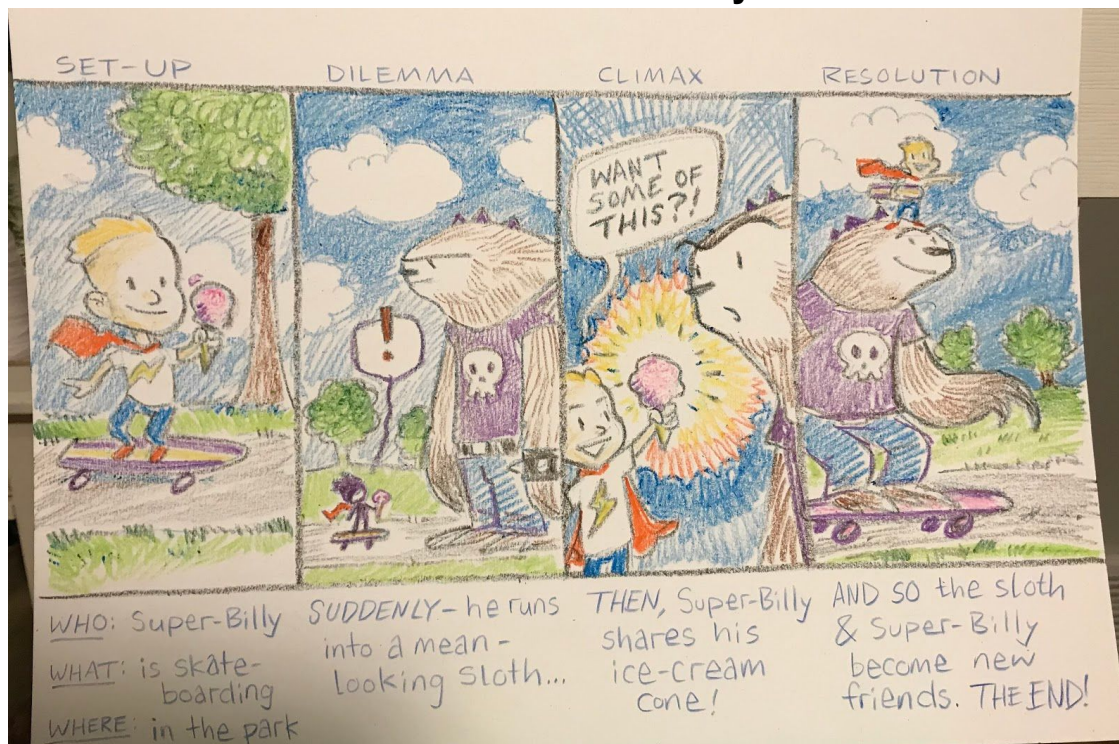


How to Write a Story



Lesson developed by artist, Rufus ZaeJoDaeus

Objective

Students develop their literacy, creativity, and communication skills by learning how to write and illustrate a story.

Age Kindergarten and up

Time 50 mins+

Focus Literacy, Social Emotional Learning (SEL), Visual Arts (Color, Line, Form, Shape, Space)

Material

- Crayons
- 1-2 storyboard worksheets (to be printed before lesson)
- 2 pieces of white paper (for older students)

Core Standards

- Common Core: Language - Produce and expand complete sentences in shared language activity, Vocabulary Acquisition - Identify real life connections between words and their use
- Visual Arts: Creating - Engage in exploration and imaginative play with various arts materials

(See below for a full list of standards.)

Opening (20 mins)

Distribute crayons, worksheets and paper to each student. Explain the story writing activity.

- Today we are going to tell a story by drawing it on paper using a special storyboard worksheet.
- First, we will review the definition of a story.

