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ELA

Common Core Standards

Kindergarten

Oral Language:

Building a Talking Community

Unit 1

**Unit Abstract**

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| This is a foundational unit that lays the ground work for writing workshop. This unit is based on the belief that writing begins with oral telling of stories. It begins with building on to what children already know how to do; talk.  Teachers begin with books and their own storytelling to give the message that authors, teachers and even students have a story to tell about something they know and can do. When students begin telling stories, they learn about each other and become members of a learning community. By creating a formal time for storytelling, teachers create opportunities to support young students’ storytelling. Through talk, writers can think about what to write and how to write. As students orally tell stories they learn that talk can help you think your way through a story and lead to more detailed stories.  This unit will have a different structure than typical writing workshop units. The teacher will need to build in time in this unit and throughout the year for oral storytelling.  Much of this unit will consist of oral composing and whole group work. This unit was created in way that some noted lessons could be repeated over a few days to allow more practice and experience for students to orally story tell.  The role of the teacher in this unit will be to develop and facilitate the students’ oral language. The teacher will model what a storyteller is, how story telling can be about ordinary things we do and that the stories teachers tell are also ones that students can tell as well. The teacher will model how to respond to story tellers, how listeners might ask questions to clarify understanding and when you are telling a story, organization and order matter. It will be important for the teacher to create classroom experiences as additional stories to talk about.  Lists of possible mentor text are included in the resource section. It is suggested that when selecting additional mentor text for this unit, the teacher should consider selecting text in which the characters are human and the topics are about ordinary things. Since students are being asked to talk about ordinary everyday things they do and to tell stories of their lives it will be important to read books that exhibit these characteristics as well. |

**Lesson Plans**

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| **Session** | 1 |
| **Concept** | How do writers work effectively within a community of writers? |
| **Teaching Point** | Writers talk about things they know and do. |

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| **See writers…** | **Hear writers…** |
| * Take turns talking * Sit eye to eye, knee to knee * Looking at the speaker * Turn back to teacher at signal * Talking to each other * Not interrupting | * *“I’m going first…”* * *“I’m going to be the listener/speaker…”* * *“Tell me more…”* * *“What did you mean by…”* * *“I like your story…”* * *“I have a…”* * *“That happened to me…”* * *“That reminded me of…”* * *“I went to…”* * Laughing |
| **Materials** | |
| * Teacher prepared age appropriate oral story (see tips below) | * Review tips * Read Aloud- see resources for suggested mentor text |

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| **Connection** | * *“Writers, today and every day we are going to meet at this carpet to do what writers do, talk about writing.”* * *“Writers, David Shannon wrote this book Too Many Toys because when he was little he had too many toys like Spencer. That’s what writers do they tell stories about things they know and do and then write them down. You are all storytellers just like David Shannon; you know and do many things. This year, you are going to tell stories about things you know and do and write them down.”* |
| **Teach** | * *“As we were reading David Shannon’s story I was thinking about how I have stories to tell too – but mine isn’t about toys, mine is about \_\_\_\_\_\_\_because I know a lot about \_\_\_\_\_\_\_.”* * Insert teacher prepared story and say, *“David Shannon wrote a story about something he knows and I told a story about something I know.”* |
| **Active Engagement** | * *“Give me a thumb up if you noticed how I told a story about something I know about.”* * *“I want you to see if you can think of something you know and can do and tell the person next to you”* * Have students turn to someone next to them and tell that person a story |
| **Link** | * “*Telling our stories is what we do and this is a safe place to do it. Kindergarteners all have stories to tell and we tell stories about things we know and do.”* |
| **After-the-Workshop Share** | * “*Tomorrow, writers, we will learn that when we tell stories about what we know and do we use a storyteller voice while looking at the audience.”* |

**Lesson Plans – Session 2 Continued**

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| **Tips** | * The intent is to just see if students can just begin to think of and tell a story. Although students have not practiced partnerships this is just a quick turn to someone and try and tell a story * Each child may not wish to tell a story yet, however future lessons will support partnerships and turn taking * Have a story ready to tell your students – this does not have to be an elaborate story, more importantly, it should be a real everyday story * Choose a story that is accessible to students, one that they will be able to relate to, as they hear it they can say, *“Hey I can do that!”* * Intentionally tell a story to your students that does not relate to the content of the read aloud * Connection between the two stories has to do with how writers work rather than content, teacher says, *“Here’s someone telling a story about something she knows, I have a story about something I know.”* * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”,* teacher says, *“Oh do you have a baby at home?”* * Teacher should have read 1-2 mentor text prior to this lesson |

**Lesson Plans**

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| **Session** | 2 |
| **Concept** | How do writers work effectively within a community of writers? |
| **Teaching Point** | Writers use a storyteller voice and look at the audience when they tell stories about things they know and do. |

