

## Best Practices of Technology Integration

**Title:** *Animation Sensations*

**Subjects:** Technology: Creation of a multimedia slide show in Kid Pix™ Studio Deluxe  
Language Arts: Nouns, action verbs, setting, sequencing, main idea, writing

**Intended Grade Levels:** 2<sup>nd</sup> and 3<sup>rd</sup> Grades

### **Description:**

This lesson integrates technology and language arts by teaching the use of multimedia software as it reinforces the concepts of nouns, action verbs, setting, sequencing, and main idea. Each student will create a moving picture show (animation) in Kid Pix™ Studio Deluxe by making and sequencing a series of 8-10 slides that demonstrate a character performing an action in an appropriate setting. Each student will make a title slide for his/her show consisting of a title (main idea) and two complete sentences (one telling the setting and one describing the action). The title slide must be edited for capital letters, periods, and spelling.

### **Narrative:**

Students will use Kid Pix™ Studio Deluxe, a children's art, creativity, and presentation software program, to make moving picture shows. They will apply critical thinking, creative expression, and decision-making skills as they practice the language arts conventions of nouns, verbs, setting, sequencing, and main idea through the use of technology. Students then apply writing skills as they write directions explaining how to make a moving picture show in Kid Pix™ Studio Deluxe.

Focus Questions to drive instruction: What are some examples of action words discovered in the stamp sets of Kid Pix™ Studio Deluxe? What background settings can children visualize to support these various actions? What characters might perform these actions? How can we plan a sequence of slides to make a moving picture show to represent an action? How can we share our projects?

The application of technology makes this lesson a "Best Practice" in my classroom because it promotes integration of technology into curriculum and also provides a motivational way to brainstorm and reinforce language arts concepts. There is continuous repetition of the terminology as we explore possible actions (action verbs), settings (nouns for places), and characters (nouns for people or things), which contributes to a deep knowledge of these concepts. Children have opportunities to practice higher-order thinking skills as they visualize and express ideas creatively while exploring and learning how to use a multimedia presentation software tool. Students engage in substantive conversation with teacher and peers as we discuss the exploration charts they made prior to deciding on an action for their shows, as we discuss possible ways to make our sequences, and as students explain exploratory projects and work together to problem solve as they work on their projects. As a final project, we made a class videotape

entitled “Animation Sensations.” It consisted of a series of short student projects or moving picture shows, representing a character performing an action in an appropriate setting. My students had unique opportunities to make connections to the world beyond the classroom in several ways. They showed their videotape to other classrooms in our building, explained to other students how to make the individual projects, and buddied up with students from another classroom to help them make a similar project. Several students also presented their completed projects to our local school board, at a state wide Student Technology Showcase at MACUL in Grand Rapids, and at Tech Trek V, a workshop sponsored by the Michigan Department of Education in Lansing. These were opportunities to explain their work and answer questions in a real world setting.

**Curriculum Benchmarks:**

MI.TECH.3.EE.2

Creative Expression: Use a variety of technologies to express ideas (voice, data, video, graphics, etc).

MI.TECH.3.EE.3

Critical Thinking: Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

[MI.ELA.2.EE.1](#)

Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

[MI.ELA.2.EE.4](#)

Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.

[MI.ELA.3.EE.1](#)

Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project. (HS: An example is using all the language arts to complete and present a multimedia project.)

[MI.ELA.3.EE.3](#)

Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.

[MI.ELA.8.EE.1](#)

Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.

### [MI.ELA.12.EE.1](#)

Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.

#### **Materials/Hardware/Software:**

Kid Pix™ Studio Deluxe in a computer lab setting

Windows: 8 MB RAM (Window 95/98) or 4 MB RAM (Window 3.1), 486 or faster, 32 MB hard disk space, 2x CD-ROM drive, mouse, sound card, 256-color SGVA monitor.

Macintosh: 3.5 MB RAM, 68030 25 MHz or faster, System 7.0 or higher, 39 MB hard disk space, 2x CD-ROM drive, mouse, sound card, 256-color monitor.

