

4th - 8th Grade Students



**2017 TWICE SPOOKY STORIES
TEACHER INFORMATION PACKET**



4th-8th "Spooky Stories" Project Objective:

The project objective is for 4th-8th grade students to exchange the first two paragraphs of a "spooky" story with another class. After each class has received the first part of the story, their task will be to complete the story with "what happens next." **Students will meet via videoconference the week of November 1-3, 2017** to meet and share "what happened next" to the story originally written by their partner class. This project will enable students to improve their writing using descriptive narrative, characterizations; dialogue as well as collaboration skills both in their own classroom and in the live two-way interactive virtual environment via ITV. Students will have the opportunity to present "what happens next" in a most creative way to "scare" their partner class under the direction of their instructor.



"Spooky Stories" Project Key Points:

1. Teachers and students can begin creating and writing the first two paragraphs of their scary story immediately after registering to participate.
2. After receiving the first two paragraphs of the story, teachers will communicate with each other to determine who will go first and what methods the story will be retold across the interactive television systems.
3. Suggested retelling of the stories can be done as a performance of actors acting out "what happens next," as well as any other format such as creating a song, a poem, a reader's theatre presentation with their partner school using scripts, a 'scary' old-fashioned radio show plus hundreds of other ideas!

"Spooky Stories" Suggested Presentation Ideas

- Originally written music and/or songs
- Musical Instruments for eerie background "noise"
- Character costumes in the story
- Pictures
- A Student produced video clip
- Holiday Decoration Traditions
- Poems or scenes re-enactments of the scary story

Preparing for the "Spooky Stories" Videoconference

1. Partner-Teachers communicate via e-mail, fax, A Google Shared Document or U.S. Mail the first two paragraphs of their story to their partner school.
2. Plan at least a 15 minute presentation of "What Happens Next" in the scary story that has been completed.
3. Guide students in their writing and originality in the writing of the scary story that will be shared with another classroom.
4. Be sure to look at ALL options for presentation to avoid only exchanging PowerPoint presentations or simply reading aloud the conclusion of the story. Make the presentation as interactive, entertaining and fun as possible for both sites.

"Spooky Stories" Videoconference Agenda

1. Both classes introduce themselves: Teacher name, school name, town, state, etc.
2. Decide who will go first.
3. Students at one school read or share the first two paragraphs of the story they have written.
4. Students at the partner-school present "What happens next!"
5. Students ask questions from the partner school about the story and the writers at both sites
5. Repeat for the second holiday custom at the partner school
6. Questions and Answers about each other's school
7. Big Round of Applause!





2016 TWICE FALL FUN COLLABORATIONS TEACHER INFORMATION GUIDE



Project Academic Content Standards and Benchmarks Information

ISTE Technology Standard: Communication and Collaboration (K-6) 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:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Common Core State Standards

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

4th and 5th Grade Standards

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e) Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

6th – 8th Grade Standards

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e) Provide a conclusion that follows from the narrated experiences or events.