

HIGH TECH REMAKING LITERACY CHALLENGE

Technology Needed:

- Computer (with internet)
- Canva.com

Challenge:

- Students will use canva to create a brochure to inform others about the current book they are reading, as well as try to convince them why they should read it
 - If they just started a book, they can use the last book they read or their favorite book
- Information that needs to be included:
 - Title and Author of the book
 - Summary
 - Characters
 - Genre
 - Main Themes
 - Why people should read it
 - Any other important information
- Once everyone is finished, we will print them all out and have a walk through where students are encouraged to walk around, take a look at everyone's projects, and write down books that they could read next!



Praise (why you should read it!)

This is one of those books that has such an amazing and resilient main character that you just want to keep reading about. It will make you feel empathetic, sorrow, happiness, and keep you on your toes. It ties heartbreak with mystery and real life circumstances that leaves you wanting more.



Where the Crawdads Sing

BY DELIA OWENS

Brochure by
Ashley Hasenfratz



Summary

This book is about Kya, also known as the "Marsh Girl". After being abandoned by her whole family at a young age, she has to learn how to survive on her own in the rural marshland of North Carolina. It follows her life of growing up and the things that go along with it. She finds love along the way and even gets accused of murder. Did she actually do it? Read this book to find out!



CHARACTERS

Kya
Tate
Chase
Jumpin
Mabel

GENRE

Fiction

MAIN THEMES

Coming of age
Working hard
Independence
Love conquers all



Setting: Coastal
North Carolina

Standards

Develop a model to describe phenomena. (4-PS4-2)

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions)

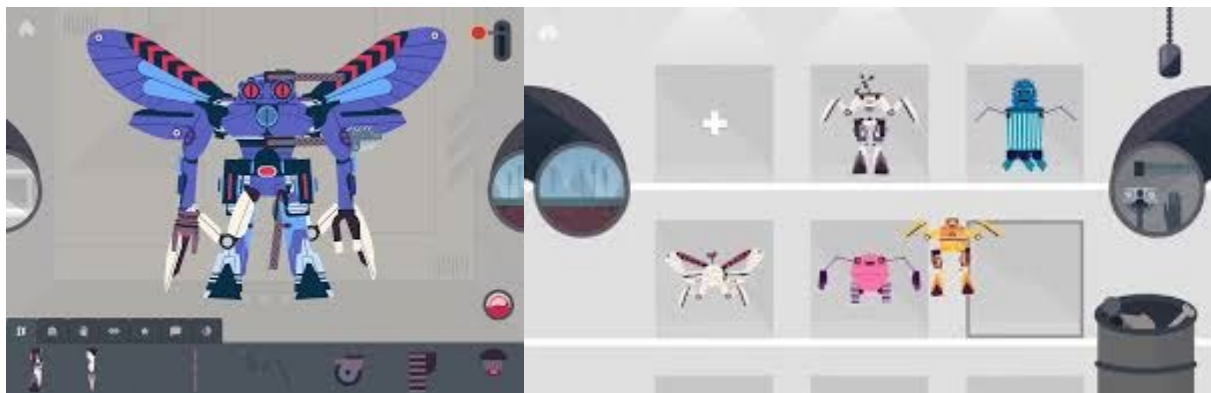
Big Idea

Students will use the robot factory app to create their own robot character. This character will be featured in a written story that they come up with. The story can be fiction or nonfiction. The end product is open ended and relies on students creativity.

To do

Create a Robot creature using the robot factory, write a short story about your creature. Include a description of features and characteristic and functions of your robot and how they play into your story

Sample



Link

<https://youtu.be/XajMV6214M0>

Character Review

Challenge...

This past month you have all been devouring your independent reading books, and I have seen your excitement for your stories thrive. Your challenge for this week will be to pick your favorite character to share with the class. We will be learning how to use a new website to create a presentation. You will use direct quotes and experiences from your character to teach us about them. Get CREATIVE and HAVE FUN!! This website has a lot to explore, use it to its fullest potential!

Website: buncee.com

Teacher

"I'll be famous one day, but for now I'm stuck in middle school with a bunch of morons."

