

## LESSON PLAN AND TEACHER'S NOTES

### **Warm-up/Review: (Teacher facilitates an activity that enables learners to use previously taught language.)**

Teacher elicits from students information about children's books recently read in class. Teacher asks follow-up comprehension questions about each story: What was the title? Who was the author? Who was in the story? What happened? When did the story take place? Where did it take place? Who read the story (teacher? student? guest speaker/storyteller?)?

Teacher should record this information in a mind-map or web on the board or overhead projector.

### **Introduction to the lesson: (Teacher focuses learners' attention on the lesson, establishes the Lesson objective, and relates the lesson to the learners' lives and previous learning.)**

Teacher introduces the lesson objective by referring back to the needs assessment which indicated students wanted to participate more actively in literacy activities with their children.

Teacher reminds students about the story or book they selected. (In our case, students wrote their own version of "Mama, Do You Love Me? By Barbara Joose)

### **Presentation: (Teacher introduces new information, checks comprehension, and models what learners need to do with the language during the practice stage.) and Practice Activities: (Teacher provides practice of the new language, information, and material.):**

See table below for multiple presentation and practice activities.

Activity	Presentation	Practice	Comments/Notes
#1 A Storyteller's Vocabulary List <a href="http://www.storyarts.org/classroom/retelling/getstarted.html">www.storyarts.org/classroom/retelling/getstarted.html</a>	Teacher presents A Storyteller's Vocabulary, elicits definitions from students, discusses and relates them back to stories from the warm-up activity. Model each word from the vocabulary list using one of the stories.	#1A—Pair matching activity. Students work in pairs to match the vocabulary word with the correct definition.  #1B—Individual Writing/Pair sharing. Students complete Handout #1-A Storyteller's Vocabulary for the story they selected for today's lesson. Students share in pairs the information they recorded, using the new vocabulary words to describe their story.	#1A-Prepare multiple sets for matching before class.  #1B-If students did not select a text for storytelling before today's lesson, students may also complete this handout for the new text or story.
#2 Storytelling Skills Rubric <a href="http://www.storyarts.org/classroom/usestories/storyrubric.html">www.storyarts.org/classroom/usestories/storyrubric.html</a>	Teacher elicits from students experiences they've had telling stories to their children. Teacher reads a story, demonstrating Effective Storytelling Performance Skills. Teachers asks students: Did you like the story? Why? What made it	Pair Information Gap: Students work in pairs to complete information gap handout.  Whole group discussion: Teachers wraps up this activity by asking for examples of each item, either from personal	

	<p>interesting/funny/frightening/etc ? In the discussion, teacher may want to demonstrate <i>ineffective</i> traits to show how it may not have been so exciting/interesting/etc., e.g. teacher may read too slowly or too quickly; may not use non-verbal cues, etc.</p> <p>As students respond to these debriefing questions, teacher introduces and discusses vocabulary on “Effective Storytelling Performance Skills”, again demonstrating the importance of understanding these terms for effective storytelling.</p>	<p>experience or based on the story read by teacher.</p>	
<p>#3 Storytellers on Tour (in the classroom)</p> <p><a href="http://www.storyarts.org/lessonplans/lessonideas/index.html">www.storyarts.org/lessonplans/lessonideas/index.html</a></p>	<p>Teacher tells student that now they will practice telling stories integrating effective storytelling techniques and traits.</p> <p>Review Listener Feedback Form with whole class. Pass out one copy to each student.</p>	<p>#3A- Rotating Pair/Small Group Storytelling Activity. For this activity, students first work in pairs to tell their story. One student tells the story while their partner listens and completes the Listener Feedback Form. They switch roles. Then, they give each other the feedback form and briefly discuss it, including ways to improve their storytelling technique.</p> <p>When all pairs have finished, one partner from each pair moves so that new pairs have formed. They repeat the storytelling and feedback activity above.</p>	<p>Rotate pairs at least three times for multiple practice opportunities. Teacher should rotate to make sure students incorporate feedback from their peers.</p> <p>Gradually move from a pair activity to a small group, i.e. team up 2 pairs, so that the audience increases from 1-3. Then, team up 2 small groups so the audience increases to 7.</p>

**Application: (Teacher facilitates activities that enables learners to apply language and information in a new situation and to their own lives.)**

On the last day of class at our End of Cycle Party, parents and children are together. Each student/parent is given time to tell their story while others listen.

**Evaluation Activity: (Teacher assesses individual achievement of the lesson objective.)**

Teacher assesses students speaking and listening while circulating during practice activities. Feedback from the audience at the End of Cycle Party will also indicate the extent to which students achieved the goal of developing effective storytelling skills.

**Reflection Activity:** (Teacher facilitates an activity that gives students the opportunity to self-assess their performance and reflect on what they have learned).

Teacher asks reflective questions and whole group responds:

- 1) Did you like this lesson? (yes/no) Why/Why not?
- 2) How did you feel when you were telling the story?
- 3) How can you use this at home with your own children?

**Extension Activities for the Classroom and Beyond:** (Teacher provides an opportunity for students to extend their learning.)

Teacher provides student with another story and encourages them to practice at home and then tell their children.

[www.storyarts.org/library/nutshell/stories/lion.html](http://www.storyarts.org/library/nutshell/stories/lion.html)