



NETS•S Lesson Plan

(Building Character Presentations using Web 2.0)

Teacher(s)
Name Adam Meador

Position Technology Teacher for Buford Elementary School (Grades K and 1)

School/District Buford Elementary School / Buford City Schools

E-mail adam.meador@bufordcityschools.org; adammeador@gmail.com

Phone 770-945-5248

Grade Level(s) First

Content Area Technology Special

Time line Two to three fifty-five minute sessions

Standards Summary:

Students will participate in collaborative conversations with diverse partners about altruistic ways to participate in school including accountability for one's actions, consequences of one's actions, and general uprightness of character in the school setting. These collaborative conversations will inform students' creation of Web 2.0 hosted presentations pertaining to uprightness of character. Students will be expected to explore a variety of digital tools and use a variety of digital environments and media to independently or collaboratively produce writing and visual elements to clarify ideas, thoughts, and feelings about altruistic issues in the school setting. In addition, students will engage in creative thinking to develop innovative products and create original works as a means of personal or group expression supporting individual learning and contributing to the learning of others. Students are also expected to use critical thinking skills to effectively collaborate with peers, manage projects, and develop solutions to complete the project task. Standards are drawn from the [1st Grade English Language Arts Common Core Georgia Performance Standards](#), [ISTE NETS*S](#), and the [instructional area not yet phased into the Georgia Performance Standards](#) pertaining to [character education](#) from the Quality Core Curriculum.

Content Standards: (Skip to pg. 3 for Lesson Overview)

1st Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

Print Concepts

ELACC1RF1: Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Research to Build and Present Knowledge

ELACC1W7: Participate in shared research and writing projects.

Comprehension and Collaboration

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts,

and feelings.

ELACC1SL6: Produce complete sentences when appropriate to task and situation.

Common Core English Language Arts Standards

W.1.6. Grade 1 students: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

SL.1.5. Grade 1 students: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Quality Core Curriculum Standards – Subject: Character Education, Strand: Respect for Others, Respect for Self

11 Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others. 11.1 Civility and cheerfulness: courtesy and politeness in action of speech. 11.2 Compassion, kindness and generosity: concern for suffering or distress of others and response to their feeling and needs. 11.3 Courtesy and cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them.

12 Topic: Respect for Others

Standard: Integrity: confirmed virtue and uprightness of character, freedom from hypocrisy. 12.1 Honesty: truthfulness and sincerity.

12.2 Truth: freedom from deceit or falseness; based on fact or reality. 12.3 Trustworthiness: worthy of confidence.

12.4 Fairness and good sportsmanship: freedom from favoritism, self-interest, or indulgence of one's likes and dislikes; abiding by the rules of a contest and accepts victory or defeat graciously. 12.5 Patience: not being hasty or impetuous.

Strand: Respect for Self

13 Topic: Respect for Self

Standard: Accountability: responsibility for one's actions and their consequences. 13.1 Commitment: being emotionally, physically or intellectually bound to something. 13.2 Perseverance and diligence: adherence to actions and their consequences. 13.3 Self-control and virtue: exercising authority over one's emotions and actions. 13.4 Frugality: effective use of resources; thrift.

14 Topic: Respect for Self

Standard: Self-Esteem: pride and belief in oneself and in achievement of one's potential. 14.1 Knowledge:

learning, understanding, awareness. 14.2 Moderation: avoidance of unreasonably extreme views or measures.

14.3 Respect for physical, mental and fiscal health: awareness of the importance of and conscious activity toward maintaining fitness in these areas. 14.4 Cleanliness: good habits of personal hygiene and grooming.

15 Topic: Respect for Self

Standard: Work Ethic: belief that work is good and that everyone who can, should work. 15.1 Punctuality: being

on time for attendance and tasks. 15.2 Accomplishment: appreciation for completing a task. 15.3 Cooperation:

working with others for mutual benefit. 15.4 Dependability: reliability; trustworthiness. 15.5 Diligence:

attentiveness; persistence; perseverance. 15.6 Pride: dignity; self-respect; doing one's best. 15.7 Productivity:

supporting one's self, contributing to society. 15.8 Creativity: exhibiting an entrepreneurial spirit inventiveness;

originality; not bound by the norm. 15.9 School pride: playing a contributing role in maintaining and improving all

aspects of a school's environment, programs and activities within the context of contributing to the betterment of the city, county and state.

