

Audio Storybook CD Lesson Plan For Teachers

Special Note:

The following lesson plan is designed for one class to produce one story for one Audio Storybook master. You can change the plan to accommodate more students or stories according to your needs.

Objective:

To write and record a creative writing story or musical selection, and compile the works into a audio storybook or musical CD". Students will also illustrate the cover of the CD. You may want to work in conjunction with other faculty such as your school's art teacher or language arts teacher to help in the creative process.

Materials:

Acrylic Paint, color pencil, or magic markers (Enough to have students illustrate the Cd cover)
8.5" X 11" Drawing or Illustration Paper (1 Sheet per story for the cover artwork)

Optional:

Computer to type story. Sean will provide musical software for music and sound effect creation.

Introduction:

1. Decide upon a specific theme or setting. For Example: Classic stories with a modern influence, Stories from the jungle, Family stories. If you are making a musical CD decide a theme for the CD and the instruments desired. It is best to set up a pre residency meeting or conference call to discuss the musical CD's content. Sean can be reached toll free at (877) 444 8253.

(The lesson plan that follows is to create one story approximately 2-4 minutes long when read aloud.)

2. Explain to students that they will be creating a story to be made into a audio storybook CD .

Create the Story Outline:

1. Begin Creative Writing process by explaining the following concepts. You may need to leave out parts or simplify the plan for younger classes.

a. Define story plot. (A sequence of events that give a story action.) A plot can be complex or simple.

b. Certain elements are necessary for a plot to develop.

c. Use these three sentences to establish critical elements. Write these sentences on the board.

1. Someone or thing somewhere has a problem.

2. He, she or it is removed from ordinary daily life and tries several times to overcome the problem.

3. After at least one or more unsuccessful attempts the problem is solved.

4. Someone or thing has changed as a result of the experience.

Establish a setting:

a. Ask students to think of a place. It can be any place: scary, favorite, fantasy or real. Write ideas down on the board. Vote to decide on one that will become the setting.

b. Ask students for words to describe the location of the setting. Write these down for use later. (Great for teaching Adjectives)

Establish a Hero:

a. Ask the students to look around the room as though they are playing “I spy.” Have them find as many objects with blue on them as they can find and write them down on the board. Repeat the process until you have gone through several more colors and have at least ten words.

b. If your class has studied syllables, ask them to break down the words on the board into syllables on their own paper. If they have not, be sure to break the words into syllables on the board as you write them. You will want a space between each syllable.

c. Ask students to combine any two syllables from words on the board to form a new word. It must sound good to them.

d. Go around the room asking students for their new words. Write several on the board and explain these are our character’s names. You can use these words to name far away fantasy places also. Have students decide on one main name as the hero’s name. You will want to use the democratic process and have the students vote on best name by a show of hands.

e. Ask the students: How old is our hero? Use democratic vote to set the hero’s age. What does he or she look like?

f. Is the hero male or female? Use democratic vote to set the hero’s gender. In some cases students may wish to use an object or animal. A name should still be assigned.

Define conflict (Continue to ask the class in the manner above)

a. Our Hero has a problem. What is his/her/it’s problem? Ask students for suggestions and write them on the board. Vote and decide on Hero’s main problem.

Create Trails:

a. How does our hero try to solve the problem? It is more interesting in story development to have several failed attempts at trying to resolve a problem. Write suggestions on the board and vote for two or more. What happens when our hero fails? Does the problem get worse or better?

b. How does our hero finally solve the problem? The final trail usually is the most dramatic and difficult. This will add tension to your plot development. Write suggestions on the board and vote on final conclusion.

a. How is our hero different? How has our hero changed? Write suggestions on the board and vote on final conclusion.

Now we have six distinct sections with definitive descriptions posted on the board as our outline:

Our Story Hero

Our Story Setting
Problem to Overcome
Trails and Tribulations
Final Success
Conclusion

Write The Story:

Now that we have a story outline, we can write the actual story

1. (Hero and Setting Description)

Ask students to write in clear concise sentences a description of our Hero including name and other adjectives and adverbs describing looks and behavior. Limit students to no more than 75 - 150 words per page or 1 -2 minutes speaking time . You can allow children to type on computer or hand write each story.

(Hero's problem Description)

2. Ask students to write in clear concise sentences a description of our Hero's problem using the description listed on the board. Allow students to freely add adjectives to add to the problem's description. Limit students to no more than 75 - 150 words per page or 1 -2 minutes speaking time .

(Trails and Tribulations)

3. Ask students to write in clear concise sentences a description of our Hero's trials and tribulations. Allow students to use no more than 7 pages of the storyboard. Limit students to no more than 75 - 150 words per page or 1 -2 minutes speaking time.

(Success and reward)

4. Ask students to write in clear concise sentences a description of our Hero's final trail and his success in overcoming the problem and how the hero is rewarded. Allow students to use no more than 2 pages of the storyboard. Limit students to no more than 75 - 150 words per page or 1 -2 minutes speaking time.

(Conclusion)

5. Ask students to write in clear concise sentences a description of the conclusion or final outcome. Allow students to use no more than 1 page of the storyboard. Limit students to no more than 75 - 150 words per page or 1 -2 minutes speaking time.

