

Teacher: Susan Boone

Class: Web Mastering

March 30 – April 3, 2009

Detailed lessons are linked online:

<http://hs.houstonisd.org/westsideds/Curriculum/WebMastering/html/index.html>

Tutorials: Tuesday after school 3:15 - 4:00 or Wednesday during A and B lunch.

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| Monday - Tuesday | <p>Objective: Students will work with a pre-generated file to create a birthday card that includes sounds, and text</p> |
| | <p>Working with Text Students will learn to create text in Flash</p> <p>Format Text Convert text fields to symbols Use masks to animate text Organize layers in a Timeline Work with layer folders Copy objects from one layer to another Apply filters to text Use tweening to animate object quickly</p> <p>Adobe Flash -- Classroom in a Book pgs. 109-139</p> <p>Lesson 4 will be due at the end of class on Wednesday. (Friday and Monday will be the ONLY classtime for this lesson)</p> |
| | <p>Materials: Networked computer lab, access to online lessons, resource materials for the web site Copies of directions for students.</p> |
| | <p>Follow Up/HW: Students MUST make arrangements to complete assignment prior to Friday afternoon if they need extra time or if they were absent.</p> |
| | <p>Fifth Six Weeks Project -- Fractured Fairy Tales</p> <p>This lesson begins with a study of story structure and the six traits of writing, using both traditional and fractured fairy tales. The six traits are ideas, organization, voice, word choice, fluency, and conventions. In a collaborative writing activity, students use the Fractured Fairy Tales tool to plan their own fractured tale with several alternate plotlines and endings. Students then add images, transitions, and motion to enhance the meaning of the text.</p> <p>Student Objectives Students will</p> <ul style="list-style-type: none">• Become more familiar with the six traits of writing through a review of a variety of fairy tales and fractured fairy tales• Practice the six traits in original writing• Evaluate the work of their collaborative group and the work of their peers according to the six traits of writing• Apply their knowledge of story structure in the creation of coherent hyperlinked stories |

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| <ul style="list-style-type: none">Develop visual literacy skills in creating effective presentations using color, font, and images in addition to text. Final project will be created in Flash using the techniques learned at the beginning of the six weeks. | |
| Wednesday/Thursday (block schedule) | <p>Objective: Introduce students to a variety of fairy tales and fractured fairy tales. Read several stories aloud or distribute copies of the titles you have chosen for students to read silently.</p> |
| | <p>Activities: Have students work with a partner to choose several books or online stories and examine these texts for the six traits of writing.</p> <ul style="list-style-type: none">Ideas What is the theme? What are some details the author uses to develop and support the theme?Organization How is the story structured (beginning, middle, end)? What patterns do you notice in the story?Voice Is the voice of the author strictly narrative or does it show feeling, conviction, emotions, humor, etc.? How does the choice of words contribute to the voice? (Provide examples.)Word Choice What words in the text do you find especially interesting, unexpected, or powerful? Are there any repeated phrases? What metaphors or similes does the author use?Fluency Read some of your favorite sections out loud. How do the words flow together? What transitions and connector words contribute to the flow of the story?Conventions Focus on one or more conventions such as capitalization, punctuation, grammar, spelling, and paragraphing. Discussion of conventions should be grade specific. |
| | <p>Materials: Internet connected Lab, Read-Write-Think Lessons, Books (Fairy Tales from library)</p> <p>Follow Up/HW: Students should decide on the Fairy Tale they will “fracture”</p> |
| Friday | <p>Objective: Comparing Different Versions of Fairy Tales and Plan a Fractured Fairy Tale</p> <p>Activities</p> |
| | <p>1. Ask students to choose a classic tale on which they would like to base an original fractured fairy tale. Have them work in small groups (three or four students who have chosen the same story) to compare the classic version of the tale with two or more fractured versions.</p> |
| | <p>2. Have students compare their two favorite versions of the fairy tale in terms of the six traits of writing.</p> |

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| | <ul style="list-style-type: none">• Which aspects are the same? Which are changed?• What elements need to be present for the story to be recognizable as a variation on a certain classic tale (e.g., a Cinderella story or a Frog Prince story)? |
| 3. | Have students access the Fractured Fairy Tales tool and read the sample fractured fairy tale and the three traditional fairy tales. |
| 4. | Arrange students in small groups to discuss ideas for fractured versions of one or more of the three fairy tales by brainstorming alternate plots and endings. Students can either write collaboratively, or work on individual fractured fairy tales and then combine their efforts, incorporating the plotlines and endings developed by each member of the group. |
| 5. | Using the LCD projector and the Fractured Fairy Tales tool, model the creation of a fractured fairy tale. As you move through the questions on the Choose My Changes part of the tool, conduct the demonstration as a shared writing project, with students providing suggestions. |
| 6. | Have students create their own plans for a fractured fairy tale. Remind them to print out the completed plan. |

Materials: Internet connected Lab, Read-Write-Think Lessons, Books (Fairy Tales from library)

Follow Up/HW: Work on draft of fairy tale.