



# Profiles in Practice

Digital Storytelling with Teacher Consultants  
from the National Writing Project



## Sample 20-Day Unit Plan for Digital Storytelling with English Language Learners

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PREVIEWING DIGITAL STORIES	<b>Day 1</b>	<ol style="list-style-type: none"> <li>1. Talk about the project assignment and the General Topic that will constitute the digital story.</li> <li>2. Show several examples of digital stories made by ELLs and others. View and discuss the main idea and details.</li> <li>3. Use the <a href="#">Effective Viewing Protocol</a> with one story.</li> </ol>
LEARNING TECHNOLOGY LANGUAGE	<b>Day 2</b>	<ol style="list-style-type: none"> <li>1. Preview the language of the technology and software program. Listen to the Voicecast several times.</li> <li>2. Read and discuss the digital software directions.</li> <li>3. Write an "I am Poem" (or other very short text) for students to use as their script in their practice DS.</li> </ol>
MASTERING THE SKILL OF VIEWING AND VISUAL IMAGE ANALYSIS	<b>Day 3 (Computer Lab)</b>	<ol style="list-style-type: none"> <li>1. Instruct students about the quality of good images: abstract images, realistic images, symbolic images, etc.</li> <li>2. Analyze several photographs using an image analyzer. (For an example, see the PBS "Freedom" Teaching Guide at <a href="http://www-tc.pbs.org/wnet/historyofus/teachers/pdfs/segment14-1.pdf">http://www-tc.pbs.org/wnet/historyofus/teachers/pdfs/segment14-1.pdf</a>)</li> <li>3. Take students to computer lab and demonstrate <ul style="list-style-type: none"> <li>• How to find and download images from the internet.</li> <li>• How to take and upload digital camera images.</li> <li>• How to use a scanner to capture documents and objects.</li> </ul> </li> </ol>
MASTERING THE DS TECHNOLOGY	<b>Days 4 and 5 (Computer Lab)</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the software program that will be used to make the DS. The teacher can model the creation of the "I am" Poem digital story including text, images, transitions, voiceover and music.</li> <li>2. Students make their own "I am" Poem digital story</li> </ol>
IMAGIBOX COLLECTION AND CONNECTIONS	<b>Day 6</b>	<ol style="list-style-type: none"> <li>1. Discuss the Imagibox collection assignment as related to your General Topic.</li> <li>2. Show them an example of your own Imagibox. Discuss each part of your collection, modeling and teaching the language of description.</li> <li>3. Using a Think-Aloud technique, model the task of making connections among objects and visuals in the box.</li> <li>4. Assign the Imagibox collection for homework.</li> </ol>
	<b>Day 7</b>	<ol style="list-style-type: none"> <li>1. Explore the Imagiboxes that the students have brought to the classroom. <ul style="list-style-type: none"> <li>• Ask them to describe the objects in their Imagiboxes to a partner.</li> <li>• Model the connections-making with one student's box.</li> <li>• Ask partners to discuss the connections among the objects.</li> </ul> </li> <li>2. Ask students to freewrite about their collections and connections.</li> </ol>

OUTLINING THROUGH STORYBOARDING / FINDING THE HEART OF THE STORY	<b>Day 8</b>	<ol style="list-style-type: none"> <li>1. Instruct students in Storyboarding and ask them to Storyboard a brief script of their digital story concentrating on the order of ideas they hope to present and drawing the visual images.</li> <li>2. Working with two or three partners and using the storyboard as their outline, ask the students sit in a "story circle" and to tell their story. Ask the partners to respond back with the "Heart of the Story."</li> <li>3. Revise the storyboard in response to the feedback.</li> </ol>
EXTENDED COMPOSITIONS	<b>Days 9 and 10</b>	<ol style="list-style-type: none"> <li>1. Ask students to draft a traditional composition in written format.</li> <li>2. In class, each student will make an audio file of the oral reading of the composition.</li> <li>3. The teacher responds back with another audio file re-reading the composition vocally commenting on the story and the heart of the story. Teacher highlights and repeats words that may have been mispronounced.</li> </ol>
COMPOSING THE SCRIPT AND VOICING THE SCRIPT	<b>Days 11 and 12</b>	<ol style="list-style-type: none"> <li>1. Students re-Storyboard and rewrite their script.</li> <li>2. Students re-tell their revised story to a partner.</li> <li>3. Students create an audio file in which they read their script from the storyboard.</li> <li>4. The teacher listens to the audio file and edits for grammar and notes pronunciation problems. Teacher meets individually with each student to go over the suggested edits and to practice the pronunciation of words.</li> <li>5. Students produce the Final Storyboard.</li> </ol>
PRODUCTION	<b>Days 13, 14, and 15 (Computer Lab)</b>	<p>Students work in the computer lab on their digital story compositions.</p> <ul style="list-style-type: none"> <li>• Make image files.</li> <li>• Create the DS from the Final Storyboard</li> <li>• Create the voiceover narrative.</li> <li>• Choose and add music</li> </ul>
REVISION/ FINAL PRODUCTION	<b>Day 16 (Computer Lab)</b>	<ol style="list-style-type: none"> <li>1. Students show their digital stories to two partners and ask for suggestions and comments. Teachers re-review the digital stories for accurate grammar and pronunciation.</li> <li>2. Students revise their digital stories.</li> </ol>
PUBLISHING	<b>Day 17</b>	<ol style="list-style-type: none"> <li>1. The students and teachers present their stories to one another.</li> <li>2. Teacher makes a master copy of all the digital stories and makes compendium disks for each student in the class.</li> </ol>
PRESENTING	<b>Days 18 ,19 and Celebration Day</b>	<ol style="list-style-type: none"> <li>1. Students invite others to attend a special showing of the products and students prepare a short speech to introduce their stories.</li> <li>2. Students present and celebrate their stories to others including family members, community members and other students.</li> </ol>