

Lesson Storytelling (Across

Title: Cultures Lesson # 1

English
Language

Name: Deepanjali Sachdeva Subject(s): Arts Grade(s): 5

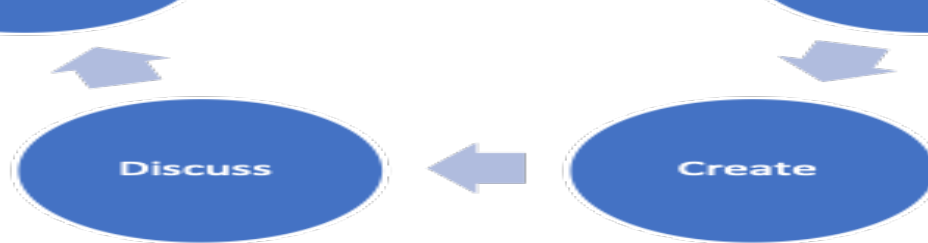
Rationale & Overview

The cultural, ethnic, and linguistic diversity of the different regions of the world gives an excellent opportunity to enrich children's learning. Diverse points of view, personal histories, and prior experiences can be used to greatly enhance learning. This is the introductory lesson in the unit and the students will be given words and phrases to brainstorm and reach the questions they could themselves develop for this inquiry project based on storytelling. Stories are a way of recording pivotal events in a culture's or a person's history. Traditionally stories were told in a way that reflected the customs and culture from which they originated. Cultural languages, norms, traditions, gender roles, and humor, were all transmitted through stories. Storytelling is a mode of teaching and learning that requires the learner to listen, visualize, and imagine. Storytelling is a natural shared experience between the storyteller and the listener. It offers natural language experiences for all students and is a wonderful way to share and understand each other as cultural beings. ((Dyson & Genishi,1994). Through this inquiry, the students may connect with different cultures of the world through the exchange of different stories and make personal connections with the cultures of the world. This lesson shall focus on understanding the core of the unit and shall pose **the essential question: How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?**

Key Questions for Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<p>Core Question:</p> <p>How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?</p> <p>Supporting Questions</p> <ol style="list-style-type: none"> 1. What are the things your family, values? 2. How do we live these values? 3. How can we use storytelling and story writing to solve everyday problems? 4. In what ways can we express ourselves in the absence of a language we do not understand? 	<ol style="list-style-type: none"> 1. What are the things your family, values? 2. How does our understanding of the culture of other places and people help us communicate with them effectively?





Inquiry Approach and Rationale

English Language Arts requires students at all grade levels to demonstrate skills in speaking and listening as well as in reading and writing. This unit shall be taken up as a guided and structured inquiry. The students will be guided by the overarching essential question but shall be free to explore their own inquisitions and find answers as well as attach meanings to present their work the way they plan to be motivated by the core question.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>Students at grade 5 are growing to become more independent and are little less exacting and demanding than their counterparts in elementary school. They need a teacher's guidance in the classroom for working together in groups. They can be voracious readers and possess the capacity to express and explain with the help of a teacher to guide them through this inquiry.</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	<p>Ten-year old's have an incessant need to talk and express themselves. Partner chats, peer conferences, and collaborative structures suffice this need and this structured activity shall help the students to share their individual stories and anecdotes that are lived experiences that will help them learn about other cultures across the world. Storytelling for young learners is vitally important to create constructive and creative comprehension.</p>
<p>Core Principle 3: Assessment practices are focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self, and teacher assessments?</i></p>	
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.</p> <p><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Stories are powerful, as they teach us history, morals, values, and connects people. they are not just a source of entertainment but can make us think in ways we must not have ever thought before. Ancestral stories tell us about where we came from and the things, we have in common with people around us. The oral cultures in the world use stories as their main source to teach and learn. Storytelling is a powerful tool for language learning. Expressive language development in oral and written form helps to create constructive and creative comprehension. The students will be preparing to meet a member of the aboriginal community (indigenous speaker) to understand</p>

	creative comprehension. The students will be preparing to meet a member of the aboriginal community (indigenous speaker) to understand their traditions in the cultural context.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • Connecting and engaging with others. • Creative use of language can help generate joy and happiness. • Vivacious and sportive use of language introduces us to new vistas that can open owing to language 	<ul style="list-style-type: none"> • Generating and incubating 	<ul style="list-style-type: none"> • Rebuilding cultural beliefs. • Understanding universal characteristics common across cultures and valuing diversity.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> • Listening and exploring stories from other times and places helps us to know more about others and allows us to form connections and know ourselves better. • Empathy and respect for different points of view depending on their individual perception. The ability to articulate thoughts, feelings, and needs can contribute to academic, interpersonal, and professional success.
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BC Curriculum Learning Standards

(STUDENTS DO)	(STUDENTS KNOW)
Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> • Participate in speaking and listening skills that are essential to participating in adult culture. • Articulate thoughts, feelings, and needs. • Children are able to express their thoughts and feelings that assist them to ask for help and get what they need from adults. • Making personal connections between the text and the self. • Respond to text and oral narrations to produce them creatively. • Decipher and discuss wisdom that the plotline preserved for future generations. 	<ul style="list-style-type: none"> • Features of Oral Language • Ask questions and express opinions • Narrative structure and characterizations.

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<p><i>How will I incorporate Indigenous knowledge and principles of learning?</i></p> <ul style="list-style-type: none"> • Demonstrate awareness of the oral traditions in First people cultures. • The first lesson will begin and end with (one video and one audio) listening to two short stories (from the indigenous culture to establish a connection with listening and continue to understand the importance of oral traditions and keeping a record of events and situations. • Create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to language acquisition. • Incorporating traditional knowledge helps in the understanding of the project better. • Identifying relationships helps to make the inquiry alive

of which are vital to language acquisition.

- Incorporating traditional knowledge helps in the understanding of the project better.
- Identifying relationships helps to make the inquiry alive.
- Organize the lessons that are holistic, experiential, and reflective in approach.

Respectful Relations

How will I invite students of all backgrounds, interests, and skills into the inquiry?

