



Week 1: Exploring Storytelling Through Visual Art

Kindergarten

Objective: This week, students will begin to understand how stories can be told using pictures and visual sequences. They will learn about storyboards and use drawing materials to illustrate scenes from familiar stories or nursery rhymes. Through these activities, students will start organizing their thoughts into beginning, middle, and end story structures using visual art.

Instructions:

Creating Storyboards:

- **Introduction:**
 - Begin with a group discussion: "What is a story?" Prompt students to think about their favorite stories and what happens first, next, and last.
 - Introduce the concept of a **storyboard** as a way to plan and show what happens in a story using pictures.
 - Show a simple example of a three-panel storyboard (can be teacher-made) illustrating a short story or a simple sequence (e.g., brushing teeth or going to school).
- **Demonstration:**
 - Draw three boxes on the board or a large poster labeled "Beginning," "Middle," and "End."
 - Think aloud while drawing a very simple story (e.g., "The apple fell from the tree" — 1: Tree with apple, 2: Apple falling, 3: Apple on the ground).
- **Guided Practice:**
 - Hand out storyboard templates (or plain paper divided into three sections).
 - Encourage students to plan a story — either a personal experience (e.g., a trip to the park) or a made-up story.
 - Ask guiding questions: What happened first? What happened next? How did it end?
- **Independent Work:**
 - Students draw their own storyboards using crayons, markers, or colored pencils.
 - Circulate and prompt students to describe what they're drawing to ensure they are thinking about sequencing.
- **Sharing:**
 - Invite volunteers to share their storyboards with the class.
 - Emphasize the beginning-middle-end structure in each story.

Illustrating Favorite Stories or Nursery Rhymes:

- **Introduction:**
 - Ask students to name some of their favorite stories or nursery rhymes.

- Read or recite one or two short rhymes as a group (e.g., “Humpty Dumpty” or “The Itsy Bitsy Spider”).
- **Discussion:**
 - Ask: What are the important parts of the story or rhyme? What do the characters look like? What happens?
 - Show an example of an illustration from a storybook and discuss how the picture helps us understand the story.
- **Guided Practice:**
 - Model drawing a key scene from a nursery rhyme, like Humpty Dumpty sitting on the wall.
 - Talk through choices: facial expression, setting, colors, etc.
- **Independent Work:**
 - Students choose a familiar story or rhyme they enjoy.
 - They draw a key moment or favorite scene using crayons, markers, or colored pencils.
 - Encourage them to think about the emotion or action in the scene.
- **Sharing:**
 - Students share their illustrations in pairs or small groups.
 - Encourage students to talk about why they chose that scene and how they showed it in their drawing.

Notes for Teachers:

Materials Needed:

- Storyboard templates (or plain paper with three boxes)
- White drawing paper
- Pencils
- Erasers
- Crayons
- Markers
- Colored pencils
- Poster board or large paper for teacher demonstrations
- Examples of storyboards (teacher-made or printed)
- Favorite storybooks or printed nursery rhymes
- Chart paper or whiteboard for group brainstorming and modeling

Preparation:

- Before starting the week’s activities, take time to gather and organize all the materials needed for both lessons. Prepare enough storyboard templates or divide plain paper into three sections for each child, labeled “Beginning,” “Middle,” and “End.” Have a variety of drawing supplies—such as crayons, markers, and colored pencils—readily available in baskets or trays for easy access. Display example storyboards and illustrations on a

bulletin board or easel to provide visual references for students as they begin their own work.

- Familiarize yourself with a few simple stories or nursery rhymes that will resonate with young children. Choose rhymes that include clear story elements (e.g., conflict, resolution, action) to make it easier for students to identify beginning, middle, and end. Consider printing or displaying the text and pictures of these stories where children can easily refer to them. Prepare a short mini-lesson or read-aloud to introduce the concept of story structure before students begin drawing.
- Finally, create a welcoming, flexible workspace that encourages creativity and discussion. Allow space for students to move around, collaborate, and share their work. Establish clear expectations for listening, sharing, and respecting others' artwork. Prepare some sentence starters or guiding questions ("What happens next?" "How does the story end?") to help children who may struggle with sequencing or expression. Keep the atmosphere fun and exploratory to support the creative process.

Tips:

- **Encourage Story Talk at Home:** Talk with your child about the stories or rhymes they are working on in class. Ask questions like, "What happens at the beginning of the story?" or "How does the character feel?" This helps reinforce the idea of story structure outside the classroom.
- **Provide a Drawing Space:** Set up a small area at home with paper, crayons, and markers where your child can continue illustrating their favorite stories. Giving them freedom to draw what they imagine helps develop creativity and storytelling confidence.
- **Celebrate All Efforts:** Focus on effort and imagination over artistic skill. Praise your child for how they tell the story through pictures, and ask them to explain their drawings to you. This strengthens their ability to describe, reflect, and build language skills through visual expression.

Worksheet 1: My Storyboard – Beginning, Middle, End

Objective: Help students practice organizing a story visually in sequence.

Instructions for Student: Think of a short story you know or a fun thing that happened to you. What happened at the beginning? What happened in the middle? How did it end? Draw a picture in each box to show the order of events.

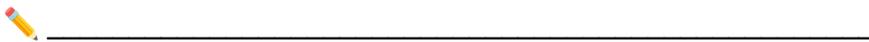
Beginning 



Middle 



End 



Worksheet 2: Draw a Scene from a Nursery Rhyme

Objective: Encourage students to visualize and express key moments from familiar rhymes.

Instructions for Student: Choose a nursery rhyme you like (like "Jack and Jill" or "Humpty Dumpty"). Draw your favorite part in the big box. Then, answer the questions below.

 **Draw your scene here:**

 **What rhyme did you choose?**

 **What is happening in your picture?**

 **How do the characters feel?**

Worksheet 3: Character Emotions and Actions

Objective: Help students focus on how characters act and feel during a story.

Instructions for Student: Think about a character from a story or rhyme. What do they do? How do they feel? Draw their picture in the box, then complete the sentences.

 **Draw Your Character:**

 **My character is:**

 **They are doing:**

 **They feel:**
