

# LESSON 1

## *Choosing at Story to Tell*

### A TIMPANOGOS STORYTELLING POPS ARTS EDUCATION PROGRAM

**GRADE LEVEL:** Adaptable K-6

**CORE STANDARDS:** CCSS Language Arts and Drama/Theatre  
(See end of the lesson plan for specific grade level standards)

**INSTRUCTIONAL TIME:** 20-30 minutes

**MATERIALS:** (See Resources section near end of this document)

- ❖ Optional Lesson Support Materials (Choose One):
  - > A short picture book that highlights a grade level child's problem. (For example, if it is a 5th grade class, choose a 5th grade type of problem.)
  - > A short reading from a chapter book that highlights a grade level child's problem.
  - > The POPS Introduction to Storytelling CD, or a recording or video from a professional storyteller on YouTube. (Bill Harley, Antonio Sacre, and other storytellers have age-appropriate stories available online for free.)
- ❖ A copy of the grade appropriate Lesson 1 handout.
- ❖ Drawing Material: pencils, crayons, or markers

#### **OBJECTIVES:**

Students will identify in their minds an anecdote from their own lives sparked by the selected reading and/or personal anecdote shared by the teacher. They will draw a scene or symbol related to the story, and share at least part of the story with a partner.

Students will review appropriate audience etiquette as defined by their teacher's and school's rules.

*“Storytelling can be an effective component in creating lifelong learners who have the ability to use creative problem solving, context, and experiential learning to work through complicated situations.”*

Donna Washington  
Storytelling Magazine,  
June/July 2014



# LESSON 1: *Choosing at Story to Tell*

## CORE CONCEPT

Help your students recognize that they have many stories that other people are interested in hearing.

## TEACHERING PROMPTS

### PROMPT 1: GIVING STUDENTS AN EXAMPLE

- ❖ Teacher asks: “Has anything like this ever happened to you?”
- ❖ Teacher reads aloud the selected piece, or plays the recording or video.
  - > “The Ducktail” by Donald Davis (Track 2 on the Introduction to Storytelling CD) and “Mayhem Dressed as an Eight Point Buck” by Bil Lepp (Track 3) are both good examples of people doing something they know they should not do.
- ❖ Teacher asks again: “Has anything like this ever happened to you? Or does it remind you of something that’s happened to you or someone you know? Take a moment and share that time with someone sitting by you.” (Teacher allows them to briefly share for 30 to 60 seconds and then redirects the attention back to herself/himself.)
- ❖ Teacher says: “Before you tell me about any of those times, I want to tell you my story.”
  - > If desired, teacher tells a quick incident from her/his own life that relates to the reading.
- ❖ Teacher asks: “Anybody else want to share? Not the whole story, but just a small interesting part of it? And as we begin, please demonstrate to me good listening behavior (or instruct other classroom specific behavior cues).”
- ❖ Teacher allows two or three children to share a bit of their own stories.
- ❖ Teacher distributes handout, and either reads or instructs students to read and follow the instructions.
- ❖ If needed, the teacher describes Pair/Share. Teacher reminds students that many voices will be talking at the same time, so good listening behavior and focus is essential, and that teacher will be monitoring such behavior. Teacher allows students to complete the handout and Pair/Share with at least one other student.

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## SAMPLE STORY PROMPTS

Write down three times you got in trouble and underline the time when you got the worst punishment.

Write down a time when you helped someone even when it was hard.

Write a special gift you gave to someone else and why it was important.

Write down three times when you did something you knew you shouldn't do.

Write down the name of a favorite scary story that is told in your family.

Write down a legendary family activity or trip.

## TEACHERING PROMPTS

### PROMPT 2: STORY IDEA LISTS

- ❖ Another way to prompt students to tell stories is to show them how many different story ideas they may have. This activity is helpful if you are interested in showing your students there are many different themes and ideas they can write about or if they had a hard time relating to theme of the first prompt.
  - > The activity is designed for students to write words and lists about specific topics. If your students cannot write words without help, substitute directing them to draw a quick picture instead.

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- ❖ Teacher instructs students to pull out a blank sheet of paper.
- ❖ Teacher uses as many of the sample story prompts or more of his/her own until the students have multiple lists on their paper.
- ❖ Teacher instructs: "Take a moment and share that time with someone sitting by you." (Teacher allows them to briefly share for 30 to 60 seconds and then redirects the attention back to herself/himself.)
- ❖ Teacher asks: "Is there anyone who would like to quickly share with the whole class? Not the whole story, but just a small interesting part of it? And as we begin, please demonstrate to me good listening behavior (or instruct other classroom specific behavior cues)."
- ❖ Teacher allows two or three children to share a bit of their own stories.
- ❖ Teacher explains: "These seem like great stories. Did anything that was shared remind you of other stories? Take a moment and write those down."
- ❖ Teacher says: "Everyone has lots of good stories. Take a moment and decide which one you would like to work on today."