Greg Heffley

- 12 years old
- Selfish, unfocused, sometimes a good friend
- Middle brother

- Told everyone he ate the cheese to protect Rowley
- He quit the wrestling team after 1 loss
- Scared the kids he was

created on buncee.com

High Tech Literacy Challenge

Grade: 3rd Grade

Standards:

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

High Tech Tool: Do Ink

Video Tutorial for Do Ink: <https://youtu.be/wh4EYxpZb2Q>

Challenge:

Students will create a video using a green screen to share a book they have been reading. The students will conduct a book talk about information they find appealing about their book such as recounting details and relevant information about the text. The students will choose at least three elements of the books to discuss in their video.

Artifacts:

<https://youtu.be/qvM9s4hKAjA>

IRON & Plastic Bags

High Tech Remaking Literacy Challenge

<https://youtu.be/Koex08JR8IA>

What we are doing:

In this project, we are taking plastic bags and melting them together using an iron. The iron is a source of heat that when used, can melt the plastic bags to form one piece.

What you need:

- Iron*
 - Plastic bags/ plastic table covers
 - Parchment paper
 - Scissors
- Optional:
- Sharpies
 - Dry erase markers

Connections to literacy:

The connections to literacy are endless! These could be used to design and represent characters in the books they are reading. They could be used to describe sequencing while students are figuring out the order of layers they need to design their character. But, this is just a tool for students to use and their making take control of their learning.

Possible cross-curriculum connections:

- Recycling
- Sequencing
- Social Studies/geography if planning to use on a loom



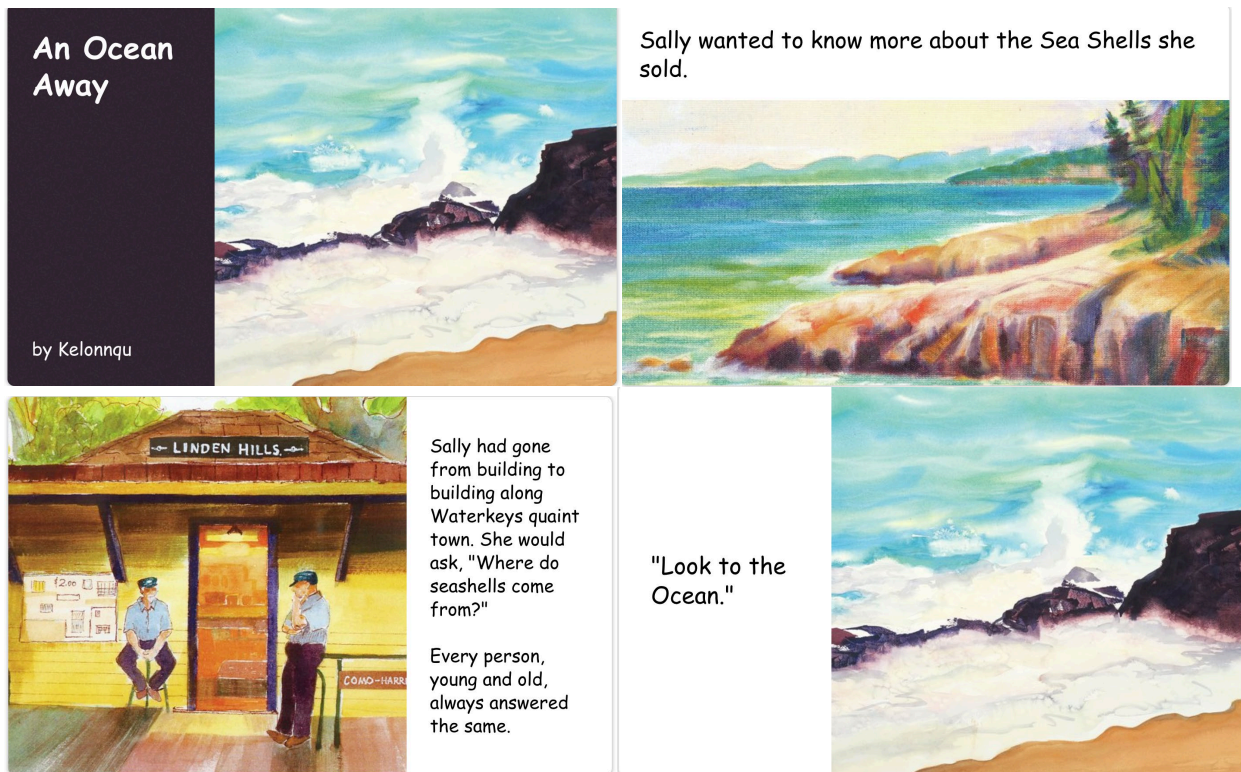
Storybird:

