**Build-a-Story Cards: Getting Started & Story Elements**

**Lesson #1**

\*These are good to have at a table with 10-12 students or have 2 sets of the cards for a class.

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| **Objective**: Have students consider community careers and roles, and related skills. Integrate English Language arts by having students create a story that makes use of character, setting and objects from the community cards. Together, students explore careers and design a story based on their local community knowledge and the community cards. | | **Grade**: 1-2 |
| **Big Idea**: Communities include many different roles requiring many different skills. | | |
| **Lesson Ideas**:    \*Students may do this solo, in pairs, or in small groups. When starting it may be good to limit the cards in play for each partnership/group.    **Getting Started Lesson:**   1. Lay the red cards face up on a table. Ask students “what do you notice?” You may ask students to find cards that have a career on them that they know about. Have the students hold their card up to the class and ask them to say two things that they know about the card. Then ask for two more contributions about that career from others. Then the teacher can add anything else.  * Talking & Thinking prompts: What jobs do they think they do? How does each of these people help others?  1. Lay all the yellow cards out. Have each student pick up one card that looks familiar to them. Have the students in a circle, one at a time, have each student hold their card out and say where the location is, ex. Park. If they can, have them say what happens in that location, ex. “at a park we can play fun games on the grass, walk our pets, and play on a playground. 2. Lay all the blue cards out. Get the students to look at the objects on the cards. They can each pick a card and turn to a partner and let them know what the object is and then tell their partner about how that object is used in their community. If they get stuck, they get to ask their partner if they know anything about the object. If not, they put their card in the air. The teacher collects all the cards that are in the air and talks to the class about the object. Repeat this three times.   **Story elements Lesson**: sort the cards into colour groups: red- characters, yellow- setting, blue-objects.  Characters: People, animals and other creatures who do things in a story.  Setting: Places where a story happens  Objects: Things that characters can use or find in a story.  Next, have students create their own action (or plot).   1. Choose one: create a story by selecting one character, one setting, or one object card, plus any other cards they choose (maybe max of 5 cards). They can put the cards in any order to create their story. Once the cards are down, they can ideate and create an oral story. Practice their story by themselves three times. Then have the students in partners and share their story, then switch partners and tell it to one more person. 2. Choose three: Pick one character, one setting and one object card. Now create a story using these three cards and any others they choose (maybe max of 7 cards). They can put the cards into any order. Consider a story and then share it with others.   Support: As the teacher walks around supporting, if students get stuck or don’t know how to start maybe start them with, “Once upon a time” and if they get stuck you can say, “then what happened?” Near the end if they are struggling you could say, “how does the story end?”  As students practice their story and progress with it, have them point to each card, this helps them remember where they are at, as well as helps listeners follow along.  Before sharing the teacher may ask the class to check:   * Does the story make sense? * Does it have a beginning, middle and an end? * Are there any details that you could add to make it clearer? * Should they move any cards around to help the story be clearer? | | |
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