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| **See writers…** | **Hear writers…** |
| * Take turns talking * Sit eye to eye, knee to knee * Looking at the speaker * Turn back to teacher at signal * Talking to each other * Not interrupting | * *“I’m going first…”* * *“I’m going to be the listener/speaker…”* * *“Tell me more…”* * *“What did you mean by…”* * *“I like your story…”* * *“I have a…”* * *“That happened to me…”* * *“That reminded me of…”* * *“I went to…”* * Laughing |
| **Materials** | |
| * Teacher prepared age appropriate oral story (see tips below) | * Chart paper for Anchor T-Chart * Teacher notebook or paper to record student stories |

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| **Connection** | * *“Writers, yesterday I told you that writers tell about things they know and do. Today I am going to show you how when we tell stories about things we know and do, we have to use our storyteller voice or a voice that is loud enough for the listener to hear, and look at the audience.”* |
| **Teach** | * *“Writers, yesterday when I told my story about \_\_\_\_\_\_\_* (teacher story from previous session) *I was the speaker. A speaker is someone who uses their storytelling voice, or a voice that is loud enough for the listener to hear while looking at an audience. The audience is the person/people who are listening to the story. Watch me as I show you how I tell a story about something I know and do with a storyteller voice while I look at the audience.* (Insert teacher prepared story) *Did you notice when I was speaking I used a storytelling voice or a voice that was loud enough for everyone to hear* (teacher uses hand gesture, cup hands around mouth) *and my eyes were looking at you* (teacher uses hand gesture, finger around eyes)*? That’s what speakers do they use a storytelling voice or a loud enough voice for everyone to hear and they look at the audience.”* * Teacher begins to create anchor T-chart about qualities of a speaker-Teacher draws a picture of gesture to match words  |  |  | | --- | --- | | **Anchor Chart #1** | | | **Speaker** | **Listener** | | * Uses a storytelling voice * Looks at the audience * Tells about something they know and can do |  | |

**Lesson Plans – Session 2 Continued**

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| **Active Engagement** | * “*I bet all of you can be a speaker and can tell a story about something you know and do.*” * “*Yesterday we told the person next to us a story about something we know and can do. Today when you tell the person next to your story, you will use your storyteller voice and look at them.”* |
| **Link** | * *“Did you notice that the writers who spoke today about things they know and do used a storyteller voice or a loud enough voice for everyone to hear and looked at the audience* (gestures)*? Give me thumbs up if you used a storyteller voice today? Give me thumbs up if you looked at the person you told your story to? This is what speakers do every time they tell a story.”* |
| **After-the-Workshop Share** | * “*Tomorrow, writers, we are going to talk about more things we do when we tell stories.”* |
| **Tips** | * The intent is to just see if students can just begin to think of and tell a story. Although students have not practiced partnerships this is just a quick turn to someone and try and tell a story. Each child may not wish to tell a story yet, however future lessons will support partnerships and turn taking. * Have a story ready to tell your students – this does not have to be an elaborate story, more importantly, it should be a real everyday story that is accessible to students, one that they will be able to relate to, as they hear it they can say, *“Hey I can do that!”* * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”,* teacher says, *“Oh do you have a baby at home?”* * Teacher records student stories in a notebook, i.e. Johnny told a story about ice cream, this will be used in future sessions * While creating the anchor chart be sure to include visuals of hand gestures introduced in the session |

**Lesson Plans**

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| **Session** | 3 |
| **Concept** | How do writers work effectively within a community of writers? |
| **Teaching Point** | Writers listen when others tell stories. |

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| **See writers…** | **Hear writers…** |
| * Take turns talking * Sit eye to eye, knee to knee * Looking at the speaker * Turn back to teacher at signal * Talking to each other * Not interrupting | * *“I’m going first…”* * *“I’m going to be the listener/speaker…”* * *“Tell me more…”* * *“What did you mean by…”* * *“I like your story…”* * *“I have a…”* * *“That happened to me…”* * *“That reminded me of…”* * *“I went to…”* * Laughing |
| **Materials** | |
| * Teacher prepared age appropriate oral story (see tips below) | * Teacher notebook or paper to record student stories |

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| **Connection** | * *“Writers, yesterday I told you that speakers use a storyteller voice and look at the audience when they tell about things they know and do* (refer to anchor chart). *Today, I am going to show you how an audience listens to a speaker about things they know and do.”* |
| **Teach** | * *“Writers, yesterday when Johnny* (choose a student from yesterday) *told his story about \_\_\_\_\_\_\_ he was the speaker and we were the audience. The audiences are the person/people who listens to the speaker. We were the listeners. A listener is someone who looks at the speaker* (teacher uses hand gesture, fingers around eyes) *and uses their ears* (teacher uses hand gestures, cups hands around ears) *to hear a story. In order to use our ears to hear a story our voices have to be turned off.”* * Teacher uses hand gestures, to zip lips * Teacher needs to arrange children into a circle * Teacher and chosen student will sit in the center * *“Watch me as I listen to Johnny as he tells his story. I am going to look at Johnny and listen with my ears with my voice turned off* (child tells story). *Did you see how I kept my eyes on Johnny, listened with my ears and kept my voice turned off? That’s what listeners do they look with their eyes, listen with their ears and keep their voice turned off.”* * Repeat hand gestures here * Teacher adds to the anchor T-chart about qualities of a listener |

