

# THE STORYTELLER

**Grade Level or Special Area:** Kindergarten

**Presented by:** Patricia Mead and Diane Hill, Alta Vista Elementary. Haines City, FL

**Length of Unit:** 5 lessons

## I. ABSTRACT

Teachers learn how to become “storytellers” who turn the Core Knowledge Literature into high-interest adventure. The teacher/storyteller will be taught how to create easily constructed portfolios that appear to students as big books with exciting props inside. The visually stimulating props are designed to encourage students to become physically involved in the core curriculum. The props are designed for use in the introductory, directed teaching and the student center activities. The importance of moving from directed teaching into creative play cannot be overstated. We learn by doing.

## II. OVERVIEW

### A. Concept objectives

1. Provide visual props that help students learn various styles of literature
2. Increase opportunities for students to sequence and retell core literature by providing experiences and materials that promote self-initiated review
3. Integrate core literature into other subject areas

### B. Specific content from the Core Knowledge Sequence to be covered

1. Tall tales: Johnny Appleseed, Casey Jones (see Appendix B and C for patterns)
2. Aesop’s Fables
  - a. *The Lion and the Mouse* (see Appendix D for patterns)
  - b. *The Dog and His Shadow* (see Appendix D)
  - c. *The Hare and the Tortoise* (see Appendix E)
  - d. *The Grasshopper and the Ants* (see Appendix E)
3. Nursery Rhymes and Poems
  - a. **Just for Fun:** (see Appendix F for patterns)  
*Humpty Dumpty*  
*Mary had a Little Lamb*
  - b. **Johnny Appleseed unit:** (see Appendix G)  
*Star Light, Star Bright*  
*Twinkle, Twinkle Little Star*
  - c. **Science or Weather unit:** (see Appendix H and I)  
*Rain, Rain, Go Away*  
*It’s Raining, It’s Pouring*
  - d. **Math- Telling Time** (Introduced with Casey Jones) (see Appendix J and K)  
*Hickory, Dickory Dock*  
*Time to Rise*
  - e. **Math- Numerals:** (see Appendix L and M)  
*Old Woman Who Lived in a Shoe*  
*This Old Man*
  - f. **Language Arts** (see Appendix N and O)

*Jack Sprat*  
*Jack Be Nimble*

4. Stories: *Little Red Riding Hood* (see Appendix P)
- C. Skills to be taught
  1. Comprehension -story sequencing, main idea, drawing conclusions
  2. Retelling stories
  3. Language arts: rhyming words, opposites
  4. Math: number recognition, number sequence, telling time to the hour, making sets
  5. Creative writing: innovation on text, vocabulary development
  6. Science: weather words
  7. Social studies: consequences for actions, work ethics, and valuing others (fables)

### III. BACKGROUND KNOWLEDGE

- A. For teachers:
  1. *What Your Kindergartner Needs to Know*, by E.D. Hirsch, Jr.
  2. Baltimore Core Plan: Johnny Appleseed and Casey Jones

### IV. RESOURCES

- A. Literature
- B. Teacher-made props (patterns in Appendix)
- C. Teacher-made centers (patterns in Appendix)

### V. LESSONS FOR STORYTELLER

#### Lesson One: Introduction of the Storyteller

- A. *Daily Objectives*
  1. *Lesson Content:* Meet the storyteller and discover her role
  2. *Concept Objective:* Storytellers are a rich source of entertainment that can only be tapped into by those who are good listeners.
  3. *Skill Objective:* Students know steps necessary for being a good listener.
- B. *Materials:* Storyteller costume which includes a pinafore with pockets, glasses as a reminder to *look*, a hat as a reminder to *turn on brain and listen*, a special chair as a reminder to *sit quietly*, and a specially designed chair cover to *indicate what kind of story is coming*.

**\*NOTE: APPENDIX A has patterns that can be enlarged to decorate fronts of Big Books and matching special chair covers.**

- C. *Key vocabulary:* storyteller
- D. *Procedures / Activities:*
  1. Teacher drags BIG BOOK to center of room.
  2. Says "I have some BIG books to share with you. But before I share them with you, I need to get you prepared. I have some things to help you remember your storytime manners.  
\*I always wear these glasses to help you remember to look at the storyteller...ME!  
\*I always sit in my special chair to help you remember to sit quietly and very still.  
\*I always wear this special hat to help you remember to turn on your brain and listen.

NOW we're ready...We're going to take a trip to Storyland!"

*To be reviewed each time the Storyteller visits.*

- E. *Evaluation / Assessment:*

Students show / review actions that indicate their contribution for Storytime:  
hand motions of glasses for *looking*, proper sitting positions for *being still*, and hand motions of hat and ears for *turn on your brain and listen*.