Storybird is a fun place where students can write their own stories and be creative within the website. They can create picture books, comics, poems, and other fun layouts. Students can also find other stories on there to read and get ideas from. There are different courses that can be viewed with leveled readings, how-to-guides, thematic writing, and children's songs.

Challenge:

Students will draw out of a hat for the genre of writing that they will complete. The students will then log into their Storybird and begin to write. This challenge can be done with multiple standards and multiple ideas. Students could write an extension of their favorite book. Students could write in extra scenes or draw out a scene they believe held importance. Students could write non-fiction and find connections to science or social studies. These stories can also be printed and bound for students to take home or add on display in the classroom.

<https://storybird.com/picture-book/an-ocean-away>



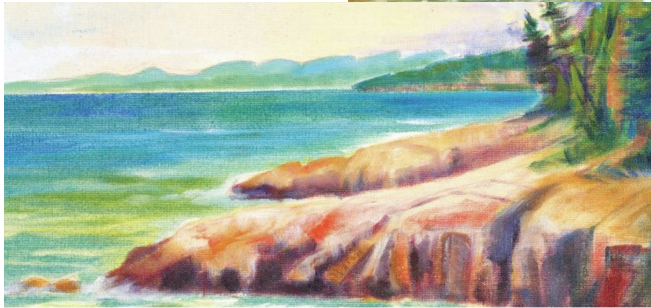


Sally's grandma could see the tears of frustration in her eyes later that night. "Dear, maybe you should go to the ocean and let it tell you it's secrets. The land can't give answers it doesn't search for."



Sally was tired of being at the ocean. It had caused her so much confusion. She thought she may never sell another seashell again. She screamed out into the deep blue as the sun set, "Where do your treasures come from?"

Almost as though the sea heard her, a shell skimmed over her toes. Sally reached down to pick it up. As she ran her fingers over the rimmed exterior, and the smooth inner surface she blinked. There was an engraving on the inside.



"To the next owner, I have lived in many different places across many different time periods. Today I stop at your feet in hopes of a new home and adventure. I once was a protector, but now I look to you"



It was then that Sally had gotten her answer. A secret for everyone to discover. Sally knew she would never sell this seashell.

Opinion Writing-Comic Strip

Grade:

- 2nd grade

Website/High-Tech Maker Tool:

- The website used for this lesson is Pixton. This website allows students to create personalized comic book strips that can be made to fit any subject or topic.
 - <https://edu.pixton.com/educators/>
 - **WARNING:** This website has a limited number of free backgrounds, characters, faces, etc. More options are available with purchase.



Standards:

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.

Procedure:

1. Introduce students to opinion pieces by showing examples of opinion writings.
 - a. Teachers could also play a game where the teacher asks the whole group of students whether certain topics are opinions or not and the students will simply say “yes” or “no”.
 - i. If there is confusion, be sure to explain why the topic is or is not an opinion.
2. While looking over opinion pieces, be sure to point out linking words and phrases so that the students can see how they are used in writing.
3. Introduce the students to the assignment. They will be coming up with their own opinion and writing about why they do or do not believe it.

4. When they choose their opinion, have them get on their computers/tablets and go to the website given above.
5. Show the students how to make a comic strip on the website.
6. Inform the students of their constraints (number of panels, amount of dialogue, amount of linking words or phrases, number of characters, etc.)
7. When finished, have the students save their comic strips and either print it out or send the teacher the link to the comic strip for the teacher to assess.
 - a. The students can also submit it to your “class” profile if you make one on the website.

Link to the comic strip that I made:

<https://share.pixton.com/qpnpsgj>



HIGH TECH MAKING

USING WIX IN THE CLASSROOM

How a website can open more creative opportunity for students!