Prompts:

- *Can anyone give me an example of a story that they know? It could be from a book you've heard, something that has happened to you, a story you've made-up, or a story a parent or friend has told you. (Allow for students to answer, then summarize the basic components of a story.)*
- *A story is an account of an event that occurred. So it is something that happened in life or in your imagination. Also, a story consists of a few components, such as, **Who, What, Where, When, and Why**. For example, in a story you need to be able to identify **Who** the main character is, **What** is happening in the story, **Where** and **When** then story is taking place and **Why** it is happening.*
- **Give an example of a well-known story and discuss the main components of the story. Below is a story you could use or use a different one based on what your students would know.**
- *For example, the story of "Humpty-Dumpty" --- who knows this story? If you don't know it, that's okay, it goes like this: "Humpty Dumpty, sat on a wall, Humpty Dumpty had a great fall, all the King's horses and all the King's men couldn't put Humpty Dumpty back together again."*
- *This story is about a made-up character named Humpty Dumpty. So, **who** is the main character? (Allow for answers.)*
- *Can anyone tell me **what** happened to him? (Allow for answers)*
- *Correct, he fell off a wall. Then what happened?*
- *Correct, the King's men tried to put Humpty Dumpty back together.*

Before we get started, let's look at the storyboard worksheet together.

Ask each student to take out their storyboard worksheets. Show students that each box represents a part of the story.

- *Thinking about the Humpty Dumpty story we just discussed, you'll notice that the story has a beginning, middle and end.*
- *The beginning of the story is Humpty Dumpty sitting on the wall.*
- *The middle of the story is when Humpty Dumpty falls off the wall.*
- *The end of the story is when people try to put him back together but are unable to.*

If we were to draw the Humpty Dumpty story on our worksheets, we would draw the beginning of the story in the first box, the middle of the story in the second box, and the end of the story in the third box. Does that make sense?

Now, each of you will think of your own story that you want to tell (it can be real or imagined) and tell the story by drawing it in the boxes of the worksheet. You will draw the beginning of your story in the first box, the middle of your story in the middle boxes and the end will be drawn in the last box.

Let's brainstorm some stories together.

Prompts:

- **Could you tell the story of your morning routine?**
 - *What do you do after you wake up?*
 - *Do you brush your teeth? Have breakfast? Get dressed for school? Catch the bus? Walk to school?*
- **Or could you tell the story of your last birthday party?**
 - *Where was your party? What did you do first? Was there cake? Did your friends celebrate with you? What was the last thing you did at your party?*
- **Or could you tell a made-up story? Something that happened in your imagination.**
 - *Close your eyes and take a few minutes to think of the story you want to draw out on paper. Give students 1-2 minutes to decide on the story they want to tell.*

Instruction and Guided Practice (15 mins)

Grab your storyboard worksheet and crayons.

Step 1: *Identify the beginning of your story. How does your story start? **Who** is the main character in your story? Draw the beginning of your story in the first box.*

Step 2: *Once you are finished drawing the beginning of your story, move on to the next few boxes to draw the middle of your story. **What** happens next? **Where** does your story take place? **When** is your story happening?*

Step 3: *Once you are finished drawing the middle of your story, move on to the last box and draw the end of your story. How does your story end?*

Work Time (10 mins)

Circulate the room and help students as needed. Remind students to draw their story in order, remembering to include the beginning, middle, and end of their stories.

Closing (5 mins)

Ask students to share their story drawings with a partner.

- *Turn to your partner and share your drawing with them. Explain to your partner what happened in your story. Make sure to tell them **who** the story was about and **what** happened at the beginning, middle, and end.*

Extension

2nd-3rd Grade: Drawing stories is an appropriate activity for all ages. To expand the activity, have students write sentences that describe what is going on in the story. They may write out the story under each story box or on the separate piece of white paper if available.

4th-5th Grade: Ask older students to use white paper to draw their **own** storyboards instead of using the provided template. Additionally, ask them to identify the main components of the story, such as, the **Who, What, When, Where, and Why**. Also, ask students to identify the **nouns, adjectives, and verbs** in their sentences.

Philosophy

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

Standards

Common Core Standards

Language

- 1F. Produce and expand complete sentences in shared language activity
- 2A. Capitalize the first word in a sentence and the pronoun I.
- 2D. Spell a simple word phonetically, drawing on knowledge of sound-letter relationships

Vocabulary Acquisition and Use

- 5C. Identify real life connections between words and their use.

Social Emotional Competency

Self Management

- Monitor progress toward personal and academic short- and long-term goals
- Manage personal and interpersonal stress
- Attention control (maintain optimal work performance)

Relationship Management

- Communicate effectively

Visual Arts Standards

Creating

- Engage in exploration and imaginative play with various arts materials.