**Lesson Plans – Session 3 Continued**

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| **Teach -**  **Continued** | |  |  | | --- | --- | | **Anchor Chart #1** | | | Speaker | **Listener** | | * Uses a storytelling voice * Looks at the audience * Tells about something they know and can do | * Looks at speaker (Repeat hand gesture) * Listens with ears (Repeat hand gesture) * Voices turned off (Repeat hand gesture) | |
| **Active Engagement** | * *“Now you will have the chance to look* (practice look with gesture)*, listen* (practice listen with gesture)*, and keep your voice turned off* (practice mouth closed with gesture) *while we listen to others share their stories about things they know and do.”* * Students turn and tell the person next to them their stories |
| **Link** | * *“Writers are not only speakers, but they are listeners too. I noticed when you were listeners today you looked, listened, and turned your voice off. This is what listeners do every time they listen to a speaker.”* |
| **After-the-Workshop Share** | * “*Writers, we heard more great stories today. We’ve learned how to be speakers and listeners. Speakers use a storyteller voice and look at the audience. Listeners look at the speaker, listen with their ears, and keep their voices turned off (*refer to anchor chart). *Tomorrow, we are going to talk about other things listeners can do.”* |
| **Tips** | * The intent is to just see if students can just begin to think of and tell a story. Although students have not practiced partnerships this is just a quick turn to someone and try and tell a story. Each child may not wish to tell a story yet, however future lessons will support partnerships and turn taking. * Have a story ready to tell your students – this does not have to be an elaborate story, more importantly, it should be a real everyday story that is accessible to students, one that they will be able to relate to, as they hear it they can say, *“Hey I can do that!”* * Intentionally tell a story to your students that does not relate to the content of the read aloud * Connection between the two stories has to do with how writers work rather than content, teachers says, *“Here’s someone telling a story about something she knows, I have a story about something I know.”* * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”* and teacher says *“Oh do you have a baby at home?”* * Teacher records student stories in a notebook, i.e. Johnny told a story about ice cream, this will be used in future sessions * While creating the anchor chart be sure to include visuals of hand gestures introduced in the session |

**Lesson Plans**

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| **Session** | 4 |
| **Concept** | How do writers work effectively within a community of writers? |
| **Teaching Point** | Writers take turns being a speaker and a listener. |

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| **See writers…** | **Hear writers…** |
| * Take turns talking * Sit eye to eye, knee to knee * Looking at the speaker * Turn back to teacher at signal * Talking to each other * Not interrupting | * *“I’m going first…”* * *“I’m going to be the listener/speaker…”* * *“Tell me more…”* * *“What did you mean by…”* * *“I like your story…”* * *“I have a…”* * *“That happened to me…”* * *“That reminded me of…”* * *“I went to…”* * Laughing |
| **Materials** | |
| * Teacher prepared age appropriate oral story (see tips below) * Teacher notebook or paper to record student stories | * Chart paper * Marker |

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| **Connection** | * *“Writers we have been taking turns hearing and telling stories. When you tell a story you are speaking and when you hear a story you are listening* (teacher pulls out anchor chart created during sessions 2 and 3). *A speaker uses a storyteller voice and looks at their audience. A listener looks at the speaker, listens with their ears, and keeps their voices turned off* (teacher uses the hand gestures). *Today we are going to practice how to be a speaker and a listener with a partner.”* |
| **Teach** | * *“We have been practicing telling stories. Today I am going to show you how we are going to take turns being a speaker and listener.”* * Teacher arranges students into a circle and selects a student to model speaker/listener role play * *“Watch as Johnny and I are speaking and listening partners. Johnny will be the listener and I will be the speaker. When we are speaking and listening partners we are sitting down knee to knee, eye to eye.”* * Teacher models with student for the class * Teacher models telling a story to Johnny about something she knows and can do * *“Did you see how we sat eye to eye, knee to knee?* *As a speaker did I looked at Johnny and used my storyteller voice* (use hand gestures)*?* *Did you also see how Johnny was a listener by looking at me, listening with his ears, and turned off his voice* (use hand gestures again)*?”* * *“Johnny is going to be the speaker and I will be the listener.”* * Teacher models how to be a listener as Johnny tells his story about something he knows and can do * *“Did you see how we sat eye to eye, knee to knee?* *As a speaker Johnny looked at me and used his storyteller voice?* (use hand gestures) *Did you also see how I was a listener by looking at Johnny, listening with my ears, and turned off my voice* (use hand gestures again)*?”* |

