

LESSON: Collective Storytelling

GRADE: K

OBJECTIVES:

Reading Literature- Key Ideas & Details

- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge & Ideas

- **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

- **RL.K.10** Actively engage in group reading activities with purpose and understanding.

MATERIALS & RESOURCES:

- Books-
 - *The Very First Americans*, Ashrose, C.
 - *Dreamcatcher*, Osofsky, A.
 - *Jingle Dancer*, Leitich-Smith, C. & Ying-Hwa Hu
 - *Coyote in Love With a Star: Tales of the People*, Kreipe De Montano, M.
 - *Star Boy*, Goble, P.
 - *Raccoon's Last Race*, Bruchac, J. & J
 - *How Chipmunk Got His Stripes*, Bruchac, J. & J.
 - *Turtles Race with Beaver*, Bruchac, J. & J.

PRESENTATION:

One way of teaching or passing on information is with a story. Telling stories is important to many cultures, including the First People of Blood Run and their ancestors, as a way of passing on history and lessons, In this activity, students will have the opportunity to experience both learning from and teaching with storytelling.

DIRECTIONS:

1. Choose a relatively simple story from the list of books in the Materials & Resources section above. (Coyote in Love with a Star, Star Boy, and Raccoon's Last Race are good ones.)
2. Read the book to the class.
3. Copy the story and cut it up into sections or scenes. Include pictures that go with corresponding section of text to help jog the children's memory. (The children might want to create the art work for each section.)
4. Paste each section on a separate page so that you can hand out the sheets to students. The students then prepare to retell their small piece of the whole story.
 - Assemble the story by having each student retell his or her part in the plot's sequence. It's ok if they don't get it exactly the same as the book. They should get some details, identify some of the characters, settings, and major events in the story, and connect illustrations with sections of the story.
5. Have students keep the flow going as the story is told so that the performance moves along as though one person were telling it.
6. Do a second round by giving students different sections to retell. Notice how differently students retell the same sections!
7. Afterwards talk about what students learned from the story and from working together and being one part of a whole story.

Additional Activity

1. Give the kids an opportunity to create a story as a class.
2. First have them choose what “lesson” they want to demonstrate with their story.
3. Next have them think of some possible characters for the story. Animals are fun characters and it’s useful for kids to think about the characteristics of animals that they want in the story. For example; the wily coyote, the wise owl, the slow but persistent turtle, etc. Maybe the kids attribute other characteristics to the animals. Let them decide which animals and what characteristics each animal is bringing to the story.
4. Now help them think about stories in which they have learned lessons. You may need to tell more stories to get the ideas flowing.
5. Once they are coming up with stories and lessons learned, have them begin their story.

TIME: 90-120 min (more w/ the additional activity)