



**Grades 1-3**

**Lesson Title: *Oh Where, Oh  
Where Has My Little Story Gone?***

**Mr. Brian Kruschwitz**

Module 1	Conflict in a Castle	Mr. Brian's friend, <i>Story</i> , is missing. After viewing the performance of the Castle Song, students identify key details of the setting, characters, and plot to earn a piece of the puzzle that will bring <i>Story</i> back.
Module 2	Two Friends Go Fishing	Students continue their work with story elements while experiencing a bit of Indonesian culture and instruments.
Module 3	Carelessness Didn't Kill the Cat	Explore the setting, characters, and plot of the Spanish children's song, <i>Señor Don Gato</i> . Learn more about the method's the illustrator used to create the characters in this children's story.
Module 4	Introduction to Theme	What is a theme? Students learn a new song, <i>Joseph had a Little Overcoat,</i> " to help them remember the definition of a theme and apply that knowledge as they work to determine the theme of the stories and songs from previous modules.
Module 5	Poor, Poor Story Revisited	Because students have earned puzzle pieces throughout the modules, <i>Story</i> is complete. Students sing along with the song, <i>Poor, Poor Story</i> to demonstrate their understanding of all 4 story elements. (setting, characters, plot and theme)

***Response and Extension Options:***

It is not easy for students to differentiate between plot and theme. Let's create a visual! Students create a stick figure skeleton. On each limb, write a key detail of the plot. Without our bones, the body would not stand tall. Just like without key details of a plot, there would be no story. Then, create a large heart. Students write the theme on the heart shape, as a theme represents the "heart" of a story.

Work backwards! Before students have to identify the theme of a song or story, generate some ideas of themes together as a class (be responsible, show kindness towards others, hard work pays off, etc.) Then, ask students to think about a story or situation that they could act out that would "teach" one of those themes. Allow students to perform for each other and see if the audience can figure out which theme students were demonstrating.

Students draw a picture and/or write their own story that shares a similar theme as one of the stories/songs that Brian shared.

Using works of art such as Pierre Auguste Renoir's "Young Girls on the Riverbank", Leonid Afremov's "Friends Under the Rain", Bessie Pease Gutmann's "Sympathy", or Conradyn Cunaeus's "Two Spaniels In A Landscape", students use visual thinking strategies to participate in collaborative conversation discussing who, what, when, where, and why. Students will be encouraged to use details from the paintings to support their thinking.

Using the paintings listed above, students use the key details revealed in the visual thinking strategy conversation to determine the central message that is common among all of the paintings.

### ***Content Standards***

1-2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

3.SL.2.1 Engage effectively in a range of collaborative discussions on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

1.RL.2.2 (CCSS.ELA-LITERACY.RL.1.2) Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

2.RL.2.2 (CCSS.ELA-LITERACY.RL.2.2) Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. RL.2.2 (CCSS.ELA-LITERACY.RL.3.2) Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

1.RL.2.3 (CCSS.ELA-LITERACY. RL. 1.3) Using key details, identify and describe the elements of plot, character, and setting.

2.RL.2.3(CCSS.ELA-LITERACY. RL.2.3) Describe how characters in a story respond to major events and how characters affect the plot.

3.RL.2.3 (CCSS.ELA-LITERACY.RL.3.3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

### ***Fine Arts Standards***

(Cn.3.2.1) Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.

(Cn. 2.5.1) Discover, identify, and explore how music connects to language arts and/or science, mathematics.

(MU:Cn11.0.1-3a) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (National Music Standards)