- General and structured conversation, visual brainstorm, draw or write or record their ideas creatively with colored pens and chart papers. Students will be encouraged to focus on the stories they learn from their elders and share the same in class.
- The activity is done in groups with ample room for discussion and the teacher assists this discussion by moving around to each group alternatively. The teacher shall ensure that all students in the group get an equal chance to share their ideas.
- Once data is collected, we can interpret, analyze, evaluate, or apply it. The regular and holistic assessment shall be taken up to retain the joy of the inquiry lesson.
- Factual recall is somewhat mechanical, but it provides the basis for more creative uses of information.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	10 minutes	Students will be introduced to the topic and shall be shown a video of a short story. This would be a warm-up. Students would be asked to listen carefully and keep a record of the 4 W's (who, what, where and when)	Listen to the audio, stay focused, and connect to the story while recording: 1. Who: Name the main characters. 2. What: Describe one action that a character in the tale did. 3. Where: Describe a detail mentioned in the story that refers to the setting of the tale. 4. When: Make a linear timeline of the sequence of events of the plot.
Inquiry			<ol style="list-style-type: none"> 1. Based on the subjective detail of the story heard, listeners recall the information overtly contained in the story. Unlike watching TV, story listeners create the costumes, scenery, and character details in their imaginations. 2. Exploring Comprehension Once the plot of the story is understood as a sequence of events, students can use this information to explore further comprehension and creative arts activities. 3. Interpretive Activities: Have students generally summarize the folktale.

			<p>Have students generally summarize the folktale.</p> <p>4. Have students generously retell the folktale in dramatic style with character dialogue, have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale.</p>
Reflection			<p>Have students discuss their sense of the underlying meanings or messages in the story (moral)? Have students imagine themselves as a character in the tale. Would they have made the same choices? Why or why not?</p>
Discussion			<p>Compare two versions of the story's plot as told by different authors or by two or more cultures. Notice similarities and differences.</p>

Materials and Resources

<https://youtu.be/1RYByws56TQ>

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/audio-audio/lr_ks_TLR_1367343325070_eng.mp3

Organizational Strategies

With the increased use of the whole language approach to reading and writing, storytelling has taken on an important role. Students with experience in hearing and telling stories such as myths, legends, and folklore are eager to begin creating or writing their own stories. The teacher shall incorporate the usage of a computer, smartboard, projector, storybooks, props, class list, and a seating plan. Critical thinking skills, vocabulary, and language patterns are enhanced through the use of stories (Zabel, 1991).

For this, the teacher will ensure that:

- The class is designed in a way that will engage students as attentive listeners
- Every student is encouraged to participate in the classroom activities
- Students sit in a circle around the storyteller (for every class). However, in this lesson, they will sit on the carpet in a semi-circle with floor cushions to watch the video and listen to the audio story attentively individually.
- The handout of the stories will be distributed initially to everyone.
- They will then be segregated in groups to do the activities and brainstorm for new words and learnings.

Proactive, Positive Classroom Learning Environment Strategies

To arouse your students' interest, the teacher may use a mix of the following for different lessons in this unit:

- Create a special corner in the class and decorating it with images, artifacts, a chair, and floor mats. This corner may be called "The Story Corner."
- For the follow-up activities, students will be taken for a nature walk and the groups shall share their experiences out in the garden while sitting in small circles.
- The narrator may choose an object that is significant to the story. This object can be used to generate interest and as an introduction to what is to follow in the story.
- Each time students or teachers become the narrator; they may use one item that could tell who the narrator of the story is. It could be a mask or a crown or a robe or sash that can be a little tradition to be followed in the class to add to the enigma of storytelling.
- The narrator may have everyone sit around him/her while the actor read out scenes in the middle of the circle, with voice modulations, gestures, or sign language.
- You may, use different voices for each character, change your voice as the plot thickens, or place emphasis on specific words.
- Use felt cut-outs or flannel boards to provide illustrations and movement in the story.
- Pick words or pictures or colors that may relate to the story. Use pieces of picture printouts colored paper or fabric and distribute these papers to several participants. Have students take turns suggesting ways in which they associate a picture or color with the story.
- Choose sounds that would enhance the story. Assign them to various people or groups at the appropriate times in the story. Have each group make the designated sound.
- Laughter is important. Sing and chant loudly. Have fun with it. Bring the story to life.

Extensions

This Unit plan consists of five lessons exploring the dramatic and artistic elements of storytelling. Students will learn about the significance of storytelling across different cultures, as we have students from different parts of the world. They will explore various examples of few Aboriginal stories, folk tales, or fairy tales as well as other stories. Using the knowledge, they gain from this experience, students will write their own story and use dramatic techniques to retell it. They will also create a class "storyboard" and have the option to video record their final product.

Students will:

- identify different types of stories, as well as their significant elements.
- recall and relate, in their own words, the major parts of a story and its supporting details.
- discuss their own and others' understanding of various community and cultural traditions, in various times and places, as portrayed in texts.
- create a new story or re-design a familiar one.
- create a visual response to a specific story.
- Share information on a topic using print, audio-visual, or dramatic forms.
- The class will end with a short mediation with chanting of "aum" and an audio story that the students would listen to.

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- They would then be encouraged to ponder upon that story and come prepared with a new story that they have learned from their elders and has been a part of their culture. It can be folklore, anecdotal, or experiential story, that they will be sharing in their groups from the next class.

Reflections (to be completed after the lesson demonstration)

