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Activity Sheets

WELCOME!

Thank you for joining us on your field trip to The Walt Disney Family Museum. These activities allow students to build on what they learned during their visit to the Walt Disney Family Museum while developing their writing skills. You may choose to utilize portions of this activities guide, rather than the complete set. The complete set of activities is designed to meet the Common Core State Standards for English Language Arts and the National Core Arts Standards for Media Arts.

The timing of this lesson is flexible, depending on teacher preference and the complexity of the assignment.

Anchor Standards—Common Core State Standards, English Language Arts:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.CCRA.W.3)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.ELA-LITERACY.CCRA.W.5)
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCSS.ELA-LITERACY.CCRA.W.6)*

Anchor Standard—National Core Arts Standards, Media Arts:

- Organize and develop artistic ideas and work.

Advance Preparation

- These activities include a storyboard assignment. Consider your students' writing skill level and establish your own expectations regarding length of storyboard, number of characters, complexity of story, etc.
- Determine how you will have students create their storyboards. Students can create storyboards on the paper template provided, using an online program such as Storyboard That (<http://www.storyboardthat.com/>) or using an app (see <http://www.teachthought.com/apps-2/11-storyboarding-apps-organize-inspire-young-writers/> for classroom-appropriate apps). A paper storyboard template is provided.
- Decide if you will end the assignment with students creating their storyboards or if you will have students continue on to create an animated film or picture book based on their stories.

Task Descriptions

Task 01 / Around the Room Review

Before class, create large signs that read, “Character,” “Setting,” and “Plot,” and post them in three locations around the room. Also develop a brief list of the plots, settings, and characters of stories your students are familiar with.

When class begins, explain that students are going to play a game to review what they learned at the museum about setting, character, and plot. Tell students you are going to read a sentence or two that describes something that belongs in one of those three categories. Students will need to move to the sign that they think is the best fit for that description.

Hold a few practice rounds to help students get the idea. Here are some examples to practice with:

- I’m thinking of ... a mouse whose first name starts with an “M.” He starred in *Steamboat Willie* and a lot of other cartoons. (character)
- I’m thinking of ... a castle surrounded by a beautiful garden. (setting)
- I’m thinking of ... a story about a girl who is very poor, but her fairy godmother helps her go to a ball. She meets the prince and falls in love with him. (plot)

These examples are intentionally designed to be easy to give students confidence. Adjust the difficulty of your clues based on how well students seem to understand the activity and the concepts of character, setting and plot.

Task 02 / Planning a Story, Part II

Remind students of the story organizer they completed before visiting the museum. Ask students if they can remember any specific things they learned about storytelling from their museum visit. Possible answers include:

- It's important for your setting to be exciting or interesting.
- A story needs a beginning, middle, and end.
- Use storyboards to work out the beginning, middle, and end of your story.
- It's important to make your characters unique and memorable.

Tell students they are going to use a storyboard to plan out more of their story, but before they do that, they need to make sure their characters are unique and memorable and their setting is exciting! Let them revise their story organizer so they are satisfied with their characters and setting, before moving on to their plot!

Task 03 /Storyboarding

Ask students if they remember storyboards from the museum. Make sure students understand that storyboards are used to plan out a movie, but they can also be used to plan out any kind of story. Tell students they are going to create a storyboard based on the character, setting, and plot they planned on their Storytelling Handout.

Take time to review how to use whatever storyboarding method you have chosen for your students (paper template, online tool, or app). Explain your expectations for a storyboard.

Give students time to create their storyboards. If they are working with an unfamiliar tool or app, you may wish to walk them through certain parts of the procedure.

