

## MANCHESTER COLLEGE- Department of Education

### Unit Lesson Plan #5: Storytelling

**LESSON PLAN by:** Sahara Kipfer

**Source:** Original

**Lesson:** Services

**Length:** 45 minutes- 1 hour

**Age or Grade Intended:** 1<sup>st</sup> grade

#### Academic Standard(s):

- Social Studies 1.4.2- Identify services that people do for each other.
- English/Language Arts 1.5.1- Write brief narratives (stories) describing an experience.  
(Core Standard)  
-Example: Write a short story titled My Friend describing an experience that is real or imagined.

#### Performance Objectives:

- Using the rubric that was given, students will write a new scene for the book *Curious George Takes a Job*, with 92% accuracy (scoring 11/12 on the rubric).

#### Assessment:

The teacher will use the attached rubric to evaluate the students' work. Students will already know what is expected of them because these guidelines would have been explained by the teacher.

#### Advanced Preparation by Teacher:

The teacher will need to:

- Obtain a copy of the book *Curious George Takes a Job* by H.A. Rey.
- Develop questions to ask the class throughout the reading of the book.
- Chart Paper will need to be acquired.
- Create a rubric, so that the students' writings can be evaluated (one is attached).

#### Procedure:

**Introduction/Motivation:** The teacher will begin the lesson with a review of the previous lesson, in which the students will be asked "Can you recall how people get their goods at a store? Let's say that they have everything in their shopping cart, what do they do next?" (Bloom's: Knowledge) Included in the students' responses should be the concept of money, such as "pennies, nickels, dimes." From here, the teacher will explain (Gardner: Verbal-Linguistic) that sometimes people work without pay and these people are called volunteers. Nevertheless, the work that people do for others is referred to as a "service," whether they get paid or not. The teacher will then give a brief overview of the book that will be used shortly, in which the students are to pay attention to the services that George carries out.

#### Step-by-Step Plan:

Step 1: The teacher will remind the students that they are to listen closely, so

that when questions are asked, they will all be able to answer them correctly.

Step 2: At this point, the teacher should begin reading *Curious George Takes a Job*. (Gardner: Verbal-Linguistic and Visual-Spatial)

Throughout the book, the teacher will ask the following questions:

- After reading page 3, the teacher will explain the definition of “curious.” Students will then be asked “Do you think that you are a curious person? If so, please raise your hand quietly.” (Bloom’s: Evaluation)
- After reading page 11, ask the students “When and where do you think George will get off the bus?” (Bloom’s: Evaluation)
- After page 16 has been read, students should be asked “Do you remember our definition of service? To remind you it is the work that people do for others. With this definition in mind, can you identify the services that this or any other cook would provide?” (Bloom’s: Application)
- After reading page 19, the teacher will ask the students “What is the purpose of George’s new work, or service?” (Bloom’s: Analysis)
- When page 23 has been read, students can be asked “Using what you know about George, can you explain what he is going to do next” (Bloom’s: Comprehension)
- After reading page 27, the teacher will ask the students “How would you explain George’s service as a painter? What was he trying to do?” (Bloom’s: Knowledge)
- Once page 35 has been read, students will be asked “Do you think George will get into anymore mischief? If so, please raise your hand quietly.” (Bloom’s: Evaluation)
- After reading page 41, the teacher will ask the students “What types of services does a movie actor have to provide?” (Bloom’s: Comprehension)

Step 3: The teacher use their chart paper for the next part of the lesson.

During this part the teacher will ask the students, “What is the definition of a service?” (Bloom’s: Knowledge) The class will create a definition together, which the teacher will write at the top of the chart paper. (Gardner: Visual-Spatial)

Step 4: Students will be asked “What were some of the services that George performed?” (Bloom’s: Knowledge) The teacher will write down all of the students’ responses on the chart paper (Gardner: Visual-Spatial), in which they will be discussed in detail. (Gardner: Verbal-Linguistic)

Step 5: The teacher will explain to the students that they are going to be authors today. They are going to write a new excerpt that they think should be added to the book, in which they are to choose a new service that George could have performed. In order for students to do

this, students will need to create a starting point. The teacher will reintroduce and reemphasize the writing stage of prewriting.

Students cannot learn this stage all in one day or just a few days, it takes several writing assignments, so this is one thing that the teacher will be focusing on.

Step 6: Since the topic has already been chosen for this writing assignment (topic- writing a new passage that involves a service that George could have performed), the teacher help the students brainstorm possible service ideas, which will be written on the chart paper as well. (Gardner: Logical-Mathematical and Visual-Spatial) Some possible ideas that the teacher can write include “being a postman, zookeeper, firefighter.” Students’ ideas should start flowing once the teacher has paved the way. (Gardner: Interpersonal) Hopefully a list of ten to fifteen ideas can be created. If time permits and the children are willing to share, the teacher can go around the classroom and have the students name the service they intend to center upon. After hearing/seeing others’ ideas, they may wish to change their idea, which will be fine.

Step 7: The teacher will direct the students back to their desks, but on their way, they should grab a rubric. This rubric will be explained once the students are back at their seats and have their writing journals out on their desks. Also, the teacher should turn the chart paper to face the class, so that they can refer to it throughout their writing. (Gardner: Visual-Spatial)

Step 8: The teacher will also explain (Gardner: Verbal-Linguistic) to the students that later on these stories, once they have been revised, will be turned into a class book, which depicts the “deleted scenes.” These deleted scenes would be the parts of the story the author could have considered for the book but chose not to include.

Step 9: Students will be given the rest of the class period to work on their stories, which should be completed by the end of the class period.

**Closure:** After all the students have handed in their writing journals, the teacher will explain what tomorrow’s lesson is going to entail. To be exact, the class is going to write and perform a song concerning the broad theme of jobs, which includes everything that we have talked about so far within this unit.

#### **Adaptations/Enrichment:**

A girl who is visually impaired- The teacher may need to obtain a big book copy of *Curious George Takes a Job*, that way she will be able see the words and picture clearly. Also, an enlarged copy of the rubric may need to be created, so that she can clearly see what is expected of her.

A girl who has difficulty with fine motor skills- The student could dictate their story to the teacher or an aid, who could write their story in highlighter. The student could then try to trace the assistant’s words.

A boy who is gift in English/Language Arts- Instead of writing about an imagined or made up scene, the student could apply their writing to their real life, in which they are to write about something that they have experienced. Within their writing, they should try to be as descriptive as possible, so that the scene can be vividly pictured.

**Self-Reflection:** In the beginning, were the students' attention captured or should a different captivating method have been chosen? Did the book hold the students' interest or were they bored or confused? Did the students respond to my questions throughout the book or should the questions have been reworded for better understanding? Was the utilization of chart paper an effective method or should a different approach have been taken? Was the rubric written and explained in a language that the students could understand? Were students given ample time to work on their story scenes? As for the adaptations and enrichments, were they met with success or should the teacher have consulted with those students prior to the lesson?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Rubric for *Curious George Takes a Job***

	1 Point	2 Points	3 Points
Focuses on a service	Does not focus on a service at all.	Names a service but has trouble staying on topic.	Names a service and stays on topic in their writing.
Proper capitalization	More than six errors.	Three to five errors.	Two or less errors.
Spells sight/word wall words correctly	More than 2 errors.	1 to 2 errors.	No errors.
Length or story scene	Less than 8 sentences were written. _____	_____	At least 8 sentences or more were written.
			___ / <u>12</u> Total Points