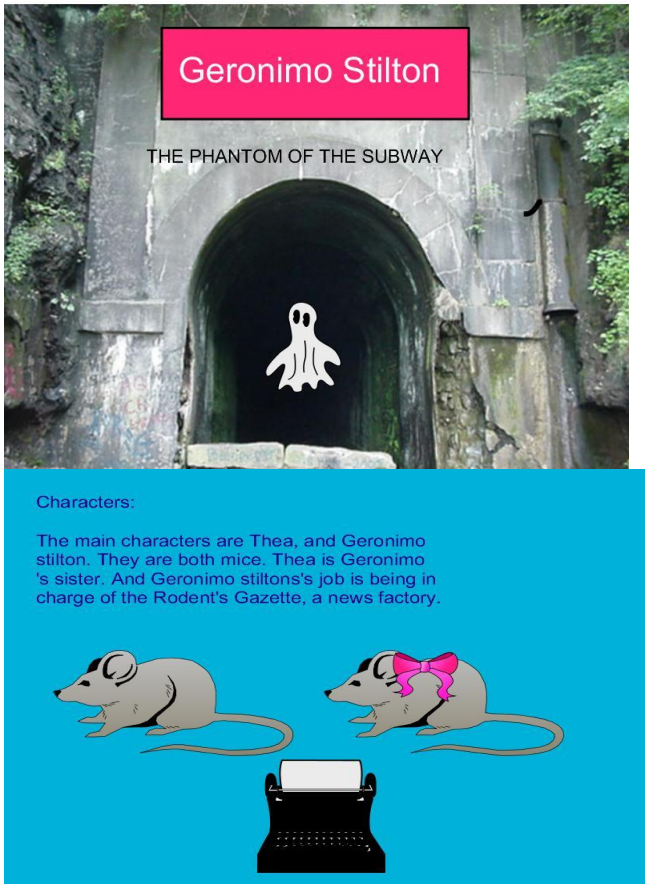
The SAMR Model: Integrating Frames 5

Ministry Licensed Resource Title:	Frames 5
Description of resource	Frames 5 is an easy-to-use animation software program from Tech4learning.com. Students of all ages can create original animated movie presentations showcasing their learning from all areas of the Ontario curriculum. **Features:** Frames 5 is very easy to use. Students just need to be able to point, click and drop with a mouse. On average, most students would only need a 5 or 10 minute introduction to "tour" the software before they could independently start work on their projects. There are many drop down menus that can assist the students if they need extra support. As well, in the Help menu there are written instructions with pictures and direct access to instructional tutorials on the Tech4Learning website to assist students with different features of the software. Frames 5 has a large picture gallery(photos and clipart) and music files that students can access to create their projects. Students are also able to upload photos and images from their computer's picture file, a memory stick or copy and paste images from the internet into their projects too. Moreover, music from their computer's music file and itunes can also be imported into their presentations. On each frame students can add and animate their text, make an audio recording directly into their presentations and animate their images to move around the page. Using available images or hooking up a webcam or a camera, students can also create stop animation or claymation projects too. Another special feature is the chroma key that allows students to "green screen" photos and images and place them in a frame with different backgrounds. Projects made using Frames 5 can be saved and shared using many formats. Each frame can be save as a jpg or png image or a gif image or video file. Multiple frame presentations can be exported as podcasts (M4V format ,320 pixels wide), converted to web (M4V format, 480 pixels wide) or movie (actual size of project).

	Support: The Tech4Learning website Frames website http://www.tech4learning.com/frames is an excellent resource for teachers. On this site you can find a blog, tutorials and many resources. Teachers can also subscribe to a free monthly newsletter too. Information about Pixie is available at this website too.
Curriculum Connections	This exemplar is specific to Grade 3 Language, Reading, Writing, and Media Literacy **Reading** 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning. *1.1 Read a variety of literary texts, graphic texts, and informational texts* *1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details* *1.8 Express personal opinions about ideas presented in texts* **Writing** 2. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience *2.1 Write short texts using a variety of forms* *2.2 Establish a personal voice in their writing, with a focus on using concrete images to convey their attitude or feeling towards the subject or audience* *3.7 Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout* *3.8 Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies* **Media Literacy** 3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques *3.1 Identify the topic, purpose, and audience for media texts they plan to create* *3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques* *Grade 3 book report*