(Selecting the final story)

Possible variation in class room procedures

You may want to assign students to complete sections of the story rather than have all of the students create all sections. You can also break students up to into work groups to work on writing sections.

If you are running short on time divide students into two groups: Illustrators, and readers. Both tasks can be done simultaneously.

Special Note: The above plan is a skeleton for story creation. You can guide your students to vary the plot greatly by interjecting variables any of the parts. You can add characters who can function as helpers or adversaries to our hero's struggle. You can change settings several times. The

variations are endless.

Illustrate The CD cover:

1. Select the story to be recorded.
2. Determine the main image that reflects story concept. For example: The cover illustration could be of our hero or setting.
3. Have students illustrate the cover with bright colors using acrylic Paint, color pencil, or magic markers on sheets of paper no larger than 11" X 17".
4. Vote on the final illustration for the completed audio CD

Media Formats:

The Cover Illustrations

The cover illustrations must be painted with Acrylic paint on paper no smaller than 8 1/2" x 11" and no larger than 11" X 17". Each illustration should have your story's title, school's name, teacher's name, and contact address and phone number clearly written on the back.

Text

Your stories can be typed on a word processor and saved as an ascii text document to 3 1/2' inch floppy disk, emailed to (sean@storymaker.com) or hand written. Both Macintosh and Windows file formats are accepted. Your story text should be faxed to Mr. Driscoll at 912 353 7912 three to 5 days before he arrives at your school.

All of the above media requirements must be met to begin work on your CD with the exception of the class photo prior to the arrival of Mr. Driscoll for residency week. If any of the above is not complete your CD may be delayed. Please call (912) 353 8381 if you have any questions.

VERY IMPORTANT SPECIAL NOTES:

Please be sure to limit your story to 3-5 minutes (800 - 1500 words) when read aloud. Longer stories tend to lose listeners attention.

Please make sure that all stories are not written in first person narrative using "I" throughout. We will want to use more than one narrator to allow as many students to participate as possible.

Twelve paper copies of each story in it's finished and polished state should be provided to Sean on the first day of the residency.

Each student must come to all sessions with pencil and paper.

This residency works best if students are preselected to read assigned parts. Please choose seven to ten students to take part in the storytelling portion of the recording. The closer each student is to memorizing their parts the more I can work on polishing storytelling techniques. It will also make your CD as good as it possibly can. The students who are not acting as storytellers will work on sound effects and music when I arrive. NO ONE WILL BE LEFT OUT!

Sean's Five Day Audio CD Residency Schedule

Objective:

To create one master Audio CD with sound effects and music featuring original stories by participating students. Number of students can vary. Smaller classes are preferred but up to one hundred and twenty five students from 4 classes can participate. Each class will create a story.

Procedure:

Teachers will be provided with a lesson plan and guide for story creation six weeks prior to residency. Stories are to be created before Mr. Driscoll arrives. Students are introduced to the science of acoustics, computer editing techniques, sound effects creation, basic music composition. The following schedule details the goals and procedures of each day during the five day residency.

Monday -

Introduce basic vocal storytelling techniques
Audition and select readers, Foley artist and musicians
Rehearse Readers

Tuesday -

Compose 15 To 30 Second Introductory Music Clip
Rehearse reading of stories with sound effects in preparation of recording session
Introduce basic concepts of rhythm, melody, and harmony
Determine style appropriate for story
Select a prerecorded rhythm track in appropriate style
Have students create rhythmic motif based on title and style of story
Create melodic motif
Set to Rhythmic pattern
Add Harmony

Wednesday -Select And Edit Sound Effects

Rehearse reading of stories with sound effects in preparation of recording session
Finish any music composition necessary
Choose sound effects appropriate to story
Record and edit

Thursday - Recording Session

Record students reading stories

Friday - Finish Recording Session

Introduce basic concepts about the science of sound and recording techniques

Mr. Driscoll may move goals to others days depending on time necessary to complete each phase of the project. One copy of the master CD is provided to the lead teacher. Extra copies are \$15.00 per CD. Orders will be taken for extra copies on the final two days of the residency. Cover Art work must be done independently during student's art class prior to the conclusion of the residency.

Sean's Three Day Audio CD Residency Schedule

Objective:

To create one master Audio CD with sound effects and music featuring original stories by participating students. Number of students can vary. Smaller classes are preferred but up to one hundred and twenty five students from 4 classes can participate. Each class will create a story.

Procedure:

Teachers will be provided with a lesson plan and guide for story creation six weeks prior to residency. Stories are to be created before Mr. Driscoll arrives. Students are introduced to the science of acoustics, computer editing techniques, sound effects creation, basic music composition. The following schedule details the goals and procedures of each day during the five day residency.

Monday -

Rehearse Readers and SFX Performers

Audition and select readers, Foley artist and musicians

Introduce basic vocal storytelling techniques

Rehearse reading of stories with sound effects in preparation of recording session

Tuesday -

Record Students telling story

Select and reshease Sound Effects

Wednesday -Select And Record Sound Effects and any music necessary to finish CD.

Mr. Driscoll may move goals to others days depending on time necessary to complete each phase of the project. One copy of the master CD is provided to the lead teacher. Extra copies are \$15.00 per CD. Orders will be taken for extra copies on the final two days of the residency. Cover Art work must be done independently during student's art class prior to the conclusion of the residency.