**Lesson Plans – Session 4 Continued**

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| **Active Engagement** | * “*I bet all of you have a story to tell about something you know and do.* *Today you are going to do what Johnny and I did. You will have a chance to be the speaker and a chance to be the listener. You are going to tell your partner a story about something you know and do.”* * Teacher will need to physically arrange the students into speaking/listening partnerships and assign speaker/listener roles (teacher may want to formally establish partnerships) * Teacher should be walking around supporting conversations while taking notes on student story ideas. * After students practice speaker/listener roles bring students back together into a whole group. * *“All of you were speakers and listeners with your partners today. When you were the listener you looked at the speaker, listened with your ears, turned your voice off, and responded when your partner’s story was done.”* |
| **Link** | * *“Did you notice that when you were a speaker today you had to look at your partner and use a storyteller voice? When you were the listener you had to look at the speaker, listen with your ears, and turn your voice off.”* * Refer to anchor chart |
| **After-the-Workshop Share** | * Teacher says, “*Today we learned how to work with a partner and share our stories. We sat knee to knee and eye to eye. We took turns being the speaker and then being the listener.”* |
| **Tips** | * Although students have already been turning to the person next to them to tell their stories, teacher may want to formally create partnerships. A chart with students’ pictures and partners may help with organization * Have a story ready to tell to the chosen student – this does not have to be an elaborate story, more importantly, it should be a real everyday story that is accessible to students, one that they will be able to relate to, as they hear it they can say, *“Hey I can do that!”* * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”* and teacher says *“Oh do you have a baby at home?”* * Throughout the sessions, the teacher will be sure to record in a notebook story ideas/observation of each child, i.e. Johnny told a story about ice cream, this will be used in future sessions * Teacher may use after the workshop share as an opportunity to problem solve speaking and listening partnerships |

**Lesson Plans**

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| **Session** | 5 |
| **Concept** | How do writers work effectively within a community of writers? |
| **Teaching Point** | Writers take turns being a speaker and a listener (this is a repeat of session 4). |

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| **See writers…** | **Hear writers…** |
| * Take turns talking * Sit eye to eye, knee to knee * Looking at the speaker * Turn back to teacher at signal * Talking to each other * Not interrupting | * *“I’m going first…”* * *“I’m going to be the listener/speaker…”* * *“Tell me more…”* * *“What did you mean by…”* * *“I like your story…”* * *“I have a…”* * *“That happened to me…”* * *“That reminded me of…”* * *“I went to…”* * Laughing |
| **Materials** | |
| * Teacher prepared age appropriate oral story (see tips below) * Teacher notebook or paper to record student stories | * Speaking/listening anchor chart |

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| **Connection** | * *“Writers we have been taking turns hearing and telling stories. When you tell a story you are speaking and when you hear a story you are listening.* * Teacher pulls out anchor chart created during sessions 2 and 3) and says, “*A speaker uses a storyteller voice and looks at their audience. A listener looks at the speaker, listens with their ears, and keeps their voices turned off* (teacher uses the hand gestures). *Yesterday we practiced how to be a speaker and a listener with a partner. Today we will practice being speakers and listeners again.”* |
| **Teach** | * *“We have been practicing telling stories to a partner. Today we are going to practice taking turns being a speaker and listener again.”* * Teacher arranges students into a circle and selects a student to model speaker/listener role play * Teacher picks a new student and says*, “Watch as Jenny and I are speaker and listener partners. Jenny will be the listener and I will be the speaker. When we are speaker and listener partners we are sitting down knee to knee, eye to eye.”* * Teacher models with student for the class * Teacher models telling a story to Jenny about something she knows and can do * *“Did you see how we sat eye to eye, knee to knee?* As *a speaker I looked at Johnny and used my storyteller voice* (use hand gestures)? *Did you also see how Jenny was a listener by looking at me, listening with her ears, and turned off her voice* (use hand gestures again)*?”* * *“Jenny is going to be the speaker and I will be the listener.”* * Teacher models how to be a listener as Jenny tells her story about something she knows and can do * *“Did you see how we sat eye to eye, knee to knee?* *As a speaker Jenny looked at me and used her storyteller voice* (use hand gestures)? *Did you also see how I was a listener by looking at Jenny, listening with my ears, and turned off my voice* (use hand gestures again)*?”* |