Attached worksheets: Exploring Kid Pix™ Stamps, Title Slide Planning Sheet, Word Sort Sheet, and Assessment Rubric.

#### **Detailed Timeline:**

Teacher: It takes less than an hour to make the sample Slideshow and to take notes to guide the teaching, provided the teacher knows how to use Kid Pix™ Studio Deluxe. Worksheets are attached for teacher use. Introductory lessons on nouns, action verbs, and setting should be completed previous to the beginning of this lesson as part of the language arts curriculum.

Teacher/Student: This lesson plan consists of twelve 50-minute lessons to be completed in the computer lab.

#### **Teacher Preparation:**

1) The teacher must be familiar with both Kid Pix™ and SlideShow components of the software, Kid Pix™ Studio Deluxe. Making a sample project ahead of time will help the teacher anticipate and be pro-active about possible problems.

2) Do introductory lessons on nouns, action verbs, and settings prior to this lesson.

3) Prepare your own version or print out the attached worksheets and rubric: Exploring Kid Pix™ Stamps, Title Slide Planning Sheet, Word Sort Sheet, and Assessment Rubric.

#### **Prerequisite Student Skills:**

Students need to have an introductory understanding of nouns, action verbs, and setting.

Students need a basic understanding of how to use the paint and draw tools to create their own pictures, how to switch stamp sets, and how to save work in Kid Pix™ Studio Deluxe.

They will learn how to put slides in the trucks to make a SlideShow, how to set the time slider, how to add music and sound effects, and how to save their shows.

**Activities/Procedures:**

Day 1: Share sample project(s) so students have a visual of what the end product could be like. Students explore various stamp sets in Kid Pix™ Studio Deluxe. They fill out the “Exploring Kid Pix™ Stamps” chart by listing five action verbs that would describe five of the action stamps explored.

Day 2: Discuss and share ideas in chart with partner (at computer), then share ideas with class (away from computer). Discuss, and then explore which characters might perform various actions and where the actions might take place. Continuously reinforce the terminology: tools and tool bars, save, retrieve, file, nouns (names for people, places, things), action verbs, and settings.

Day 3: Continue to explore Stamp Sets and also Wacky Paint Brush. Determine possible characters and settings for actions written in chart, then fill in the remainder of the chart.

Day 4: Choose an action, character, and setting for project. Create the setting background. (Suppose the project is surfing.) Save as surf0 and also as surf1. Add the action stamp to surf1. Discuss importance of saving under a name they will recognize.

Day 5: Brainstorm possible ways to move the action stamp across the background. Young children will probably suggest using the moving van. Demonstrate how to move the stamp just a short distance, then save again as surf2. The background under the moved stamp may need to be filled in with the paint can. Show how to move the stamp again, then save as surf3. They need to make 8-10 copies of the same background, with the stamp moved just a little further along each time.

An alternate way to accomplish this with older students is to pull up the background, surf0 (with no stamp). Stamp the action stamp and save as surf1. Pull up surf0 again, stamp the action stamp a little further along the setting, then save as surf2. Continue to pull up surf0, stamp the action stamp yet a little further, and save under the next consecutive number. The problem with younger students doing it this way is that it is difficult to visualize and remember where the stamp was in the previous slide. It is also difficult to remember which slide number you are on. It is, however, a cleaner way to make an animation.

Days 6-7: Continue to work on making the 8-10 slides.

Day 8: Fill in “Planning the Title Slide” worksheet. Students decide on a title for show (main idea). They write a complete sentence telling about the setting and another describing the action. Edit off the computer, then add text plus student name to file called “surf1” to make the title page. Save the title page as surf*ti* for “title” (8 letters or less with no spaces).

Days 9: Review or teach how to make a SlideShow. This step will take longer if this is the first experience making a SlideShow. Students put their slides in the trucks in order from surf*ti* through surf10 (or however many slides they made). Remind students that

they must save the show. Just putting the slides in the truck does not make a show that will be there next time! They must name the show and save it.