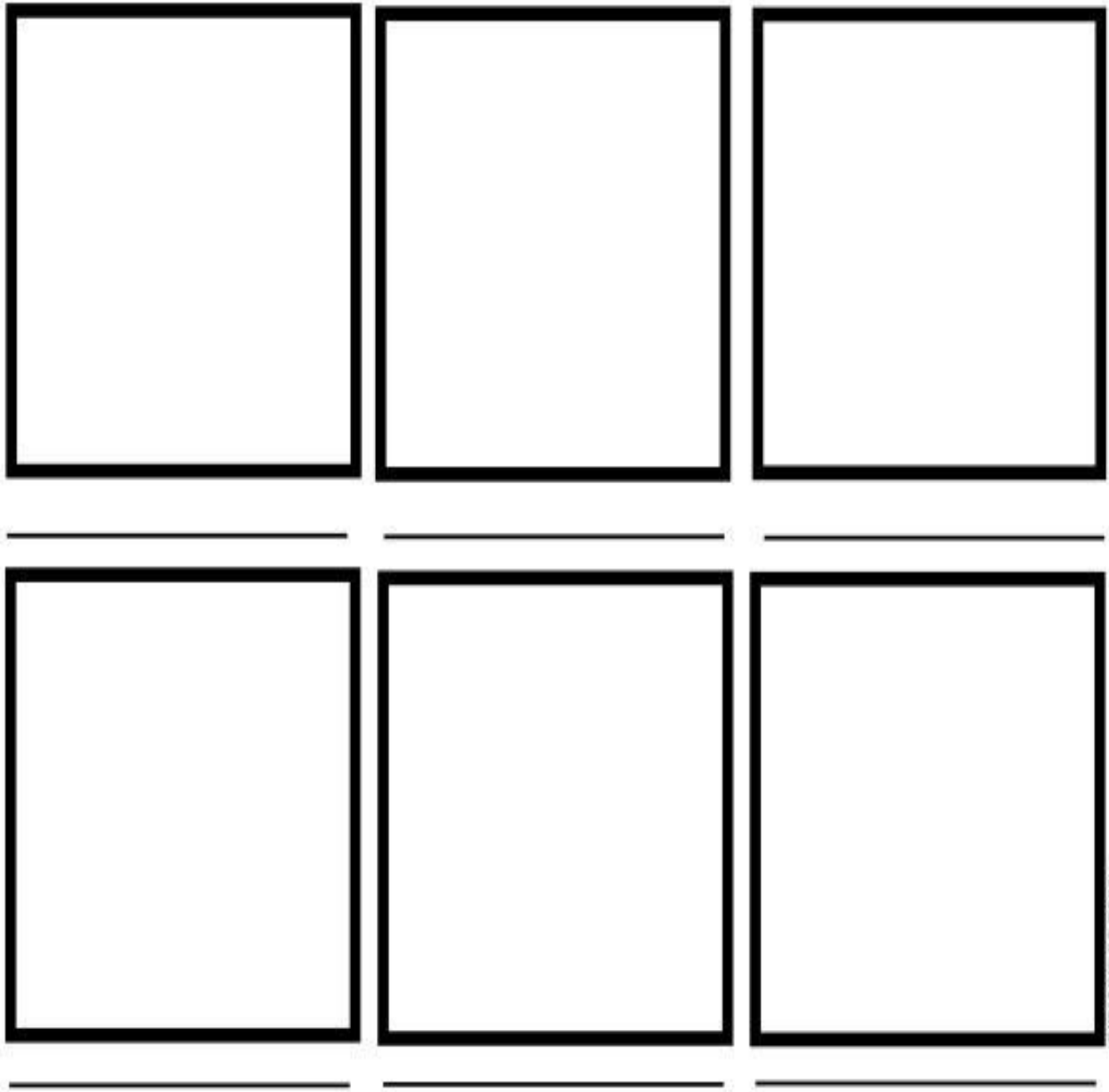
Connecting

- Create art that tells a story about a life experience.

Additional Resource

Storyboard templates (choose one):

MY ANIMATED STORY BOARD



CRAYON COLLECTION

COLLECT -> CONTRIBUTE -> CREATE

Name of Project: _____

Group Members: _____