WHAT IS WIX?


WIX is a free website builder that gives creative access to anyone with an email. For the classroom, students can benefit from having the chance to design and be responsible for their own website when it comes to literacy. An easy way for implementation would be student-run literacy blogs. Each week, there will be a prompt assigned, and students are then responsible for writing and posting detailed blogs. There is a great groups feature making the possibility of group work and collaboration through the website also accessible.

BEGINNER CHALLENGE

Start by creating a free account at wix.com. Use whatever email you feel comfortable with. You will then be presented with two options: selecting a website template or using their website Artificial Design Intelligence (ADI). For this challenge, we are going to use the ADI for simplicity reasons. Answer the questions as prompted to customize your own blog! Once you have created and organized your site, publish a blog post introducing yourself and your favorite things to read!

SAMPLE WEBSITE

<https://mattia51.wixsite.com/literacyblog1>



Using Animoto

For Literacy Instruction

Skills Practiced

- Collaboration & Teamwork
- Technical Experience
- Organization
- Writing
- Problem-Solving
- Time Management
- Decision Making



Example Classroom Applications

For Teachers

- Unit Recap
- Assignment Instructions
- Content Information
- Newsletters

For Students

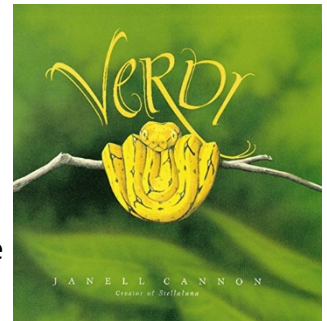
- “About Me” Introductions
- Present Information
- Show Content Knowledge
- Tell Stories

Sample Challenge:

*During a unit on Growth and Development of Organisms in grade 3. The class read “Verdi” to discuss the life cycle of a python.

Students will explore the playground in search of some of its inhabitants. Pay attention to the plants and animals you see and discuss organisms that interest you with your group and pick one to study. Find examples of this organism as it moves through its stages of life, take pictures, videos or make drawings of what you see. Remember the stages that Verdi when through in the book during his journey to adulthood.

Represent the data in an Animoto video to present to the class. Be sure to show the life cycle in chronological order and provide details on each stage.



<https://animoto.com/play/fnu4K1U8KaryE1RQczebxA>

STEM High-Tech Quick Challenge

Literature Connection:

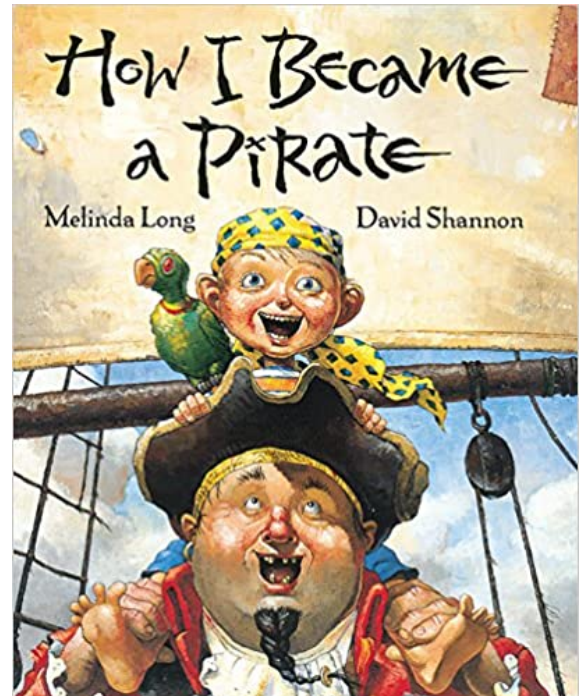
"How I became a Pirate" by David Shannon

Read Aloud Link:

https://www.youtube.com/watch?v=y4m_BW5yddU

Standard:

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



Challenge:

After reading the book "How I became a Pirate", rewrite an alternative end to the story that can fit within the sequence of events. Then code the new ending you wrote in Tynker.

Example:

Click the link below to view a sample of an alternative ending made on Tynker that was published to YouTube.