### **Lesson Two: Introduction to Tall Tales**

A. *Daily Objectives:*

1. *Lesson Content:* Johnny Appleseed
2. *Concept Objective:* Tall tales are stories about real people. Tall tales have a little bit of truth and a lot of exaggeration.
3. *Skill Objective:* Students list a couple truths and several exaggerations from the tale of Johnny Appleseed.

B. *Materials:* Storyteller costume, Tall Tales Big Book cover, props from inside the Tall Tale book cover including a Tall Tale chair cover, Johnny Appleseed costume, and pouch contents of Aesop's Fables, Bible, and apple seeds

C. *Key Vocabulary:* tall tale, exaggeration

D. *Procedures / Activities:*

1. Storyteller reviews Lesson One (steps of a good listener) as she dresses herself with her props.
2. Storyteller adds special chair cover to her chair. Points out the exaggerated pictures and lettering. Teaches vocabulary of tall tale, exaggeration in her "storyteller" fashion.
3. Introduces Johnny Appleseed and reads the story from Hirsch. Selects students to manipulate props during the telling of the story. Directs the movement of students during the telling of the story.
4. Asks students to list "truths" from the story. Writes them on a chart. Asks students to list exaggerations from the story. Adds them to a chart.
5. Repeats telling the story and directing the actors on successive days until students are familiar enough with the props to manipulate them on their own.
6. Places props into a center to be used during independent center time.  
*\*Repeat the procedures and activities with remaining tall tale (Casey Jones), reviewing the steps of being a good listener and the definition of tall tales*  
*\*\*Patterns for props to be used in the tall tales Johnny Appleseed and Casey Jones are located on Appendix B and C.*

best

E. *Evaluation / Assessment:*

Students self-initiate review of the Johnny Appleseed story by choosing to use props placed in centers to retell story.

Teacher observation of student discussions; student recognition of exaggerations / truth.

### **Lesson Three: Introduction to Aesop's Fables**

A. *Daily Objectives*

1. *Lesson Content:* *The Lion and the Mouse*
2. *Concept Objective:* Fables are very short stories that use animals who act like people to teach a lesson /moral.
3. *Skill Objective:* Students list ways animals acted like people and state the lesson / moral taught in *The Lion and the Mouse*.

B. *Materials:* Storyteller props, Big Book for Aesop's Fables, props for *The Lion and the Mouse* inside big book (lion, mouse, net)

C. *Key Vocabulary:* Aesop, fable, moral

D. *Procedures / Activities:*

1. Storyteller reviews Lesson One (steps of a good listener) as she dresses herself with her props.
2. Storyteller adds special chair cover to her chair. Points out the animals on the big book and special chair cover. Teaches who Aesop was and the definition of fable, moral.
3. Storyteller reads fable from Hirsch or tells the story. Selects students to manipulate props during the telling of the story. Directs the movement of students during the telling of the story.
4. Discuss the story and how it teaches the moral.
5. Repeat telling the story on successive days until students can manipulate props on their own.
6. Place props into a center to be used during independent center time.

*\*Patterns for props to be used in the remaining fables (The Dog and His Shadow, The Hare and the Tortoise, and The Grasshopper and the Ants) are located on Appendix D and E.*

E. *Evaluation / Assessment:*

Students can verbalize the moral of the fable.

Students can define the terms fable and moral.

**Lesson Four: Introduction to Nursery Rhymes and Poems**

A. *Daily Objectives*

1. *Lesson Content:* Humpty Dumpty (chosen for its simplicity and familiarity)
2. *Concept Objective:* Poetry has rhyming words.
3. *Skill Objective:* Students find rhyming words in *Humpty Dumpty*.

B. *Materials:* Storyteller props, Big Book for Nursery Rhymes, manipulative for *Humpty Dumpty* inside Big Book

C. *Key Vocabulary:* nursery rhymes, poem, rhyming words

D. *Procedures / Activities:*

1. Storyteller reviews Lesson One (steps of a good listener) as she dresses herself with her props.
2. Storyteller adds special chair cover to her chair. Points out the rhyming features of special chair cover and big book (wall / fall, Humpty / Dumpty). Teaches characteristics of poetry (rhyming words) in her wonderful storyteller manner.
3. Storyteller gets Humpty Dumpty prop out of the Big Book. Reads the first two lines of *Humpty Dumpty*, then “cracks” Humpty Dumpty open to read remaining lines.
4. Place Humpty Dumpty in Language Arts center to be used during independent center time.

*\*Repeat procedure when introducing other nursery rhymes.*

*\*\*Directions for the following Nursery Rhyme patterns in Appendix F through P.*

**Just for Fun:** see Appendix F

*Humpty Dumpty:* Read first two lines of poem. “Crack” egg open to read remaining two lines.

*Mary Had a Little Lamb:* Substitute student names in place of “Mary.”

**Johnny Appleseed unit:** Have Johnny lie down under a tree, gazing at stars in sky. Students holding the stars may float around the room after being read (Appendix G).

