



## Lesson 4 - Storyboarding

### Performance Objective

**A the lesson completion students should be able to do the following:**

Create a storyboard of their digital story which includes:

1. title page
2. text sections
3. a sketch of the image needed for each section
4. music cues

### Intended Students

Fourth grade students

### Learning Site

Classroom

### Time Frame

2 - 1 hour sessions

### Written by:

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### Materials and Equipment needed

Instructor should have the following materials for the instruction:

- Computer with internet connection attached to a projection system
- Open the Storyboarding PowerPoint : [Everyone Has a Story - Storyboarding](#)
- The Adventures of Taxi Dog by Debra & Sal Barracca  
Illustrated by Mark Buehner
- ISN # 0140566651
- Make a copy of the following for each student - found at the end of lesson 4
  - The Tortoise and the Hare
  - Storyboarding rubric
- Print copies of the steps to storyboarding charts for day 2- found at the end of lesson 4
- A photocopy of each student's digital story text (this story should

previously have been written, edited, and ready to publish)

Students should have the following materials to use during the lesson.

- Paper
- Pencil
- Scissors
- Glue

### Skills needed

No prerequisite skills needed

### Pre-instructional Activities

Begin this lesson by reading the picture book [The Adventures of Taxi Dog](#) by Debra & Sal Barracca

To stimulate recall, ask the following questions:

1. What are the goals of visual literacy?
  - a. Use legible pictures and text
  - b. Use visuals to increase understanding
  - c. Use visuals to focus attention on the most important parts of the message
2. Did the pictures in this book meet those goals? (yes)
3. Would this story have been as good without the pictures? (students' opinions)

Picture books are a great example of storyboarding. The author or illustrator has taken the story and split it into pieces. The pieces have been illustrated to add interest, motivation, understanding and emotion.

We are going to learn how to storyboard for your digital storytelling project. This is a technique that can be used whenever you plan a multimedia project.

1. Why would you want to storyboard your project before you begin collecting pictures? (you will know what pictures are needed)

Begin the [Storyboarding PowerPoint](#)

Slide 1 - Title Slide

Slide 2 - Lesson objective:

Using a storyboard when planning a multimedia product, such as a digital story, will help you organize pictures, text and music.

### **Content Presentation**

Slide 3 - Discuss:

Why do authors storyboard?

Have students give reasons for storyboarding.

- A storyboard gives you a plan.
- It helps you decide what pictures you need.
- It gives you a plan for pictures, the story and music
- It saves time.

Slide 4 - Try the storyboarding steps along with your teacher.

Slide 5 - The Tortoise & the Hare

Slide 6 - We are going to illustrate this fable

The 1<sup>st</sup> step in storyboarding is to read the story or script and divide it into sections

Discuss:

1. How do you decide where to divide the story? (When the scenes change)

Slide 7 - This slide lists questions that might help students decide where to divide each section:

- Where does the story change?
- Do other characters enter the story? When?
- When do characters move from one place to another?

Pass out the fable worksheet "The Hare and the Tortoise"

Slide 8-9 - These slides have the same text as the student worksheet.

Read the story as a class and discuss where the students think the lines should be drawn for each section.

Model drawing the line across the page by clicking on the highlighter down in the left hand side of the slide. Click and drag the highlighter pen across the screen and a line will appear.

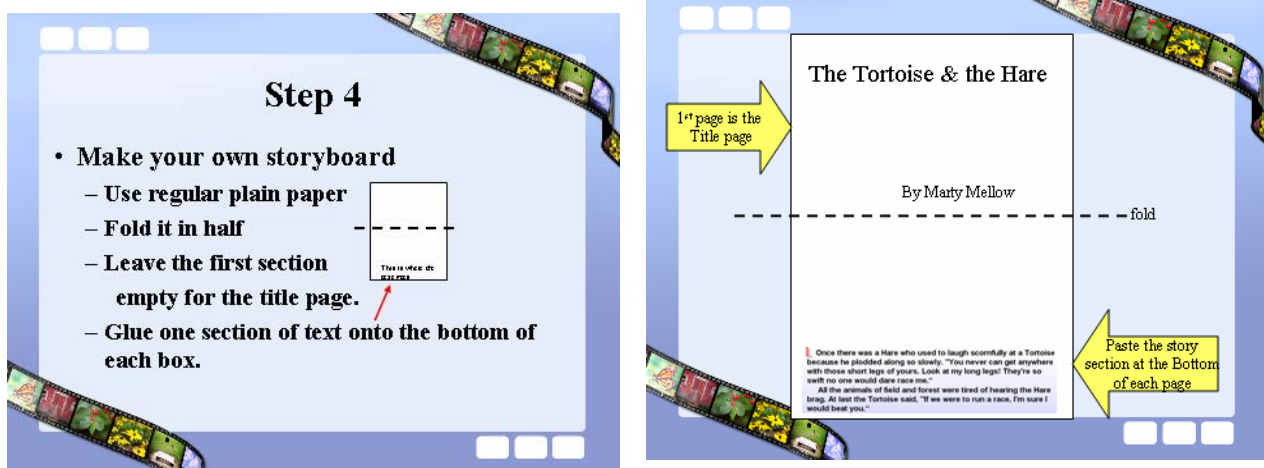
Continue in this manner through the rest of the story.

