

Native American Legends - Story Writing

Grade Levels: Kindergarten - 2nd Grade

Subject: Reading & Critical

Oklahoma Academic Standards | English Language Arts

K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

K.3.R.2 Students will describe characters and setting in a story with guidance and support.

Lesson Summary

Students learn about characters by creating a character from a story using art materials. Students will use hands-on and mindful activities while creating character props. Students also collect materials of their choice from the art supplies and work together in a group. Students retell the story in their own words.

Students will understand what the characters are by creating a character from the story. The teacher repeats the word “character” while discussing the story props with students. Students will understand what the “setting” is by helping the teacher create a race track with a finish line. The teacher repeats the word “setting” while creating the setting and reenacting the story. Students demonstrate they have met the learning objective when they are able to: name the three main characters in the story, describe the setting of the story, and retell the beginning, middle, and ending of the story.

Disclaimer: The contents of the Muscogee (Creek) Nation Teacher Fellowship, Lesson Plan Project were developed under grant PR Number S415A150008 awarded by The U. S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and should not be assumed to be endorsed by the Federal Government. Additionally, recognizing the complex history of The Muscogee (Creek) Nation, State Tribal Education Partnerships (STEP) and Cultural Education Resource Council (CERC) made the determination to use the information herein. The lesson plans can be used to educate students and teachers about Muscogee people and history as they relate to the current Oklahoma Academic Standards. The information chosen is not to diminish other aspects of our history or notable people, nor does it imply the information within the lesson plan is the primary source of knowledge. However, it means that a consensus on what to be represented and that the compilation of The Muscogee (Creek) Nation Teacher Fellowship Lesson Plans was a CERC committee decision. We are confident as we continue to cultivate and scaffold our tribal educational resources, the lesson plans will develop into a more comprehensive tool to be used in support of the Muscogee studies public school curriculum.

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Date: 07/10/2018

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ENGAGEMENT/HOOK

- *Describe how the teacher will capture students' interest.*
- *What kind of questions should the student ask themselves after the engagement?*

Read "When Turtle Grew Feathers" by Tim Tingle

Questions:

Who are the characters?

What did the characters do in the beginning, middle, and end of the story?

Where is the setting of the story?

EXPLANATION (Teacher models)

- *Student explanations should precede the introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?*
- *List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.*

Students will be divided up into three collaborative learning groups.

Group 1: are given art materials to create the rabbit in the story.

Group 2: are given art materials to create the turtle in the story.

Group 3: are given art materials to create the turkey with the turtle shell in the story.

After each group completes their character, the students return to one large group and reenact the beginning, middle, and ending of the story with the props made by each group of students.

Questions for Discussion:

What do you remember about how the turtle lost its shell?

Do you remember what animal found the turtle shell?

Describe the way you think the turkey felt when he found the shell.

Do you remember who wanted to race the turtle (Turkey)?

Why did the rabbit lose the race?

ELABORATION

- *Describe how students will develop a more sophisticated understanding of the concept.*
- *What vocabulary will be introduced and how will it connect to students' observations?*
- *How is this knowledge applied in our daily lives?*

Questions for Elaboration:

Compare how you predict the story would end if the turtle raced the rabbit and not the turkey.

How do you think the rabbit/ turtle felt after the race?

I will create a race setting with the student's help. It will include a finish line. We will discuss this is our "setting" and where our story took place.

Arrange the story props in the order of what happened in the story. Students are to retell the story in their own words.

Students will understand characters by creating a character from the story using art supplies.

The teacher repeats the word “character” while discussing the story props with students. Students will understand what the “setting” is by helping the teacher create a race track with a finish line.

The teacher repeats the word “setting” while creating the setting and reenacting the story.

EXPLORATION
(Guided/Independent Practice)

- *Describe what hands-on/minds-on activities students will be doing.*
- *List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration.*

Students will use hands-on and mindful activities while they create their character props. Students will collect materials of their choice from the art supplies and work together in a group to create their characters.

The Big Idea questions:

Can you name the three main characters in the story?

Which character changed in the story?

Describe the setting of the story?

CLOSURE/EVALUATION
(Pre/Post-Formal/Informal Assessments)

- *How will students demonstrate that they have achieved the lesson objective? How will you know they met the objective/learned the lesson?*
- *This should be embedded throughout the lesson as well as at the end of the lesson.*

Students demonstrate they have met the learning objective when they are able to:

1. Name the three main characters in the story.
2. Describe the setting of the story.
3. Retell the beginning, middle, and ending of the story.

To strengthen writing skills, the teacher should have students draw and write about the story in their journals making sure they include all three of the characters and the setting of the story.

Materials Needed:

Construction paper, paper plates, feathers, glue, felt, wiggle eyes, yarn, scissors