

THE COLOR MONSTER (*EL MONSTRUO DE LOS COLORES*) CLAUDIA FITZWATER, DREW CHARTER SCHOOL

Unit Overview

In this unit, students combine traditional story-telling with technology to create a digital storybook about a monster. Using the book, *The Color Monster: A Pop-Up Book of Feelings (El monstruo de los colores)*, students learn about emotions in Spanish and apply this knowledge to write a story of their own. Each student develops a monster character, scripts a story about it, and designs a puppet to perform in a mini-theater and feature in the culminating digital storybook. Although the plan is written to teach Spanish standards, it can easily be modified to teach English Language Arts standards.

Standards Addressed

1. **MLE3.IP2:** Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.
 - a. Initiate, participate in, and close brief oral exchanges.
 - b. Use formal and informal forms of address.
 - c. Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.
2. **MLE3.P1:** Students present brief material orally in the target language.
 - a. Present songs, poems, dialogues, skits, etc.
 - b. Share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities.
3. **MLE3.P2:** Students demonstrate writing skills in the target language.
 - a. Write simple sentences about familiar topics and experiences
 - b. Label pictures, write captions and create storyboards.
4. **MLE3.CCC1:** Students make links between the target language and other subjects.
 - a. Connect skills learned in the target language with other subjects.
 - b. Connect skills learned in other subjects with skills learned in the target language.
5. **MLE2.INT2:** Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
 - a. Differentiate among statements, questions, and exclamations.
 - b. Recognize basic gestures, body language, and intonation that clarify a message.

6. **MLE2.INT1:** Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.
 - b. Demonstrate proficiency in listening and reading comprehension
7. **ENGR-FET6:** Students will use visual and verbal communication to express basic design elements.
 - a. Demonstrate fundamentals of technical sketching.
 - b. Present a technical design using computer generated visuals.
8. **ENGR-IED-4:** Students will demonstrate the proper management of drawing consumables.
 - a. Demonstrate the use of pencils, pointers, erasers, shields, pens, and ink.
9. **VA2MC.1:** Engages in the creative process to generate and visualize ideas.
 - a. Generates visual images in response to open-ended prompts, themes, and narratives.
10. **VA2MC.2:** Formulates personal responses.
 - a. Produces multiple interpretations for an object or image.
 - b. Revises artwork in response to unanticipated insights and discoveries.
11. **VA2MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning.
 - a. Discusses uses of symbols and cultural icons in artwork.
 - b. Mentally envisions what cannot be directly observed (e.g., depicting imaginary worlds, fantastic machines, unusual creatures).
12. **VA2PR.1:** Creates artworks based on personal experience and selected themes.
 - a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
13. **VA2C.2:** Develops life skills through the study and production of art.
 - a. Manages goals and time.
 - b. Adapts to change.
 - c. Works in teams.
 - d. Guides and leads others.
14. **VA2C.1:** Applies information from other disciplines to enhance the understanding and production of artworks.
 - b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

15. **ELA2.RL.5:** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
16. **ELA2.SL.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
 - a. Follow agreed-upon rules for discussions

Day 1 – Digital Storytelling and Elements of a Digital Story

Standards Addressed: 4, 6, 16

Essential Question: What is digital storytelling?

1. Begin the lesson by asking students to name the different elements of a story. Connect the lesson to what they have learned about story structure in their English Language Arts (ELA) class. After students name some elements, present **The Elements of a Digital Story (*Elementos de la historia digital*)** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide two), which reviews the different elements of a story. Review each element and say it in Spanish. Ask the class to repeat the Spanish words.
2. Introduce digital storytelling by showing [the digital storybook about the bear](#). After the viewing, ask students: “What is digital storytelling?” (“¿que es una historia digital?”) “How did the author tell the story?” (“¿como conto el autor la historia digital?”) “What type of media did they use?” (“¿que tipo de medios utilizó el autor?”)
3. Pair students at their desks. Ask students to discuss with their partner the different elements that they observed in the digital storybook they just watched. Provide students an example by highlighting one of the elements of digital storytelling. Students will write the different elements that they observed and discussed in their Spanish Notebook.
4. Have a group discussion addressing the following questions: “What is digital storytelling?” (“¿Que es una historia digital?”) “Did the author of the digital story about the bear capture your attention?” (“¿El autor de la historia digital capture su atencion? ¿Por que?”) “Did you understand what was happening in the story even though it was narrated in another language? Why?” (“¿Entendio lo que estaba sucediendo en la historia aunque estaba en espanol? ¿Por que?”) “If you were going to tell the same story, what would you add or change?” (“¿Si usted cuenta la misma historia, que anadiria o cambiaria?”).