<https://www.youtube.com/watch?v=MMXIGsMZFa8>

“My Story” App Adventure

App:

This app is called “My Story” and is available for free on the App Store. Ideally, the school will have class sets of iPads that teachers can rent for their classrooms for a day or week. On this app, students are able to create their own books using pictures, clip art, drawing utensils, text features, and many other features including a voice recording option to read the book aloud. Once the students are done creating their book, they can download their book into video form where it automatically flips through the pages and reads the book out loud. Then it can be downloaded to YouTube for friends and family to see.

*(If iPads are not available, <https://www.mystorybook.com/> is another website that can be used to create story books)

Link to my example: https://youtu.be/2iQ2t_t2DOW

Grade: 2nd

Arkansas Standard:

W.2.6- With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.

Activity:

This will be an introduction activity to do in the first week of school so the students can have an opportunity to get to know each other a little better. Students will be creating a biography about themselves to share with the class as well as their friends and family through YouTube.

- Students will have 15 minutes to brainstorm and plan their “About Me” stories that they will be writing in their book using the “My Story” app.
- The “About Me” stories will include their name, where they are from, description of their families, favorite hobby, favorite TV show, favorite school subject, and any other fun facts they would like the class to know. The book also needs to include fun features such as pictures, clip art, or drawings.
- Once they are done planning their stories, they will get with a partner to share their ideas they have for their book.
- Students will each get 1 iPad to use to create their book on the My Story app. Once they are given an iPad, they will have 5 minutes to play around with the app and figure out how to use it. Teacher will be walking around to help with any questions the students have.
- Once the students have figured out how to use the app, they will have 30 minutes to create their book.
- When everyone is finished, each student will get a chance to share their book with the class.
- Students will also save and publish their books to a folder on YouTube through teacher instruction. A link to the YouTube folder will be emailed to all of the students’ parents and guardians.

Make Beliefs Comix

Grade: 3rd

Website: The website being used is called “Make Beliefs Comix” where students will be able to express their ideas and stories by creating their own comic strip.

<https://www.makebeliefscomix.com/comix/>

Link to my own Comic Strip: <https://www.makebeliefscomix.com/Comix/#>

Standards:

CCSS.ELA-LITERACY.RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.W.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.3.A – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Procedure:

1. Students will be creating a comic strip story based on their creative thoughts and ideas.
2. Students will be given 10 minutes to brainstorm some ideas for their comic strip and write them down.
3. The teacher will first show a short video that will help guide the students on how to work the website. (<https://www.makebeliefscomix.com/2014/01/29/teachnology-using-make-beliefs-comix-to-encourage-writing/>)
4. The teacher will model how to navigate through the website herself. There is also an app that can be used.
5. Students will need to be shown how the drag and create their characters, choose different emotions and backgrounds for them, and add words to get a better understanding of plot and writing and how to create their own story. Students will also learn how to scale, drag, and flip their objects and characters on their comic strips.
6. Students will be given plenty of time to create and complete their comic strip stories.
7. The website also includes teacher resources for more ideas, including differentiation, and many other activities and printables.
8. When the students finish their comic strips, they will be able to save them and publish them to the website.

High-Tech Remaking Literacy Challenge:
iMovie Voice Over

Grade: 3rd

Program used: iMovie

Link to Example: https://youtu.be/eo_bdSjXuvs

Standard: RF.3.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.

The students will be using their favorite book, read thus far in the year, to create a read along.

They will do this by uploading photos of the books pages and using voice over abilities in iMovie to narrate the book.

1. The student will select their favorite book from the year.
2. After selecting a book, they will take a picture of each page, including the cover.
3. The students will import each picture into the iMovie application.
4. The students will use the voice over tool while reading the book.
5. After reading the book the students will use the sizing icon on each photo to make it match the timing of the read.
6. The students can add transitions between each page and an ending slide if they choose.
7. After completing the voice over the students will upload their video to the class YouTube channel.

There will be a direction/follow along video provided for the students in addition to written instructions. The teacher will also demonstrate how to use the application for a shortened read to help familiarize the students. Because this is such a popular application students can also use the internet to help solve and troubleshoot any problems they come across.