Teacher distributes handout, and either reads or instructs students to read and follow the instructions

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- ASSESSMENT**
- ❖ Teacher listens and observes if stories are being shared, and if listening behavior is occurring.
  - ❖ Teacher refocuses those who need to be reminded or encouraged, and praises appropriate and exceptional behavior.
  - ❖ Teacher collects handouts and reviews to see if anyone did not understand or complete the assignment. (Please note that the last box may be an indicator of how well a student listened or perhaps how well a student told. While it is interesting information, it is the least important part of this lesson. It is in many ways an extension for students who finish the other parts of the handout more quickly than others.)
  - ❖ Teacher saves handout for future use.

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- WRAP UP**
- ❖ Teacher explains that the students will continue to work on their stories. The teacher shares that the students in the class will share their finished stories with each other or, for those schools that are doing it, explains details about a school-wide storytelling festival.

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**RESOURCES** **Problem Reading Example from a Book:**  
Make it easy on yourself and choose something from your own bookshelves and reading curriculum or integrate this activity using literature from another core subject. You know what you can get to without lots of hassle. Remember to just tell or read a small, albeit dramatic excerpt with which your students can relate. For example, Rosemary Wells's Max Series are great for early grades. Beverly Cleary, Harry Potter, and Dr. Seuss all have material that even sixth graders can appreciate.

**Storytelling Resources:**

If you would like to share an example of a professional storyteller telling childhood tales of growing up, Bill Harley is a Grammy-winning option. You can discover background information about Bill at his website and more stories by Bill on YouTube. Bill is excellent in engaging lots of grade levels at the same time. Antonio Sacre ("The Barking Mouse" and "A Mango in the Hand") also has stories on YouTube that appeal to multiple grades.

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**STANDARDS** **Utah Fine Arts and Language Arts Standards Addressed in this Lesson:**

1st Grade: Fine Arts Drama Standards: 1.T.CR.1, 1.T.CR.3, 1.T.CR.5, 1.T.P.4, 1.T.P.5, 1.T.P.9, 1.T.R.1, 1.T.R.4; Language Arts Standards: 1.SL.1.A, 1.SL.1.B, 1.SL.1.C, 1.SL.3, 1.SL.4, 1.SL.5, 1.SL.6  
2nd Grade: Fine Arts Drama Standards: 2.T.CR.1, 2.T.CR.3, 2.T.CR.5, 2.T.P.1, 2.T.P.4, 2.T.P.5, 2.T.P.6, 2.T.P.8, 2.T.R.1, 2.T.R.2, 2.T.R.4; Language Arts Standards: 2.SL.1.A, 2.SL.1.B, 2.SL.1.C, 2.SL.3, 2.SL.4, 2.SL.5, 2.SL.6  
3rd Grade: Fine Arts Drama Standards: 3.T.CR.1, 3.T.CR.3, 3.T.CR.5, 3.T.P.1, 3.T.P.4, 3.T.P.5, 3.T.P.6, 3.T.P.9, 3.T.R.2, 3.T.R.4; Language Arts Standards: 3.SL.1.B, 3.SL.1.C, 3.SL.3, 3.SL.4  
4th Grade: Fine Arts Drama Standards: 4.T.CR.1, 4.T.CR.3, 4.T.CR.5, 4.T.CR.6, 4.T.CR.7, 4.T.P.1, 4.T.P.4, 4.T.P.5, 4.T.P.6, 4.T.P.9, 4.T.R.1, 4.T.R.4; Language Arts Standards: 4.SL.1.B, 4.SL.1.C, 4.SL.4, 4.SL.6  
5th Grade: Fine Arts Drama Standards: 5.T.CR.1, 5.T.CR.3, 5.T.CR.5, 5.T.CR.6, 5.T.CR.7, 5.T.P.1, 5.T.P.4, 5.T.P.5, 5.T.P.6, 5.T.R.1, 5.T.R.4; Language Arts Standards: 5.SL.1.B, 5.SL.1.C, 5.SL.4, 5.SL.6  
6th Grade: Fine Arts Drama Standards: 6.T.CR.1, 6.T.CR.3, 6.T.CR.5, 6.T.CR.6, 6.T.CR.7, 6.T.P.1, 6.T.P.4, 6.T.P.5, 6.T.P.6, 6.T.R.1, 6.T.R.4; Language Arts Standards: 6.SL.4, 6.SL.6