**Create Your Own Book Trailer!**

For your independent reading project, you will be creating a Book Trailer through which you grab your audience’s attention & “sell” your book so they will want to read it. This involves several steps:

1. View a variety of book trailers from the following sites to see examples of trailers & to gather some ideas:

* [**Miss Peregrine’s Home for Peculiar Children**](https://www.youtube.com/watch?v=XWrNyVhSJUU)(Ransom Riggs)
* [**Nineteen Minutes**](http://www.youtube.com/watch?v=4bVZQvy0vN8) (Jody Picoult)
* [**Monster Blood Tattoo**](http://www.youtube.com/watch?v=YEwCK_DJZXI) (D.A. Cornish)

Other sites with examples & tips to help you!

* + [**Printz Previews**](http://printzpreviews.blogspot.com.au/)  is a collection of book trailers for many of the [Printz Award](http://www.ala.org/yalsa/printz) winners and Honor Books going back to 2000, created by students at the School of Library and Information Studies at Texas Women’s University.
  + [**Naomi Bates’ Livebinder Book Trailer Resources**](http://www.livebinders.com/play/play_or_edit?id=13228%20) offers information about creating good book trailers & where you can find resources.
  + [**Book Trailers for Readers**](http://www.booktrailersforreaders.com/home) spotlights great books for kids and teens & includes New Releases, Popcorn Worthy, Student-made Blockbusters, & Indies.

1. Analyze your book: What was good, unique, interesting, mysterious, etc.? Do certain characters, themes, conflicts, etc. stand out?
2. Write a first draft: What are your impressions & feelings? What are some important points? What is the mood & setting? Who are the main characters & what is the main conflict? Remember, you do not want to tell the story because you want others to read the book.
3. Create a simple storyboard that maps out your trailer using the site: [**Storyboard That**](http://www.storyboardthat.com/)
4. Plan effects such as transitions, sound, music, coloring, etc. Include:

* still or moving images,
* special effects,
* recorded soundtrack,
* voiceovers and/or music, print text, &
* cutting/editing techniques

1. Use any tool you want to create a “video”:

[**NCSU’s METRC site**](http://ncsucedmetrc.weebly.com/book-talks.html) includes many tips & tools for producing book trailers. Or, try PowerPoint with Voice, Prezi, iMovie, Photo Story, Animoto, Powtoon, Camstudio, Microsoft Movie Maker, Muvee Cloud, ImagetoVideo, PicLits, or Thinglink, to name a few.

1. Find images & music/sounds that you may use for free without breaking copyright rules. Examples:  
   ***Free Images***

[**CompFight**](http://www.compfight.com/)– pictures for many subjects

[**Creative Commons List**](http://search.creativecommons.org/)– free media   
[**Clipart ETC**](http://etc.usf.edu/clipart/index.htm)- quality educational clip art  
[**Discovery Education**](http://school.discoveryeducation.com/clipart/) - clip art  
[**Freefoto.com**](http://www.freefoto.com/index.jsp) the largest collection of free photos on the internet.  
[**Humanline**](http://www.humanline.com/) - images for history, art, & science, free for education  
[**Library of Congress**](http://www.loc.gov/index.html) - American Memory Collection, prints, photographs, historic newspapers, sound recordings, film, manuscripts, & more  
[**Life Photo Archive**](http://www.life.com/) - photos & etchings by LIFE from the 1750s  
[**Microsoft Office Images**](http://office.microsoft.com/en-us/images/business-CM079001906.aspx) - clip art, photos, & animations  
[**National Archives' Digital Vaults**](http://www.digitalvaults.org/) - photos & more  
[**Pics4Learning**](http://www.pics4learning.com/) - pictures & clip art for educational activities  
[**Pixabay**](http://pixabay.com/) - stunning public domain images.  
[**Teacher Files**](http://www.teacherfiles.com/) – clip art  
[**Wikimedia Commons**](http://commons.wikimedia.org/wiki/Main_Page)– database of free images, sounds, & videos