NETS*S Standards:

1. Creativity and Innovation

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

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

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.

- 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
- d. Contribute to project teams to produce original works or solve problems

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.

- b. Plan and manage activities to develop a solution or complete a project

5. Digital Citizenship

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

- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning

6. Technology Operations and Concepts

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

- 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

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Building Character Presentations using Web 2.0

To introduce this first grade project, I will open by talking with students about appropriate behavior and expectations at school and why students are expected to follow rules. The dialogue that generates from this conversation with students segues nicely into a discussion about the essential question prompts list and task of creating a Web 2.0 presentation pertaining to appropriate conduct and character. Students will choose and reflect on one of the essential question prompts which include the following:

(How are you supposed to act in the hallway? Why should I be nice to people?

Why do we take turns? How are you supposed to act on the bus? How are you supposed to act in the bathroom?

How are you supposed to act during a fire drill? What are manners and why are they important?

Why should I follow the rules? Why is it important to listen to your teachers?

How are you supposed to act in the lunchroom? Why do we share?

How are you supposed to act in the gym? How are you supposed to act on the playground?

What is field day and how do you get to participate?

What is the Cyber Playground and how do you get to participate?)

Once students have reflected on a chosen topic and question prompt, students are then to determine if they are going to work independently or with a partner. At this point in the project, the various digital tools and resources needed to produce their final character building presentation will be discussed. [Recite](#) is the first digital resource and Web 2.0 site that students will be introduced to and touts itself as a site that allows you to “turn a quote into a masterpiece”. This particular site was chosen because of the ease of use, sharp graphic design that can be achieved effortlessly, and the quick generation of web hosted images. The second resource that will be discussed with students is the [project wall](#) hosted on [Padlet](#). Students will become familiarized with [Padlet](#) and a discussion will be held about proper procedures needed to successfully post final presentations to the [project wall](#). Padlet is a wonderful and easy way for younger students to successfully post project artifacts to a pin board that essentially acts as a student blog or classroom project webpage/wiki. An advantage to having multiple classrooms participate in this project is that the Padlet [project wall](#) can act as a creative catalyst for other participating classrooms thus allowing for rich interactive and collaborative student dialogue. The third digital resource

used in this lesson will be an iOS app called [Shadow Puppet](#). This is a wonderful Web 2.0 resource that allows students to create simple web hosted slideshow videos with narration. Shadow Puppet allows for quick and easy upload and this can be evidenced in the cache of student projects posted to [my Shadow Puppet account](#). Additionally, students will be able to use a simple Web 2.0 drawing, painting, and writing application called [ABCYa Paint](#) for producing visual and written elements to enhance their building character presentations.

The building character presentation guidelines offered to students create a variety of potential [project outcomes](#) that ultimately ensure the equitable success of a diverse set of learners. Students are allowed to work independently or collaborate with one or more partners. Students are encouraged to, at minimum, create one presentation utilizing [Recite](#). Age appropriate behavior and writing guidelines are expected when completing the project. Students are encouraged to go above and beyond in a number of ways. First, students are encouraged to remix their Recite presentation and use that in conjunction with the Shadow Puppet app. Second, students are encouraged to collaborate with a writing partner, help assist other students in need of inspiration or writing and typing help, and also to create multiple presentations. Once students have a firm grasp on the task at hand and how to achieve the best results when completing their building character project, then a truly engaging and authentic learning experience can unfold and engage the students. The beauty of this project is that the final result is a rich set of artifacts created by one or multiple classrooms that can act as a future authentic and engaging learning experience for students to discover altruistic ways to conduct one's self within school. The [first grade digital artifacts](#) produced by this project could potentially act as a resource that younger students could access and teachers could utilize to instill general uprightness of character within their students.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

Students will be given a variety of essential and guiding question prompts which include the following:

(How are you supposed to act in the hallway? Why should I be nice to people?

Why do we take turns? How are you supposed to act on the bus? How are you supposed to act in the bathroom?

How are you supposed to act during a fire drill? What are manners and why are they important?

Why should I follow the rules? Why is it important to listen to your teachers?

How are you supposed to act in the lunchroom? Why do we share?

How are you supposed to act in the gym? How are you supposed to act on the playground?

What is field day and how do you get to participate?

What is the Cyber Playground and how do you get to participate?)