A NOTE FROM THE TEACHER

If you are adapting this unit for an English Language Arts class, you might consider asking more rigorous questions, such as “What strategies did the author use to capture your attention?” and “What do you think were the most important elements that the author used to tell the story and why?”

5. Briefly introduce to the students that for the next project they will be creating a digital storybook of their own.

Day 2 – Digital Storytelling (continued)

Standards Addressed: 6, 16

Essential Question: What are the elements of digital storytelling?

1. Review the elements of storytelling by reviewing **The Elements of a Digital Story (*Elementos de la historia digital*)** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide two).
2. After a brief review, show students [El monstruo de los colores](#), the digital storybook version of the book you will read on day four. Before viewing the video, have students draw six circles in their Spanish notebook and write one element of digital storytelling in each circle (much like how the elements are displayed in slide two). Tell students to pay special attention to the different elements of digital storytelling and to write down examples of where they see each element in the appropriate circle.
3. After watching the digital storybook, hand each student the **Elements of Digital Storytelling** activity sheet. To complete the activity sheet, each student will fill in where they observed each element in the digital story they just watched. Give students ten minutes to independently complete the activity sheet.
4. When students are finished, ask for volunteers to raise their hands to read where they observed the different elements in the digital story.
5. Explain the digital storybook monster project in detail. Review the **Digital Storybook Timeline (*Línea de tiempo del proyecto para las historias digitales*)** from **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slides three and four).

Day 3 – Feeling the Different Emotions

Standards Addressed: 5, 6

Essential Question: What are the main emotions and what makes you feel them?

1. Begin the lesson by discussing emotions. Use the **Recognize My Emotions (*Reconozco mis emociones*)** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide five). Ask the class the guiding question, “What are some

emotions you experience?” (*¿Que son unas emociones que te sientes?*) When students answer the questions in English, respond with the Spanish word and have the class repeat. Make sure to connect the Spanish word for the emotion with a face/body gesture. For example, connect happiness (*la alegría*) with smiling and/or dancing; connect sadness (*la tristeza*) with a sad face. Make sure to specifically present the terms for happiness (*la alegría*), sadness (*la tristeza*), anger (*la rabia*), fear (*el miedo*), love (*el amor*), and peace (*la calma*), which will be covered in the book, *The Color Monster*. Ask the question, “How are the emotions discussed today related to the digital storybook you saw yesterday, *El monstruo de los colores*?” (*“¿Cómo está nuestra discusión sobre las emociones hoy relacionada a la historia digital que viste ayer?”*)

2. After the brief discussion, present five short activities which will help better connect gestures and personal feelings to each emotion.

- a. Activity one (happiness, *la alegría*): show a video of the song called [“The Lake Monster”](#) (*“El monstruo de la laguna”*), which will highlight the happiness emotion. Allow students to express happiness and dance.

*For activities two through four, pair students together for a discussion.

- b. Activity two (sadness, *la tristeza*): ask the guiding question, “What makes you feel sad?” (*“¿Que te pone triste?”*). Let students discuss with the partner what makes them feel sad.
- c. Activity three (anger, *la rabia*): ask the guiding question, “What makes you feel angry?” (*“¿Lo que te hace sentir rabioso?”*). Let students discuss with the partner what makes them feel angry.
- d. Activity Four (fear, *el miedo*): ask the guiding question, “What makes you feel unsafe?” (*“¿Lo que te hace sentir inseguro?”*) Let students discuss with the partner what makes them feel unsafe.
- e. Activity five (peace, *la calma*): Move the whole class onto the carpet, or empty space in the classroom. Use the [10 Posturas de yoga para calmar](#) poster to introduce yoga poses in Spanish.

Day 4 – The Color Monster (*El monstruo de los colores*)

Standards Addressed: 1, 5, 6

Essential Question: Who is *The Color Monster* (*El monstruo de los colores*)?

1. Ask students to recall the emotions they learned the previous day. Review the emotions in Spanish using the **Recognize My Emotions (*Reconozco mis emociones*)** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide five). As you go through each emotion, model gestures for the students and ask them to gesture the emotion with their face or body.

