

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

American Literature Unit 1 Lesson 28 – Revisit and Improve Flash Word Movies With Tweened Animation
How can movement communicate meaning?

TIME ESTIMATE FOR THIS LESSON:

Two class periods (this is the second of two)

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0-5, 2.6, W/O1.0-2
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

The Adventures of Huckleberry Finn, Ch. 26-29 – Reading (not provided by ESubjects)
Computer lab with Internet connection
Flash 5 or Flash MX Installed on each computer
Web browser
Flash 3 Step by Step – Teacher Page
Unit 1 Vocabulary Quiz 3 – Teacher Page

LESSON OBJECTIVES

- To take a vocabulary quiz
 - To utilize skills already learned in Flash
 - To continue working with Motion and Shape Tweens
 - To understand that text, shapes, and their relationship to each other are meaningful and should be created keeping the concept of deliberate, purposeful creation in mind
 - To use the concepts of Flash to convey meaning about words/definitions from the word diaries
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments (annotated notes). Pass back any graded work and have students place it in the appropriate sections of their binders.
- 2) Computer Protocol – Remind students of appropriate computer lab etiquette and the consequences for any misbehavior. Tell them it is their responsibility to save all work frequently; you will not be responsible for any lost or deleted work because they forgot to save. Briefly review the steps to saving their work that you have established for your class.
- 3) **Daily Log** – Tell students to copy the Daily Log, below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	12 - Choose an event that is described by either Huck or Jim, and write it from the other character's point of view (1 page)		1. Vocabulary Quiz 3 2. Enhance Flash movies about words	Chapters 26-29 of <i>The Adventures of Huckleberry Finn</i> .	1. Read Chapters 26-29 of <i>The Adventures of Huckleberry Finn</i> . 2. Annotate the reading. 3. Fill in your assigned Reciprocal Teaching role sheet for the reading. 4. Journal 12. 5. Study vocabulary. 6. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary Quiz 3** - Ask students to put everything on their desks away but a pen or a pencil. Distribute the **Unit 1 Vocabulary Quiz 3** to each student. Each student should work on the quiz alone. Tell them will have ten minutes to finish the quiz. If they finish early, they should turn their quiz face down and sit quietly until you call time. There should be absolutely no talking. If they have a question, they should raise their hand and you will come to them to answer it. If anyone is talking, both parties will receive Fs on their quizzes. Collect the quizzes.
 2. Improving Flash Word Movies – Now that they have a fuller understanding of how to use motion in Flash, ask the students to think about how they might use their new knowledge of Flash’s motion and shape tweens to complete their Flash word movies. Remind students that in a visual presentation like this where you place text and images on the page matter. They convey a message to the viewer. How large and/or how small an item on the stage is also sends a message. Everything you design, no matter how insignificant you may think it is, serves a purpose and conveys a message. When students create their final projects, they will need to be thinking about how they design a page and why they are designing it. Tell them to take out a sheet of paper now and title it Ideas for Flash Movie. Tell them to write down three ideas (that they will implement) about how to use the tools they have learned to improve their Flash word movies so far. These ideas should focus on the capability of using motion to convey the meaning of their words. Tell students that they will continue to learn more about Flash, but that what they do in today’s lesson is the basis for what they will do in their final project. The more they think about how to convey meaning through movement now, the better prepared they will be when they create their Flash Dictionary.
 3. Collect student notes and their complete Flash movies. Have students shut down their computers, clean up their workstations, and push in their chairs.
 4. Review Homework – In addition to reading, and **annotating**, they should write a journal entry that describes an event in the novel. They should choose an event that is described by either Huck or Jim. If it is an event described by Huck, they need to write about it from Jim’s point of view, in his Voice. If it is an event described by Jim, they need to write about it from Huck’s point of view, in his Voice.
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HOMEWORK

- 1) Read Chapters 26-29 of *The Adventures of Huckleberry Finn*.
 - 2) **Annotate** the reading.
 - 3) Fill in your assigned **Reciprocal Teaching** role sheet for the reading.
 - 4) **Journal 12**.
 - 5) Study vocabulary.
 - 6) Continue reading novels
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GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO

Unit 1
Project 1: A True Story
Evaluation Essay 1
Incident Poem