

# CAST's UDL LESSON BUILDER

## Lesson Overview

Title:	How Coyote Stole Fire
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Subject:	English
Grade Level(s):	3
Duration:	3 - 5 days
Subject Area:	Reading/ELA
Unit Description:	Students work in groups to create multimedia products following the reading of "How Coyote Stole Fire."
Lesson Description for Day:	<p>Students will:</p> <p>create various multimedia projects (working in groups of 3 or 4):</p> <ul style="list-style-type: none"> <li>voki telling the story from the fire's point of view;</li> <li>interactive storybook using PowerPoint or PhotoStory which will include pictures and sounds;</li> <li>original song highlighting how animals worked together to bring fire to man;</li> <li>cartoon or movie using scratch.</li> </ul>
State Standards:	<p>§126.3. Technology Applications, Grades 3-5.</p> <p>(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) determine the success of strategies used to acquire electronic information; and</li> <li>(B) determine the usefulness and appropriateness of digital information.</li> </ul> <p>(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify</p>

solutions to problems. The student is expected to:

(A) use software programs with audio, video, and graphics to enhance learning experiences; and

(B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) use communication tools to participate in group projects; and

(B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.

(9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) use software features, such as on-line help, to evaluate work progress; and

(B) use software features, such as slide show previews, to evaluate final product.

(10) Communication. The student formats digital information for appropriate and effective communication.

The student is expected to:

(A) use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience; and

(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.

(11) Communication. The student delivers the product electronically in a variety of media, with appropriate

	<p>supervision. The student is expected to:</p> <p>(A) publish information in a variety of media including, but not limited to, printed copy or monitor display; and</p> <p>(B) publish information in a variety of media including, but not limited to, stored files or video.</p> <p>(12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:</p> <p>(A) select representative products to be collected and stored in an electronic evaluation tool; and</p> <p>(B) evaluate the product for relevance to the assignment or task.</p>
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## Goals

Unit Goals:	Students will create various multimedia projects to help understand the folk-tale "How Coyote Stole Fire."
Lesson Goals:	<p>Students will learn to use various multimedia programs:</p> <ul style="list-style-type: none"> <li>• Voki - create an avatar to represent the Fire Beings. Tell story from their point of view.</li> <li>• Powerpoint or Photostory- create a slideshow to re-tell the story. Add sounds and animation to slideshow.</li> <li>• Audacity - create an original song highlighting how the Coyote, Chipmunk, and Robin worked together to bring fire to Human.</li> <li>• Scratch - create a cartoon of the story.</li> </ul>

## Methods

Anticipatory Set:	<p><b>Students will: consider the following questions:</b></p> <ul style="list-style-type: none"> <li>• What do you know about coyotes?</li> <li>• Are coyotes friend or foe to humans?</li> <li>• When is fire safe?</li> <li>• Do coyotes eat chipmunks and robins?</li> <li>• How can these animals work together?</li> </ul>
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Introduce and Model New Knowledge:	Introduce multimedia that students will be using for projects. Students should be familiar with PowerPoint. They will need to know how to save audio files to add to their slideshow. Make sure computers have been set up to access multimedia sites. Give students demonstrations of other multimedia sources, including voki, photostory, audacity, and scratch.
Provide Guided Practice:	Give students demonstrations of multimedia sources, including voki, photostory, audacity, and scratch. Refresh students' memories on how to use PowerPoint.
Provide Independent Practice:	Students will brainstorm on ideas for media in their group. Each group needs to create a story-line for their final project. I will walk around to make sure that everyone is on task and that there are no questions.

### Assessment

Formative/Ongoing Assessment:	Effective project will include all elements listed in rubric.
Summative/End Of Lesson Assessment:	Final project will be graded using rubric.

### Materials

How Coyote Stole Fire <a href="http://udleditions.cast.org/INTRO,how_coyote_stole_fire.html">http://udleditions.cast.org/INTRO,how_coyote_stole_fire.html</a> This resource will allow students to read story online.
Computers with Internet
Appropriate software on each computer
Copies of story.