Slide 10 - Number the sections

Slide 11 - Show the illustration of text that is divided into sections and numbered

Slide 12 - Cut the story into sections along the lines

Slide 13 & 14 - Step 4 - these slides explain how to make a storyboard out of plain paper.



Slide 15 - Step 5

- Draw simple pictures to represent the picture needed to illustrate the text on the page.
- The pictures need enough details that you know what is needed for the picture. For example if the text involves a boy playing basketball, the picture should have a boy playing basketball.
- Stick figures work
- This is just a plan not the final product

Slide 16 - an example of simple pictures

Slide 17 - Listen to an online version of The Tortoise & the Hare, notice where the illustrations change.

Slide 18 - Step 6 - for the digital story telling project  
Make notation of where music will be inserted.

It is best to break this lesson into two 1 hour sessions. This is the end of session 1



## Lesson 4 - Storyboarding (Con't) Day 2

### Day 2:

As a review, ask students to turn to their partners and go through the steps the class used to storyboard the Tortoise and the Hare.

Ask a few students share what they remember.

As each step is given post the step on the board. (Signs are found at the end of the lesson)

### **Learner Participation**

Give each student a photo copy of their digital story script. (This story needs to be written and ready to publish before this lesson)

Pass out a copy of the storyboarding rubric. Discuss the items on the rubric. Following the storyboard steps posted on the board, students prepare their stories for publishing.

The teacher provides feedback and guidance as students divide, cut, paste and illustrate their stories on the storyboard.

### **Assessment**

The storyboarding rubric (found at the end of this lesson) will be used to assess student's ability and understanding of storyboarding.

### **Follow-through Activities**

All multi-media activities in the future will include a storyboard for planning purposes. Students will have multiple opportunities to use this skill on projects each term.

## The Tortoise and the Hare

Once there was a Hare who used to laugh scornfully at a Tortoise because he plodded along so slowly. "You never can get anywhere with those short legs of yours. Look at my long legs! They're so swift no one would dare race me."

All the animals of field and forest were tired of hearing the Hare brag. At last the Tortoise said, "If we were to run a race, I'm sure I would beat you."

The animals were astonished for they knew the Tortoise was the slowest of them all, and the Hare, bursting into loud laughter, cried, "What a joke! That slowpoke thinks he can beat me! Come on, Mr. Tortoise, you shall see what my feet are made of. Why I can beat you before you are even half-started!"

"You'd better not be too sure," cautioned the Tortoise

All the big and little animals gathered to watch the race. At the signal the Hare leaped forward in a great bound and soon left the plodding Tortoise far behind him on the dusty road. Looking back, the Hare could not even see the Tortoise after a little while.

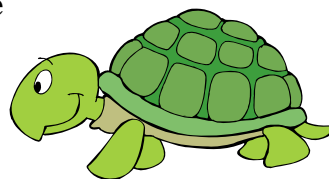
"Hum-m, I've as good as won this race already," the thought, "There's really no reason to hurry." So, as the sun was very warm, he decided to rest a bit under a shady tree. "I'll come in away ahead of that Tortoise, anyhow," he told himself. Soon he was sound asleep. The little rest stretched into a good long nap.

Meantime, the Tortoise jogged steadily along on the hot, dusty road, ever so slowly, but surely, and soon he passed the Hare who was still peacefully sleeping.

Quietly the Tortoise plodded on nearing the goal. When the Hare finally woke up with a start, he saw the Tortoise just reaching the finish line far ahead and he could hear all the animals cheering the winner.

Boastful and careless, the Hare had lost the race. Now he would never again be able to count on his speed.

**Moral of the story: Perseverance wins the race**





## Lesson 4 - Storyboarding

### Storyboarding Rubric

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Sections	The story is divided in sections that make sense.	Most of the story is divided into sections that make sense. One section covers too much material and needs to be divided.	Part of the story is divided into sections that make sense. More than one section covers too much material and needs to be divided.	Story division does not make sense.
Illustrations	Illustrations match the story content for each page. Illustrations show details that support the text for the page.	Most illustrations match the story content for each page. Most illustrations show details that support the text for the page.	Some of illustrations match the story content for each page. Not enough detail is included to support the text for the page.	Illustrations do not match the story content or have enough detail.
Details	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.

Created at Rubistar: <http://rubistar.4teachers.org>

# Step 1

**Read the story  
or script and  
divide it into  
sections.**

# Step 2

# Number the sections

# Step 3

**Cut the story  
sections apart.**

# Step 4

## Make the

# storyboard and glue each section of text on it in order.

# Step 5

**Draw a simple  
picture for each  
section of text.**

## Step 6

**Decide where  
music is needed  
and write a note  
in the box.**