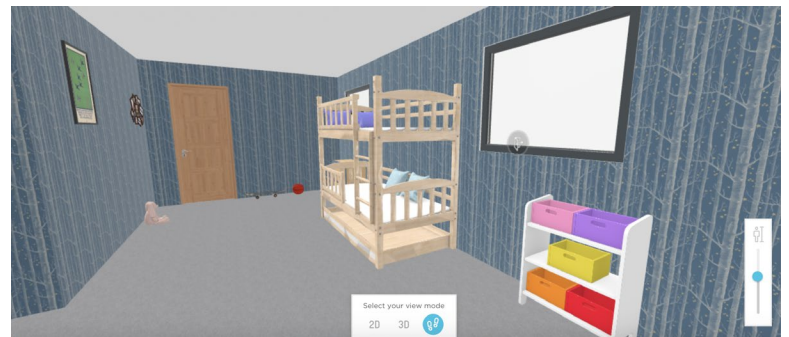
Room Design

The website HomeByMe allows the user to create floor plans of the whole house, a few rooms, or even just the backyard. Not only do you create the floor plan, but you also furnish the rooms. The website has links to real furniture, flooring, wall paper, and decor that you can choose to include. There are options to view your design in 2D and 3D. You can also take realistic snapshots of your room or a panoramic 3D video.

This is a great tool to introduce to your students when discussing characters in literacy. By having your students create rooms or houses for the book characters, they are displaying their knowledge of the story as well as developing empathy for the characters and their needs.

Sample challenge: Design a room for a character in *Bridge to Terabithia*. Write a one page paper with your explanations for the design choices. Give specific examples from the book that led you to those choices.

[HomeByMe: Free and online 3D home design planner](#)



Jess Aaron's Room



High-Tech Remaking Literacy Challenge

Turn Your Students into Citizen Scientists and Authors

Challenge

Turn your students into citizen scientists and authors by observing organisms - animals, insects, and plants - at a specific location at your school such as a raingarden and upload the data to the iNaturalist App. To integrate literacy, students will use the “Journal” feature on the app or website to create a nonfictional or fictional short story about their amazing garden and the organisms that live in it.

Teacher Information:

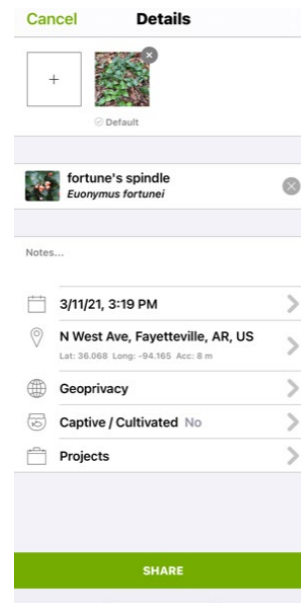
The teacher will create an account on the website <https://www.inaturalist.org/> and “Start a Project.” The teacher can title the project after their class or anything such as “Our Very Own Little Rain Garden.” Students will download the free iNaturalist App to their cellphone or use the web-based platform to create a free account. The students will join the project, upload data, and use the “Journal” feature to create their story

Student Directions:

1. Make observations in your garden. When you encounter an individual organism such as an animal, an insect, or a plant, open the iNaturalist App and take a picture. The picture is uploaded automatically to the App.
2. Once uploaded, the App makes suggestions on what the organism is. You can accept the suggestion or type in the correct organism. The date, time, and coordinates are automatically filled in on the App.
3. Once all the correct information is entered, click “Save” and then “Upload” to share with your class.
4. Find more organisms and enter the data the same way you did in steps 1-3.
5. Use the “Journal” feature on the app or website to create a nonfictional or fictional short story about your amazing garden and the organisms that live in it.

Maker Extension:

Have the students create labels/markers and place near the plants that they observed. They can create a guided map/brochure of the plants in their garden/school that can be kept in the office for other students, teachers, parents, and other visitors to use.