*Star Light, Star Bright:* Student holds star that has poem attached. The poem is on three attached stars. Manipulate as reading them.

*Twinkle, Twinkle Little Star:* Directions the same as for *Star Light, Star Bright*.

**Science- weather unit:** (Appendix H and I)

*Rain, Rain, Go Away:* Substitute other weather words (snow, hail, hot sun...) in place of “rain.” May also be used to teach capitalization of first letter in a sentence.

*It’s Raining, It’s Pouring:* Substitute student names in place of “the old man.”

**Math-Telling Time:** (Appendix J and K)

*Hickory, Dickory Dock:* The manipulative is a large floor clock.

*Activity 1: (Telling Time)* Student playing the mouse “runs up the clock” and changes the time on the clock to correspond with changes in time cards.

*Activity 2: (word substitution-verbs)* The “mouse” moves up the clock, following the directions of the word cards (walked up the clock, hopped up the clock...).

*Time to Rise:* Bird manipulative holds time cards (1:00, 4:00, etc.) indicating what time to get up. Students manipulate clock hands to show the time.

**Math-Numerals:** (Appendix L and M)

*Old Woman Who Lived in a Shoe:* Students create sets of popsicle stick “children” by placing the correct number of “children” to match the number on pockets.

*This Old Man:* Students manipulate number cards and rhyming word cards.

**Language Arts:** (Appendix N and O)

*Jack Sprat: (opposites)* Students manipulate cards of opposites that are cut puzzle style

*Jack Be Nimble: (Word substitution-position words)* Students play the part of Jack and follow directions as the position word “over” is replaced with new word cards.

E. *Evaluation / Assessment:*

Ability to discern rhyming words when given word pairs. (best / test, best / ball)

Other assessments to be determined by the skill being taught through the nursery rhyme.

**Lesson Five: Introduction to Stories**

A. *Daily Objectives*

1. *Lesson Content: Red Riding Hood* (Appendix P)

2. *Concept Objective:* Stories are fiction and follow a logical sequence of events.

3. *Skill Objective:* Sequence Red Riding Hood into story frames.

B. *Materials:* props for the storyteller, Big Book for stories, props for Little Red Riding Hood inside big book (Little Red Riding Hood, mother, wolf, grandmother, hunter)

C. *Key Vocabulary:* fiction

D. *Procedures / Activities:*

1. Storyteller reviews Lesson One (steps of a good listener) as she dresses herself with her props.

2. Storyteller adds special chair cover to her chair. Points out the characters on special chair covering and on big book. Teaches characteristics of fiction.

3. Storyteller tells story, directing (teaching) use of props as she does so.

4. Discuss the story. Discover the problem, if any. Review the sequence of the story...what happened first, next, and last.

5. Repeat telling the story on successive days until student can manipulate props on his/her own.

6. Place props into a center to be used during independent center time.

E. *Evaluation / Assessment:*

Students self-initiate review of story by using props from center to reenact story.

**VII. BIBLIOGRAPHY**

Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996, ISBN: 0-385-31841-3



**APPENDIX A**  
**Patterns for Big Book Covers and Chair Covers**

**APPENDIX B**  
**Patterns for "Johnny Appleseed"**

**APPENDIX B**  
**Patterns for "Casey Jones"**

**APPENDIX D**  
**Patterns for "The Lion and the Mouse"**  
**and "The Dog and His Shadow"**

**APPENDIX E**  
**Patterns for "The Hare and the Tortoise"**  
**and "The Grasshopper and the Ants"**

**APPENDIX F**  
**Patterns for ôHumpty Dumptyö**  
**and ôMary Had a Little Lambö**

**APPENDIX G**  
**Patterns for ôStar Light, Star Brightö**  
**and ôTwinkle, Twinkle Little Starö**

**APPENDIX H**  
**Pattern for ôRain, Rain, Go Awayö**

**APPENDIX I**  
**Pattern for ItÆs Raining, ItÆs Pouringö**

**APPENDIX J**  
**Pattern for  $\hat{\sigma}$ Hickory, Dickory Dock $\hat{\sigma}$**

**APPENDIX K**  
**Pattern for  $\hat{\sigma}$ Time to Rise $\hat{\sigma}$**

**APPENDIX L**  
**Pattern for "The Old Woman Who Lived in a Shoe"**

**APPENDIX M**  
**Pattern for "This Old Man"**

**APPENDIX N**  
**Pattern for ôJack Spratö**

**APPENDIX O**  
**Pattern for ôJack Be Nimbleö**

**APPENDIX P**  
**Pattern for Little Red Riding Hood**

**Unit Description:**

**Teachers learn how to become storytellers using easily constructed props that turn kindergarten core literature (tall tales, Aesop's fables, selected poetry, and the story *Little Red Riding Hood*) into high-interest adventure. The props are designed to be used in the introductory, directed teaching and moved into student centers.**