

Lesson Plan: Storytelling

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Story Telling</i></p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Story Telling</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ The pictures on this card tell a story. Can you tell what it is? ○ What happened 1st, 2nd, 3rd, and 4th? ○ Do you have story like this in your culture? ○ Did you tell your children stories when they were young? ○ What types of stories? Real? Made-up? ○ Do you remember your parents telling you stories? ○ Is story telling important in your culture? Why or not? ○ Are stories for entertainment or teaching? ○ Can you remember some stories from your childhood? ○ Do your grandchildren like to listen to stories, or would they prefer to watch TV or play games?
<p>Activity: Find 10 Differences Time: 15 minutes Focus points: Review of animal names, stating differences in sentences Materials: Card Set: Find 10 Differences, a few objects to demonstrate <i>same</i> and <i>different</i></p>	<ul style="list-style-type: none"> • Teach <i>same</i> and <i>different</i> by drawing simple illustrations on the white board. • Write the following sentences on the whiteboard. Hold up two objects. Have students say, <i>They are the same</i> or <i>They are different</i>. • Do this with sets of objects until students are confident with these words. • Pass out ‘Find 10 Differences’ cards. One card for every 2-3 students works well. It is easiest if all groups have the same card. • Review the vocabulary they will need by having them point to different animals and object on the cards. • Explain that they are going to find 10 differences in the pictures. Beginning as a whole group, have students point out the differences they notice. • After they have shared two or three, give them some time to work with their partners to find the rest. • As a whole group, have students say the differences they found. Write these on the board and practice reading them. • If time, do the same with another picture card.
<p>Activity: Let Me Tell You a Story Time: 20 minutes Focus points: Retell a story, vocabulary – first, next, last Materials: White board</p>	<ul style="list-style-type: none"> • Ahead of time, think of an event that happened to you. It shouldn’t be too complicated – something like the time you got into a minor car accident, or your dog did something funny, etc. • Draw a grid with 6 spaces on the white board. • Tell your story, drawing one simple picture in each space in the grid. You can include 1-2 key vocabulary words, but do not write out the story. • Tell the story several times, pointing at the pictures on the grid as you go, using <i>first</i>, <i>next</i>, and <i>last</i>. • Now have the students tell the story back to you, using the pictures as prompts. Encourage them to use <i>first</i>, <i>next</i>, and <i>last</i>. • After practicing as group, have students tell the story to a partner.

<p>Activity: The Tortoise and the Hare (The Turtle & the Rabbit) Time: 20 minutes Focus points: Sequencing Materials: Card Set: The Tortoise and the Hare, internet link</p>	<ul style="list-style-type: none"> • Show video The Tortoise and the Hare. I like this original Disney version, but you might find a read-aloud or version you like better. • https://www.youtube.com/watch?v=2DrKmpuKhKE • Pass out Card Set: Tortoise and the Hare. Give one set to every 2-3 students. • Have students put the story in order. • Tell students that many stories start with <i>Once upon a time</i> and finish with <i>The End</i>. Write these on the white board. Model how they can use these as they tell the stories. • Have students practice telling the story in their groups, again using <i>first</i>, <i>next</i>, and <i>last</i>. • Teachers monitor each group, helping with language where needed.
<p>Activity: Readers's Theatre: The Little Red Hen* Time: 30 -40 minutes Focus points: Reading a story, following text, repetitive language, comprehension Materials: A highlighted script for each role in the story (The Little Red Hen has 10 parts as written), internet link to story, a copy of the book, or pictures of seeds, wheat, flour, and a cake (not provided)</p>	<ul style="list-style-type: none"> • The story <u>The Little Red Hen</u> has 10 speaking parts. Four of these parts have very limited reading/speaking, while others have slightly more, making this an excellent story for diverse levels. More students can be added by having two students be each animal, or two for each Reader part that take turns. Before you begin highlight each part on the script. • Tell the story using a copy of the book, or just use photos of the key vocabulary. • Demonstrate how the script works. Each part should be highlighted so students can easily find their lines. • Teach vocabulary that appears often in the story. Make sure all students know the animal names, <i>Who will help me?</i>, and <i>I will do it myself</i>. • Read through the story. Non-readers might need help keeping their place, but will soon get the hang of their lines as they are repetitive (<i>Not me, I will</i>). • After you have read through it one time, do it again. Encourage students to use expression and actions where appropriate. • If you have time, do it again as a performance. • Watch this version of the story: https://www.youtube.com/watch?v=STIEr6WgV4
<p>Activity: Tell Me a Story* Time: 20 minutes Focus Points: Cultural sharing Materials: Large pieces of paper, audio recorder</p>	<ul style="list-style-type: none"> • In language groups, have students brainstorm stories they remember from their childhood or that they told to their children. See if they can find a story that all members of their group are familiar with. *If you have interpreters available, this activity would benefit from their assistance. • If they are able, have them write the story in either English or their first language. If not, have them tell the story into an audio recording device that can be translated later. • Have the students draw pictures to go with the story, or find pictures on the internet that help to illustrate the story. *If you are making cultural preservation books, save these stories for inclusion. Try to have them translated into English and the students' L1.
<p>Wrap-up: Find 10 Differences Time: 10 minutes Materials: Card Set: Find 10 Differences</p>	<ul style="list-style-type: none"> • Play another round of this activity.

Extension Activities	<ul style="list-style-type: none">• Attend a short play or other theatrical performance.• Take a tour of a public library.
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