Making Digital Books
Capturing Wisdom with Technology: Unit One

Objectives: Students will write and create "books" on the computer. After discussing the elements of a good story, students will develop ideas on what to include in the stories. Using illustrations from children's books, students will write and record narration in English and in their first language, if desired.

Supporting Resources: Elements of a Story Worksheet, Multimedia Books Storyboard Worksheet, Book Pictures

Grade Levels: 4–12

English Language Development	Themes of Culture and Community	Technology
Oral Skills	Students discuss concepts such as *strength*, *friendship*, and *advocacy*.	Use features of iMovie software to import, sequence, and work with digital pictures.
Writing Skills	Students relate positive themes to people and situations in their own lives.	Record sound on the computer.
Vocabulary Development	Students work in collaborative groups.	Use word processing software to type the story (optional).
Editing and Revising Skills		

Community-Building Activity: Choose a concept to discuss with the students. Concepts such as *"strength, " "friendship,"* and *"advocacy "* are good ones to develop.
1) Have students sit in a circle and talk about the concept chosen.
2) Create a word board, where you list the concept in the center and have students call out words that relate to the concept. Keep the Word Board in a prominent place (e.g., front of classroom, whiteboard)
3) In preparation for a "pair-share," Once you finish the word board, ask the group some discussion questions you have written on index cards. Some suggested questions are given below for each concept.
    a. Friendship: Who are your friends? What do friends do for you? What does it mean to be a good friend to someone?
    b. Strength: What are the characteristics of a strong person? Who are some strong people in your life? Why are they strong?
    c. Advocacy: What does it mean to advocate for something or someone? Who has been an advocate for you? Have you been an advocate for someone else?
4) Have students do a "pair-share.". Students should take about five minutes to reflect and answer the questions posed on the index cards. For another five minutes, they should

discuss their answers with a partner. This activity helps develop listening, writing, and vocabulary skills.
5) Return to the circle and share. Have a few students talk about their answers or their partner's answers.

Developing Story-Writing
6) In preparation for writing stories, discuss the elements of a story with the students. Have students discuss a recent story the class may have read. Discuss how stories have characters, dialogue, and a plot. It is useful to that there is a beginning, middle, and ending and to point out that stories usually have a problem or conflict that gets resolved.

Introducing the iMovie Activity to the Class
7) Demonstrate what the students are expected to do with the whole group. If possible, use one computer and a projector to create a story just as the students will be doing.
8) Choose a set of book pictures (i.e., pictures taken from library books). These pictures can be taken with a digital camera or scanned in and transferred to the computer.
9) Have the class choose and discuss a theme . Have students create a story with the chosen pictures based on that theme.
10) Discuss how the students would sequence the pictures on the iMovie timeline. Ask the group questions about why they are choosing certain pictures and refer back to the story-writing elements you already discussed.
11) Have students write the narration for the first slide. Invite one student to come up and record. Show students how to click on the Audio tab and click Start Recording to begin recording a movie.
12) Have students record a few more slides. Show students how to match up audio and video times.
13) Show students how to add a title. (This activity can be done after the students have finished some part of their project if preferred.)

Writing Their Stories
14) Divide students into groups of two to three for this activity.
15) Review the digital illustrations on the computer with the class. Have them choose which ones they want to use
16) Give each group 8–10 index cards.
17) Instruct students to open the iMovie application and create a New Project. Have them assign a name to the project.
18) Instruct students to go to File and Import. Have them import the pictures of their choice from the "book pictures" folder.
19) Ask the students to discuss how they want to sequence the pictures to create a story of their own. You can limit the number of pictures they use to eight. Even though students may import more than eight pictures into their iMovie shelf, let them know they should choose only eight to include in their timeline
20) Remind students that their stories need to have elements of the story you discussed in class. It also needs to be centered around the theme you chose in the community building activity.
21) Use the Elements of a Story Worksheet followed by the Storyboard Worksheet to help students remember what elements to keep in mind as they create their story.
22) Have the groups write their stories on the index cards. They should refer to the storyboard worksheet as they develop their cards to help them remember what is expected. Each

index card should correlate to a picture. Let students know you will be reviewing their cards before they begin recording.

Creating the Project in iMovie

23) Have students determine who will record which slide.
24) Ask students to rehearse their story. Remind them to use their talking voice not their reading voice. Students can rehearse the story with another group member or with the teacher or teacher's assistant. Once they have finished rehearsing their story, they can record their narration into the computer.
25) Assist students in matching up the timing on the audio and video tracks the first time they do this project.
26) Review the project once the students have recorded the narration.
27) Ask students to add a title page if they have done their narrations well.
28) Have students add transitions if desired. (Transitions can affect the matched audio and video times. If there is limited time to complete the project, do not have students do transitions.)

Optional Elements for the Projects

1) Take digital pictures of the students and have them import their picture into their project. They can use this picture to make the final credits slide.
2) If time permits, have students bring in CDs toput an additional audio track on their project. Students should use instrumental music for the audio track. Otherwise, music can drown out their voices.

Next Step: Beyond The Project

Once students have completed these projects, you can choose to read the books from which you got the pictures. If you have taken the pictures from an illustrated book in the library, read it with the class as a whole and discuss how their stories were similar to and different from the original story.

This provides good closure to the activity and promotes reading and listening skills to complete the writing and oral presentation skills the students have engaged in.

Things to Be Aware of for This Project

If you plan to use the end results of the students' projects beyond the classroom (e.g., if you plan to submit it to a contest or otherwise disseminate the work), please be aware of copyright issues for the book pictures. You will need to contact individual book publishers to get permission to use illustrations for other purposes. These copyright issues are true for all music tracks used in the projects as well.

Elements of a Story Worksheet

After you choose the pictures you'll be using, fill in the Story Pyramid to outline some of the elements of your story.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Circle the **THEME** you discussed in class
when you did the community-building activity in this project.

Friendship
Strength
Advocacy

Remember to use this THEME in developing your characters and story events.

Write the following on the pyramid above:
1. Name of the main character in your story
2. Two words describing the main character
3. Three words describing the setting of your story (Where does it take place? What is this place like?)
4. Four words about one event that will happen in your story
5. Five words describing the characters' reactions and participation in this event (remember to bring in the theme discussed in class)
6. Six words describing another event that happens in your story
7. Seven words describing how the characters interact
8. Eight words describing the solution to the problem or conflict in your story.

Storyboard Worksheet: Making Theme-Based Multimedia Books

Use the ideas you wrote on the Elements of Story Worksheet to guide your storyboard.
Remember that your story should be based on the **THEME** you discussed in class.

1.

Title of your Story
Name of Author(s)

2.

Tell us about your characters
- q What are their names?
- q What are they doing?
- q What is the setting?

3.

- q What is going on your story?
- q What is one event that happens in your story?
- q What is the problem or conflict?
- q Tell us more about the characters and how they are interacting with each other.

Remember to follow the theme that you discussed in class

4.

For the next few pictures continue to develop your story.
- q What is another event that happens in your story?
- q Is there a solution to the problem?
- q What happened to the characters?
- q What emotions do they feel?

5.

With the last few pictures, create an ending to the story.
- q What was the solution to the problem in your story?
- q How does everyone feel?

6.

If you have a digital picture of you and your group, please make it the last slide. This slide includes the credits. If you have time, you can write a few words to go with these credits.