STEM High-Tech Remaking Literacy Challenge



Learning Standards:

- **Standards for Technological Literacy**
 - Standard 12: Students will develop the abilities to use and maintain technological products and systems.
- **Example ELA Standards may include*:**
 - RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
 - W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

*these standards may vary depending on grade level

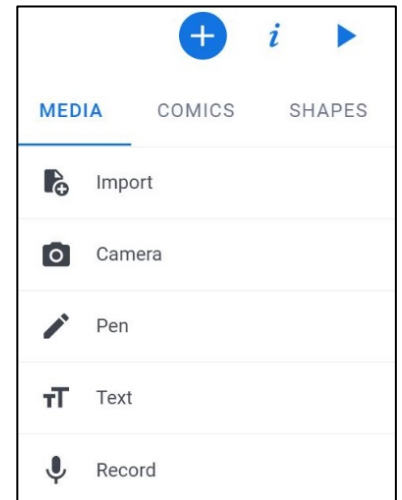
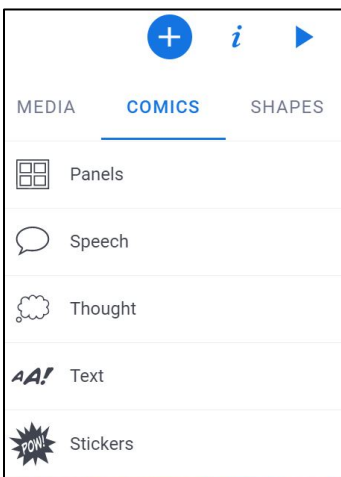
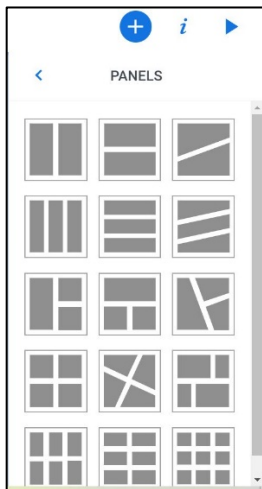
Learning Activity:

Students will use www.bookcreator.com to create their own comic summarizing a text they have read. In order to create this comic, students will read a book of their choice. They will then identify the key characters and points of the story. Then, using bookcreator.com, they will create a comic that retells the story.

Bookcreator.com is a free online program that allows for students to use text, images, audio and video to create interactive stories, research journals, poetry books, 'about me' books, comics, and more.

It is recommended to go over the following points with students before allowing them to create their books:

- **Text features** such as title of the book they are summarizing, author, cover page, back page
- **Plot features** such as characters, beginning, middle and end. For older students, plot features may include exposition, rising action, climax, falling action, and resolution
- **Features of a comic** including: panels, text bubbles, captions, sound effects
- How to create on bookcreator.com
 - First, hit + **New book** to create the book
 - Next, choose a book shape
 - Then, using the + **icon**, students can add things into their book
 - The **panels** icon under “comics” allows you to choose the page layout
 - Under the comics option, you can add speech bubbles, thought bubbles, and stickers
 - Using the media button, you can import pictures into the comic



Example: <https://read.bookcreator.com/LckykiWEEjUQuX7rBi1D7M7e1Gw1/yBSMDJM4R4qdMHA-a6d8WA>

TOONTASTIC STORYTELLING

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea

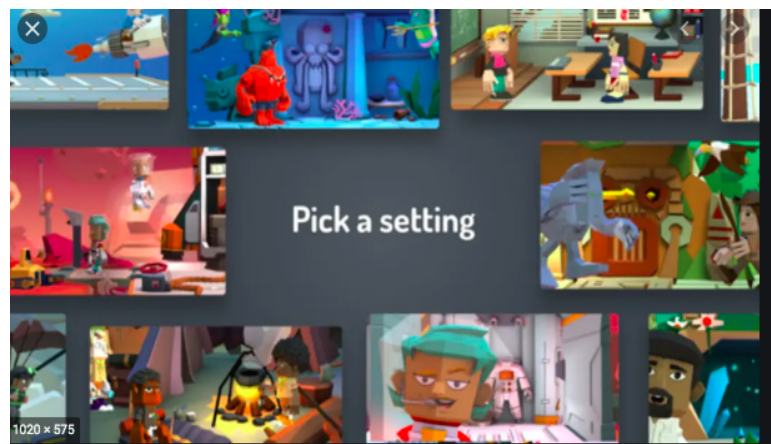
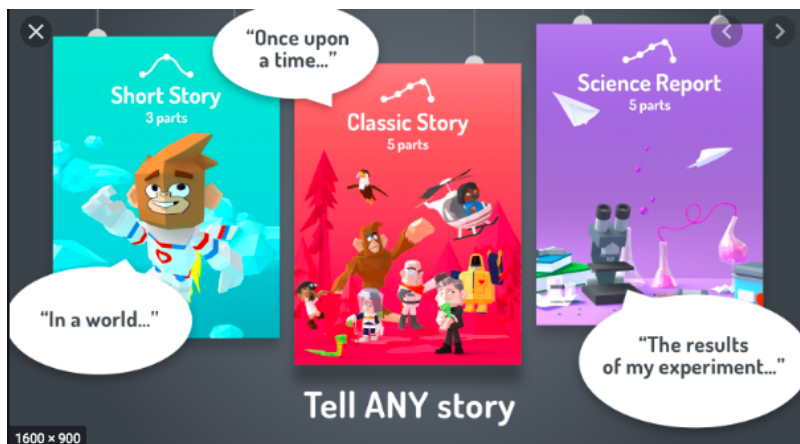
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

