board and script they are now ready to move onto the animation.  There are many forms slow motion animation can take and I encourage you to research a few online.  Search specifically "Klutz animation videos."  You will find a wide range of short stop motion videos that the kids will find hilarious and the wide range of materials you can use to create videos.  The students' favorite has always been, "Duck, Duck, Poop!"  and that particular video was made with only post-its and a black marker.

"Duck, Duck, Poop"
http://www.icreatetoeducate.com/creations/klutz/

<u>Presentation</u>

Have a screening party!  Pop come popcorn, turn off the lights and watch movies!  Our ultimate goal is to have a video series with episodes that cover the different time periods in Florida history, made entirely by students!

# Resource List

Research Materials:

       Resource library pertaining to the subject/unit you are studying
       Weekly Newspapers ([www.studiesweekly.com](www.studiesweekly.com))
       Computer/Internet

Devices:

       Computer or IPad

Apps/Internet Sites:

       Website: icreatetoeducate.com
           HUE Animation ($19.99 for one license)

       App: MyCreate ($4.99 in the App Store)

Supplies:

       Art supplies to make video animation: Be Creative!

(ex. Construction paper, scissors, glue, crayons, colored pencils, clay, wiki sticks, magnetic letters)

       Copies of handouts – samples attached

Cornell Two-Column Notes

Keywords:                    Notes:

I.

  A.

    1.

    2.

  B.

    1.

    2.

II.

  A.

    1.

    2.

  B.

    1.

    2.

Summary:

| | |
|---|---|
| Picture of scene drawn here | **Video #** <br> Ex. Native Americans of Florida |
| | **Episode #** <br> The Calusa |
| | **Shot #**     1   of  10  . |
| | **Directors** <br>     Name of students |

| | |
|---|---|
| | **Video #** |
| | **Episode #** |
| | **Shot #**      of     . |
| | **Directors** |

# THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

# APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2014-15. Most catalogs can be viewed at The Education Fund web site at www.educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

## APPLICATION DEADLINE:
### December 10, 2014
Apply online at www.educationfund.org

**For more information, contact:**
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

# THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

# Contributors with IMPACT

## Platinum Star

**Florida Matching Grants Program**

## Gold Star

**TD Bank**
America's Most Convenient Bank®

**Ford Motor Company Fund**

FLORIDA
123 ABH
SUPPORT EDUCATION

**Humana Foundation**

## Silver Star

**Rod and Lucy Petrey**

**nextGen**

**Robert Russell Memorial Foundation**

**PEREZ TRADING COMPANY**

**FPL**

## Bronze Star

original IMPRESSIONS
YOUR MARKETING COMMUNICATIONS PARTNER®

**The Jack Chester Foundation**

YAMAHA CONTENDER
MIAMI BILLFISH TOURNAMENT

**Raj Rawal and Anne Marie Miller**

**Jonathan Symons**