**Lesson Title:** The Comic Experience: Welcome to Storytelling

**Grade:** K-12

**Classroom Setup:**  have students arrange chairs in a circle in the center of the room so they all have a good view and can hear the storyteller.

**Materials:** For this lesson no materials are needed.

**Goals/Objectives:** Improve listening and speaking skills.

Retell parts of the story.

Describe characters, setting, and events.

**Standards: 1.0 Listening and Speaking Strategies** Students listen and respond to oral communication. They speak in clear and coherent sentences.

1.1 Retell, paraphrase, and explain what has been said by a speaker.

**2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0

2.2 Retell stories using story grammar and relate the sequence of the story events by answering who, what, when, where, why, and how questions.

**Intelligences:** Gardner’s Multiple Intelligences – linguistic, logical, spatial, body-

kinesthetic, musical, and interpersonal.

Blooms Revised Taxonomy – Remembering and Understanding

**Lessons:**

**Day 1- *Opening:*** Tell students that you have a special treat for them. You learned a story that you would like to share with them. Have students sit in a circle on the floor.

T – Explain that as you tell the story you want students to be very good listeners. They must sit still and pay attention.

S – Sit still with hands in their laps and eyes on the speaker.

T – Tell the story. When you are finished ask students what part they liked the best and why they like that part.

S- Will tell what part of the story they liked best and why.

***Closure***: Praise students for being good listeners and that you will tell them another story soon.

**Day 2:** ***Opening*** – Tell students you are going to tell another story and have them sit in a circle as they had the time before.

T – Remind students of what good listener look like sitting still, with hands down and eyes on speaker.

S – Show you they are ready to listen.

T – Tell story. Ask students to tell you who was in the story and the setting.

S – Name characters and setting.

T – Ask what the conflict was.

S – Describe conflict.

T – Ask how it was resolved.

S – Explain resolution.

***Closure:*** Praise students for remembering and retelling story parts. Ask what their favorite part of this story was and why. Thank them for being such good listeners.

**Day 3:** Same as day 2

**Day 4: *Opening:*** Tell the students it is story time again and to find their place in a circle on the floor.

T – Remind them to be good listeners and have students tell you what that looks like.

S – Show that they are ready.

T – Tell the story. When you finish ask who can retell the beginning, middle, or end of the story. Call on volunteers.

S – Retell a part of the story.

T - If students cannot finish or gets confused give them a prompt or have another student help them.

***Closure:***  Tell students they were a wonderful audience of good listeners and did a great job retelling parts of the story.

**Day 5: *Opening***- Tell the students it is story time again and to find their place in a circle on the floor.

T – Remind them to be good listeners and have students tell you what that looks like.

S – Show that they are ready.

T – Tell the story. When you finish ask who would like to try to retell the story. Call on volunteers.

S – Retell the story.

***Closure:***  Praise students for remembering and retelling the story. Ask what their favorite part of this story was and why. Thank them for being such good listeners.

**Lesson Title:** The Comic Experience: Welcome to Storytelling Part 2

**Grade:** K-12

**Classroom Setup:**  have students arrange chairs in a circle in the center of the room so they all have a good view and can hear the storyteller.

**Materials:** Individual copies of the story students choose.

**Goals/Objectives:** Improve listening and speaking skills.

Retell a story.

Engage audience with verbal clues, facial expression,

and gestures.

**Standards: Listening and Speaking 1.0** Students deliver focused, coherent presentation that conveys ideas clearly and relates to the background and interest of the audience and evaluate the content of oral communication.

1.6 Engage the audience with appropriate verbal clues, facial expressions, and gestures.

**Speaking Applications 2.0** Students deliver well organized formal presentations employing traditional rhetorical strategies.

2.1 Deliver narrative presentations.

2.3 Deliver oral responses to literature summarizing significant events and details.

**Intelligences:** Gardner’s Multiple Intelligences – linguistic, logical, spatial, body-

kinesthetic, musical, and interpersonal.

Bloom’s Revised Taxonomy – Remembering, Understanding,

Applying, and Analyzing.

**Lessons:**

**Day 1: *Opening:*** Tell students since they have become so good at retelling stories it is time for them to take the next step and start giving class presentations. Introduce Reader’s Theatre.

T – Explain that class will be divided into groups and each group will create and present a story they have read to the class. Discuss how facial expressions, gestures, and intonation make the story interesting and hold the audiences attention then demonstrate for students. (slide 7)

S – Practice showing mad, happy, scared, confused faces and gestures.

T – Verbally reinforce correct responses and correct incorrect responses. Discuss and demonstrate pace, volume, and intonation.

S – Practice pace, volume, and intonation.

***Closure:***  Explain how these storytelling techniques will make their presentations interesting and keep the audience focused. Thank them for doing such a good job today and tell them they will be put in groups tomorrow.

**Day 2: *Opening:*** Remind the students that they will be working in groups today to retell a story to the class. Have them find their place in the circle on the floor. (slide 6)

T – Tell the students what story they will be presenting to the class. Review story techniques used in yesterday’s lesson and practice. (slide 7)

S – Practice facial expressions, gestures, intonation, pace, and volume.

T – Read story to the class using storytelling techniques. Check for understanding. Divide students into groups and give each member a copy to practice. Have groups practice in different parts of the room. When students are ready have groups present to the class.

S – Reader’s Theatre presentations.