These questions are designed to provoke higher levels of thought and elicit thoughtful and rich responses that indicate a depth of reflection. A healthy dialogue, lots of guiding questions, and modeling appropriate responses are needed to ensure the success of this activity. Modeling appropriate responses for students is crucial, as first grade learners often need this kind of support to supplement writing activities. In addition to modeling responses to the guiding questions, presentation examples made by both myself and other students were also shown to students prior to students' preparation of final presentations. Fortunately, students will come to this project with existing prior knowledge of the basic rules and social expectations required of students in the school setting. This wealth of prior knowledge that students will have when beginning the project will lend itself to allowing the student to focus more intently on good writing strategies. Additionally, the essential and guiding question prompts will elicit a multitude of acceptable and possible answers, which inherently lends itself to a diverse set of learners. Differentiation was considered when I created the guiding questions, as I serve ELL learners, SPED learners, gifted learners, and all others levels of learner in my school. The question prompts are meant to ensure equitable access to the activity and equitable success by all levels of learners.

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will produce a minimum of one [Recite](#) presentation. Students are challenged to create visual elements using [ABCYa Paint](#) in addition to the [Recite](#) visual elements. Students going above and beyond are encouraged to incorporate a mixture of either hand drawn visual elements or graphic elements made with [ABCYa Paint](#) and/or [Recite](#) into a presentation with narration using the [Shadow Puppet](#) app. [Project outcomes](#) produced by students will vary widely and will be assessed with an age appropriate rubric to determine student success and learning. The rubric utilized will account for the following areas: accurate end of sentence punctuation, on topic responses, logical sentence structure, student independence, attention to detail, and appropriate on task behavior while working independently or collaboratively. The variety of project outcomes that is acceptable for final presentations ensure that all levels of learners will have differentiated equitable access and success with the activity. Students with varying skill sets including English Language Learners and also Special Education students will be able to accomplish the minimum task of creating an artifact with [Recite](#). Regular education students will be challenged to accomplish more refined examples of writing including fewer spelling errors and appropriate punctuation at the end of sentences. Additionally, regular education students are encouraged to create more than one presentation and/or create a [Recite](#) remix and utilize the [Shadow Puppet](#) app. Additionally, all students will be assessed on appropriate collaboration skills, behavior, and age appropriate and engaged use of the computer peripherals, window tabs, and digital resources utilized during the creation of their building character presentations. An accompanying rubric will be utilized to determine the various aspects of learning and expectations required of students during the project.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Prior to the project implementation, I created a [sample presentation](#) with a student of mine to illustrate to other students an example of what I deemed an acceptable outcome. During implementation this was especially beneficial to the first two classrooms being introduced to this project. The use of Padlet as a repository for student work as more classrooms became introduced to the project became a conversation in which students can actively participate. Students are inspired most by other students. The [Padlet project page](#) became a repository from which students could draw inspiration. The skill of navigating the [Padlet page](#) and opening and closing various [Recite](#) graphics and [Shadow Puppet](#) presentations definitely enriched students understanding and fluency with digital resources and Web 2.0 environments. Previous skills that students need in order to complete this project would include developed hand coordination and mouse skills and the ability to express ideas and feelings clearly and logically. During the project, I modeled how to effectively use each digital resource prior to the student's work time. Throughout the course of the project, if students needed individual or differentiated instruction to help grasp the concepts needed to navigate between window tabs and the Web 2.0 resources, I then took five to ten minutes to individualize instruction. Modeling and tutorial demonstrations occurred both prior to student work time and also while students were working on their presentations. This approach of consistent, differentiated, and individualized modeling allowed for a variety of students to be successful with this project.

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Students are inherently curious about social expectations, social norms, and other general social issues. The task given to students to create a presentation demonstrating and promoting integrity of character is a challenge most students can successfully meet because students likely have a solid foundation and awareness of most social and cultural norms and what falls in the bounds of general uprightness of character. Additionally, because the project task is in itself a reflection of relevant social issues, most students will be eager to participate in the project. My experiences with teaching students about Cyber Bullying have taught me that young learners are very curious and aware of social issues and are eager to have discussions about social issues. Most students will likely come to this project with some sort of moral compass and awareness of acceptable social norms in school. The challenge and difficulties will be with students navigating the Web 2.0 resources and browser tabs throughout the creation and posting of final projects. The difficulties most of my students had when I implemented this project were successfully right clicking to copy a URL and pasting the URL to the project page. That is still something that is new for my students. Right clicking isn't a big focus in computer lab. Often I am trying to prevent and discourage right clicking. This was a departure for most students to be given permission to right click. What I found is that a lot of students were anxious about this and needed support in posting their URL to the Padlet page. My hindsight has made it evident that more time to model right clicking was needed prior to project implementation. I also think that this project would be better accomplished in a general classroom setting. One disadvantage I have is the limited amount of time that I spend with each class. The general classroom setting would lend itself better to more in depth modeling and better student memory retention.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

