

Book Trailers Lesson Plan

Created by: Joanne de Groot

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Overview

By creating online book trailers that synthesize and highlight the key points in each of the CyberSmarts books, students will learn more about the attitudes and skills they need to stay safe in our online world.

Time

This activity could be completed in four to five class periods, depending on the length of each period, the size of group, and the amount of pre-activity preparation that has been done.

Curriculum Connections

Health, Art, Information and Communication Technologies (ICT), and Language Arts (writing, reading, oral communication).

Suggested Level and Audience

This activity is designed for students in grades 4 to 6, although it could be used by students up to grades 7 and 8 with very few adjustments.

PREREQUISITE SKILLS OR BACKGROUND

Prior to completing this activity, students should know how to synthesize what they read and take notes from print or electronic sources. Students should also be familiar with at least one digital storytelling/video creation tool and they should understand the importance of locating and using images and music that are copyright-friendly. If students do not yet have these prerequisite skills, the classroom teacher and/or teacher-librarian may need to spend more time preparing students to successfully complete the activity.

MATERIALS

- *CyberSmarts: Staying Safe Online* Interactive eBooks or print books
- CyberSmarts Book Trailers Note Sheet
- Pencils, pens, or markers for taking notes (or computers/laptops for electronic note-taking)
- Access to a computer lab and/or computers for each group of students
- Online video creation tools (e.g., Animoto, Xtranormal, iMovie, Voicethread, etc.)

INSTRUCTION AND ACTIVITIES

Teaching Tip: Feel free to adjust any aspect of this lesson plan to better suit the needs of your particular group of students. The lesson is laid out in a sequential way below, but depending on your group of students, you may need to move back and forth between steps, provide more (or less) guidance at various points, or generally approach the activity in a less linear way.

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Anticipatory Set/Why: With the entire class, introduce the CyberSmarts series to students. This can be done with the Interactive eBooks using a SMART Board or digital projector, or with the print editions.

Point out the various features of the books, including the table of contents and the sidebars with additional information. This can be done strictly as a “show and tell” with the classroom teacher or teacher-librarian pointing out specific features of the book, or small groups of students can be each given a copy of one of the books and asked to investigate the book and share two or three features with the rest of the class. This will depend on the amount of time you have to spend and what background experience your students have with print and digital resources.

Teaching Tip: The purpose of completing this introductory phase of the activity is to ensure that students know how to use the CyberSmarts program to locate information and how to make use of the various features of the books to complete the activity successfully.

If you have not yet put the students into groups (as part of the introduction), put them into groups of three or four students now.

Where: This activity can be done collaboratively between a classroom teacher and teacher-librarian, either in the classroom or the school library.

How: Explain that each group will be assigned one of the five CyberSmarts books. Their job will be to read through their assigned book and take notes. Then they will work together to create a book trailer that synthesizes and highlights five or six key points from the book.

Teaching Tip: Students may not be familiar with the idea of a book trailer, in which case it would be a good idea to show them two or three examples so they can get an idea of what a book trailer looks and feels like. There are many places online that you can find book trailers—both those made professionally and more amateur ones. A quick Google search of book trailers will yield some good results.

Teaching Tip: Depending on how much experience students have had with note-taking and research, they may need some additional instruction on how best to take notes. A mind map might be an effective tool to allow them to synthesize the key points from the book.

Once the groups have completed their note-taking, encourage them to brainstorm how to put together their trailers. Have them think about what kinds of images, music, and words they will need to find in order to create a visually appealing trailer that will promote the book and also highlight the key points they have identified through their note-taking.

Technology Tip: As students start to plan their book trailers, it would be helpful to demonstrate how to find copyright-friendly/Creative Commons licensed images and music online and have a discussion about the importance of including only music and images that are available for public use.

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Technology Tip: Students can use any platform they choose to create their book trailers. They might choose a tool they are already familiar with, or they might want to try something new. Some recommended tools include: Animoto, Xtranormal, Voicethread, or iMovie (if you have access to Apple computers). Depending on what other programs and tools your school has access to, you may want to encourage students to try other programs as well. For example, Animoto is an effective tool for creating a polished book trailer because you can combine text, images, and music easily.

Give students time to search for images and music and to put together their book trailers. Depending on the students, this could require some additional class periods.

Have a screening of the trailers in the classroom or library when all the trailers are revealed for the first time. Then, post the trailers to a class wiki or the library Web site to share with others.

ASSESSMENT

CyberSmarts Book Trailers Rubric

Further Assessment Criteria

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The CyberSmarts book trailers could be assessed using the following criteria:

Tone

- Tone is persuasive and intended to “sell” the book
- Presentation engages or hooks the viewer/listener
- Use of music and/or sound effects contribute to the overall tone or mood
- Provides enough information without giving anything away

Audience

- Creators of the book trailer have identified their target audience
- Pacing of the trailer is appropriate for the target audience
- Length is appropriate (90 seconds to 3 minutes)

Information about the book

- Title and author are included
- Presentation is clear and well organized
- It is clear that the creators of the book trailer have read the book

Other

- All music and images used are cited appropriately
- Music and images that are used are publicly available or licensed under Creative Commons attribution

Book Trailers Rubric

Group Members: _____

	Apprentice ☹ 1	Journeyman 2 3	Master ☺ 4	
Information conveyed (in notes and in role-play) was: Unclear ____ Not synthesized ____ Not detailed ____ Lacking creativity ____				Information conveyed (in notes and in role-play) was: Clear ____ Synthesized effectively ____ Detailed ____ Creatively presented ____
Book Trailer: Does not use music to set the tone effectively ____ Does not hook the audience ____ Does not cite images and music appropriately ____ Is too long or too short ____ Does not provide enough information about the book ____				Book Trailer: Uses music to set the tone effectively ____ Hooks the audience in a creative way ____ Cites images and music appropriately ____ Is the appropriate length ____ Provides ample information about the book ____
Individuals or the entire group: Did not get along ____ Did not use time effectively ____ Did not respect other people's ideas ____ Did not ask questions ____				Individuals or the entire group: Got along ____ Used time effectively ____ Respected other people's ideas ____ Asked good questions ____
	1	2 3	4	
	Apprentice ☹	Journeyman	Master ☺	

Comments: _____
