



## BrainPOP: It's NOT Just Videos!

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**Objective:** The students will create a multimedia presentation using the free App, Shadow Puppets and BrainPOP, (or if you are on a computer, you can use any of the programs listed in Resources.)

Shadow Puppet Edu is a free digital story telling program that lets you share a voice-over with an animated slideshow of your pictures.

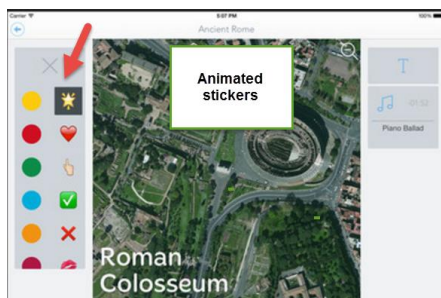
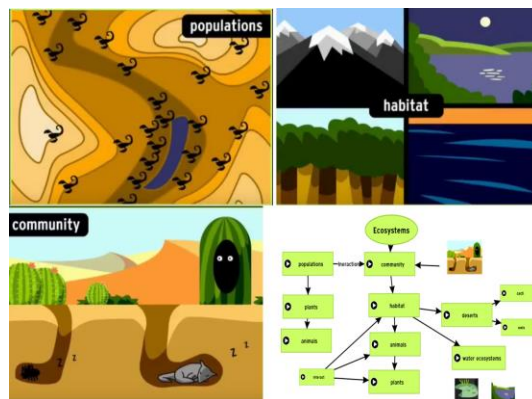
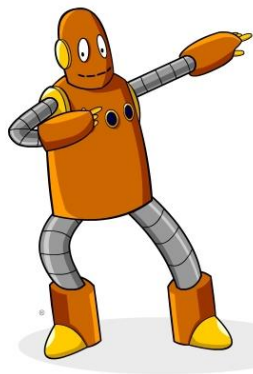
This apps provide a different way to combine BrainPOP with a mobile device to create a digital story.

### Materials Needed:

- BrainPOP
- Shadow Puppets Edu app (IOS) Free
- Camera enabled on device
- Snipping tool, Snagit or any screen capture tool (print screen)
- Internet service

### Procedure:

- Students will watch a BrainPOP video on the objective selected by the teacher (or student choice)
- Video will address their curriculum or the technology standards.
- Following the BrainPOP video, students will use 'Make-a-Map' to organize their story
- Student should screen capture at least 3 scenes from the video and 3 graphics from their 'Make-a-Map'. (see example)
- A screen shot of your Make-a-Map will be included in your presentation

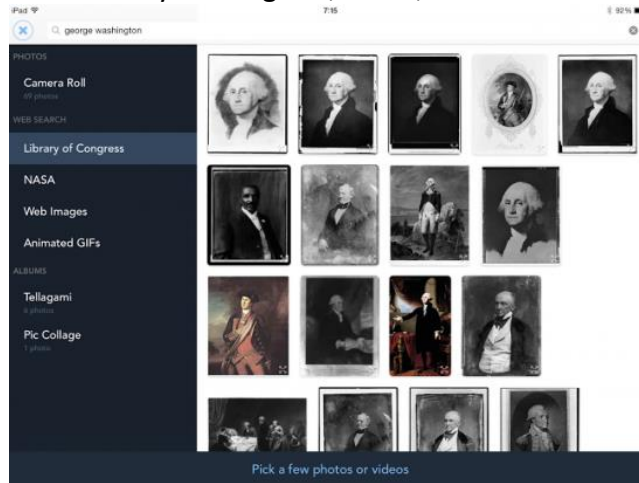


- Your story will be narrated, but you should include text if you think it will enhance the story.
- Add some action with the stickers to complement the images.
- Your digital story must have at least 7 'slides' to include an introduction slide and conclusion slide