***Closure:*** Have audience give positive thoughtful feedback to each group as they finish. Have students write reflection of activity in journals. Praise class for again being a good audience and their creative presentations. (Slide 15)

**Days 3 & 4**: Repeat day 2

**Day 5: *Opening:*** Discuss how well students are incorporating storytelling techniques in their Reader’s Theatre presentations. Explain that these techniques will help them in the creation of their comic books. Ask them to think about how these techniques will help with their comic books as they create and deliver today’s presentation. (Slides 13 & 14)

T – Divide students into groups and provide story copies.

S – Create and deliver Reader’s Theatre presentation to the class.

T – Ask students to provide positive and thoughtful feedback to groups.

S – Respond appropriately.

***Closure:*** Ask students what ideas they came up with of how they can incorporate storytelling techniques into the creation of their comic books. Make a student generated list to put up in the classroom as a reference. Add any important connections that the students may have omitted to the list. Praise students for a great job. Place the list where students will be able to refer to it as needed.

**Lesson Title:** The Comic Experience: Welcome to Storytelling Part 3

**Grade:** K-12

**Classroom Setup:**  Have students arrange their chairs, desks, or sit at tables in

pairs, so each student is sitting next to a partner.

**Materials:** For this lesson students will need white paper, pencils, erasers, colored

pencils, and crayons.

**Goals/Objectives:** Improve listening and speaking skills.

Retell parts of the story.

Describe characters, setting, and events.

**Standards: Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0

Students deliver a focused, coherent presentation that conveys ideas clearly and relates to the background and interest of the audience and evaluate the content of oral communication.

1.6 Engage the audience with appropriate verbal clues, facial expressions, and gestures.

**Speaking Applications 2.0** Students deliver well organized formal presentations employing traditional rhetorical strategies.

2.1 Deliver narrative presentations.

**Writing Applications 2.0** – Students will establish and develop a plot, setting, and point of view using sensory details and concrete language.

Students use a range of narrative devices including dialogue and suspense.

**Intelligences:** Gardner’s Multiple Intelligences – linguistic, logical, spatial, body-

kinesthetic, musical, and interpersonal.

Bloom’s Revised Taxonomy – Remembering, Understanding,

Applying, Analyzing, Evaluating, and Creating.

**Lessons:**

**Day 1: *Opening*:** Again tell students that you are very proud of how well they have incorporated storytelling techniques into Reader’s Theatre that they are ready for the next step. Explain that today they will be creating their own stories. Remind them to think of stories they may want to use in their comic books. To help them they will be working with partners to make a story map. (Slides 4-7)

T – Explain the elements of a story map. Demonstrate folding paper and on the ELMO model filling in each box. Point out that you only need a quick sketch to start and you will add details, dialogue, and captions later. Ask for questions. Explain that partners will respectfully give and accept feedback. They are to help each other make sure their stories make sense. Practice giving positive and thoughtful feedback. (Slides 15 – 17)

S – Repeat steps of story maps and responsibilities of being a good partner. Choose partners, get paper and start story maps.

T –Monitor student progress. Give as much or as little support as students need.

S – Exchange story maps with partner and give/get feedback.

***Closure:*** Tell students they will have additional time to work on their story maps tomorrow. Ask if they have any questions or concerns.

**Day 2: *Opening:*** Tell students that they will continue working on their story maps with their partners from yesterday. Review story elements, story maps, and partner sharing roles. Ask for questions. (Slides 3-7/ 15-17) Story Elements Pt 1 Slide 6)

T – Pass back story maps and place art supplies (colored pencils, crayons, markers etc) where students can access them when they are ready.

S – Get maps, supplies, and sit with partner to continue story map.

T – Monitor student progress and give support as needed.

***Closure:*** Collect story maps and ask students for feedback on how they were doing. Tell them they should be ready to finish story maps and start practicing tomorrow. Praise student progress.

**Day 3: *Opening:*** Tell students they will be finishing up their story maps today and start practicing their presentations for the class.

T- Review elements of a story, storytelling techniques, story maps and role of partners. Ask students to retell these elements.

S – Repeat elements of a story, storytelling techniques, story maps and role of partners or ask for clarification.

T – Pass back story maps and make art supplies available.

S – Finish details of story maps and exchange with partners for feedback. Show completed story map to teacher for approval. Start practicing story to present to class.

***Closure:*** Praise students to doing a great job on their story maps and working with their partners. Ask for student feedback on this process. Tell them that they will have time tomorrow to practice their stories with new partners. Tell them they will present their stories to the class on Friday.

**Day 4: *Opening:*** Remind students their story maps should be complete and they should be practicing their presentation. Once they think there are ready they will find a different partner and present it to them. Their new partner will give them positive and thoughtful feed back to help them improve their presentations.

T – Pass back story maps. Monitor as students practice providing support as needed.

S – Create and practice performance. Give and receive peer feedback. Make any changes.

***Closure:*** Tell students you are looking forward to their presentation tomorrow and ask how today went and if there are any questions. Remind students that any feedback they received from their partners was suggestions only. They ultimately decide if they want to take their partner’s suggestions or not. It is their story and there are the creators.

**Day 5: *Opening:*** Remind students that they will be presenting their stories to the class today. Review responsibilities of presenters and audience. Make a list of order students will present.

T – Pass back story maps and allow students time for one last practice.

S- Practice and make any last minute changes.

T- Call the class back together and have students take place in circle on the floor or at their desks.

S – Present stories to class. Audience provides positive thoughtful feedback after performances.

T – Allow students time to write how they felt presenting and watching performances.

***Closure:***  Discuss how presentations went and how they could be improved. Have students explain easiest and most difficult parts of this lesson for them. Ask how this helped them think about the stories for their comic books and how they will use it in the future. Praise students for a great job.