**Lesson Plans – Session 5 Continued**

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| **Active Engagement** | * “*I bet all of you have a story to tell about something you know and do.* *Today you are going to do what Jenny and I did. You will have a chance to be the speaker and a chance to be the listener. You are going to tell your partner a story about something you know and do.”* * Teacher will need to physically arrange the students into speaker/listener partnerships and assign speaker/listener roles * Teacher should be walking around supporting conversations while taking notes on student story ideas * After students practice speaker/listener roles bring students back together into a whole group * *“All of you were speakers and listeners with your partners today. When you were the listener you looked at the speaker, listened with your ears, turned your voice off, and responded when your partner’s story was done.”* |
| **Link** | * *“Did you notice that when you were a speaker today you had to look at your partner and use a storyteller voice? When you were the listener you had to look at the speaker, listen with your ears, and turn your voice off* (refer to anchor chart)*.”* |
| **After-the-Workshop Share** | * “*Today we learned how to work with a partner and share our stories. We sat knee to knee and eye to eye. We took turns being the speaker and then being the listener.”* |
| **Tips** | * Have a story ready to tell to the chosen student – this does not have to be an elaborate story, more importantly, it should be a real everyday story that is accessible to students, one that they will be able to relate to, as they hear it they can say, *“Hey I can do that!”* * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”* and teacher says *“Oh do you have a baby at home?”* * Throughout the sessions, the teacher will be sure to record in a notebook story ideas/observation of each child, i.e. Johnny told a story about ice cream, this will be used in future sessions. * Teacher may need to repeat this session over several days to allow for extra practice and opportunities for students to talk and listen * Teacher may use after the workshop share as an opportunity to problem solve speaking and listening partnerships |

**Lesson Plans**

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| **Session** | 6 |
| **Concept** | How do writers work effectively within a community of writers? |
| **Teaching Point** | Writers listen and respond to the speaker (this session should be repeated over several days) |

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| **See writers…** | **Hear writers…** |
| * Take turns talking * Sit eye to eye, knee to knee * Looking at the speaker * Turn back to teacher at signal * Talking to each other * Not interrupting | * *“I’m going first…”* * *“I’m going to be the listener/speaker…”* * *“Tell me more…”* * *“What did you mean by…”* * *“I like your story…”* * *“I have a…”* * *“That happened to me…”* * *“That reminded me of…”* * *“I went to…”* * Laughing |
| **Materials** | |
| * Teacher prepared age appropriate oral story (see tips below) * Teacher notebook or paper to record student stories | * Anchor chart –Speaking/listening |

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| **Connection** | * *“We have been working with a partner sitting eye to eye, knee to knee, and taking turns being the speaker and listener* (use hand gestures). *The listener has an important job to keep his or her voice turned off because as you are listening you are thinking about your partner’s story.”* |
| **Teach** | * *“After listening to a story it may have made you want to say something or respond to your partner. Today you will get a chance to say something or respond to your partner about their story.”* * Teacher arranges students into a circle and selects a student to model speaker/listener role play * *“Watch as Johnny tells me a story about something he knows and can do. I am going to be the listener. I am going to look, listen with my ears, and turn my voice off until he is done telling his story* (Johnny tells story).*”* * *“As Johnny was telling his story I was thinking* (gesture to head),teacher could respond in various ways by saying, *“I liked the part in your story when you got your new bike.”* Or say*, “I have a bike too.”* Or say, *“I went on a bike ride yesterday.”* * *“Did you see how I looked at Johnny, listened to his story, and had my voice turned off until he was done and then I responded to him about his story. Because my voice was turned off while Johnny was speaking I was able to think about his story and respond to him when he was done.”* * *“Listeners have an important job to keep his or her voice turned off because as you are listening you are thinking* (gesture to head) *about your partner’s story so you can respond when your partner’s story is done.”* * *“Now it is Johnny’s turn to be the listener and respond to my story when it is done. Johnny will look at me as I speak, listen with his ears, and turn his voice off until I am done telling my story, so he can think about my story* (teacher tells story)*.”* * Teacher looks to Johnny after telling story and waits for a response. If no response, teacher prompts Johnny and says, *“What were you thinking about while I was telling my story?”* * “*Did you see how Johnny looked at me, listened to my story, and had his voice turned off until I was done so he could think about my story and respond to me about my story. Because his voice was turned off while I was speaking he was able to think about my story and respond to me when I was done.”* |

**Lesson Plans – Session 6 Continued**

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| **Active Engagement** | * *“Today, you will all have the important job of being the listener. You will look at the speaker, listen with your ears, keep your voice turned off, think and respond when your partner’s story is done.”* * Teacher will need to physically arrange the students into speaker/listener partnerships and assign speaker/listener roles * Students will take turns practicing speaker/listener roles including a response * Teacher will monitor and listen for responses * Teacher should be walking around supporting conversations while taking notes on student story ideas * After students practice speaker/listener roles bring students back together into a whole group * *“All of you were speakers and listeners with your partners today. When you were the listener you looked at the speaker, listened with your ears, turned your voice off, and responded when your partner’s story was done.”* |
| **Link** | * *“Listeners have an important job to keep his or her voice turned off because as you are listening you are thinking about your partner’s story so you can respond when your partner’s story is done.”* |
| **After-the-Workshop Share** | * *“Today we learned the reason why it is important for the listener to look, listen, and keep their voices turned off. The reason we look, listen, and keep our voices turned off is because we need to think about the story and respond to the speaker.”* * Teacher refers to the speaking/listening anchor chart and adds:  |  |  | | --- | --- | | **Anchor Chart #1** | | | **Speaker** | **Listener** | | * Uses a storytelling voice * Looks at the audience * Tells about something they know and can do | * Looks at speaker * Listens with ears * Voices turned off Thinks about story * Responds to story at the end | |
| **Tips** | * Have a story ready to tell to the chosen student – this does not have to be an elaborate story, more importantly, it should be a real everyday story that is accessible to students, one that they will be able to relate to, as they hear it they can say, *“Hey I can do that!”* * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”* and teacher says *“Oh do you have a baby at home?”* * Throughout the sessions, the teacher will be sure to record in a notebook story ideas/observation of each child, i.e. Johnny told a story about ice cream, this will be used in future sessions * By the end of session 6 you will need to have recorded a story idea from every student in order to create a *“Things we know and can do chart”* * Teacher may need to repeat this session over several days to allow for extra practice and opportunities for students to talk and listen * Teacher may use after the workshop share as an opportunity to problem solve speaking and listening partnerships |

