

Innovative Learning Plan	
Description:	Students will create an interactive story based on their Array City (created previously). The story will talk about the people who live in the city. Students will be using Scratch to code their story and as an extension will use a Makey Makey to have interactive touchpoints in their city.
Grade Level:	Third Grade
Subject:	ELA- I chose ELA because I am always looking for ways to integrate more student voices into my lessons. This will provide students with the opportunity to express their own voice in a story and the ability to choose what sound effects are appropriate for the scenario.
Standards:	<p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
Learning Goals:	<ul style="list-style-type: none"> - Students will create an interactive story using Scratch and Makey Makey - Students will describe the scene that is occurring using their own voice and sound effects
Innovative Technology:	<p>Scratch and Makey Makey- Makey Makey and Scratch-</p> <p>Each student will have access to a chromebook and will start by creating their story on Scratch. They will create at least four unique viewpoints/stories about their city. Once students have grasped coding on Scratch and evaluated what sound effects best fit into certain scenarios, they will be able to begin creating interactive touchpoints in their cities. Students will test their interactive touch points using one of the available Makey Makey kits (5 in total). Students will have to take turns to test their created story.</p>
Student Engagement:	<ol style="list-style-type: none"> 1. Students will use Scratch to code an interactive story that aligns to an Array City that they have previously created and approved that they are complete. 2. Independently and in their reading journals students will brainstorm/create their four different viewpoints <ol style="list-style-type: none"> a. Students must make sure they are using sound effects, figurative language and animations that align with the story they are telling. 3. Independently students will use scratch to code their story <ol style="list-style-type: none"> a. Scratch has previously modeled for students and they have had the opportunity to use test out the features of Scratch b. Students may receive assistance in how to use Scratch from peers, but their peers may not assist coming up with an idea for one of their four viewpoints. 4. When multiple students they will be paired up with a partner or two and share their work with one another. During this sharing students will share things they enjoyed about their viewpoints and areas that their peers may improve upon. <ol style="list-style-type: none"> a. Students have previously engaged in peer review and are familiar with how this process works

	<p>b. Students will take their recommended improvements and add them to their work</p> <p>5. Students will be able to share their final interactive stories with their families and peers.</p> <p>6. Extension: For students who are successful in coding for unique viewpoints on Scratch they may have the opportunity to integrate Makey Makey into their story by creating interactive touch points on their Array City. At their point students may also be able to create additional viewpoints within their city.</p>
Assessment:	<p>Students can create an interactive story that contains at least four different interactions that contain their own unique description/sound effect. Students will be graded using two rubrics. They will receive one point for each different animation that they have included and one point for each unique description/sound effect. Each rubric will have the same criteria but one will be a self-graded rubric and one will be a teacher graded rubric. Then their final grade will be an average of the two rubrics.</p>
Research:	<p>Yelon (2001) explains there are many components that facilitate learning. One of those components is being able to evaluate their work. Throughout the process of creating their interactive story students will be able to evaluate their animation choices and sound effect choice to determine if they are appropriate for the scene or not.</p>