

Teaching Artist: Lindsay Barrett George		Project: Visual Storytelling in a Box	
Grade Level: 3rd, 4th, 5 th		Core content: Math / ELA (Circle one)	
<p>Summary of the Lesson: Students will create a wordless 4-panelled story/narrative in an accordion book format. Students will demonstrate how pictures (and optional onomatopoeia words) work together to tell a story. The accordion book and box will be created from 2 recycled cardboard boxes.</p>			
<p>Vocabulary</p> <p>Sequence Story structure – setting, character, plot Illustration Accordion Book Onomatopoeia</p>		<p>Materials:</p> <p>2 recycled cardboard boxes (one of the boxes should be approximately ½ the size of the other) Pencil Markers or colored pencils Black marker Glue stick 2 sheets of any kind of paper/notebook Eraser Scissors</p>	

ARTS LESSON STRUCTURE: **A**ttention, **R**evue, **T**each, and **S**upport

ATTENTION: How will you prepare the students for the lesson?

Present an example of a wordless story, illustrated on a 4-panelled cardboard accordion book, housed inside a recycled cardboard box/cover.

Demonstrate:

1. Students will sketch out their story ideas in a notebook or paper.
2. Students will create an accordion book out of cardboard.
3. Students will transfer images from 4-box sketches into accordion book.
4. Students will make their book's box/cover.

REVIEW: What will you review? What is the academic vocabulary for the lesson?

Students will learn about the origins of the book in a short keynote presentation, and the emergence of the 'accordion book'.

Review vocabulary words with explanatory images:

- Sequence
- Story structure – setting, character, plot
- Illustration
- Accordion Book
- Onomatopoeia

TEACH: What will you do to teach the content?

Presentation of 4-panelled Japanese strips – great examples!

Creating and sketching out the story:

1. Students draw 4 boxes on paper or notebook and number the boxes from 1 to 4.
2. Students need to think of a main character for their story.
Students draw this character in box #1 and include the setting, or background.
Students need to think about what will happen to their main character. Is there another character in the story?
Remember – something must happen to the main character to make it a story - the main character must change in some way to make it a story.
Think - draw - think and draw.
3. When students are happy with their 4-box story sketches/story, put them aside.

The Making of the Cardboard Accordion Book & Transferring Sketches into the Book:

The Cardboard Accordion Book:

Flatten the larger cardboard box and cut it up. Use both 'sides' of the larger cardboard box as the 'pages' or panels of the book. Fold both 'sides' into thirds – creating 6 cardboard 'pages' or panels.

Use a glue stick to glue together the last panel (from one of the cardboard 'sides') onto the first panel of the other cardboard 'side'.

The 2 glued panels will now create 5 folded 'pages', or panels.

This is important: Make sure the accordion book fits into the second smaller recycled box – that the height of the accordion book is smaller than the height of the smaller box.
If the accordion book doesn't fit, then cut it down to fit into the smaller cardboard box.

Transferring sketches onto the cardboard book:

The first 'page' (panel) of the cardboard accordion book is the book's **title page**.

Students write their story's title as well as their name on page 1.

Students re-draw (transfer) the 4 sketches from their 4-box story onto the 4 remaining cardboard 'pages' or panels in pencil.

Students trace over the pencil lines in black marker (or a darker pencil line), and then in color - if desired.

Making the Book's Box/Cover:

Take the smaller empty cardboard box and make sure it 'closes'.

If it does not close, tape or glue the top of the box closed, cut out one of the 'sides' of the box and cut openings on the front and back of the box to facilitate pulling the book out of the box.

If the students choose to – they can decorate their book's box by drawing on it, painting it, or gluing shapes/sequins/ other embellishments on it. Get creative. Make it a unique book cover.

Support: What will you assign the students to complete and how will you support their learning?

BRAVO!

The students have made a Book!

They've illustrated a story in a 4-panelled accordion-book format and encased it in a box/cover.

Questions:

Students can ask themselves:

What is the main character *like*? And - *how* and *what* is the main character feeling in the story?

Can you think of another story with the same main character?

Looking at pictures that tell a story **creates** a story in the minds of the viewer.

Did you accomplish this?

Is your story clear to your audience from looking at your drawings, or illustrations?

Extension Activities:

Try making a longer accordion book with folded **paper** – you can add as many pages as you want or need – have fun writing **and** illustrating your story.

Try making an accordion book that works as a **vertical book**, and not as a book turning in the conventional direction - from left to right - but from top to bottom.

Try making an accordion book out of **unconventional materials** - not paper or cardboard - but foil, plastic, bubble-wrap, thin bark, leaves, any material that can be folded. Get inventive!

Share your story and - hopefully - write more stories.

And make more books. And more beautiful boxes.

Think about your characters – what other stories can they 'live' in – and keep writing and illustrating books!