Grade 3: Module 3B: Unit 3: Lesson 9
Oral Storytelling

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can craft narrative texts about real or imagined experiences or events. (W.3.3)

  a. I can establish a situation.

  a. I can introduce the narrator and/or characters of my narrative.

  a. I can organize events in an order that makes sense in my narrative.

  a. I can use dialogue to show the actions, thoughts and feelings of my characters.

  b. I can use descriptive words to show the actions, thoughts and feelings of my characters.

  c. I can use transitional words and expressions to show passage of time in a narrative text.

  d. I can write a conclusion to my narrative.

Supporting Learning Target	Ongoing Assessment
• I can share my story orally.	

Agenda	Teaching Notes

1. Opening
 	
    A. Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
    A. Modeling Oral Retelling and Practice (30 minutes)
 	
    B. Sharing Narratives (20 minutes)
 	
3. Closing and Assessment
 	
    A. Debrief the Oral Storytelling Process (5 minutes)
 	
4. Homework
 	
    A. Follow the directions on the Wolf Narrative storyboard to draw your narrative in pictures.
 	
    B. Continue reading your independent reading book.
	• In preparation for writing their Wolf Narratives for the End of Unit 3 Assessment in the next lesson, students orally share their narratives in this lesson. The teacher demonstrates the process using the Wolf Narrative plan for "Little Foot and the Trap." Some example modeling has also been included in Work Time A.
	
	• At the end of the lesson, students tell their narratives to a partner and provide a suggestion for improvement. To scaffold this, students are given a set of questions to consider as they listen to their partners' narratives. To set this activity up in a way that encourages students to be kind and considerate to each other when providing suggestions, this process is also modeled first.
	
	• For homework, students draw out their narratives on storyboard to reinforce their ideas before they write their Wolf Narratives in the next lesson. This is an additional opportunity for students to become clear on the sequence of events in their narratives.
	
	• In advance:
	
	  – Make copies of students' completed Mid-Unit 3 Assessments from Lesson 8. This will allow them to orally tell their narratives, while still providing you time to continue assessing their work.
	
	  – Decide how you will model oral retelling in Work Time A.
	
	  – Post: Learning target.

Lesson Vocabulary	Materials
orally	• Mid-Unit 3 Assessments (from Lesson 8; students' own) • Wolf Narrative plan for "Little Foot and the Trap" (one to display) • Giving Feedback: Questions to Consider (one per student and one to display) • Wolf Narrative storyboard (one per student and one to display)

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning target and read it aloud:
  ∗ "I can share my story orally."
• Ask students to discuss with an elbow partner:
  ∗ "What does *orally* mean?"
• Select volunteers to share their responses. Listen for students to explain that it means to say something aloud.
• Tell students that to prepare for drafting their Wolf Narratives in the next lesson, they are going to practice saying it aloud.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Work Time	Meeting Students' Needs
A. Modeling Oral Retelling and Practice (30 minutes) • Return the **copies of Mid-Unit 3 Assessments**. • Ask students to spend 2 or 3 minutes rereading their plans silently to themselves. • Display the **Wolf Narrative plan for "Little Foot and the Trap."** Explain that you are going to use it to demonstrate how the planner can be used to prepare for writing. • Model how to turn the notes on a narrative planner into an oral story using the Wolf Narrative plan for "Little Foot and the Trap." Begin by pointing at the Setting column and say something like: "In the North Woods of Minnesota there lives a wolf pack." • Continue by pointing at the Main Character column and saying something like: "Little Foot, a wolf who was named for his particularly small feet, woke up and stretched. He woke up the rest of the pack. They all stretched and bowed to each other." • Remind students that their wolf narratives need to contain details about real wolves to make it seem more realistic, and explain that in *Face to Face with Wolves* it says the wolves in the pack bow to each other when they wake up. • Continue modeling by pointing at the first event in the Problem column and saying something like: "The pack went off to hunt, leaving the pups behind with Bright Eyes, a beautiful wolf with bright green eyes, to look after them. They hadn't eaten in a few days so it was important that they catch something today." • Again, remind students that their Wolf Narratives need to contain details about real wolves, and in the book *Face to Face with Wolves* it says that one wolf always stays behind with the pups.	• Modeling the process of using the planning organizer and describing the thinking behind the process of orally telling the story will ensure students understand how to do it independently. • Giving students time to practice telling their narratives independently will help to build their confidence and ensure they have their own ideas before hearing those of others.

