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Story Telling (Inquisitive Georgia) Lesson Plan for Second Street Senior Bears

Age of children: 4-6

Grade of children: Kindergarten

Subject: Language Arts

Lesson goal (real world relevance): To prepare children for creation of their own literary content (plot line, wording, characters, illustrations, etc.) by providing an example adaptation of a familiar work (*Curious George*) and allowing them to customize the original in a similar way (*Inquisitive Georgia*).

Lesson (performance) objectives: Students should be able to

1. realize that the teacher or the student can adapt/influence/shape a story.
2. notice similarities and differences between two versions of a story.
3. (re)order pages to tell a similar story.
4. alter illustrations to customize the story.
5. tell the resulting story (for possible transcription).

Materials needed:

Rey, H.A., *Curious George Rides a Bike* (New York: Scholastic, Inc., 1952).

An edited version of the book (written directly onto the pages, copies, or transparent overlays, etc.) (attached)

Copies of sample pages for the children to use for their story booklets (attached)

Markers, crayons, or paint to alter the illustrations

Clipboards (or desks or tables) to hold the pages during alteration

Stapler to assemble the booklets

Preparation:

1. On some other occasion read the original version of the story so that the children are familiar with it. This might be done as an introduction to an origami lesson, for example, in which George's boats are constructed.
2. Read other books in slightly altered form for fun and to judge the children's responses to the changes. It may be that they demand strict adherence to the familiar text or refuse to accept obvious changes, like the inclusion of their own names. If that's the case, more groundwork may be necessary, or they may need to create their own story from scratch.
3. Make alterations to the book as desired, depending on the students and the creativity of the teacher. One such version is attached. (I believe that the copyright has expired.)

Both words and pictures should be altered. It may work better to leave the text on the front of pages unaltered and instead write a new version on the back of pages. This way the page can be held for the children to look at while the teacher is reading it from behind.

4. Number the pages and then mix them up slightly to help with the ordering idea. The kids can read the page numbers aloud for practice and later write them in their own booklet.

5. Take a selection of pages to form the outline of the children's versions of the story. Remove or hide the words, leaving space for new ones. Mix up the pages.

Anticipatory set (introduction): Comments like those that follow can be used to set up the situation. The last time we read a book like this I noticed that every single character was a boy or man. Can only boys be curious? (Girls say "No!") Do girls ever get in trouble? (Boys say "Yes!") This is my story and I call it Inquisitive Georgia. Inquisitive means very curious and Georgia is a name like George, but usually for girls. I've also changed some other things. Do you remember what George wore on his head when he rode his bike? ("Nothing!") Georgia is smarter and wears a helmet. As we read the story, note how it differs from what we read last time and think about what changes you would make. You can change the story, too, and make your own book. That's what we're going to do as soon as this one ends.

Procedure:

1. Read the adapted book, making sure the kids can see the pictures.
2. Start the children making their own version of the story, passing out the pictures, markers, etc. Mention possibilities of reordering the pages, coloring the pictures, adding additional objects to the pictures, and thinking about the words to the story (if these aren't too leading).
3. Observe as the children work, asking questions about what is happening on the pages in preparation for a more formal rendition.
4. Help the children staple the booklets together, making sure they have thought about the order. They may even number the pages for practice or write their name on the front.
5. Have kids tell the story. If they are interested, write down the words on the page and read them back. (This will probably impress them with the utility of writing.)

Closure: As the student's finish their booklets and tell their stories (preferably one at a time) thank them for their work, compliment their personalization associated with any of the objectives, add the booklet to a prominent shelf next to other "real" books, and prepare to read it at the next opportunity, potentially for an audience.

Evaluation: Recall if the child had any difficulty with the first two objectives based on reactions displayed during the reading. Judge to what extent the child has made the story their own by performance related to the last three objectives (or even in some novel way).