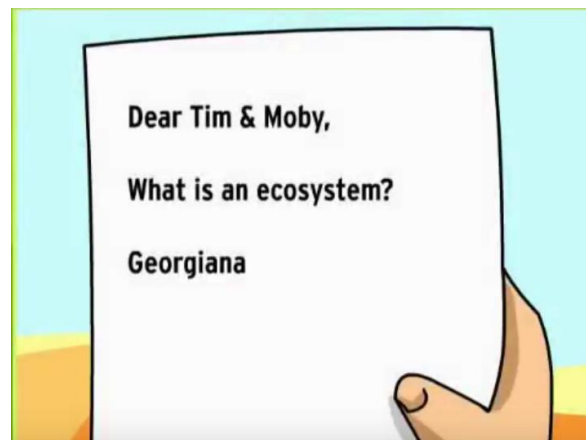
## Digital Story – Shadow Puppet Edu

The presentation is the story. Your Make-a-Map is the blueprint. Together you will create a visual representations that map out the content of the BrainPOP video. Of course, you can add more information to your presentation and should! Shadow Puppet has a great picture tool that connects directly to the Library of Congress, NASA, National Archives and more.



As you layout your pictures, keep in mind the sequence of the BrainPOP movie. Does it need to follow the BrainPOP movie exactly? No, however, your topic should be focused, organized, and interesting.

1. Make sure your presentation progression is logical and coherent.
2. Using an attention-grabber at the beginning of your story can set the tone and get your audience interested. An attention-grabber should be your 'Tim and Moby' Question



3. Your completed presentation will save to your photo gallery.

If you are using a story making app, see the instructions for saving your story as pictures in your photo gallery.

**See Sample Here:**



## STANDARDS

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### **1.Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

### **2.Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a.interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b.communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d.contribute to project teams to produce original works or solve problems.

### **3.Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a.plan strategies to guide inquiry.
- b.locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d.process data and report results.

### **4.Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

### **5.Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a.advocate and practice safe, legal, and responsible use of information and technology.
- b.exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d.exhibit leadership for digital citizenship.

### **6.Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.



## English Language Arts Standards » Speaking & Listening 6-8

### *Comprehension and Collaboration:*

#### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

#### CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

#### CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### CCSS.ELA-LITERACY.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

## ***Presentation of Knowledge and Ideas:***

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



## **NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS**

- 1.** Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 3.** 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 meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).
- 4.** 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.
- 5.** 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.
- 6.** 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 nonprint texts.
- 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

# Online Presentations

1. **Animoto**

Animoto is a cloud-based video creation service that produces video from photos, video clips, and music into video slideshows.

2. **authorSTREAM**

authorSTREAM enables presenters to upload & share PowerPoint, Keynote & PDF presentations online; embed in blogs, convert to video and share on social ...

3. **emaze**

No.1 Growing presentation creating tool with professionally designed 2D and 3D templates. There are 2 million emaze users around the globe.

4. **Google Slides**

Google Slides, part of Google Drive , is an online presentations app that allows you to show off your work in a visual way.

5. **Haikudeck**

Haiku Deck, a **free iPad app**, is a completely new kind of presentation software designed to make your slides stunning. Haikudeck Zuru provides automatic presentation design solution.

6. **PowToon**

PowToon is a brand new presentation software that has themes of animated characters, props and cool transitions, that allows you to drag and drop your way to an animated presentation to present your product.

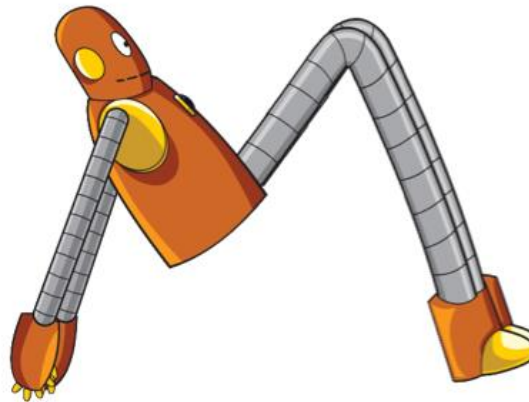
7. **PresentMe**

Present.me is the video presentation platform where you can share all your presentation content in one place. Slides, slides and audio, slides and video or just video.

## 8. Prezi

Prezi allows anyone who can sketch an idea on a napkin to create and perform stunning non-linear presentations with relations and zooming into details.

# Digital Story Rubric



CATEGORY	4	3	2	1
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.
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. All required images used.	Images create an atmosphere or tone that matches some parts of the story. Most of the required images used.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Half of the required images used.	Little or no attempt to use images to create an appropriate atmosphere/tone. Less than half of the required images used.
<b>Voice - Pacing</b>	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.
<b>Point of View - Awareness of Audience</b>	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.