2. After reviewing the emotions, refer to **The Elements of a Digital Story (*Elementos de la historia digital*)** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide two) to review the elements of digital storytelling covered on days one and two. Ask students guiding questions about the elements like: “What is the story’s purpose?” (“¿*Que es el proposito de la historia?*”) “Why are illustrations important?” (“¿*Por que la ilustraciones son importante para la historia?*”)

3. After discussing the emotions and the elements of a story, introduce the book, *The Color Monster (El monstruo de los colores)*. As you go through the book:
 - a. Tell students to pay special attention to the different elements of a story, including characters, purpose, and illustrations; connect the colors of the emotions to the emotions that the monster is experiencing;
 - b. Point out vocabulary words that they already know in Spanish and ask them to define them in English;
 - c. Ask guiding questions like: “What does happiness look like?” and “What color is happiness?” (“¿*Como es la alegria?*” y “¿*que color es la alegria?*”), “What does sadness look like?” and “What color is sadness?” (“¿*Como es la tristesa?*” y “¿*Que color es la tristeza?*”), “Why do you think the girl is angry?” (“¿*Por que piensas la nina esta enjoada?*”), “Why do you think they are sorting the emotions?” (“¿*Por que piensas la nina y el monstruo estan organizando los emociones?*”).

Day 5 – Creating Your Monster

Standards Addressed: 1, 2, 3, 7, 12

Essential Questions: What is a monster?

1. Review the book, *The Color Monster (El monstruo de los colores)*, from the previous day. Ask the students: “What was the book about?” (“¿*de que era el libro?*”). Ask probing questions based on student responses.

2. Discuss the concept of a monster. Ask questions, such as: “What do we mean when we talk about monsters?” (“¿*Que es un monstruo?*”) “What types of monsters have you heard of?” (“¿*Que tipos de monstruos existen?*”) “What do monsters look like?” (“¿*Como son los monstruos?*”) “Can a monster be real?” (“¿*Un monstruo puede ser real?*”)

3. Students will begin creating their monsters today. Start the lesson by showing students your monster creation. You may refer to the **Monster Draft and Description Sample** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide four), or you may create your own sample monster.

4. Use the **Parts of the Human Body Image** to show the Spanish word for each body part. Discuss the different parts of the body (*el cuerpo*) that the student needs to include in the design, such as the skeleton (*el esqueleto*), the middle of the body (*el medio del cuerpo*), spine (*la espina*), head (*la cabeza*), eyes (*los ojos*), legs (*las piernas*), arms (*los brazos*), nose (*la nariz*), mouth (*la boca*), and hair (if applicable) (*pelo*).
5. After showing students an example, students must answer the following questions in Spanish in their Spanish notebooks:
 - a. What emotion is your monster going to embody? (*¿Que emoción es tu monstruo?*);
 - b. What is your monster's name? (*¿Como se llama su monstruo?*);
 - c. What color is it? (*¿Que color es tu monstruo?*);
 - d. Describe your monster and its body parts (*Describe el cuerpo de tu monstruo*);
 - e. What does your monster do for fun? (*¿Que hace tu monstruo por diversion?*)
 - f. Make sure to also let students know that the monster must be between eight and twelve inches in height. Tell students to raise their hands to show you their completed monster descriptions. Once you have approved the description, provide a sheet of copy paper for students to sketch their monster designs.
6. Once students have written and colored their own monsters, ask for volunteers to read their monster's description and show the drawings to the class. Ask the class to provide feedback to each student who presents.
7. As students leave the class for the day, collect the monster drawing from each student.

Day 6 – Introducing the STEAM Cart and Brainstorming Materials

Standards Addressed: 1, 9, 10

Essential Question: How can the STEAM cart materials help me create my monster?

1. During this lesson, we use the science, technology, engineering, arts, and mathematics (STEAM) cart. Give each student **The STEAM Cart (El carro STEAM) Information Sheet**. Review with the students the rules for using the STEAM cart and the contents of the STEAM cart. Practice pronunciation and identification of the various items in Spanish.
2. In small groups, give students the opportunity to approach the STEAM cart to open the drawers and explore the different materials.

A NOTE FROM THE TEACHER

At Drew Charter School, we are fortunate to have several STEAM carts that circulate the school. If you do not have access to a STEAM cart, have parents donate recycled materials, or offer extra credit to students who bring in materials.