The “traditional” classroom practice and approach to the learning goals	Students choose a book to read and write a book report that summarizes the text and highlights the features of a narrative (character, setting, problem and solution). The students create a booklet with a title page, subpages and illustrations. The book reports are shared with peers and displayed in the room.
SAMR: Substitution	Students create a slideshow using Frames 5. Their project contains a title page and a frame for each subheading. On each frame there is written text and an accompanying picture from the image files available from the software. Students change the time duration of each frame to a fixed amount of seconds so that each frame can be easily read before it switches to the next frame.  Projects are saved as movie files and shown to the students in their class on the data projector.
SAMR: Augmentation	Students complete the task assigned in the Substitution window. Students use the animation tool and make their images move. Students add background music from the sound file available from the software files. Students duplicate frames or change the time

	duration of each frame so that the audio matches the frame and text. Projects are saved as movie files and shown to the students in their class on the data projector. Augmentation Frames example
SAMR: Modification	Students complete task assigned in Augmentation window. Students take photographs of themselves in front of a green screen and save it on a memory stick. In Frames5 they access their photo from the "Browse a File" icon located in the Picture Library. Using the chroma key in the Edit menu they put a picture of themselves into their project. A "green screened" picture allows the subject to be placed in front of any background. Without a green screen shot, you can't get rid of the background of a photograph without altering the image in another photography editing software (This is a lot of work and additional steps to get the image that you want.). Students copy and paste images from the internet into their projects. Students add their own music choices from itunes, music stored on a memory stick or from the computer's music file. Students use more advance features of Frames5. Example: Using the Options menu they layer images so that some figures appear in the background and some images stay in the foreground. Projects are saved as podcasts and shared with the students and their families on the classroom website. Projects are shown to other classes at an assembly. Modification Example
SAMR: Redefinition	Students complete task in Augmentation or Modification window. Students create a mixed media project. When summarizing the story, they retell it using stop animation and claymation. This can be done by attaching a webcam or a camera to the computer and using the webcam option. If the claymation project is done in front of a green screen, students can then add any background that they would like to their

	presentation. Projects are then saved as podcasts. Projects can then be shared on classroom website, shown to school at an assembly. Projects could also be uploaded to Youtube. The teacher could then decide if he/she want to make them public, private or unlisted. People with the link could then view the videos and leave a comment. Note: If projects are uploaded to Youtube then teacher could use them with Google Forms and Google Sites to create self and peer assessments or eportfolios too.
Considerations for Digital Citizenship:	Frames 5 has a large collection of backgrounds, clipart and photographs that are free for students to use and share. In addition, students can draw and create their own images, backgrounds and photographs right in the software. With the option of copy and pasting images from the internet and using downloaded music files and itunes, Frames 5 provides the opportunity for teachers and students to explore the issue of copyright and learn about using Creative Commons or advanced search options to find their images. Sharing their presentations on a classroom website, blog or Youtube introduces and teaches students to be responsible creators and contributors to the digital world. They will learn about privacy and diligently setting limits on all of their digital works that are being viewed. Moreover, they will learn that what they publish online (projects, comments, etc.) leaves a permanent digital footprint.

Reflections from the author...

What impact did using this digital approach have on your instructional practice?

I have been using Frames for about 3 years. I have used it across the curriculum. In Health and Media, my class has used it to create food commercials. In Language, Science and Social Studies I have used it to create digital stories and as final presentation tool for projects. Moreover, for the past three Christmas assemblies my class has used Frames as part of their school presentation. We used Frames to animate and display the text to our song, as a slideshow to showcase art projects and we even animated original art by drawing our

characters on green construction paper.

Also, this past year I was given release time by my principal so that I could work one to one with interested teachers so that they could learn how to use the software and try a project with their class. The kindergarten teacher I worked with took a story that they kids had retold through art, photographed the art, put the photos in Frames, photographed and "green screened" each student into their frame and then we had each student read their frame story part into a microphone. This was presented at a school assembly and copies were made for each kindergarten family. The two grade 3 teachers I helped chose to use it as a final presentation tool to showcase the good copies of personal stories their classes had written.

This software is very easy for the students to use independently and very engaging. The Help menu and tutorials offered on the Tech4Learning website are excellent and easy to follow. I often go to this website for ideas and I subscribe to the monthly newsletter. It is definitely a piece of software that is used regularly by my class.

Christmas assembly example 1
Students wrote Christmas related lyrics to the song, "I like the Mountains. Scenes and clip art created on bitstripsforschools were added into the presentation."

Christmas assembly example 2
Students drew "Frosty" and the props on green construction paper. Then using the chroma key and the animation features, they animated the song.

Christmas assembly example 3
Students created a slideshow with original art, poetry and class photos. A snowflake floated across ll frames.

How did you know the approach had impact?

For the book report project, I did the task presented at the Augmentation stage. Due to time constraints I did not get to the green screening and recording that I wanted to include. I did export their projects as podcasts and post their work on my Youtube channel. This allowed me to send the students a link to their project so that I could get them to do a self evaluation and peer evaluation using Google Forms on a class Google site that I had set up.

Frames 5 is a very engaging piece of software. I never had problem with students being off task

during this activity. To ensure that work was not lost (we were working on a school network) I saved everyone's work regularly on a memory stick.

The students were very excited when their book reports were sent to Youtube and they could watch each other's presentations and make comments. As well, I have had many students ask when we are doing another project with Frames.

Additional Resources: