

Print, Cut and Fold

Creative Technology Projects
for English

Jim Holland
Gaby Krumm

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STUDENT ACTIVITY

GRAMMAR RULES CASCADING FLIP BOOK**Year Level and Content Area(s):**

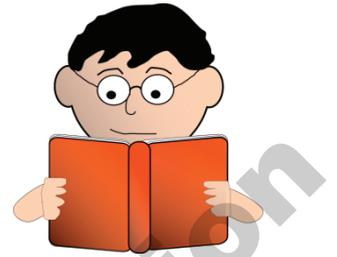
Writing (Years 3–8)

On go.hbe.com.au:

GrammarRulesPS.pdf

CascadingFlipBookTemplate.pptx

CascadingFlipBookIS.pdf

**Lesson Overview:**

In this lesson, students will use PowerPoint to create a multi-page flip book where each page is slightly longer than the previous one, allowing pages to “cascade” on top of one another. The bottom edge of each page contains the title of the page and serves as a tab that readers can use to flip to specific sections of the book. Students will explain specific grammar rules that must be followed while writing. Students will explain each rule with simple statements, provide at least one example and insert appropriate graphics corresponding to that information.

Software or Special Materials/Supplies:

PowerPoint

Scissors

Stapler and staples

Essential Concepts:

- Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
- Students use spoken, written and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion and the exchange of information).

Notes to Teacher:

The template used for this activity is merely a set of blank PowerPoint slides whose page size has been modified to match a printed 8 ½ x 11 sheet. The template allows for ten pages after the cover sheet. The number of grammar/punctuation rules should be determined by the allowed time and skill level of students. Students should either be provided with or guided to an appropriate resource that defines the grammar or punctuation explained in this activity. Students should summarise the rule as a short phrase and enter that as the title of the slide (the bottom text box of each slide) and then use the remainder of the slide to explain the rule and provide at least one example. Be sure that students complete their text entry before searching for and inserting corresponding graphics.

Modifications or Extensions:

For lower-level students, you may wish to reduce the number of grammar/punctuation rules required. For further assistance, modify the template so that the rules are already entered, leaving blanks for key words for students to enter.

Higher-level students can be challenged to add two extra rules to their project. This will require them to add two additional slides at the beginning of the project and to measure the area in which to add the title.



STUDENT ACTIVITY

PERSONIFICATION POSTCARDS**Year Level and Content Area(s):**

Writing (Years 3–8)

On go.hbe.com.au:

PersonificationPostCardsPS.pdf

PersonificationScenarios.pdf

PostCardTemplate.pptx

PostCardIS.pdf

**Lesson Overview:**

In this lesson, students will create a postcard addressed to themselves. In the text of the postcard, students will assume the persona of an inanimate object. Students must determine the item's purpose in writing, using the planning sheet as a guide. The text of the postcard will include insight into the character traits assigned to the object. Students will insert appropriate clip art or photos on the front of the postcard.

Software or Special Materials/Supplies:

PowerPoint

Scissors

Glue stick

Essential Concepts:

- Students adjust their use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.

Notes to Teacher:

From a technical standpoint, this project is very simplistic and only requires students to insert text and graphics in the appropriate locations. Many students may have never received or addressed a postcard and may need assistance in addressing it. The postcards are printed single-sided and assembled back to back to achieve the double-sided look of a genuine postcard.

Options for selecting the object to personify:

- Allow students to choose their own objects
- Instruct students to select an object that may have been a “bystander” in a recent story or novel
- Allow students to draw/choose one of the twenty-four scenarios listed on the PersonificationScenarios.pdf document

Encourage students to use the planning sheet to determine the object's purpose in writing. Give some suggestions:

- To entertain with memorable stories
- To complain about some situation or injustice they face
- To give advice
- To elicit their help with some situation

STUDENT ACTIVITY

HAIKU DIORAMA**Year Level and Content Area(s):**

Writing (Years 3–8)

On go.hbe.com.au:

HaikuPS1.pdf

HaikuPS2.pdf

DioramaTemplate.pptx

DioramaIS.pdf

**Lesson Overview:**

After an introduction to the haiku form of poetry, students will write their own haikus about a topic of their choosing (or the teacher's). Students will create a freestanding diorama with one horizontal panel to display the text of their haiku and one vertical panel to display an image that corresponds to their haiku content.

Software or Special Materials/Supplies:

PowerPoint

Scissors

Glue or glue sticks

Essential Concepts:

- Students adjust their use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
- Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.

Notes to Teacher:

Allow students plenty of time to complete the planning sheet for this lesson before any computer work begins.

The diorama contains only two panels where students enter information in text and graphical formats. Rather than leaving the content of the haiku as free choice, you may consider narrowing down the content of the haiku to a particular season, location or event. Another option to consider is obtaining the images yourself and including them on the template. You may place images outside of the slide area. In this way, students may choose from a selection of images to place on their slides. The remaining images will not print, since they are beyond the slide boundary.

The assembly of the diorama requires just a little glue or paste in the areas marked on the template.

Modifications or Extensions:

Like other activities, this may be modified for lower-level students by pre-selecting topics and/or images.

Challenge more advanced students to create an additional diorama that contrasts with the one they originally created.

STUDENT ACTIVITY

SINGLE CHARACTER ANALYSIS TOWER**Year Level and Content Area(s):**

Writing (Years 3–8)

On go.hbe.com.au:

SingleCharacterAnalysisPS.pdf

TowerTemplate.pptx

TowerIS.pdf

**Lesson Overview:**

Students will create a four-sided, freestanding tower (rectangular prism) with four base flaps. On the sides of the tower, students will describe a selected character in terms of personality traits, feelings, relationships and changes. In addition to text, students will match appropriate clip art to visually represent each of the character descriptions.

Software or Special Materials/Supplies:

PowerPoint

Scissors

Glue sticks or tape

Essential Concepts:

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
- Students use a variety of technological and information resources (e.g. libraries, databases, computer networks, video) to gather and synthesise information and to create and communicate knowledge.

Notes to Teacher:

Character analyses can be made using any number of analysis methods and categories. The categories of analysis mentioned in the overview (personality traits, feelings, relationships and changes) can be used, or any other categories or facets may be substituted. The planning sheet calls each of these a “Factor of Analysis.” These have purposefully been left blank so you may instruct students to use factors of your choosing.

Each panel should contain the following:

Top

- Factor of analysis (WordArt)
- A paragraph describing the character in terms of the factor of analysis

Base

- Clip art that corresponds to the analysis of the specific factor

Be sure to reiterate that when replacing existing text in a text box, pressing the delete button is not necessary. Students may get hung up if they accidentally delete a text box by deleting all the placeholder’s text. Students should be shown how to use the Undo feature, as well as how to copy an existing text box and paste it into the proper place.

Modifications or Extensions:

For lower-level students, you may wish to provide partial analyses entered on the template with a few missing key words. Then provide a word bank, as necessary, for these students to complete the descriptions.

Challenge higher-level students to find specific quotes/events from the story that support each analysis.