3. When all students have had the chance to explore the STEAM cart, hand back the monster drawing and description from day five. Tell students to open their Spanish notebooks and write down a list of STEAM cart materials that they plan to use to create their monster the next day.
4. As students leave the class for the day, collect the monster drawing and description from each student.

Day 7 – The Different Dimensions

Standards Addressed: 10

Essential Questions: What are 1D, 2D, and 3D and how are they different?

1. Give a brief lesson on the different dimensions. Draw on the board a line to represent 1D, a square to represent 2D, and a cube to represent 3D. Explain that 1D is only length; 2D is length and area; and 3D is length, area, and depth. Relate the lesson on 3D to the experience of watching a 3D movie, where it looks like the figures are coming at you – this is the depth. After the lesson, ask students to find 1D, 2D, and 3D shapes in the classroom to gauge their understanding. Make sure to have objects representative of each dimension ready to show them. Ask guiding questions like: “How do you know that this object is in 3D and not in 2D or in 1D?” (“¿Como lo sabes que el objeto es en 3D y no en 2D o 1D?”)

A NOTE FROM THE TEACHER

At Drew Charter School, we are fortunate to have an artist-in-residence who helps enhance STEAM lessons and units. You may consider working with the art teacher at your school, or visiting the [Georgia Council for the Arts Teaching Artists Registry](#) to learn more about inviting a teaching artist to your classroom.

2. Hand back each student’s monster drawing and description. Ask students: “What dimension is your monster in on the paper?” (“¿En que dimension es tu monstruo en el papel?”). Here, clarify any misunderstandings students are showing about the various dimensions. Explain that the students must think about how to use the STEAM cart materials to make their monster 3D. Invite a teaching artist or art teacher to provide students with a brief tutorial on how to make an object 3D using art materials. Make sure that the teaching artist shows an example using a random drawing or a drawing of their own monster.

3. At their tables, have students discuss what STEAM cart materials they plan to use to build their monster in 3D. Ask students to provide feedback to one another about what materials may work best. Have students write down the materials they plan to use in their Spanish notebook. While students are discussing and providing feedback to one another, make sure that you and the teaching artist are circulating, discussing the materials in Spanish, and providing feedback on designs.

4. As students leave the class for the day, collect the monster drawing from each student.

Day 8 – Building the Monster’s Structure, Part I

Standards Addressed: 9, 10, 13, 14

Essential Question: How will I build my monster’s structure?

1. Make sure that you have access to the STEAM cart or materials on this day.
2. Review the different parts of the body (*el cuerpo*) that the student needs to include in the design using the STEAM cart materials, such as the skeleton (*el esqueleto*), the middle of the body (*el medio del cuerpo*), spine (*la espina*), head (*la cabeza*), eyes (*los ojos*), legs (*las piernas*), arms (*los brazos*), nose (*la nariz*), mouth (*la boca*), and hair (if applicable) (*pelo*). Remind students that their monster must be between eight and twelve inches in height.
3. Tell students that today they will begin construction by building the monster’s skeleton (*el esqueleto*), the middle of the body (*el medio del cuerpo*), and spine (*la espina*). Make sure to circulate to the different tables to guide students in picking appropriate materials for the monster’s body, and help them with tools like the hot glue gun and knives for cutting.
4. Make sure students write their names on their monsters. At the end of class, have one group at a time place their monsters in a designated area in the class to easily retrieve the following day.

Day 9 – Building the Monster, Part II

Standards Addressed: 9, 10, 13, 14

Essential Question: How will I build my monster’s structure and other body parts?

1. Make sure that you have access to the STEAM cart or materials on this day.
2. Review the different parts of the body (*el cuerpo*) that the student needs to include in the design using the STEAM cart materials, such as the skeleton (*el esqueleto*), the middle of the body (*el medio del cuerpo*), spine (*la espina*), head (*la cabeza*), eyes (*los ojos*), legs (*las piernas*), arms (*los brazos*), nose (*la nariz*), mouth (*la boca*), and hair (if applicable) (*pelo*).
3. Remind students again that their monster must be between eight and twelve inches in height. Tell students that today they will finish construction on the monster’s skeleton (*el esqueleto*), the middle of the body (*el medio del cuerpo*), and spine (*la espina*). Let the students know that they must get their monster’s body approved by you and teaching artist to move onto the other body parts.