Day 10: The time slider on the title slide should be set for long enough to read all the text on that slide (10-15 seconds if show is to be presented orally, less if the audience is just going to read – students will practice and work out the timing). The other time sliders need to be set for 1 second only. This allows the show to move quickly from slide to slide, making the action appear to be moving across the background. The last slide can be set for longer. Students can add music or sound effects to the first and/or last slide, but not to slides in between. When sound is added, the slide stays on the screen for the amount of time it takes for the sound to finish, thus losing the effect of a moving show. Students will not add transitions between slides. Transitions interfere with the flow of the action. We did discover that students can add music to the title slide. They must then click the mouse manually on the title slide to start the show, and the music will accompany the entire movie. Save the show again after the time sliders and music have been added -- and you are ready to roll!

Day 11: Students share their completed moving picture shows with the class.

Day 12: Students write directions explaining how to make a moving picture show in Kid Pix™ Studio Deluxe. They use sequencing words such as first, then, next, after that, and last.

### **Assessment/Evaluation:**

Assessment will be ongoing as students are working on the project. Anecdotal notes will be taken periodically regarding understanding of language arts concepts, ease and independence in completing computer tasks, cooperative learning and teaching exhibited with peers, ability to explain tasks at various points (How did you do that? Why are you doing that?), use of computer and language arts terminology, and ability to problem solve.

The final project and student presentation will be assessed with the attached rubric containing the following points: project requirements, oral presentation, subject knowledge, originality and creativity, organization, title slide, and mechanics of project. Each point is assessed based on three levels of performance as described in rubric: partially proficient (1), proficient (2), and advanced (3).

Students will write directions explaining how to make a moving picture show in Kid Pix™ Studio Deluxe. They will use sequencing words such as first, then, next, after that, and last. Writing will be assessed using the local grade level appropriate writing rubric, with the inclusion of sequential components specific to this project: select an action stamp, choose a character, create a background, save file, move action stamp and save file several times, make a title slide, create the SlideShow, and share project.

Given a list of naming words, action verbs, and settings, students will mix and match to write complete sentences with capital letters and punctuation. They will then illustrate their favorite sentence and a class book will be compiled.

Given a list of complete sentences, students decide which words are naming words, action verbs, and settings. They write the words under the appropriate headings in the chart. Sample sentences in the attached worksheet are taken from our actual title slides.

**Follow-up Activities:**

We made a videotape by linking each student project together, one after another, with a blank spacer screen between each show, and called it “Animation Sensations.” Students check this tape out to take home to share with their families. This provides additional opportunities to explain what they did. It reinforces the learning, as well as oral expression.

We made a large class chart showing the character (noun/naming word/proper noun), action verb, and setting for each student’s project. This is posted in the classroom.

Students will have additional opportunities to demonstrate and review their knowledge of language arts skills by identifying and listing ten action words, ten naming words, and five settings from books in their book boxes in assignments given periodically throughout the rest of the school year. Students could be asked to write a sentence and illustrate their favorite action, noun, or setting from one of these assignments and these projects could be compiled into a class book on action verbs, nouns, or settings.

Students shared their projects with other classrooms, giving additional opportunities to present in a real world situation.

Students taught learning buddies from another classroom how to make a moving picture show, providing more practice and reinforcement of all skills involved.

Several students presented their projects to our local school board, at a statewide Student Technology Showcase at MACUL in Grand Rapids, and at Tech Trek V, a technology workshop sponsored by the Michigan Department of Education in Lansing.

The videotape of this project, along with two others, were shown at a Kid Pix™ Studio Deluxe teacher training workshop, thus providing examples of ways to integrate technology across the curriculum for teachers.

**Attachments:**

- Exploring Kid Pix™ Stamps
- Title Planning Sheet
- Word Sort Sheet
- Assessment Rubric (AS\_Rubric)

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