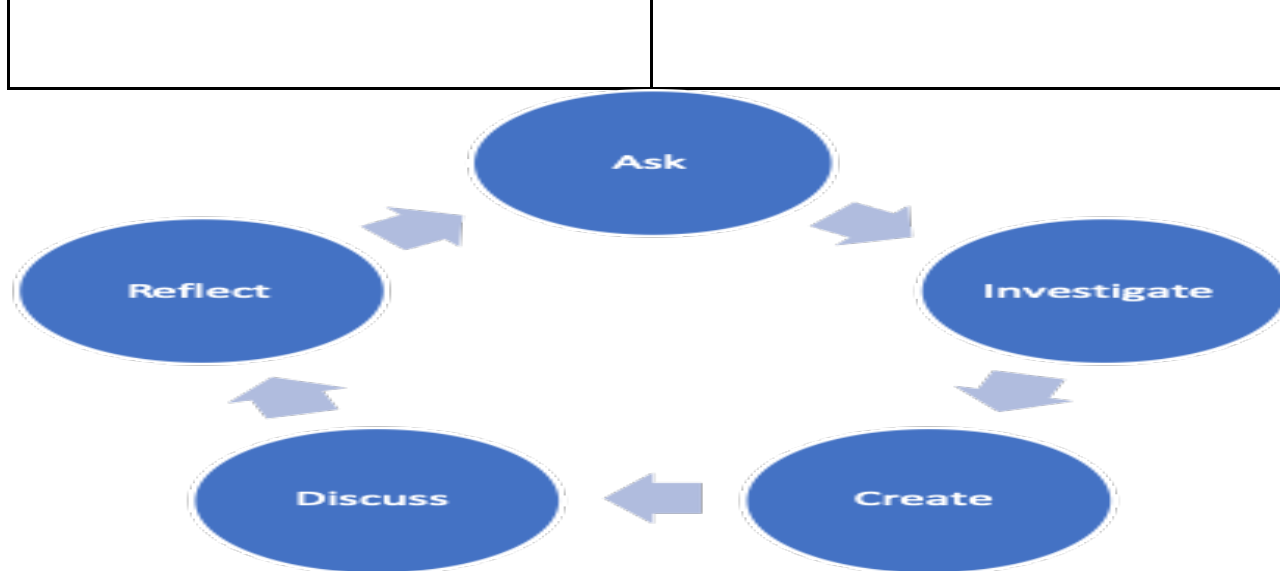
The class was indeed a success. My classmates helped me understand that I need to slow down with the flow of activities. I shall keep that in mind for my lessons. The experience of role-playing and class presentation was only an example of how the class will present the whole project towards the end. All students were enthusiastic about learning and I would be glad to plan my next inquiry lessons to ensure all the students get an equal chance to participate.

Lesson Storytelling Across
Title: Cultures
Lesson # 2
Date:
English
language
Arts and
aSocial
Deepanjali
Name: Sachdeva
Subject(s): Studies **Grade(s):** 5
Rationale & Overview
Why does this topic matter to students?

Stories first arise in the context of relationships when small children acquire the ability to verbalize their experiences. With this verbalization, children become the “narrated selves” of their own lives, sharing interpretations with others. Like adults, children use narrative to shape and reshape their lives, imagining what could have or should have happened, and reviewing what did happen (Stern, 1985). For students, this topic is important because it focuses on the role that culture, families, and society plays in self-development. This is the 2nd lesson in our unit, we shall develop an inquiry board while we go for a nature walk for this class. Brainstorming activity to understand the project and the definitions of storytelling shall help the students to understand how to approach storytelling. The class will be held out in nature building up answers and finding further questions to build a connection between the past and present generations. They develop a common definition and the way to storytelling in the context of their understanding of the social and cultural importance of storytelling. Stories have interrelated social and evaluative functions (Dyson & Genishi, 1994). The stories we tell help define our socio-cultural landscape in particular ways and demonstrate connections between language, culture, and power (Dakhtin, 1981). Through this inquiry, the students may connect with different cultures of the world through the exchange of different stories and make personal connections with the cultures of the world. This lesson shall focus on understanding the core of the unit and shall pose **the essential question: How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?**

Key Questions For Inquiry

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<p>Core Question:</p> <p>How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?</p> <p>Supporting Questions</p> <ol style="list-style-type: none"> 1. How is our perception of good and evil shaped by stories? Films, books, games, theatre, songs, and dances which is the best way to narrate a story? 2. Do stories help in rebuilding our values and beliefs? 	<ol style="list-style-type: none"> 1. How can we use storytelling and story writing to solve everyday problems? 2. How does our understanding of the culture of other places and people help us communicate with them effectively?



Inquiry Approach and Rationale

English Language Arts requires students at all grade levels to demonstrate skills in speaking and listening as well as in reading and writing. This unit shall be taken up as a guided and structured inquiry. The students will be guided by the overarching essential question but shall be free to explore their inquiries and find answers as well as attach meanings to present their work the way they plan to be motivated by the core question.

The Social Studies curriculum aims to help students have the knowledge, skills, and competencies to be active, informed citizens. An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. This understanding cannot be gained by touching the topics broadly and hence to build a deeper understanding and knowledge students are guided with open-ended questions and encouraged to investigate and discuss to support their hypotheses, solutions, and conclusions.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>As the students work together in pairs and groups they could be posing some challenges to get stories from their families. the teacher's guidance can be meaningful at this stage. Although short-term memory may sometimes be limited in the oldest of relatives, long-term memory may be very much intact. We need to help the teller journey back in time to retrieve these treasures.</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i></p>	
<p>Core Principle 3: Assessment practices are focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self, and teacher assessments?</i></p>	<ul style="list-style-type: none"> • Reviewing the key points of the lesson. • Giving students opportunities to conclude the lesson. • Describing when the students can use this new information. • Previewing future lessons. • Demonstrating student's problem-solving

articulated in peer, self, and teacher assessments?	<ul style="list-style-type: none"> • Previewing future lessons. • Demonstrating student's problem-solving process. • Exhibiting student learning. • Creating a smooth transition from one lesson to the next lesson.
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	<p>The ten-year-olds connect to each other when they discuss how they would ask the elders in their family by making them comfortable and help the teller journey back in time to retrieve these treasures.</p> <p>Students build a close bond while sharing information from their family elders and their parents about people, places, events, objects, important transitions, work, or travel can be story starters.</p>
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<p>Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.</p> <p>People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p>	<p>This includes including the knowledge, skills, and processes we associate with intellectual development. As thinkers students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.</p>	<p>The Personal and Social competency refers to a set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. This competency aims at covering all that the students require to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.</p>

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Immigration and multiculturalism continue to shape Canadian society and identity and Canadian institutions reflect the challenge of its regional diversity. Exploring stories and other texts help the students to understand themselves and make connections to others and the world.

BC Curriculum Learning Standards

(STUDENTS DO)	(STUDENTS KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Amalgamate information and ideas from a 	Story/text:

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Amalgamate information and ideas from a variety of sources and prior knowledge to build understanding. • Use a variety of comprehension strategies for reading, listening, or viewing to guide inquiry and deepen understanding. • Explain the role of language in personal, social, and cultural identity. • Recognize the different features, forms, and genres of texts for different purposes and audiences. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Develop an awareness of the protocols associated with First Peoples' texts • Exchange ideas and viewpoints to construct shared understanding and motivate thinking • Use and explore oral storytelling processes • Use writing and design processes to plan, develop, and create engaging and meaningful land informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. 	<p>Story/text:</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • perspective/point of view • Strategies and processes • reading strategies • oral language strategies • metacognitive strategies • writing processes • Language features, structures, and conventions • features of oral language • paragraphing • sentence structure and grammar • conventions

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

- Demonstrate awareness of the oral traditions in First people cultures

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- Demonstrate awareness of the oral traditions in First people cultures.
- Create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to language acquisition.
- Incorporating traditional knowledge helps in the understanding of the project better.
- Identifying relationships helps to make the inquiry alive.
- Organize the lessons that are holistic, experiential, and reflective in approach.