**Lesson Plans**

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| **Session** | 7 |
| **Concept** | How do writers think about and choose meaningful experiences? |
| **Teaching Point** | Writers use sources to generate story ideas. |

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| **See writers…** | **Hear writers…** |
| * Closing their eyes * Looking at anchor charts * Listening to each other * Sitting like a listener * Listening to a read aloud | * *Today I am going to tell you about…* * *I like to…* * *I remember when…* * *I wish I could…* * *I did that too!* * *That happened to me!* * *One time I…* * *I went to…* * *I saw…* * *I tried…* |
| **Materials** | |
| * Teacher created *“Things We Know and Can Do”* chart (teacher’s name and ideas should be included on this chart) * Chart paper for *“Idea”* anchor chart | * Collection of familiar read alouds * Markers |

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| **Connection** | * *“This morning when I was driving to school I was thinking that, gosh I don’t have a story to tell today! But then I thought, wait! There are ways to help myself think of a story idea. Today I am going to show you what writers do when they can’t think of a story idea because sometimes this happens to writers.”* |
| **Teach** | * *“I am going to teach you some ways you can help yourself when you can’t think of a story idea. I have been keeping track of all your ideas that you have been telling over the past week on this chart* (teacher brings out *“Things We Know and Can Do”* chart, read a few student story ideas). *Sometimes we forget about the stories that we have told so I created this chart as a place to keep track of our story ideas. If Johnny was thinking, hmmm, I don’t have a story to tell today, he could look up on the chart and see that he knows and can do karate, baseball, and feed his fish. This will help him think about a story to tell.”* * Begin creating *“Idea”* anchor chart, add *“Things We Know and Can Do”* chart  |  | | --- | | **Idea Chart**  **Where Writers Get Ideas** | | 1. Things we know and can do chart |  * *“Another way writers get story ideas is from books we have read. Remember when we read David Shannon’s book Too Many Toys? This book was about Spencer having too many toys and it made me think about a story I could tell about my toy race car.”* |

**Lesson Plans – Session 7 Continued**

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|  | * Add to anchor chart - Books  |  | | --- | | **Idea Chart**  **Where Writers Get Ideas** | | 1. Things we know and can do chart 2. Books |  * *“A third way writers get story ideas is from their friends. I remember when Johnny was telling me his story about riding his bike and it made me think about riding to the ice cream store on my bike with my son.”* * Add to anchor chart – friends  |  | | --- | | **Idea Chart**  **Where Writers Get Ideas** | | 1. Things we know and can do chart 2. Books 3. Friends |  * *“Sometimes writers need help coming up with storytelling ideas. When you need help coming up with a story telling idea you can use the “Things we know and can do chart", books, or your friends.”* |
| **Active Engagement** | * *“Now you are going to have a chance to be speakers and listeners again. Remember if you can’t think of a story to tell we have ways to help ourselves.”* * Teacher points to idea anchor chart and reviews each item * Teacher will need to physically arrange the students into speaker/listener partnerships and assign speaker/listener roles * Students will take turns practicing speaker/listener roles including a response * Teacher will monitor and listen for responses * Teacher should be walking around supporting conversations while taking notes on student story ideas * At this time teacher should also be asking where did you get your storytelling idea from, search and select several students who may have used the idea chart to get started with their storytelling * After students practice speaker/listener roles bring students back together into a whole group * *“As I was walking around today I asked some of you where you got your storytelling ideas from? Jane told me that she heard her friend tell a story about her dog and it reminded her of taking her dog for a walk. Joe looked at the “Things we know and can do” chart and remembered he could talk more about karate.”* |
| **Link** | * *“Sometimes writers need help coming up with a storytelling idea. When you need help coming up with a storytelling idea you can look at our idea chart* (teacher reviews idea anchor chart again)*.”* |
| **After-the-Workshop Share** | * *“Writers you have all been working hard on becoming speakers and listeners. Give me a thumb up if you told a story today. Give me another thumb up if you listened to a story today.”* |
| **Tips** | * Be mindful of finding students who have demonstrated how to use the idea chart * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”* and teacher says *“Oh do you have a baby at home?”* * Throughout the sessions, the teacher will be sure to record in a notebook story ideas/observation of each child, i.e. Johnny told a story about ice cream, this will be used in future sessions |

