



*Second*



*Lesson*

1. Students draw or map the sequence of the story that they selected to tell.
2. Students work in pairs to retell their stories.
3. Teacher reminds the students to use their storytelling techniques to bring the story to life.
4. Teacher leads a discussion of audience etiquette.
5. Teacher asks for volunteers to retell their story to the class.

**Extension of Lesson:**

Further study of story elements: character, setting, plot, plot conflict  
Video tape students performing a story, discuss storytelling techniques

**Materials Needed:**

Paper, crayons, markers, assorted traditional folktales (books and recordings)

**Vocabulary:**

Sequencing, plot, setting, beginning, middle, end, mapping, facial expression, body gestures, folktales

**Benchmarks:**

*Language Arts:*

Students will increase vocabulary.

Through reading literature, students will retell or act out stories and events using beginning, middle, and end.

Students will listen for information and pleasure.

Students will stay on topic.

Students will show consideration, respect for speaker.

Students will respond through movement, art, music, writing in ways that reflect understanding of a variety of stories and poems.

## **Whole Child**

*Thinking/Cognition:* Students learn concept of sequencing. Students interpret character expressions in stories.

*Feelings/Emotions:* Joy and satisfaction in expressing their own emotions through storytelling

*Doing/Physical:* Body gestures, acting out stories, drawing stories

*Creating/Intuition:* Drawing story maps, creating voices and/or body gestures to represent characters in stories.

## **Assessment:**

On a scale from 1 to 5

1. Did student tell story in proper sequence?
2. Was the student able to map through pictures their story?
3. Did students use any storytelling techniques while reciting their story?
4. Was the student a good audience member?