Respectful Relations

How will I invite students of all backgrounds, interests, and skills into the inquiry?

- General and structured conversation, visual brainstorm, draw or write or record their ideas creatively with colored pens and chart papers. Students will be encouraged to focus on the stories they learn from their elders and share the same in class.
- The activity is done in groups with ample room for discussion and the teacher assists this discussion by moving around to each group alternatively. The teacher shall ensure that all students in the group get an equal chance to share their ideas.
- Once data is collected, we can interpret, analyze, evaluate, or apply it. The regular and holistic assessment shall be taken up to retain the joy of the inquiry lesson.
- To strategize individual attention to meet the needs of individual students to be used consistently in lessons to support students to demonstrate their learning in a variety of ways (draw, write, orally record, etc.). since we have laid down all rules already in our previous class the students and the teacher will review their expectations as a group for developing a culture of inclusion and respect for reinforcing behavior expectations.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	30 minutes	Students will be taken for a nature walk and then be informally seated in circles in their groups to share their stories, (they were asked to come prepared with a story from their family in the last class)	Listen to the stories each one has to share and stay focused and connect to the story. To make a journal entry of : 1. Who: Name the main characters. 2. What: the highlight of the story. 3. Where: Describe a detail mentioned in the story that refers to the setting of the tale. 4. When: Make a linear timeline of the sequence of events of the plot.
Inquiry	30 minutes	Students will be given flashcards with words/ phrases/ pictures and they will be asked questions : How is our perception of good and evil shaped by stories? Films, books, games, theatre, songs, and dances which is the best way to narrate a story? 1. Do stories help in rebuilding our values and beliefs?	The class brainstorms different aspects of storytelling and draw pictures/write sentences and form all possible questions that come in their mind after they have heard to the stories of their group members. They also try and answer the questions that are posed by the teacher in the class and base their further explorations in that direction or frame questions that they plan to explore keeping in view the EQ

		1. Do stories help in rebuilding our values and beliefs? 2. How do different cultures shape our definitions of good and evil?	direction or frame questions that they plan to explore keeping in view the EQ.
Reflection	30 minutes	They would be taken back to the class and given a short preparation time to prepare and present.	Live Storytelling: Students will select a story and perform it in groups, or as a class. Illustrating the Story: Students will create different illustrations for their section of the story. These illustrations will become a part of the display for the storyboard.
Discussion	10 minutes	Sitting in a closed circle with a paper and pencil and discuss in pairs.	Students must answer in writing questions or reflect in some way about the learning before being allowed to leave the room.

Materials and Resources

Pencils (or a recorder to record the oral narration), chart papers and clour(crayons and sketch pens), journals to write in (Judson, 2018, A Walking Curriculum – focused walk adapted from the text)

Organizational Strategies

- The class is designed in a way that will engage students as attentive listeners
- Every student is encouraged to participate in classroom activities.
- Students sit in a circle when they move out in nature. They can be provided with mats or rugs to sit on the grass to listen to each other's stories attentively.
- They will then be segregated in groups to do the activities and brainstorm for new words and learnings.

Proactive, Positive Classroom Learning Environment Strategies

- Following-up from the previous class, the teacher shall plan activities :

The students will be taken for a nature walk and the groups shall share their experiences out in the garden while sitting in small circles.

- The narrator may choose an object that is significant to the story. This object can be used to generate interest and as an introduction to what is to follow in the story.
- Each time students or teachers become the narrator; they may use one item that could tell who the narrator of the story is. It could be a mask or a crown or a robe or sash that can be a little tradition to be followed in the class to add to the enigma of storytelling.
- The narrator may have everyone sit around him/her while the actor read out scenes in the middle of the circle, with voice modulations, gestures, or sign language.

Extensions

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This is the second lesson of this unit. For this class, the teacher shall incorporate the walking curriculum to explore the dramatic and artistic elements of storytelling. Students will learn about the significance of storytelling across different cultures, as we have students from different parts of the world. They will explore different words/ phrases to form sentences and brainstorm the questions that they feel would pave their way in addressing the EQ. this would be a stepping stone to write their own story and use dramatic techniques to retell it. They would be creating a Wonderwall or an inquiry board with the students' questions and pictures(drawn or printed/ cut from old newspapers and magazines)

Students will:

- identify different types of stories, as well as their significant elements.
- recall and relate, in their own words, the major parts of a story and its supporting details.
- discuss their own and others' understanding of various community and cultural traditions, in various times and places, as portrayed in texts.
- create a new story or re-design a familiar one.
- create a visual response to a specific story.
- Share information on a topic using print, audio-visual, or dramatic forms.
- The students shall be encouraged to interview an elder in their family for anecdotal events and customs or traditions followed or stories that have been told and retold in their communities to be shared in the next class.

Reflections (to be completed after the lesson demonstration)

Lesson Storytelling across

Title: cultures.
Lesson # 3
Date:

