

# Title III Learning Experience

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<b>LE Title: Sack Stories</b>	<b>Author: Hilda C. Moses, Library Media Spec.</b>
<b>Grade Level: 1<sup>st</sup> grade</b>	<b>School : N A Walbran Elementary</b>
<b>Topic/Subject Area: Language Arts/ Art</b>	<b>School Address: Rt. 69, Box 539, Oriskany, NY 13424</b>
<b>Email: <a href="mailto:hmoses@oriskany-elem.moric.org">hmoses@oriskany-elem.moric.org</a></b>	<b>School Phone: 315- 768-2149/Fax: 315-768-2137</b>

## LEARNING CONTEXT

### *Purpose or Focus of Experience*

The purpose of this Learning Experience is to have First Grade students develop imaginations by using a type of storytelling and dramatic presentation.

The focus of this Learning Experience is to encourage First Grade students to think “outside the box” and discover possible uses for the objects they are given to work with.

A secondary focus of this Learning Experience is to give First Grade students practice in thinking and telling a story in a standard sequence.

### *Connection to Standards*

**ELA Standard 4:** Students will read, write, listen, and speak for social interaction.

**The Arts Standard 1:** Creating, Performing, and Participating in the Arts

**The Arts Standard 2:** Knowing and Using Arts Materials and Resources

### *Information Literacy Standards*

**Independent Learning Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

### ***Information Skills Learner Outcomes***

#5 Use effective listening and viewing skills

#7 Develop retelling skills

### ***Essential Question***

**How can a familiar object have other uses, in the context of a story?**

**How do you plan a story to tell in a short time?**

**How do you use your voice differently in front of you class?**

**What does a member of an audience need to do?**

## **Content Knowledge: Declarative, Procedural**

### ***Declarative Knowledge***

Students will know that they are invited to tell a sack story, not forced to.

Students know that they have materials to help them tell their story.

Students know that they will have only a short time to plan their story.

Students know that they will have an audience for their stories

Students know that this is not being done for a grade

Students expect this task to be f

Students know that they may have to wait several weeks for their turn.

### ***Procedural Knowledge***

Students will listen to the LMS give an explanation of what a “Sack Story is.

Students will watch the LMS model a “Sack Story” for the class

Students will look over the character figure and objects in the bag by themselves, when it is their turn.

Students will have about 5 minutes to plan their story, and about 5 minutes to tell their story.

Students will use a chair for a “stage”

Students in the audience will listen quietly and applaud at the end of the story

### **PROCEDURE**

*(Chronologically ordered description of all teacher & student activities and interactions.)*

Early in the school year, the idea of telling a “Sack Story” is introduced by the LMS during the first grade classes in the Library Media Center. Each student is told they will have a turn in the coming weeks. A chart is kept by the LMS, which indicates the students who have told a story. Two students (usually one boy, one girl) by the LMS each time the students have library. The “Sacks”, filled with one character item and 5 other objects are given to the students as others get up to get their books. (See example on table) The storytellers go behind a shelving unit to privately look over the contents of the bag and plan their stories. The LMS calls the class to the listening area, as the two students prepare to tell their stories. The contents of the bag are changed each week, so there is a surprise element for the audience to see what comes out of the bag each time! Each object in the bag is brought “on stage” to serve some purpose in the story. The LMS prompts when needed as each storyteller performs for their audience. Each student is made to feel successful with applause from the class and comments from the LMS.

Books about using your imagination, or those that show the main character are often used as read-alouds during this time early in the year.

### **INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS**

This storytelling idea can be adapted to almost any situation by changing the container and contents and “stage.” The classroom teacher can use it to reinforce skills or as a way of supporting some of the Arts standards for dramatics. The most important aspect to preserve is the element of wonder at what is in the bag and how the storyteller will use the objects in the story. This is best suited for first grade as it helps to establish the idea of beginning, middle and end of a story. Adaptation would be possible for a non-verbal child because he/she could manipulate the character and objects to “pantomime” the story.

## **TIME REQUIRED**

This lesson is done in about 15-20 minutes at the end of class in the Library Media Center.

Student planning about 5-10 minutes

Student story telling about 5 minutes

Gathering and preparing materials is done at intervals by the LMS or teacher, so is hard to measure

## **RESOURCES**

**Picture books about imagination (E.g. Looks like Spilt Milk)**

**Paper lunch bags**

**A collection of small found objects like clothespins, buttons, paperclips, tags, etc.**

**A collection of small animal, people, vehicle, or machines that can be characters**

**Some chair, stool, table, etc. that is easily available for the “stage”**

## **ASSESSMENT PLAN**

(Include samples of rubrics, checklists, etc.)

Assessment of this Learning Experience would be very informal and based on the observations of the LMS or classroom teacher.

### **RUBRIC FOR “SACK STORYTELLING”**

- (1)** Student eagerly volunteers to do a sack story, shows evidence of understanding beginning-middle-end of story, and uses creativity and imagination in using all the objects in the sack.
- (2)** Student volunteers to do a sack story and doesn't show much evidence of a story line in the presentation. He/she may use all objects, but without much originality.
- (3)** Student volunteers but is very shy and needs lots of encouragement and prompting to get started; also he/she has no real story line and does not know what to do with some objects.

(4) Student declines to do a story

### **STUDENT WORK**

Student performances can be described

### **REFLECTION**

**This Learning Experience embodies many positive experiences for first graders and has been received eagerly by many classes throughout several years. The element of surprise, the independent and personal nature of the task seems to appeal to not only first graders, but older students as well. Second graders often request to do sack stories and on one occasion some “drama-minded” fifth graders entertained themselves by telling each other sack stories! Some different ways of bringing outside structure to the stories have been tried with varying degrees of success.**

**One of the extended benefits to this lesson is that by giving students a playful opportunity to see and use objects in untraditional ways, their minds are being trained to be resourceful in other situations. Resourcefulness is a basic and important element of problem solving.**