My position as the Technology teacher gave my classrooms equitable access to the Internet through the use of my computer lab. While that was an advantage, it was difficult to accommodate all students' needs as they arose. Additional benefits of being in a regular classroom setting would be possible access to a paraprofessional to accommodate all students' needs in a timely manner. Students have the option to work in small groups of two to three or to work individually. Throughout the course of the project, students will have access to a desktop with the Windows 7 operating system and Chrome web browser. Additionally, students will have iPad 2 access for their use of the Shadow Puppet app. The interplay of both traditional computing and mobile computing will serve as a valuable lesson illustrating to students the many ways Web 2.0 technologies can coalesce into a cohesive artifact or presentation. A few different issues arose during the course of the project. Given the native structure and properties of the Padlet wall, it is quite easy to delete previous postings. This was a concern and thankfully students took great care when navigating the Padlet wall for inspiration. Luckily there were no accidental deletions by students. Another unforeseen issue was server restructuring by one of the hosting Web 2.0 services. In the beginning phase of the project, [Recite](#), one of the primary Web 2.0 resources used for the project, restructured image hosting services with their sister company, [Piccsy](#). This corrupted the URL links submitted by my first classroom to post on the Padlet [project wall](#). From that point on I began downloading student [Recite](#) images from the hosting sites in the event that something became corrupted. My first class suffered a loss of work, and I will ultimately have to revisit the project with them at a later date. This lesson was invaluable because while Web 2.0 is extremely useful and cutting edge, it can also be unpredictable. The important thing for teachers to remember is to be nimble and creative with your backup plans when using Web 2.0 as a foundation for an activity or project. Another issue was the quick transfer of digital artifacts from [Recite](#) and [ABCYa Paint](#) to the [Shadow Puppet](#) app. Ultimately, I decided the quickest thing to do was to have students use the iOS camera function and camera roll to snap images of their work for transfer into the [Shadow Puppet](#) app. Finally, the last management issue to arise was the question of how to get URL links from [Shadow Puppet](#) posted onto the Padlet [project wall](#). For this, I had to access [my Shadow Puppet account](#) independently of the students. I essentially had to post the Shadow Puppet presentations for my students. This was quick and easy and I didn't feel like students needed access to my account so I opted to post their Shadow Puppets for them. Conversely, all [Recite](#) postings were done by students.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

Throughout the course of this project various instructional strategies were employed and many indicators of authentic and engaged learning were evident. First, students were tasked with creating a product that would ultimately be seen by their peers. This sense of peer audience lent itself to creating an authenticity for students. Students knew that others would see their work, and this served as both an inspirational and accountability piece for the project. Second, students had to grapple with open-ended questions and reflect on the essential question prompts thus engaging students in higher-level thinking and reaching higher levels of Bloom's Taxonomy. Additionally, after facilitation and discussion, and once students were properly introduced to each digital resource, the project became primarily student directed thus allowing me to recede from facilitator into the role of guide. Also, this project was engaging and authentic because students had to co-construct their presentations with others in instances where students partnered for success. This aspect of the project encouraged collaborative social interactions and is an indicator of authenticity and engagement. Students regardless of collaboration choice were all assuming the role of producer and developing products for an audience of peers.