English
language
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Social

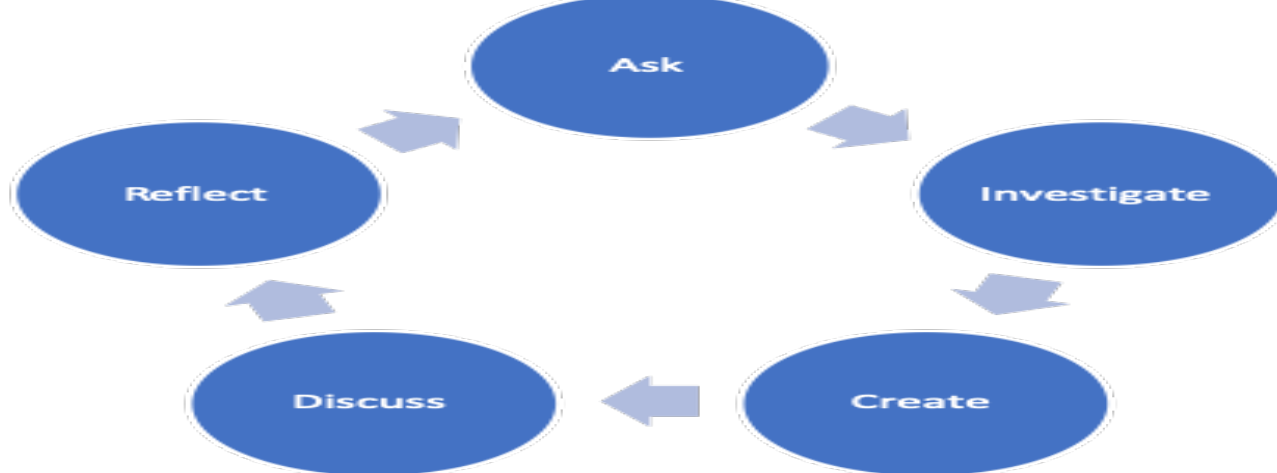
Deepanjali

Name: Sachdeva
Subject(s): Studies **Grade(s):** 5
Rationale & Overview

Storytelling is a natural shared experience between the storyteller and the listener. It offers natural language experiences for all students and is a wonderful way to share and understand each other as cultural beings. (Dyson & Genishi, 1994). For students, this topic is important because it focuses on the role that culture, families, and society plays in self-development. This is the 3rd lesson in our unit and as we have developed an inquiry board in our previous class, the students will now go further to start collecting pictures, anecdotes, and stories to start writing a story that will hold common features of the stories of people in the group. Brainstorming understandings of the project and the definitions of storytelling shall help the students to understand how to approach storytelling. Stories have interrelated social and evaluative functions (Dyson & Genishi, 1994). The stories we tell help define our socio-cultural landscape in particular ways and demonstrate connections between language, culture, and power (Dakhtin, 1981). Through this inquiry, the students may connect with different cultures of the world through the exchange of different stories and make personal connections with the cultures of the world. This lesson shall focus on understanding the core of the unit and shall pose **the essential question: How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?**

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<p>Core Question:</p> <p>How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> • If you were to leave behind a legacy for future generations, what would it be and why? • What are the basic elements of relationships across the globe? Do they change or grow over time? 	<p>How can stories from different cultures lead to constructive change and a positive outcome for everyone involved?</p>



Inquiry Approach and Rationale

English Language Arts requires students at all grade levels to demonstrate skills in speaking and listening as well as in reading and writing. This unit shall be taken up as a guided and structured inquiry. The students will be guided by the overarching essential question but shall be free to explore their inquiries and find answers as well as attach meanings to present their work the way they plan to be motivated by the core question.

The Social Studies curriculum aims to help students have the knowledge, skills, and competencies to be active, informed citizens. An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. This understanding cannot be gained by touching the topics broadly and hence to build a deeper understanding and knowledge students are guided with open-ended questions and encouraged to investigate and discuss to support their hypotheses, solutions, and conclusions.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

<p>Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.</p> <p><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i></p>	<p>An effective way to hear family stories is to ask questions. Family stories can be collected by interviewing a family elder. To question or interview elders can be challenging for the 10-year-olds. They would be encouraged to make a mental or written list of topics that might generate some questions to ask the elder. People, places, events, objects, important transitions, work, or travel can be story starters.</p> <p>This can hold meaning for the students as it fosters the sense of belongingness amongst students.</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.</p> <p><i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	
<p>Core Principle 3: Assessment practices are focused on improving student learning and guiding teaching decisions and actions.</p> <p><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self, and teacher assessments?</i></p>	<ul style="list-style-type: none"> • Reviewing the key points of the lesson. • Giving students opportunities to conclude the lesson. • Describing when the students can use this new information. • Previewing future lessons. • Demonstrating the student’s problem-solving process.

assessments?	<ul style="list-style-type: none"> • Demonstrating the student's problem-solving process. • Exhibiting student learning. • Creating a smooth transition from one lesson to the next lesson
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	Students build a close bond while sharing information from their family elders and their parents about people, places, events, objects, important transitions, work, or travel can be story starters.

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • Focusing on intent and purpose 	<ul style="list-style-type: none"> ○ Creating and innovating ○ Generating and incubating 	<ul style="list-style-type: none"> • Valuing diversity • Well-being • Understanding relationships and cultural contexts

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> • Language can be a source of joy. • Exploring stories and texts help us to understand the self and stimulate meaningful connections with the world. • To question what we hear and read endorses our understanding of a responsible citizen. • Understanding the relative importance of the texts • Immigration and multiculturalism continue to shape Canadian society and identity and Canadian institutions reflect the challenge of its regional diversity

BC Curriculum Learning Standards

(STUDENTS DO)	(STUDENTS KNOW)
Learning Standards - Curricular Competencies <ul style="list-style-type: none"> • Develop and employ expanding world knowledge. • Use oral-storytelling 	Learning Standards – Content <ul style="list-style-type: none"> ❖ Story/text ✓ forms, functions, and genres of text

<ul style="list-style-type: none"> • Develop and employ expanding world knowledge. • Use oral-storytelling • Learn to use language creatively. • Demonstrate awareness of the oral traditions of first people cultures and learn to identify and appreciate their connection with the land. • Re construct ideas to create innovative and imaginative texts • Students employ Social Studies inquiry processes and skills to further ask questions; choose to decipher and analyze ideas, and communicate findings and decisions. 	<ul style="list-style-type: none"> ❖ Story/text <ul style="list-style-type: none"> ✓ forms, functions, and genres of text ✓ text features ✓ literary elements ✓ literary devices ✓ perspective/point of view ❖ Strategies and processes <ul style="list-style-type: none"> ✓ reading strategies ✓ oral language strategies ✓ metacognitive strategies ✓ writing processes ❖ Language features, structures, and conventions <ul style="list-style-type: none"> ✓ features of oral language ✓ paragraphing ✓ sentence structure and grammar ✓ conventions • First people land ownership and use. • Development and evolution of Canadian identity over time.

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

- Demonstrate awareness of the oral traditions in First people cultures.
- Create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to language acquisition.
- Incorporating traditional knowledge helps in the understanding of the project better.
- Identifying relationships helps to make the inquiry alive.
- Organize the lessons that are holistic, experiential, and reflective in approach.