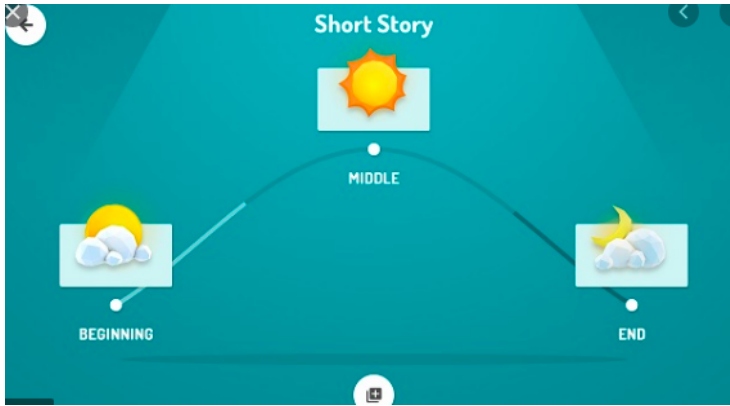
WHAT IS THE TASK?

Students will use Toontastic to help them understand the story telling aspect of literacy. They will be challenged to write their own short story and then present it using Toontastic.

HOW TO EXTINGUISH AND EXTINGUISHER?

In order to successfully complete this assignment students will need to write a short story of their own. With the knowledge that they will be creating this in a short animation after, they will be more thoughtful and engaged in the writing process. They will be mindful of sequencing, beginning, middle, and end, traits of their characters and appropriate setting. Toontastic allows students to choose how many parts they want their story to be. This gives students practice with identifying different parts to a story along with practice in writing their own story. Toontastic also lets the creator decide the temperament of the characters and in order for their story to make sense students need to create deep personalities for their characters to justify their responses and actions.





SAMPLE STORIES:

<https://www.youtube.com/watch?v=IJq-NUFPsdU>

<https://www.youtube.com/watch?v=PBqLvNqzYc>

StoryJumper

Grade: 1st grade

Website/ High-Tech Maker Tool: Website called “StoryJumper” where students can write their own digital book as well as record their voice reading the text for each page

Standards:

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.

Procedure:

1. Students will brainstorm some story ideas by writing them out on paper – give them the freedom to choose any topic they want and to be creative!
2. Teacher will either show or demonstrate personally how to navigate the website in and the cool effects they can use to create their story. There is a video on YouTube that explains how to use the website
3. Students need to be shown how to set a background, how to create a character, how to add/delete text, and how to add voice recordings of them reading the text.
4. Then students will be given a few days with about an hour or so each day (all depending on schedules of different schools) to work on and create their story.
5. Another way to add collaboration is to swap and edit – have the students swap each other’s computers and go through and edit each other’s stories to help revision process and promote collaboration
6. Once students are finished, they have the option to publish their book
7. Their parents can purchase it if they want (\$2.99 I believe) or you can electronically publish the book and be able to look back on it in the future!

Personal link to my own book creation:

<https://www.storyjumper.com/book/read/101466826/60490efee7a08>