Work Time (continued)	Meeting Students' Needs
• Continue modeling by pointing at the second event in the Problem column and saying something like: "The pack saw some deer in a clearing in the trees. As the alpha male, Lightning made a lot of the decisions for the pack, so he stopped them to make a plan. He and Black Ears would chase the deer toward the twins and Little Foot, who would pounce on the deer when they came close and bring them down."	
• Continue by pointing at the third event in the Problem column and saying something like: "Lightning and Black Ears chased the deer toward the twins and Little Foot. As Little Foot went to pounce, he got his foot caught in a trap set by hunters to catch small animals like rabbits and squirrels. The rest of the wolves continued to chase the deer, leaving Little Foot behind."	
• Continue by pointing at the Solution column and saying something like: "The trap was rusty so after trying for a little while, Little Foot was able to pull himself free, but he was weak and exhausted. The rest of the pack, who had been looking for Little Foot for hours, eventually found him and helped him back to the rendezvous site."	
• Again, remind students that their Wolf Narratives need to contain details about real wolves, and in the book *Face to Face with Wolves* it says that the place where the wolves convene is called the rendezvous site.	
• Explain that you are going to give students time to work independently, using the story plan from their Mid-Unit 3 Assessments to practice orally telling their narratives. Tell students they are going to get into pairs to share their narratives toward the end of the lesson.	
• Give students time to practice.	
• Consider spreading students out so they don't interfere with each other's practice.	
• Circulate to support students. Ask guiding questions:	
* "How are you introducing the main character?"	
* "How are you introducing other characters in the pack?"	
* "Are there any details about real wolves you could use to make that section more realistic?"	

Work Time (continued)	Meeting Students' Needs
B. Sharing Narratives (20 minutes) • Refocus whole group. Tell students that now that they have had time to practice, they are going to share their narratives with a partner to get feedback to help them improve their narratives. • Display and distribute the **Giving Feedback: Questions to Consider**. • Invite students to follow along silently as you read the directions and the questions aloud. • Invite students to ask any clarifying questions. • Ask a volunteer to help you model this process for the whole group. The volunteer will be Author 1 and you will be Author 2, so you can model the process of providing a suggestion that will help the volunteer to improve his or her story. Explain the process as you do this; for example, once the student has told you his or her story, you might say to the class: * "So, reading these questions and hearing my partner's story, I didn't hear any details about real wolves, so my suggestion to my partner is to use more details about real wolves." • Emphasize to students that they are not to tell their partners what they don't like about the story. They are to give just one suggestion for improvement. Remind students to do this carefully so that they don't upset or offend their partners. • Pair students up. • Invite students to follow the directions to begin telling their stories to each other. • Circulate to support students as they try to give suggestions for improvement. Ask the questions on the Giving Feedback: Questions to Consider handout to guide students.	• Consider heterogeneous pairings of students to ensure that at least one of the students is able to read the directions.

Closing and Assessment	Meeting Students' Needs
A. Debrief the Oral Storytelling Process (5 minutes) • Refocus whole group. • Ask students to discuss with their partners: * "In the next lesson, you are going to be writing your Wolf Narratives. How did telling your story to a partner help you prepare to write it down?" • Cold call students to share their responses. Listen for students to explain that they were able to get feedback and suggestions to improve their work without having to go back and rewrite the narrative. • Distribute the **Wolf Narrative storyboard**. • Read through the directions with students.	• Debrief the process so that students recognize how it has prepared them to write their own narratives.
Homework	**Meeting Students' Needs**
• Follow the directions on the Wolf Narrative storyboard to draw your narrative in pictures. • Continue reading your independent reading book.	

EXPEDITIONARY LEARNING

Grade 3: Module 3B: Unit 2: Lesson 9
Supporting Materials

Wolf Narrative Plan for "Little Foot and the Trap"

What is the setting of the <u>narrative</u>?

The North Woods of Minnesota

Who is the <u>main character</u> in the narrative?

Little Foot—a young wolf with particularly small feet that can run fast

What is the <u>problem</u>?

Little Foot gets his foot caught in a trap.

Events:

1. The pack goes out to hunt.

2. They see some deer.

3. As Little Foot goes to pounce on the deer, he gets his foot caught in a trap.

What is the <u>solution</u>?

The trap is rusty and Little Foot manages to pull himself free. The pack finds him and helps him back to the rendezvous site.

Directions:

1. Number yourselves Author 1 and Author 2.

2. Author 1 reads his or her narrative to Author 2.

3. Author 2 listens very carefully.

4. Author 2 reads the questions below.

5. Author 2 uses the questions to make just **ONE** suggestion to help Author 1 make his or her narrative better. For example, "You could add more details about real wolves."

6. Author 2 tells Author 1 the step he or she will take to improve the narrative.

7. Switch roles and repeat.

Questions:

• Did the author introduce the main character and setting at the beginning of the story?

• Did the author include details about real wolves?

• Did the events lead up to the problem?

• Was there anything confusing in the sequence of events?

• Did the solution solve the problem?

• Was there a satisfying ending to the story?

Name:

Date:

Directions: You are going to tell your story in pictures. Draw pictures to tell your story in the large boxes. In the smaller boxes underneath, write one sentence to describe what is happening in the picture. You do not have to use all the boxes if you don't need them. The setting, main character, problem, events leading up to the problem, and the solution should be clear on your storyboard.

1.	2.	3.	4.
5.	6.	7.	8.