



Grades Pre K – 2

Lesson Title: *Poor, Poor Story*

Mr. Brian Kruschwitz

Module 1	Poor, Poor Story	Students will learn the three elements that every fictional story needs to be complete as they sing along with the song, “Poor, Poor Story,” As they do so, watch Story become happy again!
Module 2	Kamishibai Story: Meet the Puhuy Bird	Students will be introduced to the Japanese art of Kamishibai storytelling through the story, <i>The Puhuy Bird</i> . During the story they will be asked their ideas about how they could help the puhuy bird. After the story, they will be invited to engage in a conversation about the setting, characters and plot of the puhuy bird story.
Module 3	The Very Emotional Song	Students will learn to use their facial expression, body language, and voice inflection to convey a character’s emotions with the help of a song called, “The Very Emotional Song.”
Module 4	Kamishibai Story: Hey, Little Ant	Students will revisit the art of Kamishibai storytelling using the story <u>Hey Little Ant</u> which was written by 9-year old Hannah Hoose and Phillip Hoose.
Module 5	The Very Emotional Song Interactive	Students continue to practice using facial expression, body language, and voice inflection as they further explore the character of the ant.
Module 6	Hey, Little Ant Interactive	Students take on the role of the ant as Brian sings the story one more time.
Module 7	Let’s Wrap Up	Students join in the song as they review the three story elements that every fictional story needs to be complete.

Response and Extension Options:

Read aloud a folktale of choice. With guidance and support, students decide how the story can be broken up into parts representing events from the beginning, middle, and end. Divide the class into enough groups to create an illustration for each part of the story. Students have time to create their part of the story in picture and practice the retelling that goes with that part of the story. Finally, retell the piece using homemade Kamishibai cards.

Students create an ending of their own to Hey Little Ant. Use facial expression, body language, and voice inflection to share the ending with classmates.

As young children begin to explore feelings and emotions of themselves or a story character, provide a face template and play dough. Students create and add the appropriate facial expressions out of play dough to create a face that shows a specific emotion.

Create an anchor chart of new stretch vocabulary words to identify a character's emotions as you encounter new characters within books.

Amplify student writing using the new list of stretch vocabulary to "show" rather than "tell" how a character is feeling. What would your mouth be doing if you were shocked? What would your hands and arms be doing...?

Content Standards

Indiana Early Learning Foundations ELA2.4:
Demonstrate comprehension

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

K-1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through social media.

2.SL.3.1 Determine the purpose for listening and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SE1.2: Demonstrate identification and expression of emotions.

SEL-competencies 2A. Students identify a wide range of emotions. "I am aware of my emotions."

Indicator #1. Students begin to build emotional vocabulary to describe their feelings.

Fine Arts Standards

(TH: Pr4.1.PKa.) With prompting and support, identify characters in a dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

(TH:Pr4.1.Ka.) With prompting and support, identify characters and setting in dramatic play or a guided drama experience.

(TH: Pr4.1.1b) Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

(TH: Pr4.1.2b) Alter voice and body to expand and articulate nuances of a character in a guided drama experience.