**Lesson Plans**

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| **Session** | 8 |
| **Concept** | How do writers think about and choose meaningful experiences? |
| **Teaching Point** | Writers choose and think about a meaningful experience and share |

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| **See writers…** | **Hear writers…** |
| * Closing their eyes * Looking at anchor charts * Listening to each other * Sitting like a listener * Listening to a read aloud | * *“Today, I am going to tell you about…”* * *“I like to…”* * *“I remember when…”* * *“I wish I could…”* * *“I did that too!”* * *“That happened to me!”* * *“One time I…”* * *“I went to…”* * *“I saw…”* * *“I tried…”* |
| **Materials** | |
| * Anchor Chart: What do I do to write a story? | |

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| **Connection** | * Teacher says, *“Yesterday, we created some charts to help us remember where writers get ideas. Sometimes writers cannot think of a story idea so they have ways to help themselves. We said we can get ideas from the Things We Know and Can Do chart, from books or from friends (teacher rereads chart at this time). Today, we are going to pick and think about one of these ideas that are meaningful to us.”* |
| **Teach** | * *“I have been telling lots of stories about my sons and all the things we do together* (teacher refers to her name on the Idea chart) *we went on vacation, played games, rode our bikes, ran errands. When I think about all these stories there is one story that I really want to pick that is meaningful to me. I am going to pick the story of when Joe got lost at Target. That is meaningful story for me because I can remember everything that happened and the way it made me feel. I have picked my story and now I have to think about it.*” * Teacher refers to the first bullet on the anchor chart and says, *“What do I do to write a story? When writers want to tell a story the first thing they do is think about their story.”* * *“Watch me as I think about my story…hmm when I think about Joe getting lost I remember I was so scared because I couldn’t find Joe, I am thinking about how I kept calling his name…”* * Teacher says, *“Did you see how I picked my story and really thought about what happened? Writers start by thinking about their story.”* * “*Today you are going to pick and think about your meaningful story and then share it with your partner. A meaningful story is one that you can remember everything that happened and the way it made you feel.”* |
| **Active Engagement** | * Teacher will move students into partnerships * Teacher should model with a student, “*Here is Julie’s list of things she can do, Julie can you pick something from the list that you will think more about*?” * Students in partnerships talk about stories they have told in the past, they may look back at idea chart and decide on one meaningful story idea and discuss how it made them feel |

**Lesson Plans – Session 8 Continued**

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| **Link** | * Referring to chart, teacher says, “*We know that when writers want to tell a story the first thing they do is think about their story”* * *“Today we decided on one meaningful story that we are going to share. Writers sometimes have a lot of stories to tell but they usually write about stories that are meaningful to them. A meaningful story is one that you can remember everything that happened and the way it made you feel.”* |
| **After-the-Workshop Share** | * Students report out one story idea as teacher takes notes * Students should be arranged in a circle |
| **Tips** | * This is the time to support and scaffold student story telling by asking clarifying questions and prompting for more detailed information, i.e. student says *“baby”* and Teacher says *“Oh do you have a baby at home?”* * Throughout the share, the teacher will be sure to record in notebook the students’ meaningful idea that they picked in this lesson, this will be used in session 9 |

**Lesson Plans**

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| **Session** | 9 |
| **Concept** | How do writers think about and choose meaningful experiences? |
| **Teaching Point** | Writers plan their story. |

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| **See writers…** | **Hear writers…** |
| * Using fingers to tell their story * Using hand gestures to tell their story * Turning and talking with their partner * Looking at the speaker | * *“First I…then I…Last I…”* * *“One time I…”* * *“This summer I…”* * *“I went to…”* * Telling the story in order * Telling at least three parts to their experience |
| **Materials** | |
| * Anchor Chart: What do I do to write a story (prewriting)? | |

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| **Connection** | * *“Yesterday I showed you how writers have lots of stories to tell and they usually choose stories that are meaningful to them. A meaningful story is one that you can remember everything that happened and how it made you feel. Yesterday we all picked one story that we wanted to think about.”* * Teacher refers to anchor chart and says, *“What do I do to write a story?”* * *“Today I am going to show you how to picture that story to help you plan and say your story to an audience.”* |
| **Teach** | * “*When writers want to tell a story the first thing they do is think of a story (refer to anchor chart). The next thing they do is picture the story in their head. Then they say their story to themselves. Yesterday we all thought about our story we wanted to talk more now we are going to picture that story in our head.”* * *“Watch as I think* ***and*** *picture my story. When you picture your story it is almost like you are playing a movie in your mind and you can see everything that happened right from the beginning to the very end. Yesterday I thought about the story when Joe was lost at Target, now I am going to picture this story starting right from the beginning all the way to the end. Hmm...I can picture when we got to Target, I can see us walking into the store and Joe didn’t want to go in the cart so I told him he had to hold onto the side of the cart with his hand instead…*” * Teacher continues to model thinking and picturing the story and says, *“This story is much more detailed and starts right from the beginning to the very end.”* * *“Did you see how I thought about my story and pictured it in my head? I pictured my story right from the beginning when we got to Target all the way to the end when I found Joe. So first I thought about my story, and then I pictured my story, now I am going to say my story to myself. “* * Teacher now retells pictured story to self and says, “*So, when writers want to tell a story they have to (refer to anchor chart) think of a story, picture the story, and say the story. This helps them remember all the important things that want to say to their audience about the story.*” |
| **Active Engagement** | * “*You have already thought about which story you are going to picture and say. Now I want you to picture your story in your mind just like I did with going to Target with Joe. I want you to think about what happened right at the start of your story to the very end. Then I want you to say the story to yourself. So you are going to think of your story, picture your story then say your story.”* * Students may stay at meeting place or move to seats to think, picture and say their stories |