4. Circulate the room to ensure that each monster's body is in 3D. Many of the students' monsters will be in 2D (flat). For students having difficulty making their monster 3D, review the difference between 2D and 3D. Provide examples, such as comparing a picture of a pencil to a real pencil and asking guiding questions like: "What is the difference between the way these two pencils look?"
5. For students who finish the bodies early, tell them individually that they can begin working on the other body parts, including the head (*la cabeza*), eyes (*los ojos*), legs (*las piernas*), arms (*los brazos*), nose (*la nariz*), mouth (*la boca*), and hair (*pelo*) (if applicable).
6. If needed, provide final feedback for improvements when students approach you and the teaching artist for approval. All students should complete their monsters' bodies today.
7. At the end of class, have one group at a time place their monsters in a designated area in the class to easily retrieve the following day.

Days 10– Building the Monster, part III

Standards Addressed: 9, 10, 13, 14

Essential Question: How will I build my monster?

1. Make sure that you have access to the STEAM cart or materials on this day.
2. Review the different parts of the body (*el cuerpo*) that the student needs to include in the design using the STEAM cart materials, such as the skeleton (*el esqueleto*), the middle of the body (*el medio del cuerpo*), spine (*la espina*), head (*la cabeza*), eyes (*los ojos*), legs (*las piernas*), arms (*los brazos*), nose (*la nariz*), mouth (*la boca*), and hair (if applicable) (*pelo*).
3. Tell them that now that they are done with the body section, that they can begin working on remaining body parts, including the head (*la cabeza*), eyes (*los ojos*), legs (*las piernas*), arms (*los brazos*), nose (*la nariz*), mouth (*la boca*), and hair (if applicable) (*pelo*). Circulate the tables to guide students in picking appropriate materials for the monster's body parts, and help students with tools like the hot glue gun and knives for cutting.
4. Students should finalize the details of their monster today. When students finish their monsters, have a whole group discussion about the experience of building the puppets and transforming them from 2D drawings into the 3D puppets. Ask guiding questions like: "Was it challenging to transform your puppet into 3D? Why?" ("*¿Fue difícil convertir tu monstruo en 3D y por que?*") "Why was it important to start with the skeleton, the middle of the body, and the spine?" ("*¿Por que fue importante empezar con el esqueleto, la espina, y el medio del cuerpo?*")

Days 11– Monster Feedback

Standards Addressed: 2, 5, 10, 11

Essential Question: How do I give and receive peer feedback?

1. Today students will peer conference their monsters' descriptions and designs. By table, let students retrieve their monsters from the designated holding place.
2. Model for students what you want them to do. In Spanish, present your monster design and describe it to the whole class. Make mistakes, such as incorrectly stating a color (for example, if your monster is green (*verde*), say your monster is red (*rojo*). Ask students for feedback using guiding questions, such as: "How can I make my monster more interesting?" ("*¿Como puedo hacer mi monstruo mas interesante?*") and "Did I use all of the correct Spanish words to describe my monster?" ("*¿Todas las palabras Española's que use correctas?*"). Let students know that they will be presenting their monsters in a "Puppet Theater" (*teatro de titeres*) to the whole class starting tomorrow, so they should make sure that they are writing down the feedback they receive from their peers.
3. Review the **Story Circle Etiquette** from **Diseño de historias digitales PowerPoint presentation** (slide six) before placing students in groups. Explain the etiquette for giving feedback, receiving feedback, and the time. Make sure to keep the slide displayed while students present to one another.
4. Place students in small groups of three or four. Have students refer to the questions they answered on day five. Each student will present their monster in Spanish to their group members. Group members should provide feedback to the presenter regarding correct use of Spanish terms and suggestions for improvements. Students will write down feedback in the Spanish notebooks.
5. Explain that presentations must meet the following criteria:
 - a. Introduce yourself and your puppet (in Spanish);
 - b. Give your audience a short summary of the story, *The Color Monster* (*El monstruo de los colores*) (in English);
 - c. Explain the steps of the project (in English) (developing and creating the monster);
 - d. Describe your monster (in Spanish); and
 - e. Take questions from the audience.
6. In preparation for the puppet theater, finish the day by giving students some time to rework their descriptions, incorporate feedback, and include the other requirements for the theater presentations (short summary of the book and steps of the project).

Days 12-13 – Puppet Theater (*Teatro de titeres*)

Standards Addressed: 1, 2, 3, 5, 10, 11, 13

Essential Question: How do I present my monster in Spanish?

