Storyboarding Basics

Adapted from *Visual Tools*

1. To introduce storyboards- take a well-known story (Three Little Pigs) and retell it using a storyboard. Talk to the students about how your simplistic drawings were cues to help you get all of the points of a story.
2. Once students have a seed idea (from quickwrites, read aloud, quiet thinking time), group them with one or two other people. Have students take turns telling their stories. The other students are listening to the story to find the hook, central idea, places they want to know more. Often times, it is wise to have a listener retell the story in third person to help the original storyteller check and see if his point came across.
3. Drafting phase: Using square sticky notes or index cards, students sketch out their stories. Key Principles for Process:
   1. Drawing should be black, bold and big (makes it easier to read and share).
   2. Drawing doesn’t matter- stick figures work great.
   3. Less is More- Students should think in terms of headlines when using words.
4. Once students finish drawing, they place cards on a large sheet of construction paper using tape so cards can be moved. Students get back in their groups and tell their stories again using the storyboard. Listening partners are listening for the following (base on mini-lessons/ teaching points):
   1. Does it have a lead that hooks?
   2. Are there pieces of information left out?
   3. Are there pieces of information that are not needed?
   4. Is there a place where a thoughshot or snapshot is needed?
   5. Could the story be organized differently to make it more effective?
5. Once students receive and give feedback, they return and add cards, move cards, delete cards based on the feedback.
6. Repeat step 4.
7. At this point, most students will be ready to do a writing draft (if not they can repeat steps 5 and 4). It works well to review convention expectations up front because many students will produce a final copy the first time they write.