

## Lesson Plan Template

<b>Teacher Candidate:</b> Eva Sommerfeld		<b>Date:</b> Sept 24, 2024	<b>Title:</b> Storytelling speed swap
<b>Grade:</b> Six	<b>Subject:</b> Language arts	<b>Unit:</b> Story Telling	<b>Lesson #:</b> One
<b>Core Competency:</b> Communicating		<b>Profile:</b> Four - I communicate clearly and purposefully, using a variety of forms appropriately.	
<b>Big Idea:</b> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.		<b>Content:</b> Story/text <ul style="list-style-type: none"> <li>Functions.</li> </ul> Language features, structures, and conventions <ul style="list-style-type: none"> <li>Presentation techniques.</li> </ul>	
<b>Essential Question:</b> Can students express the values of oral tradition, storytelling and active listening?			
<b>Curricular Competencies:</b> Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.			
<b>Indigenous Perspectives and FPPL:</b> Learning is embedded in memory, history and story.			
<b>Learning Intention:</b> Discover the value of oral tradition, storytelling, and active listening.			
<b>Materials:</b> -The Sun and Moon by Celestine Aleck. -Creation story from Ktunaxa.org. -First Beaver Story by Tichia Davis. -Teaching the Nuuchah-Nulth Worldview from Hashalthsa.com. -Our Culture (creation story) from Blackfootcrossing.ca.			

**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  10 mins	<p>-Ask students if they have ever been told a story, what is your favourite story? Do you know a story that explains why something is the way it is? Do you know what a creation story is?</p> <p>-Explain that a creation story is a story that explains why something is the way it is, ei: why the stars are in the sky, why there is mountains, why we have animals. That humans from all over the planet love to tell their own stories about how things came to be.</p> <p>-Play Raven Tales Episode 4 (via safeshare.)</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	<ul style="list-style-type: none"> <li>-Organize children into groups of 4. Pass out stories to each group (1 story per group, 1 paper per child.) In their groups, students take turns reading aloud until everyone has read their story, 5 min group discussion about shared reading, take notes.</li> <li>-Break groups up. Pair up with someone who had a different story and each partner has 2 mins to orally share the story they learned. After both partners have had a chance to share, swap to a new partner so both of you will be hearing new stories again.</li> <li>-Swap like this until each student has heard the remaining 4 stories; as well they will have repeated their story 4 times.</li> </ul>
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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 5-7 mins	<ul style="list-style-type: none"> <li>-Start an open discussion surrounding the essential question, asking students if their opinions had changed since reading, listening and retelling the stories they learned.</li> <li>-Ask students to write a short paragraph (3-4 sentences) about their favourite part of one of the stories they heard, explaining what happened and why it is their favourite. Include at least one sentence on why they think oral storytelling is important.</li> <li>-Explain the importance of active listening, and reliable sources.</li> </ul>
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### **Adaptations / Modifications:**

- Have an EA (or another student) help student who may be struggling to read their story.
- Only one swap rather than with each story, if it is too chaotic or confusing.

### **Extensions:**

- Have students write down 5 interesting parts from each story they hear in the swap and create a mash up story of their own.
- Research and find Indigenous creation stories of their own from reliable sources.

**Assessment Plan:** During the share out, have students explain what they learned about storytelling and active listening. Make any notes of who is sharing out relevant answers.



## **Lesson Plan Template**

Use rubric to assess what students hand in for the written sentences about their favourite parts, Emerging – they made no attempt to read or orally share their story, no writing to assess. Developing – attempted to read and share their story to group members. Wrote 1-2 sentences about favourite part, lacking detail. Meeting – they read their story and shared it to 4 other groups and have provided an on-topic paragraph relating to the stories heard, and includes sentence about importance of storytelling. Exceeding – Read the story and shared to other groups, demonstrated high levels of understanding of what they read and could easily share out without referring to story. Provided an in-depth paragraph, making connections and demonstrating a deep understanding of the importance of oral storytelling.

**Lesson Notes/Reflection:**