1. Days 12 and 13 are dedicated to the puppet theater (*teatro de títeres*), where each student will have the chance to present their puppet to the class. Begin the day by giving students some time to practice their presentations with a peer. As students practice, prepare the puppet theater by situating it in a large space for students to sit in front. Place a small podium or sheet music stand next to the theater for students to place their notebook.
2. Bring students to the carpet or space in the classroom. Ask for volunteers to begin presenting. After each presentation, encourage the audience to ask questions about their peers' work. Ask the audience guiding questions, such as: "Did you understand the description of the monster?" ("*¿Entendieron el descripción del monstruo?*"). "Can you identify the emotions the student mentioned?" ("*¿Pueden identificar las emociones?*").
3. When all students have presented, have a whole group discussion about the experience of presenting their monsters to the whole class in a puppet theater.

Day 14– Revisiting the Color Monster

Standards Addressed: 1, 6

Essential Question: Who is the Color Monster, revisited?

1. Begin the lesson by revisiting the book, *The Color Monster (El monstruo de los colores)*. Students will be reading the book today. Call on a new student to read each new page. Allow students to correct mistakes while reading; if a reader does not identify that he/she has made a mistake, make sure to correct him/her when he/she has finished reading the page. Make sure that each student has a chance to read a segment of the book.
2. Review **The Elements of a Digital Story (*Elementos de la historia digital*)** from the **Digital Storybook Design (*Diseño de historias digitales*) PowerPoint presentation** (slide two). Explain that they will begin writing their story tomorrow. Remind students that they need to include all the elements as they write the scenes for their story.

Day 15– Storyboarding

Standards Addressed: 3, 10

Essential Question: What is a storyboard and how do I make one?

1. Begin by introducing the concept of the storyboard (*guion grafico*). Refer to **Storyboard (Guion gráfico)** from **Diseño de historias digitales PowerPoint presentation** (slide eight). Explain that a storyboard is a way to draw their plan for the story that they will write. For this project, students will be using the storyboard to draw the different scenes that they will want in the digital story about their monster.
2. Provide an example of your own storyboard for them to reference. Make sure to show an example of the type of storybook you want them to draft (for example, if you are using the sticky note template, show an example of that.) Show how easily they can change the storyline by moving the sticky notes around. Tell students that they will be drawing the scenes before they write their scripts. Before they begin, ask the questions, “What is a storyboard?” (“*¿Que es un guion gráfico?*”) and “What is the importance of a storyboard?” (“*¿Que es la importancia de un guion gráfico?*”). Clarify any misunderstandings.
3. Hand out a long sheet of blank paper and small sticky notes where they will draw their scenes. Let students begin their storyboards. Make sure to circulate to each student to provide feedback for their storyboard.
4. Wrap up the lesson by letting students discuss their storyboards in small groups. Have one or two volunteers share their storyboards with the entire group. Before class is dismissed, collect the storyboards from each student.

Days 16-17– Scripting the Story

Standards Addressed: 3, 4, 6

Essential Question: How do I write a script?

1. Now that students have completed their storyboards, they can begin writing the first draft of their scripts in Spanish. This process usually takes two days to complete. For the lesson, students can use the **Storyboard: My Color Monster (Guion gráfico: Mi monstruo de colores) Activity Sheet** to write their story based on their storyboard drawings. Discuss the different elements of script-writing. Show a completed example.
2. After reviewing the template, give one activity sheet to each student.
3. Scripting the story is one of the most challenging parts of writing the story, so make sure to divide students into groups based on their proficiency in Spanish (see teacher note).

A NOTE FROM THE TEACHER

Since scripting the story is typically the most challenging part of the unit for students, I am strategic about how I differentiate groups of students. Consider the following group arrangements:

- *Students that can write the story by themselves using basic sentences.*
- *Students that can read part of a pre-made script and fill in the blanks with key vocabulary words.*
- *Students that can retell the story by using words in Spanish and English. You will write the script for them and let them copy it.*

4. Although you will be working with one of the groups more than the others, make sure to circulate the room and provide feedback to each student. For students who are finished with their scripts, have them read the story aloud to you and provide feedback.
5. Display **The Elements of a Digital Story** (*Elementos de la historia digital*) from the **Digital Storybook Design** (*Diseño de historias digitales*) PowerPoint presentation (slide two). This slide will help students remember all the elements they should include in their story.

Day 18– Conferencing the Script

Standards Addressed: 3, 6, 11, 16

Essential Question: How do I give and receive peer feedback?

