
Assessment

Retelling Elder Stories
Language Arts
Lesson 4
Time: 60+ minutes

Overview

Students will refine their text, picture, digital presentation through practice and editing in order to publish their elder story digitally.

Objectives

- Students will practice self and peer editing.
- Students will type their page of the elder story.
- Students will check their work for SAE past tense accuracy.
- Student will practice reading their work accurately and fluently.

Activities

1. Ask for a volunteer to edit an old writing sample using the Student-Peer-Teacher Writing Chart.
2. Edit the paper as a class using the chart. Allow students to find errors to correct as you work through the list.
3. Pass out an editing chart to each pair and have them edit their own work and then the work of another partner.
4. As students get done the teacher meets with each pair to listen to students read their work aloud and ask questions to guide students to correct any errors in their written SAE grammar.
5. Share student project rubric and expectations with students.
6. One student can finish adding detail to their picture while the other types their work on StoryKit.
7. Have students practice reading their part of the story with expression so that it sounds fluid for the audio feature that the students will record on their StoryKit page.
8. Allow students to work on another assignment when they get to the point when they are waiting for their turn to use a tablet to type their part of the story on the final StoryKit App.
9. Teacher rubric can be used to evaluate finished project.

Adaptations

The teacher could type student work if there is not enough time for young typers, however, I found that students were motivated by this part of the project and asked if they could type their story during recess and after school.

Materials

- Document Camera (to project work on screen or tv)
- An old student journal entry
- Peer Editing Form
- Student elder story pages
- iPad with *StoryKit* app downloaded

Additional Notes

The StoryKit app is VERY user friendly and easy for students and adults to figure out. Once in the StoryKit app each pair of students took a picture of their illustration for their page, typed their words and then dragged a speaker icon to the page, which allowed them to record their voice reading their written words. I did use another iPad to take a picture of their typed page so that they could see the words during the recording. If they held their paper we did not hear the paper crinkling sound in the background of the recording. I allowed the group who got done first to create the picture for the cover of the book.

Other Resources

This would be a wonderful time to have parent volunteers come in to help monitor typing, editing, and student recording as they read their page of the story. These activities can take longer than the allotted class time and require adult supervision.

I did not have parent volunteers, but took advantage of moments when the class was working on other activities to have students take turns record themselves reading their part of the story in the closet in our room, and students who finished other work early were allowed to type their part of the story in the StoryKit app.

	Writing	Student My writing...	Peer This writing...	Teacher This writing...
1	All sentences are about the topic.			
2	Capitalized the first word of a sentence and proper names.			
3	Used proper end marks and punctuation.			
4	Wrote complete sentences.			
5	Used past tense (-ed) correctly.			

Student Writing Rubric

Criteria	Tally Marks
Capitalization	
Punctuation	
Past Tense (-ed)	

Criteria	Color in the Correct Face	That Shows How Well You Did
		
Beginning	I have a beginning that includes the main character.	I tried to write a beginning, but I need to make it better.
		
Middle	I have a middle with details.	I tried to write a middle but I need to make it better.
		
Ending	I have an ending.	I did my best but I need help with my ending or I just wrote "the end"
		
Picture With Details	My picture is about the story with details and color.	I did not take time to do my best.

Digital Storytelling : Teacher Rubric

CATEGORY	4	3	2	1
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation.	Writer makes 1 or 2 errors in capitalization or punctuation.	Writer makes 3 to 5 errors in capitalization or punctuation.	Writer makes more 6 or more errors in capitalization or punctuation.
Past Tense (Conventions)	Writer uses verb+ed and irregular verbs with 100% accuracy in story.	Writer uses verbs with -ed to show regular pasted tense but does not use irregular verbs correctly or has 80% accuracy overall.	Writer uses some past tense verbs correctly.	The whole story is written using present tense when the story happened in the past and past tense should be used.
Sequencing (Organization)	Details are placed in a logical order that is easy to follow.	Details are placed in a logical order that is not as easy to follow or needs an explanation from the author.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.