Respectful Relations

How will I invite students of all backgrounds, interests, and skills into the inquiry?

- General and structured conversation, visual brainstorm, draw or write or record their ideas creatively with colored pens and chart papers. Students will be encouraged to focus on the stories they learn from their elders and share the same in class.
- The activity is done in groups with ample room for discussion and the teacher assists this discussion by moving around to each group alternatively. The teacher shall ensure that all students in the group get an equal chance to share their ideas.
- Once data is collected, we can interpret, analyze, evaluate, or apply it. The regular and holistic assessment shall be taken up to retain the joy of the inquiry lesson.

To strategize individual attention to meet the needs of individual students to be used consistently in lessons to support students to demonstrate their learning in a variety of ways (draw, write, orally record, etc. Students and the teacher will review their expectations as a group for developing a culture of inclusion and respect for reinforcing behavior expectations.

inclusion and respect for reinforcing behavior expectations.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	20	<p>The class starts with a story (folklore from Indian origin) narrated by the teacher and also with the help of a video. (handout of the story will be distributed to all)</p> <p>They will discuss and identify, as a class, the common elements found among the stories (i.e., moral of the story, explanation of a phenomenon, etc.).</p>	<p>This story gives the students an impetus to narrate the stories they have learned and prepared to share in their groups.</p>
Inquiry	Separate activity (2 Hours)	<p>In the previous class, students were asked to collect family stories. The students would be asked to collect true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them. The class will prepare an assortment of effective interview questions to gain stories from older family members.</p> <p>(this activity could be done by having a grandparents interaction hour in the school after the school assembly earlier in the day)</p>	<p>Prior knowledge (as a part of the home assignment in the previous class):</p> <ul style="list-style-type: none">○ Going through photo albums for old photographs.○ An effective way to hear family stories is to ask questions. Family stories can be collected by interviewing a family elder. Make a mental or written list of topics that might generate some questions to ask the elder. <p>Based on the above:-</p> <p>Try devising some of your own questions about these topics: Birth in the family, Growing Up, Change of Jobs, New Houses, Going Off to School, Getting Married, Funerals in the Family</p> <p>Ask where the story took place.</p> <p>Ask who was in the story.</p> <p>Ask what happened in the story.</p> <p>These types of questions may lead you to hear a family story that has a clear setting, believable characters, and a plot. "How did it end?" may offer a conclusion.</p> <p>Students may also ask questions in their groups about the traditional dresses/food/customs that are followed by their families and build connections with stories they share.</p>

			their families and build connections with stories they share.
Reflection	30 minutes	How can we express ourselves creatively through stories?	Students shall discuss the day's vocabulary, and then they have to define one word in their own words before they get in their discussion circle. If they are having difficulty, have them step to the side and listen to several other students and then try again.
Discussion	30 minutes	Sit on the carpet for a two minute guided meditation followed by discussion circle. They all shall discuss Family stories are tales about people, places, objects, and events related to the members of the immediate family or their ancestors. These stories are important because they contribute to a sense of family heritage, personal identity, and self-esteem.	How important is it to tell your story? To write "creative writing" to address the question above. The cues for the same to be derived from the discussion circle activity.

Materials and Resources

Pens/pencils, diary/journal to write, papers and crayons.

Organizational Strategies

- The handout of the stories will be distributed initially to everyone before class
- The class is designed in a way that will engage students as attentive listeners
- Every student is encouraged to participate in classroom activities.
- Students sit in a circle when they move out in nature. They can be provided with mats or rugs to sit on the grass to listen to each other's stories attentively.
- They will then be segregated in groups to do the activities and brainstorm for new words and learnings.

Proactive, Positive Classroom Learning Environment Strategies

- Encouraging the students to share their stories in the special corner in the class, decorated with images, artifacts, a chair, and floor mats. This corner may be called "The Story Corner."
- The teacher may encourage students to use voice modulations and role-play the different characters, change their voice as the plot thickens, or emphasize specific words.
- Use felt cut-outs or flannel boards to provide illustrations and movement in the story.
- Pick words or pictures or colors that may relate to the story. Use pieces of picture printouts colored paper or fabric and distribute these papers to several participants. Have students take turns suggesting ways in which they associate a picture or color with the story.

Extensions

This is the fourth lesson of this unit. For this class, the teacher shall help organize a “Grandparents Day” assembly where the students would be collecting true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them. The class will prepare an assortment of effective interview questions to gain stories from older family members. The students can visit a museum with their family over the weekend. They shall also be encouraged to revisit their family’s memories by going through old picture albums. This will help them build a strong base to improvise on their rewriting of a story with appropriate dramatic and artistic elements of storytelling. Students will learn about the significance of storytelling across different cultures, as we have students from different parts of the world. They will explore different words/ phrases to form sentences and brainstorm the questions that they feel would pave their way in addressing the EQ. This would be a stepping stone to write their own story and use dramatic techniques to retell it. The “Wonderwall” or the inquiry board created in the previous classes, will be a good aid for the students’ to build questions and pictures(drawn or printed/ cut from old newspapers and magazines)

Students will:

- identify different and significant elements of the stories and other incidents in their family.
- recall and relate, in their own words, the major parts of a story and its supporting details.
- discuss their own and others' understanding of various community and cultural traditions, in various times and places, as portrayed in texts.
- create a new story or re-design a familiar one.
- create a visual response to a specific story.
- Share information on a topic using print, audio-visual, or dramatic forms.
- The students shall be encouraged to interview an elder in their family for anecdotal events and customs or traditions followed or stories that have been told and retold in their communities to be shared in the next class.

