

# **A Picture is Worth a 1000 Words—Digital Storytelling**

Jaffrey Grade School

*click below to view the movie*

## Carla Press

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### **A Picture is Worth a Thousand Words** **Story Telling Using Sound and Animation** (From Rain Forest Unit)

**Grade Level:** 1

**Duration:** Two 60 – 90 minute sessions

**Materials:** digital cameras with tripods (1 per group), 1 lap top computer, clay, materials for background (construction paper, cardboard boxes)

**Support:** 1 adult per group of 4-5 children (this could be accomplished by teacher working with one group at a time)

#### **Summary:**

- Students, assigned to rain forest animal groups, create clay animals and sets for their animated stories.
- Students use digital cameras and alternate photographing and moving animals.
- Students observe as their 100+ photos become four on-going visuals (one per group)
- Students add sounds to the visuals.

#### **NH Standards:**

**Technology**

**Language Arts**

**Art**

#### **Prior knowledge/activities:**

- How is animation created (make flip books; watch “instructional” segment of Wallace and Grommit DVD)
- How to use digital cameras (lesson and practice)

#### **Procedure:**

Part I *Making Animals and Stories* (1 hr. with adult guidance in each group)

- Give each group a variety of colored clay for their rainforest animals
- Have students create their animals (20 min.)
- Provide a variety of materials in a central location for students to create settings for their group (20 min.)
- Students engage in dramatic play to develop simple stories with beginning, middle, and end. (20 min.)

Part II *Photographing and Animating* (1 hr. with adult guidance in each group)

- Review careful use of camera (5 minutes)
- Have 2 students, each taking 5 sets (5-8 photos per set [movement]) photographing while 2 students carefully manipulate animals according to story line (45 min.)
- Students observe as photos are downloaded to *Movie Maker* or *Nero* software (15min.)
- Students record sound (10 min.)

**Assessment:** completion of rubric based upon teacher/adult observation

**Follow Up-Activities:** Students develop a text for their group's story

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**A Picture is Worth A Thousand Words**

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<p><b>Technology</b>            Develop basic proficiency for the responsible use of technical tools for a variety of tasks</p>	<p>Understands and is able to responsibly and independently apply technical tools used for a project</p>	<p>Understands and is able to responsibly apply technical tools used in a project with some guidance</p>	<p>Has marginal understand of how to responsibly use technical tools and requires guidance</p>	<p>Has limited understanding of how to responsibly use technical tools and requires substantial guidance</p>
<p><b>Language Arts</b>            Understands that communication, including story telling, can be verbal or nonverbal; can apply story elements for creating original stories</p>	<p>Is able to independently develop a story with a beginning, middle and end both verbally and nonverbally</p>	<p>Is able to develop a story with a beginning, middle, and end both verbally and nonverbally with guidance</p>	<p>Requires guidance identifying story elements and creating stories verbally and nonverbally</p>	<p>Requires significant guidance identifying story elements; has difficulty creating a story verbally or non verbally independently or with guidance</p>
<p><b>Visual Arts</b>            Uses a variety materials and techniques to create original art work (clay animals; rainforest set)</p>	<p>Uses a variety of materials and techniques independently to create artwork</p>	<p>Uses a variety of materials and techniques to create original artwork</p>	<p>Requires guidance to motivate the use of a variety of materials to create original artwork</p>	<p>Requires substantial motivation/encourage to attempt the task.</p>
<p><b>Cooperative Learning</b>            Understands and applies the skills required to work in a group</p>	<p>Is able to respectfully listen, respond, and suggest ideas to team members</p>	<p>Is able to respectfully listen, repond, and/or suggest ideas to team members most of the time</p>	<p>Has difficulty listening, responding, and/or suggesting ideas to team members</p>	<p>Is unable to listen, respond, or suggest ideas to team members</p>

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