

## Lesson Plan Template

<b>Teacher Candidate:</b> Jenna Abbey		<b>Date:</b> 09/24/24	<b>Title:</b> Introduction to storytelling
<b>Grade:</b> 2	<b>Subject:</b> ELA	<b>Unit:</b> 6	<b>Lesson #:</b> 3
<b>Core Competency:</b> Communication		<b>Profile:</b> Teach students about structure and elements of story through the use of the book "Ralph Tells a Story".	
<b>Big Idea:</b> -Everyone has a unique story to share -Through listening and speaking, we connect with others and share our world.		<b>Content:</b> Storytelling	
<b>Essential Question:</b> Can student's recognize the core structure and elements of a story?			
<b>Curricular Competencies:</b> -Recognize the structure and elements of story. -Exchange ideas and perspectives to build shared understanding.			
<b>Indigenous Perspectives and FPPL:</b> The traditional concept of storytelling to Indigenous Peoples.			
<b>Learning Intention:</b> For students to understand the elements and structure of story, and to recognize the importance and uniqueness of personal storytelling.			
<b>Materials:</b> Worksheets, "Ralph Tells a Story" by Abby Hanlon, pencils, paper, "The Three Little Pigs" story, exit slip papers.			

**Introduction -** Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

Approx Time 15 mins	<p>-To start, I will re-introduce the concept of storytelling by reading "Ralph tells a Story" By Abby Hanlon. This book will be especially helpful for the writers who struggle to think of a story to tell, since Ralph, the main character, also struggles to write a story during writing time every day. This story will help the kids understand the personal significance of storytelling, and how we can use stories to connect with others and share our personal experiences.</p> <p>-Once we are done reading the story, we will reflect as a class and talk about the elements of the story we just read.</p> <p>I would ask the questions and discuss:</p> <p>Where did the story happen?</p> <p>Who was the story about?</p> <p>We can talk about the beginning, middle, and end of the story.</p> <p>How did the story begin?</p> <p>What was the middle?</p> <p>The end?</p> <p>What was the problem?</p> <p>What was the solution?</p> <p>These questions that we reflected on as a class would help students understand the elements of a story.</p>
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**Body** - Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

Approx Time 20 mins	<p>-This part will be an activity where students will get a sheet to tell their own personal stories. They will be telling their own stories because personal narratives come more naturally to many kids than writing fictional texts, students are able to gain both confidence and competence as writers and storytellers.</p> <p>-Since students have an understanding of the beginning, middle and end of a story. There will be a few prompts (like describing your favorite day, or a day you felt proud of yourself, etc.) to choose from on the board, and students will write a story using the beginning, middle and end boxes.</p> <p>-Once students are done writing, they can share their stories in small groups of 2-4 depending on class size.</p> <p>-My formative assessment would be to collect the papers at the end to look at and also walking around the classroom and listening in on groups as they tell their stories.</p>
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**Closure** - Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

Approx Time 15 mins	<p>-The teacher will read a quick story, such as the three little pigs.</p> <p>-There will be 5 stations set up in the classroom. There will be beginning, middle, end, problem, and solution stations all with little paper signs to signal what they are.</p> <p>-The teacher will then mention parts of the story, and students must go to the station that corresponds to it.</p> <p>-Example; 'the wolf wants to eat the pigs' students would run to the problem area.</p> <p>'The 3 little pigs set out to build their own houses' students would run to the beginning section.</p> <p>'The little pigs build stronger houses' students would go to the solution area.</p> <p>'The big bad Wolf blows down the pigs houses' students would go to the section labeled middle.</p> <p>'The Big Bad Wolf is defeated by the third pig's cleverness and the three little pigs live happily ever after in their sturdy brick house' This would be the end area.</p> <p>-This could also be a formative assessment for teachers because they can see which students understand the concepts of beginning, middle, end, problem + solution.</p> <p>-Finally, give students an exit slip that says "Did you learn anything from today's lesson" and get students to hand it to you on their way out as a formative assessment to both receive feedback on the lesson, and to see how each individual student is doing.</p>
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**Adaptations/Modifications:**

- For children who need visual aids, Use picture cards to represent the elements of a story (beginning, middle, end, problem, solution). You could also create a story map graphic organizer with images to help students who struggle with writing.
- Provide sentence starters or templates for students who need help beginning their stories. Such as "One sunny day, I went to..." or "I felt proud when..."
- For students needing additional support, conduct small group sessions to guide them through brainstorming and structuring their stories.

**Extensions:**

- For advanced learners, encourage them to add more complexity to their stories, such as incorporating dialogue or additional characters.
- Suggest them to illustrate their stories or create a comic strip version.
- Implement peer teaching if students are comfortable with it

**Assessment Plan:** Assessments can be done through observing student contribution and understanding in the class discussions. Assessments can also be done through looking at the worksheet students wrote up about their own personal story, as well as how they do in the closure activity. Another formative assessment can be done by looking at the exit slip students filled out at the end of class.

**Lesson Notes/Reflection:**

- After the lesson, reflect on what worked well and what could be improved. Consider student engagement and understanding of storytelling elements.
- This lesson plan will help grade 2 students appreciate storytelling as a means of sharing personal experiences while also developing their writing skills.