

<ul style="list-style-type: none"> • CC7: Use personal experience and knowledge to connect to stories and other texts to make meaning • CC8: Recognize the structure and elements of story • CC10: Exchange ideas and perspectives to build shared understanding • CC14: Explore oral storytelling processes 	<ul style="list-style-type: none"> • C2: Strategies and Processes - Oral language Strategies • C3: Language Features, Structures, and Conventions – Features of Oral Language
--	---

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to contribute to a collaborative story by identifying the character and problem in a scenario, then come up with an appropriate solution for the class to act out together 	<ul style="list-style-type: none"> • Assessment of students' contributions to the collaborative story will be observational, as the class works through the activity in the gym, each student will get multiple opportunities to answer the teachers' questions of "who is the main character?", "what is the problem?", and "how should we solve this problem?".

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Understand the concept of "taking turns", when it is their turn, or someone else's turn • Basic understanding of sentence structure, story structure (beginning middle and end), and main character • Basic mobility skills (running, walking, jumping etc.)
--

Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning is embedded in memory, history, and story</p> <ul style="list-style-type: none"> • Story telling is an excellent skill, it allows a unique form of learning that results in a more meaningful and memorable experience. This lesson will show kindergarten level students that they can contribute to the creation of stories and be a part the storytelling process.
--

Universal Design for Learning (UDL):

<p>This activity is accessible for students of multiple learning styles, and different levels of academic achievement. Participation is relatively easy, and if students are struggling, the teacher can adjust the amount and complexity of their prompts to suit the student. Some students may be able to come up with the next step of the story on their own with no prompts, some students will need a bit more guidance in suggesting ideas, the teacher can adjust easily as they go.</p>

Differentiate Instruction (DI):

<p>This activity can be adjusted to suit the abilities of your students. Struggling students may only need to provide an idea or suggestion as to how the story progresses, which can be formed into a full action by the teacher in order to keep things moving forwards.</p>
--

Materials and Resources

- Moira’s Birthday by Robert Munsch for in class reading
- Story Ideas for gym activity
- Access to the gymnasium

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction: Moira’s Birthday Reading</p> <ul style="list-style-type: none"> • Pre-read book before class and make note of key points • Review whole body listening expectations (sit in your seat, hands are free, zip your lips, eyes on me) • Introduce book • Discuss cover • Explain to students that we are going to read the whole book through and that we want them to try and listen for who the characters are, what the problems are, and what the solutions are because we have been working on those things and they should be able to identify them. • Then after the book is done, have a discussion with the students, asking them to identify the different characters, problems and solutions • Lead into next activity (“next, we are going to go to the gym to do an activity where we will come up with our own solutions to some story problems.”) • Have everyone line up to transition to the gym, reminder of expectations (We’re standing still, hands at our sides, eyes are forwards, and we stay in our line”) 	<ul style="list-style-type: none"> • Preform whole body listening during entire reading • Make thoughtful predictions about the book • Raise hand to ask questions when teacher has paused to take them • Help to identify who is the main character of the book • Be thoughtful and respectful of classmates throughout the duration of the reading, ensuring that everyone can enjoy it equally • Line up to go to the gym according to practiced routines 	15 mins
<p>Body: Gym story activity</p> <ul style="list-style-type: none"> • Have everyone meet at one end of the gym • Explain activity (“I will present a character, then a problem, then we have to come up with a solution to the problem.”) • Begin activity, “I do: Once upon a time, Cat was outside chasing squirrels, and found that we got ourselves stuck in a 	<ul style="list-style-type: none"> • Preform whole body listening while activity is explained • Engage in activity while being respectful of others space • Provide actions for our character to preform when it is their turn to do so • Be respectful of their classmates turns to choose an action, and 	15 mins

<p>tree!" (Preform this while walking from one end of the gym to the middle)</p> <ul style="list-style-type: none"> • Once teacher has reached the middle of the gym, stop and ask the students who the main character is, then what the problem is • Now, teacher can suggest a solution, "Hmmm maybe we could jump down, but it's pretty high, maybe we could climb down but it looks really hard, cats always land on their feet so we are going to run down this branch and jump to the ground!" Preform the solution while moving from middle of the gym to the other end • Once the class has reached the other end of the gym, reinforce the story, "our main character was cat, the problem was that we were stuck in a tree, and the solution was jumping to ground" • Now starting from current end of the gym, repeat activity with one of the story prompts until it seems the students are ready to start presenting their own suggestions • Ask a student for a character, then another for a problem, then another for a solution (if students are having trouble thinking of something use an idea from the story prompts list • Story Prompts: Cat is stuck in a tree, fish is caught by a fisherman, lion has to cross a river but is scared of water, crab has to run away from a big wave (crab walk), frog has to catch a fly, etc... • Continue until all students have had opportunities to present an idea, or it seems the students are done with the activity 	<p>preform them as you would your own</p> <ul style="list-style-type: none"> • Have fun 	
<p>Closure: Story Recap</p> <ul style="list-style-type: none"> • Remember to end each story with a quick reinforcement of character, problem, and solution • Praise students for creating a story, try and focus on the point that they just showed that they are all capable of creating stories • Get everyone to line up to exit the gym then return to class for next activity 	<ul style="list-style-type: none"> • Raise hands to answer questions posed by the teacher • Preform whole body listening while teacher or classmates are speaking • Line up to exit the gym and return to class according to practiced routines 	<p>5 mins</p>

--	--	--

Organizational Strategies:

- Reminders and reinforcement of what it is to be a whole-body listener. "Sitting in your seat, hands are free, zip your lips, eyes on me"
- Using "pause, play, and stop" buttons as established by classroom teacher to manage class

Proactive, Positive Classroom Learning Environment Strategies:

A big part of this activity is to teach students to respect each other's speaking time, hopefully students learn to appreciate others' ideas and contributions. Additionally, teacher will provide praise after each contribution made by the students to the collaborative story.

Extensions:

There are many ways to expand on this activity:

- Have each student draw and color a picture of their contribution to the story and combine them into story board.
- Revisit the story with a few key points changed and explore how the story develops in a new and exciting way.
- Introduce more than one character to the story
- Provide less prompts and guidance for students and encourage them to generate ideas on their own
- Transition the gym activity to a classroom activity utilizing tokens that represent characters, actions, and locations for students to arrange into different story progressions

Reflections (if necessary, continue on separate sheet):

--