Technology is a big foundational piece and instructional strategy and I think that it provides a good canvas for students to paint a collective and social picture of what it means to have good character. Students will be engaged in a collaborative writing activity that utilizes sophisticated yet accessible Web 2.0 resources that serve as an armature for student presentations and dialogue. Again the Padlet [project wall](#) serves as an inspirational piece, an accountability piece, and also acts as a creative catalyst for students and at the same time serving as a rich social dialogue among students.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Various accommodations and modifications were made for wide array of learners. One modification I made to the project requirements were that, if necessary, students could produce visual elements for their presentations utilizing traditional pencil, paper and crayons as their medium. A prime example of this modification and differentiation can be seen in the project outcome of a student with severely limited visibility and behavioral issues. This is evident and can be seen in a student of mine named Alan's work. He chose to reflect on appropriate hallway behavior for his [presentation](#). Due to his vision issues, Alan was allowed to use pencil and paper to create his visuals in conjunction with [Shadow Puppet](#). Additionally, the use of pencil and paper was extended to all students with the caveat of using that in conjunction with [Shadow Puppet](#). Another modification and accommodation was extended to all learners. Students were allowed to use [Tux Paint](#), an open source drawing application for children, to create visuals for their presentations. Again the caveat extended to students was that the use of [Tux Paint](#) was allowable only in conjunction with [Shadow Puppet](#). A prime example of this accommodation and modification can be seen in the work of a young ELL learner named, Jasmine. Her [presentation](#) was a reflection on being nice to others. Also, the variety of acceptable project outcomes helped to accommodate different learning styles. Acceptable student presentation options were as follows: create at a minimum one or more [Recite](#) presentations, use [Recite](#) with [Shadow Puppet](#) and add narration, use [ABCYa Paint](#) in conjunction with [Shadow Puppet](#) and add narration, use paper and pencil with [Shadow Puppet](#) and add narration, or use [Tux Paint](#) with [Shadow Puppet](#) and add narration. The differentiation of allowable and acceptable presentation types lent itself to the diverse range of learners that I work with. This ensured equitable access and success to all learners who participated in this project.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

I think the nature of the project lent itself to student reflection throughout, thus negating the need for a final reflection. Overall, I think students found meaning and authenticity by exploring the final Padlet [project wall](#) and the project will be meaningful to them because these are artifacts produced by and for their peers. This sense of peer audience throughout the project provided students with meaning and created a sense of being worthwhile. Overall, I think this lesson was effective in engaging students in an authentic, engaging, and meaningful experience utilizing various different Web 2.0 resources. The aspects that went well were that most students were eager to use [Recite](#). This was a positive in that students began achieving results very quickly. One surprise was that some students were very anxious about the narration involved with [Shadow Puppet](#). Another aspect that didn't go quite so well was the aforementioned server restructuring of [Recite](#) and [Piccsy](#). This corrupted some saved student work. There are a few things I would do differently. In the future, I would probably use this project as an accompaniment to my unit on Cyber Bullying. Additionally, I would devote more time to introducing right clicking and URL pasting. Also, I would be smarter about backing up student work. Overall, I think the students enjoyed the experience and we created a great resource that could be potentially utilized by other teachers.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

One final thought is that this project would be better suited for a regular classroom. One disadvantage I have being the specials technology teacher is that I am on a six-day cycle with students and am bound by frequent online testing days in the computer lab. This inadvertently narrows the timetable of both project completion and retention of new computer skills by the students. However, because I am in a computer lab setting, I do have wide access to multiple technologies, both desktop and mobile varieties, for each individual learner. In a perfect world, this lesson would be completed over three to four consecutive days in a computer lab setting as opposed to three to four consecutive weeks. Additionally, because of my testing schedule I was only able to devote two weeks to this project with my class cycles. My thoughts for taking this further would be to take this project and see what my Enrichment teacher could accomplish with it. Other thoughts would be that I could use this project as a proponent for the use of [Shadow Puppet](#) within all classrooms at Buford Elementary. I could see this project serving as an armature for a possible professional development with my faculty about [Shadow Puppet](#). I see myself doing this project again in the future in conjunction with my Cyber Bullying unit. Also, I think the use of Padlet and Shadow Puppet together is a wonderful juxtaposition of Web 2.0 resources, and I see myself using the combination of those two resources again in the future.

Building Character Presentation Rubric

Total Points _____ / 28	Needs Improvement (Developing)	Fair (Almost There)	Good (Just Right)	Exemplary (Excellent)
Punctuation Student uses accurate punctuation at the end of sentence(s).	1	2	3	4
Content/Ideas Student stays on topic and chooses an approved question prompt to respond to.	1	2	3	4
Sentences Student's sentences are complete, logical, and make sense.	1	2	3	4
Independence Student is able to write independently without constant teacher prompting or support.	1	2	3	4
Presentation It is evident in the student presentation(s) that care and attention went into the written, visual, and/or verbal elements.	1	2	3	4
Behavior Student collaborated effectively with a partner or worked diligently independently.	1	2	3	4
Computer Skills/Participation Age appropriate and engaged use of peripherals, window tabs, and digital resources were observed during class time.	1	2	3	4