***Free Music/Sound***

[**Audacity**](http://audacity.sourceforge.net/) - Use to record & edit voices & sounds. [**ccMixter**](http://ccmixter.org/)Download, sample, cut-up, share. [**FindSounds**](http://www.findsounds.com/types.html) Search the web for sound effects.  
[**Free Music Archive**](http://freemusicarchive.org/)Use this interactive library of high-quality, legal audio downloads directed by WFMU, the most renowned free-form radio station in America. Browse by Curator or Genre.  
[**Freeplay Music**](http://freeplaymusic.com/)Select from over 1,500 titles of free music for education. Browse by Artist, Composer, Publisher, Feeling, Instruments, Style, Tempo, & more.  
[**Freesound**](https://www.freesound.org/)Find free sounds. [**Google's Chrome's Oweb**](https://chrome.google.com/webstore/detail/oweb-voice-input/lffebcpgjecadnkcmdcgklbnphfdjbck?hl=en#detail/oweb-voice-input/lffebcpgjecadnkcmdcgklbnphfdjbck?hl=en) Add your voice to sites using this app from the Google Chrome store.  
[**Jamendo**](http://jamendo.com/)Stream, download, & share completely free music.  
[**Internet Archive**](https://archive.org/index.php) Search this digital library offering free universal access to books, movies, & music, as well as 430 billion archived web pages. [**Musopen**](https://musopen.org/) - Download free music from 150+ classical composers.   
[**Podomatic**](http://www.podomatic.com/login) - Create & publish podcasts or make a minicast, a slideshow with your photos & audio.  
[**Record MP3**](http://www.recordmp3.org/) Record & share audio by creating an mp3 to link & save.  
[**SoundBible**](http://soundbible.com/)Find thousands of free sound effects.  
[**Sound Gator**](http://www.soundgator.com/)Select from thousands of free sound effects.[**Switchr**](http://switchr.net/) Convert audio files to other formats. [**Yodio**](http://www.yodio.com/)  Add voice to your photos & images.

**Points to Remember:**

* Have a hook for the audience to get people interested/excited about the book & to grab their attention with the first frame.
* Don't use too much text.
* Set the mood and convey the "feeling" of the book.
* Don’t make it too long or too short, but enough to give a quick "taste" of the book.
* Be mysterious.
* Look at the concept behind the story, & don't focus on the details of the book.
* Music and sound is essential.

**Assessment Rubric**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **High Performance (10)** | **At or Above Average (7)** | **At or below Average (4)** | **Low performance (1)** |
| **Presentation (Persuasion)** | The trailer flows very smoothly & captivates the attention of the audience. It compels the viewer to read the book. | The trailer flows smoothly & holds the attention of the audience. The viewer is left interested in the book. | The trailer flows reasonably, but there are some transitions that need improvement in order for the viewer to be persuaded to read the book. | The scenes from the trailer are choppy, & the transitions seem abrupt. The viewer may be left confused & not inclined to read the book |
| **Content (Storyline or plot)** | Key scenes or themes from the book have been creatively presented. These make the content of the book clear to the viewer. | There is one key scene or theme from the book represented in the trailer. This makes the viewer generally aware of the content of the book. | An attempt has been made to depict some aspect of the book; however, content of the book has not been made clear to the viewer. | There is no scene in the trailer that suggests that the student has read the book. The viewer also has no idea of what the book is about. |
| **Images** | Images create a distinct atmosphere or tone that matches the different parts of the story. | The images create an atmosphere or tone that match some parts of the story. | An attempt was made to use images that create an atmosphere or tone, but it needed more work. The choice of images is logical. | Little or no attempt has been taken to use images to create an appropriate atmosphere or tone. |
| **Voice (Soundtrack)** | The voice track is clean & fully understandable. The pace fits the storyline. The viewer is always engaged. | The voice track is occasionally too fast/slow for the storyline. The pacing is relatively engaging for the viewer. | Tries to use pacing and rhythm, but it is often noticeable that it does not fit the storyline. The viewer is not engaged consistently. | No attempt to match the pace of the storytelling to the storyline. The viewer was not engaged. |
| **Audio (Soundtrack)** | The music stirs an emotional response that matches the storyline. | The music stirs and emotional response that somewhat matches the storyline. | The music is adequate & does not distract, but not much was added to the story either. | The music is distracting, inappropriate, or not used. |
| **Video Editing** | Editing demonstrates a full working knowledge of the software. Many effects were incorporated and used effectively. | Editing demonstrates a good working knowledge of the software. Some effects were incorporated and used effectively. | Editing demonstrates a fair knowledge of the software. Limited special effects were incorporated into the video. | Editing shows a lack of understanding of the software. No special effects were used in the making of the video. |
| **Reflection (Awareness of Audience)** | Strong awareness of the audience in the design. Can clearly explain why they chose the vocabulary, audio, & graphics to fit the target audience. | An awareness of the audience in the design. Can explain why they chose the vocabulary, audio, & graphics to fit the target audience. | Some awareness of audience in the design. Some difficulty in explaining the choice of vocabulary, audio, & graphics for the target audience. | Limited awareness of the needs & interests of the target audience. |
| **Presentation (Interest level)** | A very exciting presentation. It grabbed the attention of the viewer with suspense, humor, or intrigue from the beginning. | A good presentation that used suspense, humor, or intrigue well & caught the attention of the viewer from the beginning. | A passable presentation. Some suspense, humor, or intrigue, but no real “hook” present at the start. | Flat presentation. Little or no suspense, humor, or intrigue to capture the attention of the viewer. |
| **Presentation (Length)** | The presentation was the right length to keep/get the viewer involved. | The presentation was the right length to keep/get the viewer involved. | The length of the presentation was too long/short to keep/get attention of the viewer | The length of the presentation was too long/short to keep/get attention of the viewer. |