Reflections (to be completed after the lesson demonstration)

Lesson Storytelling Across

Title: Cultures
Lesson # 4
Date:

English
language
arts and
Social

Deepanjali

Name: Sachdeva
Subject(s): Studies **Grade(s):** 5
Rationale & Overview

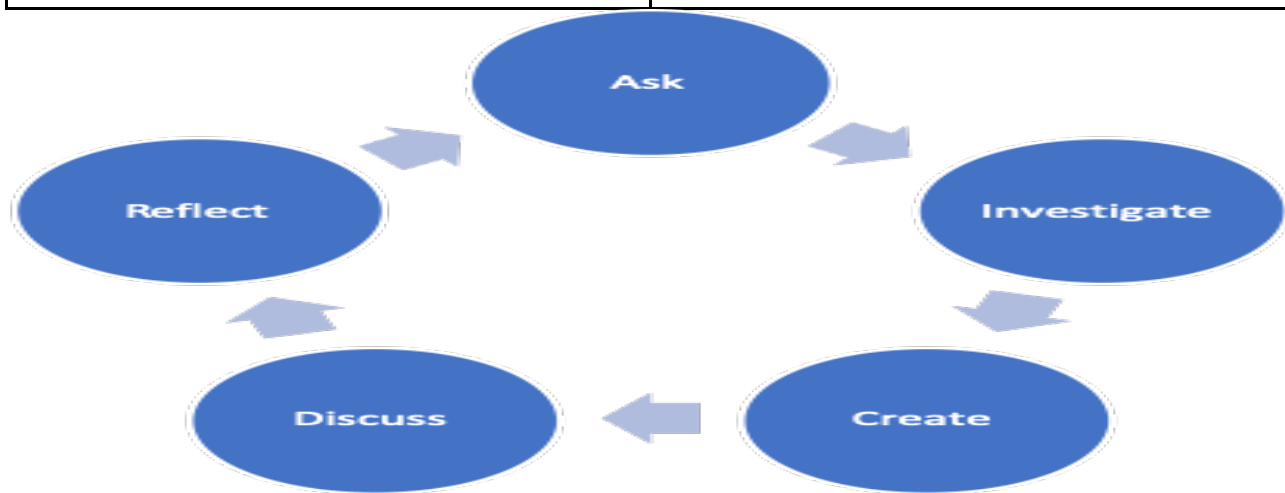
Stories are particularly important to children because they help children understand their world and share it with others. “Children’s hunger for stories is constant. Every time they enter your classroom, they enter with a need for stories” (Wright, 1995). The understandings share the joy of storytelling and also to understand how to know themselves better through the approach storytelling. The class has explored and written and rewritten the stories they have prepared. They have been involved in regular brainstorming sessions to plan their presentations, progressing each day by addressing the questions and are rehearsing for the creative representation of the stories they have created with their group members alongside building a connection between the past and present generations. They develop a common definition and the way to storytelling in the context of their understanding of the social and cultural importance of storytelling. Stories have interrelated social and evaluative functions (Dyson & Genishi, 1994). The stories we tell help define our socio-cultural landscape in particular ways and demonstrate connections between language, culture, and power (Dakhtin, 1981). Through this inquiry, the students may connect with different cultures of the world through the exchange of different stories and make personal connections with the cultures of the world. This lesson shall focus on understanding the core of the unit and shall pose **the essential question: How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?**

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
<p>Core Question:</p> <p>How can cross-cultural understanding help us understand the basic human values that remain the same across the socio-cultural landscape?</p> <p>Supporting Questions</p> <ol style="list-style-type: none"> 1. In the creative narration of their experiences, during this project, what are elements that helped them understand themselves better? 2. What makes a story effective for its purpose? 3. How can we use storytelling and story writing to solve everyday problems? 4. In what ways can we express ourselves in the absence of a language we do not understand? 5. How can we help people struggling in underprivileged regions of the world lead 	<ol style="list-style-type: none"> 1. In the creative narration of their experiences, during this project, what are elements that helped them understand themselves better? 2. What makes a story effective for its purpose?

5. How can we help people struggling in underprivileged regions of the world lead better lives?

(BC Ministry of Education. (2015/2018)



Inquiry Approach and Rationale

Continuing with the guided inquiry approach the teacher assists students by:

Listening to the individual stories of the children with sensitivity and design further instruction around those stories to allow students' diverse experiences to become meaningful for the students presenting stories as well as for listeners. The facilitator may also provide the students with storybooks and web links to good stories to help meet the linguistic, social, and academic needs of an increasingly culturally-diverse student population. Both the students and teachers explore storytelling as a way for students to learn and develop an understanding of themselves and others through their life stories. This will help develop students' reading and writing skills by building upon the ability to orally articulate personal experiences.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.

**What aspects of the inquiry are the most challenging and meaningful for students?*

The challenges of presenting the stories created by the students shall be overcome by:

1. Deciding ahead of time how to use gestures, props, voices, and other devices that will make the story come alive for children.
2. Describe different sensory experiences, and lead children into inquiry with the teacher.

Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.

**What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?*

- Use a range of stories to help meet the linguistic, social, and academic needs of an increasingly culturally-diverse student population.

- Explore storytelling as a way for students to learn and develop an understanding of

<p><i>“What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	<ul style="list-style-type: none"> • Explore storytelling as a way for students to learn and develop an understanding of themselves and others through their life stories. • Develop students’ reading and writing skills by building upon the ability to orally articulate personal experiences.
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self, and teacher assessments?</i></p>	<p>Illustrating a Story A holistic approach mixed with basic criteria to evaluate the students' products may be used as benchmarks for an assessment rubric.</p> <p>Illustration Appeal:</p> <ul style="list-style-type: none"> • Design is very well thought out. • Excellent layout and neatness. • The use of space and balance is exceptional. • Aesthetically appealing <p>And</p> <p>Ensure that the story content is accurately and clearly covered in the illustration.</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Stories rely so much on words and offer a tremendous source of language experience for children and help them correlate in a journey of this project.</p> <p>Stories are motivating, easily accessible, and immensely interesting. “Surely, stories should be a central part of the world of primary teachers whether they are teaching the mother tongue or a foreign language” (Wright, 1995).</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<p>Communicating provides a bridge between peoples’ learning, their personal and social identity, and the world in which they interact.</p> <p>People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience.</p> <p>They communicate in an increasing variety of contexts, for a variety of</p>	<p>This includes including the knowledge, skills, and processes we associate with intellectual development.</p> <p>As thinkers students take subject-specific concepts and content and transform them into a new understanding.</p> <p>Thinking competence includes specific thinking skills as well as habits of</p>	<p>The Personal and Social competency refers to a set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society.</p> <p>This competency aims at covering all that the students require to thrive as individuals, to understand and care about themselves</p>

They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.	<p>Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.</p> <p>These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings</p>	require to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world
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BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

- Language can be a source of joy.
- Exploring stories and texts help us to understand the self and stimulate meaningful connections with the world.
- To question what we hear and read endorses our understanding of a responsible citizen.
- Understanding the relative importance of the texts
- Immigration and multiculturalism continue to shape Canadian society and identity and Canadian institutions reflect the challenge of its regional diversity