1. Students should now be finished with the first drafts of their scripts. Divide the class in small groups. This is an important step because students will conference their scripts to give and receive feedback to improve their scripts.
2. Before breaking into groups, discuss the types of feedback that students should provide one another. Discuss the **Digital Storytelling Planning Rubric** and leave it displayed for the groups as they conference their scripts. Finally, review the **Story Circle Etiquette** from **Diseño de historias digitales PowerPoint presentation** (slide six). Break into groups for 30 minutes. Each student should have between seven and ten minutes to present their work and receive feedback (if you only have groups of three or four). Make sure to circulate the room to monitor the feedback.
3. Let students return to their desks. Allow them time to incorporate peer feedback into their scripts.
4. Wrap up the lesson by having volunteers share out the feedback they received from their peers.

Days 19– Writing the Digital Story, Part I

Standards Addressed: 6

Essential Question: How do I write my digital story?

1. Pass out one iPad per student, or make sure to reserve a computer lab. Start the lesson by introducing the app [My Story](#). If your class has not worked with this app before, make sure to show this [four-minute tutorial](#). Connect your laptop to the smartboard so students can follow along on their iPads. As the video plays, make sure to pause the video and let the students replicate the following steps: adding themselves as authors, typing their names, adding a picture of themselves, and adding the title of their book. After each student has followed the steps, continue showing the video so students can become familiar with the app's capabilities. Feel free to silence the video's music and talk through it in Spanish.

**A NOTE FROM THE
TEACHER**

If you do not have access to iPads, reserve a computer lab or a laptop cart for the week. There are many digital storytelling websites available. Take the time to research the various websites and select the most age-appropriate and user-friendly site.

2. After the video, give students some time to play with the different tools, like paintbrushes, backgrounds, shapes, and page manager. Circulate the room to make sure that students are on task and to address any issues they may be having. The My Story app offers a variety of premade drawings and stickers, which you may decide to allow or not allow students to use, depending on how much you are emphasizing the art portion of the project.
3. Wrap up the lesson by having students sign out of the app. Have one table at a time return the iPads to the cart.

Days 20-23– Writing the Digital Story, Part II

Standards Addressed: 3, 4, 6, 7, 12, 13, 16

Essential Question: How do I write my digital story?

1. Hand back the storyboards to each student and then distribute iPads. Today students will begin creating the frames for their digital storybook. The goal is to complete two frames per day. Their digital story should have a minimum of eight frames and a maximum of eleven frames. In each frame, students should draw each scene and include a picture of themselves acting out the emotion referenced in the frame.
 - a. Day twenty-one: Students will work on frame numbers one and two.
 - b. Day twenty-two: Students will work on frame numbers three and four.
 - c. Day twenty-three: Students will work on frame numbers five and six.
 - d. Day twenty-four: Students will work on the cover of their story, title, and frame numbers seven and eight (and optional extra frames).
2. As the students develop their frames, make sure to circulate the room to provide feedback about the storyline and help students use the tools in the app. If possible, have the teaching

artist visit the class on some or all of the days so that he or she can provide the students with artistic feedback.

Days 24-26– Writing the Digital Story, Part III

Standards Addressed: 2, 5, 6, 11

Essential Question: How do I add narration to my digital storybook?

1. Adding the narration to the digital story will take two to three days to complete. This step requires a quiet environment, because the iPad will pick up all the background noises. This step also requires a lot of time and teacher feedback, especially if the students are telling the story in Spanish. For the narration, students should perform their story rather than simply read it. Make sure to connect the puppet show performances to the narration activity.
2. When students finish, help students upload their digital storybook on the class YouTube channel. To see examples produced by Drew Charter School students, please visit our [Digital Storybooks YouTube page](#).

A NOTE FROM THE TEACHER

Here are a few tips to ensure success for this week:

- *Recording takes time and practice. It will not happen in one day.*
- *It is ideal to have some adults or older students that can support you during this process. I suggest finding some parents that speak the foreign language to help your students through the narration. I usually start with my advanced students and rely on them to help students that struggle with inflection, pronunciation and intonation while reading their script.*
- *Some students will need more guidance than others. I usually start with my advanced students and rely on them to help students that struggle with inflection, pronunciation and intonation while reading their script.*

Days 27– Digital Storybook Presentations

Standards Addressed: 2, 6

Students will present their digital storybooks to the whole class.