

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 40 – Edit Word Movies
How Can We Use Flash to Communicate Meaning About Language and Language Change?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.5, 3.0-5, W1.0-5, 1.9, 2.6
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

American Literature Unit 1 Study Guide – Student Page
Editing Skills List – Teacher Page
Dictionary Intro Storyboard– Student Page
Flash Dictionary Guidelines – Student Page
Computer lab with Internet connection
Flash 5 or Flash MX Installed on each computer

LESSON OBJECTIVES

- To proofread a partner’s Word Movie
 - To make corrections to Word Movies
 - To create a **Storyboard** for the introduction to the Dictionary Chapter
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments (**Study Guide** sheets with forty-five of the terms explained). Return any completed work and have students place it in the appropriate section 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
			<ol style="list-style-type: none">1. Finish Take 2 of Word Movies (Step 6 of guidelines).2. Proofread a partner’s Word Movie.3. Take 3 – Make any necessary corrections (Step 7 and Step 8).4. Storyboard chapter introduction.		<ol style="list-style-type: none">1. Continue filling out American Literature Unit 1 Study Guide (fifteen more terms).2. Study terms.3. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP



1. Finish Take 2 – Students who have not completed Take 2 of their movies should turn on their computers, open Flash, and get right to work on the changes. They should be using the **Critique Sheet** from yesterday as they do this. Give them fifteen minutes to finish, and remind them that they still must complete Step 7 today.
 2. Proofread – Students who have finished Take 2 may switch disks with a partner to proofread movies for errors. Tell students to take out their **Editing Skills List**, which they added to in order to be able to edit something written in dialect. Take out a clean sheet of paper, write the name of the person whose movie is being proofread, and their own names. On the sheet of paper, they should write any errors they see that need correcting. They should be specific about which frame the error occurs in and exactly what the error is. Remind them that some of the spelling and grammar errors may not be errors, but they can still make note of them if they believe them to be errors. It will be the responsibility of the moviemakers to decide which edits are needed. Because there is very little text in the movies, proofreading should not take long. Tell students who are still working on Take 2 to exchange disks with a partner as soon as they finish.
 3. Take 3 – Proofreaders must sign Step 7 of the **Guidelines** sheets and return disks to moviemakers. Then the students should make any necessary corrections. Tell everyone that, when they are done editing, they will meet in groups for an activity. Proofreading and making changes should take no more than twenty minutes. After they are done, they should show you their edited version and get your initials on Step 7. Until that time, if anyone finishes early, they should work on their **Study Guide** and quiz themselves.
 4. Introduction **Storyboard** – Have everyone assemble into their groups and distribute a copy of the **Dictionary Intro Storyboard**. Tell them that they must work to plan the introduction to the chapter, which will be a simplified Flash Movie (like the ones they did when they were just learning Flash). There will be few components required of the Introduction Movie, but – just as with the Word Movies – all of the elements must work together to convey the message. The specific unifying elements should be there as well. Also, they will not be creating four individual introductions, just one group introduction. The required components are listed on the **Flash Dictionary Guidelines** sheets. In their groups, they should assign *Group Roles* (see below) and plan what text, shapes/images, and motions will be a part of the Introduction Movie, and fill out the **Storyboard** (due today at the end of the period). They have already learned how to fill out the **Storyboard** sheet, so if they have questions, they should consult their notes from the **Storyboard** lecture in Lesson 34. They will create the Introduction Movie tomorrow.
 5. Clean Up – Have students shut down their computers, clean up their workstations, and push in their chairs.
 6. Review Homework – Students should continue filling out the **American Literature Unit 1 Study Guide** in order to prepare for the final exam, which will take place during Lesson 45 (fifteen more terms, in any order). Remind students to meet in the computer lab tomorrow.
-

HOMEWORK

- 1) Continue filling out **American Literature Unit 1 Study Guide** (fifteen more terms).
 - 2) Study vocabulary.
 - 3) Continue reading novels.
-

GROUP ROLES

Author – Your job is to create the text elements for the chapter Introduction in the text layer of the movie. Using the font size and style selected by the group, you need to insert the Chapter Title, the names of the group members, the name of the class and the period, and the date. You should also include subtitle, a line of text that conveys information about the chapter theme and the words that will be included. You do not need to think of all of the text elements alone. Your group members will help you plan it, using the **Storyboard**. You are responsible for the final placement of this text, however. You will also create the background layer.

Illustrator – After the author has written the text elements, you will find or create an image or a shape that works with the text to convey information about the theme of the chapter. Using the image/shape, insert your layer. Your group members will help to plan the image or shape using the **Storyboard**.

Director – After the author and illustrator have inserted the text and the image/shape, you must use the tools of Flash to put these elements in motion. There must be one use of motion, and one change of shape, size, or color. Your group members will help plan this step with you, using the **Storyboard**.

Editor – Your job is to critique the Introduction Movie, using the Critique Sheet 2. You need to evaluate the quality of the movie and the unity of the introduction with the rest of the chapter. You do not have to make all the revisions, but you do need to make all necessary notes so that your group members can make revisions. You are also responsible for the final proofreading of the introduction.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1

Incident Poem

Essay 2

Essay 3: Satire