

NAME _____
DATE _____

FLASH DICTIONARY GUIDELINES FINAL PROJECT

Follow the steps below to complete your final project, DUE AT THE END OF THE PERIOD IN LESSON 43. Each group is responsible for creating a chapter for a class dictionary, using Flash. The subject of the class dictionary is Regional American English. Each group will create a chapter of words they have learned from different dialects of English. Chapter themes will include the following: Words about Race, Words about Language (speaking and writing), Words about “Sivilization” (Including institutions like school, church, and the government), Words about Action and the Outdoors, and one other class-created category. Make sure you get your teacher’s initials where they are called for or you will not receive credit for that portion of the dictionary.

Your final dictionary chapter must include the following:

- I. Flash Movie Introduction – Each Introduction Movie must contain the following:
 - a) Dictionary Chapter Title (which must express the theme)
 - b) The name of each person in the group
 - c) The name of the class and the period
 - d) The date
 - e) At Least Three Layers in Flash: one for Text, one for Shape (drawn with the Flash drawing tools) OR Image (imported from Photoshop or the Web) and the Background color
 - f) At least one Motion, and one Change of Shape, Size, or Color that work to convey the theme and unify the chapter

- II. Word Entries – A MINIMUM of 4 complete word entries created in Flash (referred to in these guidelines as Flash Word Movies). Each Word Movie must contain the following:
 - a) Word Entry – to include: the word, its definition, the time and place that the word would be spoken, a description of the type of people that would use the word, and another way to say the word.
 - b) Writing Sample – A sample of writing, written by the student and modified from one portfolio piece, that helps to illustrate the word’s meaning
 - c) At Least Four layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web) and the Background color.
 - d) Visual Elements – At least one image and one shape that work to convey the word’s meaning and unify the chapter.
 - e) Movement – At least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size that works to convey the word’s meaning and unify the chapter.
 - f) Color – At least two different colors, beyond the Background color, that work to convey the word’s meaning and unify the chapter

Your dictionary chapter MUST be handed in with the following items:

- **Group Brainstorm for Flash Dictionary** sheet
- **Guidelines for Flash Dictionary** sheet with teacher’s initials
- **Storyboard**
- a 1st draft of your Flash Word Movie
- suggestions for revisions for your movie on a **Critique Sheet**
- a 2nd draft of your Flash Word Movie
- 1 edit for spelling, punctuation and grammar
- a final draft of your Flash Word Movie all drafts saved to disk

You will lose points for each missing piece. Any dictionary chapter turned in without a 1st draft will be considered the 1st draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work; that means you are missing your teacher’s initials.

STEP 1: Group Pre-Planning – Complete your **Group Brainstorm for Flash Dictionaries**. Determine your purpose and your features. Decide upon the unifying elements for your dictionary (including page colors, text colors, fonts for the entries, placement of images or borders around images, and a recurring graphic element). Make sure these elements are noted on your **Group Brainstorm** sheet. Plan which words you will use in your chapter. Once this step is completed, get your teacher’s initials below.

_____ teacher initials

STEP 2: Individual Pre-Planning – Create (write) a word entry, using the appropriate suggestions of the dictionary staff, keeping in mind the **Group Brainstorm** and the Unifying Elements. Each word entry must contain the word, the definition, the time and place that the word would be spoken, a description of the type of people that would use the word and another way to say the word. When you have finished creating a dictionary word entry, have your teacher initial below:

_____ teacher initials

STEP 3: Create a **Storyboard** for your Flash Word Movie, using the **Storyboard** planning sheet. When you have finished creating a **Storyboard**, have your teacher initial below:

_____ teacher initials

STEP 4: First Draft – Create your Flash Word Movie, using the **Group Brainstorm** and the **Storyboard** as a basis. Make sure your Flash entry has the following technical components:

- At Least Four layers in Flash – one for Text, one for Shape (drawn with the Flash drawing tools), one for Image (imported from Photoshop or the Web) and the Background color.
- Visual Elements -- At least one image and one shape that work to convey the word’s meaning and unify the chapter
- Movement – At least one Alpha Transparency, one Motion, one Change of Shape, and one Change of Size that work to convey the word’s meaning and unify the chapter.
- Color – At least two different colors, beyond the Background color, that work to convey the word’s meaning and unify the chapter
- Writing Sample – Using a previous class assignment from your portfolio, create a writing sample that illustrates the meaning of your word.

When you have finished creating a Flash Word Movie, have your teacher initial below:

_____ teacher initials

STEP 5: Group Critique – Have the group critique your entry and your contribution using the **Critique Sheet**. Have them sign that form and sign the space below. You will trade and critique their entry page, and sign their form and guidelines sheet.

Student Signatures

STEP 6: Revise – Make the changes your group suggested to create the second draft of your Flash Word Movie. Save it as a SECOND DRAFT. Then have your teacher initial below.

_____ teacher initials

STEP 7: Peer Edit – Find someone to proofread your Flash Word Movie for any errors that may have occurred after you made changes. When they are done, make the changes they asked you to make, save it as DRAFT 3, and ask your proofreading partner to sign here, as well as the top of the first page.

Editor’s printed name

Editor’s signature

Show your teacher this edited version with all of your other versions. Get your teacher’s initials below to show that it was done on time.

_____ teacher initials

STEP 8: Saving – Polish this final draft of your Flash Word Movie. Save all drafts to a disk.

_____ teacher initials

STEP 9: Introduction – Create a group Introduction for the dictionary chapter. Use the **Dictionary Storyboard** sheet to plan it. Use the **Dictionary Storyboard** sheet to plan it. Assign *Group Roles* (see below) to create it. Get your teacher’s initials when you have finished creating, revising, and editing the Introduction movie.

- 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.

_____ teacher initials

STEP 10: Hard Copies – Put everything together in the following order: this requirements sheet on top, your **Dictionary Rubric**, your group’s Critique, your **Storyboard**, and your **Group Brainstorm**. Your group’s introduction, your final draft, edited version, your second draft, and your first draft should all be saved on to the same disk, labeled with your name, and placed on top. Have your teacher initial below to show that she received this final product on time.

GRADING PROCEDURE:		YOUR GRADE:
Group Brainstorm for Dictionary	4 points	_____
Critique Sheet	4 points	_____
First Draft of Movie with Group Critique	6 points	_____
Second Draft of Movie with your changes	6 points	_____
Third Draft including changes from Peer Edit	6 points	_____
Rubric Grade	6 points x 2	_____
Group Introduction to Chapter (additional group-created movie)	6 points	_____
TOTAL POSSIBLE	<u>44 points</u>	YOUR TOTAL _____

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below