**Lesson Plans – Session 9 Continued**

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| **Link** | * Teacher refers to anchor chart * “*So when writers want to tell a story they have to first think about a story, picture the story and then say their story. This helps them remember all the important things that happened in their story.*” |
| **After-the-Workshop Share** | * Pick a few students to share how they thought and pictured their stories |
| **Tips** | * Students could use *“hear themselves phones”* (tubaloo) to support saying the story to themselves * Students should practice telling stories in order throughout the day (coming in from recess, after lunch, PE, etc.) * Practice story telling at other times throughout the day and at home |

**Lesson Plans**

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| **Session** | 10 |
| **Concept** | How do writers rehearse their stories to make them more meaningful for an audience? |
| **Teaching Point** | Writers think, picture and say their stories to themselves and partner |

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| **See writers…** | **Hear writers…** |
| * Using facial expressions and body language to clarify their story * Turning and talking * Looking at the speaker * Using fingers to tell their story | * *“I’m going to tell my story to…”* * *“I felt…” (happy, sad, scared)* * *Rehearsing story with writing partners* * *Answering teacher prompted questions* |
| **Materials** | |
| * Anchor chart: What do I do to write a story? * Anchor chart : Speaker/Listener | * 3-5 page blank paper booklet |

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| **Connection** | * *“Yesterday we talked about the things writers do when they want to write/tell a story,* (refer to anchor chart) *they think of their story, picture their story and say their story. Writers do this because it helps them remember all the important things they want their audience to know about their story. Yesterday we thought about our stories, we pictured our stories and we said our stories to ourselves. Today we are going to think, picture, and say our stories to ourselves and then to a partner or our audience”* |
| **Teach** | * “*Watch me as I* (refer to anchor chart) *think, picture and say my story to myself*”. * “*I am thinking about the story when Joe was lost at Target, now I am going to picture this story starting right from the beginning all the way to the end. Hmm...I can picture when we got to Target, I can see us walking into the store and Joe didn’t want to go in the cart so I told him he had to hold onto the side of the cart with his hand instead…*” * Teacher continues to model thinking and picturing then says story again to herself and says, “*Did you see how I thought about my story, pictured my story and said the story to myself*?” * “*Now I am going to say my story to a partner or my audience. Let’s review how a speaker tells a story and a listener sits quietly with their voice turned off* (review anchor chart).” * Teacher picks a student(Susie) to share story with and says, “*Now I am going to have Susie, Think, Picture and Say her story to herself than she is going to tell her story to me”* |
| **Active Engagement** | * *“So writers need to think, picture and say their stories to help them remember all the important things they want their audience to know about their story. You are going to think, picture and say your story to yourself. Then I will put you with a partner and you will say your story to your partner. Remember to how to be a good speaker and listener.”* |
| **Link** | * “*So every time a writer wants to tell a story they need to think, picture and say their story to themselves and to someone. This helps them remember all the important things they want to tell their audience*.” |

**Lesson Plans – Session 10 Continued**

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| **After-the-Workshop Share** | * Teacher will have a few children share their story with the class, after each child shares their story the teacher will bring the share session to a close by planting a seed for what is to come over the weeks and months ahead * Using the students’ story teacher says, “*So if the story Susie told us was in a book it might go like this: On the front there would be the title just like David Shannon did in Too Many Toys.*” * Teacher models opening the cover of the booklet and proceeds by using Susie’s words to tell back her story, using one part on each page and says, “*On this first part you tell the first part of your story. What was the first part of your story?*” * Teacher may need to guide students through this by reminding them of the parts of their story * Teacher points to space for illustration and states, *“Maybe there will be a picture here of you*…” teacher continues through the booklet supporting and modeling how each page is a different part * Teacher will not give booklet to student at this time, this is only a snapshot of what is to come, the goal here is for students to begin to understand that storytelling is a part of something bigger |
| **Tips** | * Celebration: Teacher could invite visitors or guest to hear the kindergarten storytellers * Anchor chart will be kept for future units |