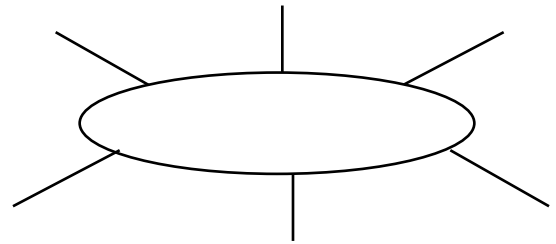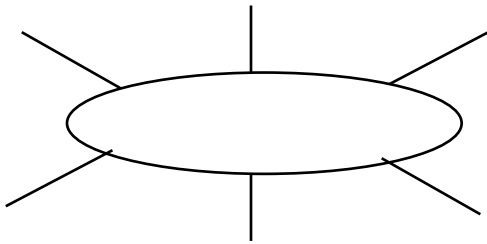# Creating Digital Stories
Gina Lappé and Kent Dwyer

Section 1: **Harvest vocabulary & BIG CHUNKS (most important words/concepts)**

Use assessments, crucial vocabulary, upcoming and unit plans, etc. for ideas.

Section 2: Brainstorm connections

We like word webs to generate some ideas. Look for creative connections with both

target and recycled vocabulary words.

Section 3: Story

In this section, **note where you are going to use specific vocabulary** examples in each section.

Somebody… (the characters in the story & what they are like)

The students can add as much or as little as you want to the background of

the character(s). Have some ideas in mind for the times when student

response is low.

Wanted… (the premise)

There's always a big goal for the character(s). Their attempts to reach their

goal will become the plot of your story.

But… (the problem)

Try to set the story up like a joke in which the main character attempts to

resolve the problem three times, with the final effort producing the

resolution (either success, failure, or something in between).

So… (the resolution & how everyone was doing at the end)

Source: Gina Lappé and Kent Dwyer, via Edutopia

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Section 4: Storyboard (Think transitions, timing of humor, hanging questions, predictions, etc.)

SOMEBODY	SOMEBODY **Details- use student input**	WANTED
BUT! **Introduce problem**	**Expand on problem**	**PARTNER RETELLS** **Usually 4-5 written lines** **Cloze activity by blacking out vocab.**
1ˢᵗ attempt to resolve		1 2 **4-block rebus retell** 3 4

2ⁿᵈ attempt to resolve		**PARTNER RETELLS**
		
		Options: Rebus retell
		
		    Written retell
		
		    Student-led retell

3rd attempt to resolve		**RESOLUTION**

** If you set up your story like a joke, you build in repetition and make it logistically easier for you to create the stories because you can duplicate the attempts to resolve the problem and just change so details like a background photo, another character, or some of the visual props you've included.

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Section 5: Park it! (Brainstorm series of questions you can use for each section of the story. This

allows to build repetitions of the vocabulary in context, formatively assess student comprehension,

and offer chances to co-create the narrative with learners.)

Use the HANDOUTS format and print your slides for a great layout to brainstorm your questions.

You can also use the NOTES feature to keep a digital copy of your questions.
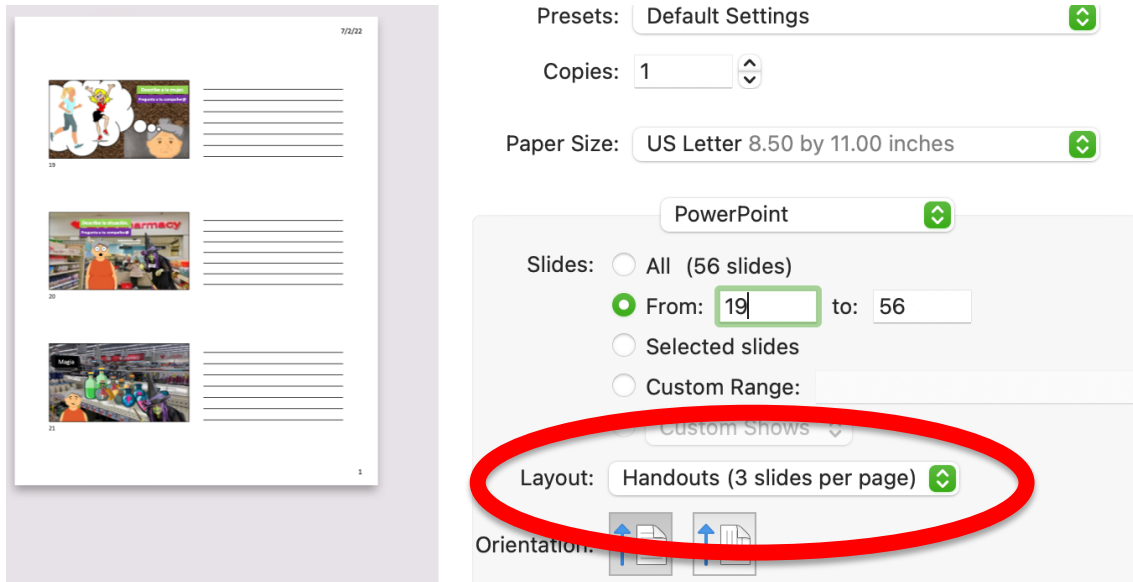
Parking TIPS
- Brainstorm a handful of low stakes questions to check for understanding
  - Yes/no
  - either/or
  - Wh- questions eliciting short utterances
    - repeats known info from story

- Brainstorm more creative and open-ended questions
  - Wh- questions
    - Longer responses
    - Students create part of the story
  - Text-to-self, text-to-life comparison questions
    - These allow students to begin to transfer conceptual understanding to real life examples

- Look for ways to get students to produce target vocabulary in answers
  - As the story progresses, student capacity to answer using content area vocab increases

Please use us as a resource and, in the words of Guy Kawasaki, "Don't worry, be crappy!"

Source: Gina Lappé and Kent Dwyer, via Edutopia