

Teacher: Susan Boone

Class: Web Mastering

April 6-9, 2009

Detailed lessons are linked online:

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

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

Monday	Objective: Make changes for a common fairy tale to plan a 'fractured' fairy tale.
	Activities: Discuss how the fractured fairy tale is similar to and different from classic fairy tales. <ol style="list-style-type: none"> 1. Individually or in pairs, complete a Venn Diagram, recording the similarities and differences between traditional fairy tales and fractured fairy tales. 2. Choose one of the elements from the story map to demonstrate the process, using the class-selected fairy tale. For example, if the fairy tale is <i>Goldilocks and the Three Bears</i>, you can share the following examples: <ul style="list-style-type: none"> o Character: Change from <i>Goldilocks and the Three Bears</i> to <i>Goldilocks and the Three Pigs</i>. o Conflict: Instead of Goldilocks breaking into the bears' house and eating porridge, she breaks in and borrows lawn tools and supplies. o Resolution: Goldilocks ran away. The new resolution could be that she writes a letter of apology and replaces the missing and broken items. o Setting: The tale could take place in the big city instead of in the forest. 3. Share the rubric with the students so they know what is expected of them as they rewrite their fairy tale. 4. Answer any questions the students may have about the project. 5. Ask the students to choose a fairy tale before the next session that they will be rewriting.
	Materials: networked computer lab, student folders on server
	Follow Up/HW: write rough draft of "fractured" fairy tale
Tuesday	Objective: Use the changes done on Monday to write a fractured fairy tale.
	Activities: <ol style="list-style-type: none"> 1. At the beginning of the session, review the directions for the project and answer questions or make clarifications or modifications. 2. Arrange a computer schedule so that students can complete story maps on their selected fairy tale, and print them out. If desired, students can use the print version of the Character Map, Setting Map, Conflict Map, and Resolution Map. 3. Ask the students to bring their story maps to writing conferences. 4. In the writing conferences, ask students to discuss the element of the fairy tales they are going to change. Provide students with feedback before they begin drafting their fractured fairy tales. 5. Conduct writing conferences as needed while students work on their fractured fairy tales. 6. Refer to the rubric often so the students remember the targets of the activity. 7. In addition, refer to the common elements of fairy tales to make sure that students are staying within the genre. <p>Write story in word. Spell check and proof read. Story must be AT LEAST two double spaced pages.</p>
	Materials: networked computer lab, student folders on server
	Follow Up/HW: tutorials today
Wednesday/Thursday	Objective: Create a storyboard for the Fractured Fairy Tale students have created.
	Activities: Students should peer-edit stories before beginning story board. Work in groups of three to read each tale. Check for grammar, spelling and the six traits of writing covered in class last Friday.

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	<p>Requirements -- Each Fairy Tale should have the following:</p> <ol style="list-style-type: none">1. Creative Title2. Clearly defined main character3. Setting – where does the story take place?4. It should be obvious who is telling the story (point of view?)5. What is the problem in the story6. How does it end? <p>Each student will create a Flash Movie telling his/her story. The story must be at LEAST 30 seconds long. Tweens should be used to create motion. Minimum grades will be given for static slides. Buttons can (should) be used to advance to other scenes.</p> <p>Research should be done on Flash to learn the skills necessary to create the movie. The water glass and the phone movie directions are available for student use.</p> <p>There will be class lessons next week on the following:</p> <ul style="list-style-type: none">▪ Interactive Buttons to change scenes▪ Recording Sound to import into library▪ Creating object movement (as in running or talking). <p>Storyboard</p> <p>Students will create a storyboard for the phone project. As much detail as possible should be included in the story board.</p> <p>State the number of fps. Decide on the length and the number of transitions BEFORE starting the story board.</p> <p>My expectations are for you to work on the fractured fair tale story board over the weekend... even if it is just planning the story. You will need to class time to work in Flash NOT to create the background information.</p>
	<p>Materials: networked computer lab, student folders on server, and copies of the storyboard handout.</p>
	<p>Follow Up/HW: plan story board over spring break.</p>
Friday	<p style="text-align: center;">No School -- April 10</p>

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