BC Curriculum Learning Standards

(STUDENTS DO)	(STUDENTS KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Amalgamate information and ideas from a variety of sources and prior knowledge to build understanding. • Use a variety of comprehension strategies for reading, listening, or viewing to guide inquiry and deepen understanding. • Explain the role of language in personal, social, and cultural identity. • Recognize the different features, forms, and genres of texts for different purposes and audiences. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and 	<ul style="list-style-type: none"> ❖ Story/text <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • perspective/point of view ❖ Strategies and processes <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes ❖ Language features, structures, and conventions <ul style="list-style-type: none"> • features of oral language • paragraphing

<p>between self, text, and world</p> <ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Develop an awareness of the protocols associated with First Peoples' texts • Exchange ideas and viewpoints to construct shared understanding and motivate thinking • Use and explore oral storytelling processes • Use writing and design processes to plan, develop, and create engaging and meaningful land informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. 	<ul style="list-style-type: none"> • paragraphing • sentence structure and grammar • conventions • First people land ownership and use. • Development and evolution of Canadian identity over time.
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BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

- Demonstrate awareness of the oral traditions in First people cultures.
- Create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to language acquisition.
- Incorporating traditional knowledge helps in the understanding of the project better.
- Identifying relationships helps to make the inquiry alive.
- Organize the lessons that are holistic, experiential, and reflective in approach.

Respectful Relations

How will I invite students of all backgrounds, interests, and skills into the inquiry?

- General and structured conversation, visual brainstorm, draw or write or record their ideas creatively with colored pens and chart papers. Students will be encouraged to focus on the stories they learn from their elders and share the same in class.
- The activity is done in groups with ample room for discussion and the teacher assists this discussion by moving around to each group alternatively. The teacher shall ensure that all students in the group get an equal chance to share their ideas.
- Once data is collected, we can interpret, analyze, evaluate, or apply it. The regular and holistic assessment shall be taken up to retain the joy of the inquiry lesson.

To strategize individual attention to meet the needs of individual students to be used consistently in lessons to support students to demonstrate their learning in a variety of ways (draw, write, orally record, etc. Students and the teacher will review their expectations as a group for developing a culture of inclusion and respect for reinforcing behavior expectations.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	60 minutes	<p>We all need stories in our daily lives. Stories are particularly important to children because they help children understand their world and share it with others. “Children’s hunger for stories is constant. Every time they enter your classroom, they enter with a need for stories” (Wright, 1995).</p>	<p>The classes will be held in the school auditorium and the students can get to showcase their work, for which they have been working in collaboration with their peers and the teacher for the last few weeks.</p> <p>The students are more familiar with the genre and have been writing a story of their own cultural perspective or selected a familiar story to change and re-write. They shall be</p> <p>The students may use all available resources to support their interpretation of the essential question.</p> <p>The students maintain eye contact with the audience, if presenting an act or play through dramatization, pause at the end of the story,</p> <p>To this effect, the teacher may provide lots of opportunities for children to listen and tell stories in class (Van Groenou, 1995; Zabel, 1991).</p>
Inquiry	30 minutes	<ul style="list-style-type: none"> • Stimulate children’s imagination by encouraging them to participate in storytelling and listening. • Encourage the use of metaphors as a way of finding similarities between objects. 	<p>Students to write a brief explanation of the story they are presenting and it may include:</p> <ol style="list-style-type: none"> 1.An explanation of a belief about the world 2.A moral 3.The origin of a custom 4.The origin of a natural phenomenon <p>They may also explain their experience If they chose to re-write a familiar story, how was their journey per seethe following (one or more of these):</p> <ol style="list-style-type: none"> 1.selection of a fairytale, fable, myth, or a favorite cultural story; 2.changing the setting, introducing new characters or remove characters; 3.modifying the beginning, climax or resolution; 4.changing the morals or lessons learned, etc.
Reflection	20 minutes	<p>The teacher encourages the students to write one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an</p>	<p>Students may review their stories and the techniques used for presenting them. - illustration, video, play, skit, audio record.</p> <p>As part of the virtual exhibition for “We</p>

		<p>lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle. Share question with the person in front of you see if they know the answer, switch who is asking a question if time rotate to a new partner</p>	<p>As part of the virtual exhibition for “We are the World” Students may write the highlights and give feedback on the work of their peers (The online work is of their individual stories).</p>
Discussion	20 minutes	<p>In the discussion circle after they all have presented their work the teacher may pose the question:</p> <ul style="list-style-type: none"> • How can we help people struggling in underprivileged regions of the world lead better lives? 	<p>The students would partner with any classmates and not necessarily in their groups to discuss this. They can then come up with their solutions.</p> <p>This can be recorded by the teacher by writing it on cue cards and displayed on a board for future reference and to mark the end of this unit.</p>

Materials and Resources

- Mikes/ light arrangement.
- Students to arrange the costumes (if required) themselves.
- Pencils/ pen/papers/colour chalk/ chart papers/display board

Organizational Strategies

Since the students are showcasing their presentations through illustrations and dramatizations the teacher shall be arranging :

- For the place: School Auditorium
- Easels for presenting illustrations.

They shall be given an individual appreciation note by the teacher at the end of the class.

Proactive, Positive Classroom Learning Environment Strategies

- Choose sounds that would enhance the story. Assign them to various people or groups at the appropriate times in the story. Have each group make the designated sound.
- Laughter is important. Sing and chant loudly. Have fun with it. Bring the story to life.

Extensions

This is the last class of this unit whereby the students presented their work and the stories they wrote and rewrote/ created and recreated . all students have presented in the form of illustrations/ write-ups. they have also presented the dramatization of the stories by writing their scripts after designing the stories.

The teacher shall appreciate all the effort put up by students by giving them all an appreciation letter. They would be sitting in their discussion circle to answer one last question as a give away of this class

stones.

The teacher shall appreciate all the effort put up by students by giving them all an appreciation letter. They would be sitting in their discussion circle to answer one last question as a give away of this class which they can carry forward.

They would be encouraged to keep revisiting their past and appreciate the cultures of the world and celebrate each other's differences to make this world a better place to live in.

The theme was also presented on an online exhibition of their work by the name of “We Are The World”

Reflections (to be completed after the lesson demonstration)