



### Caught By the Tale In-Home Storytelling Activities

Teaching Guide	Characters & Feelings	Grade 2
<b>ARTS INTEGRATION THEME</b>		
<b>Text</b>	Watch Video: Take A Little Walk Bear w. Queen Nur  Supplemental Reading: Take A Little Walk Bear in <i>Five Minute Tales</i> by Margaret Read MacDonald	
<b>Language Arts Curriculum Standards</b>	<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration and Knowledge</li> </ul>	
<b>Art - Storytelling</b>	<ul style="list-style-type: none"> <li>• Respond to exposure of the art of storytelling</li> <li>• Use of voice, facial expression and movement to re-tell story</li> <li>• Identify personal feelings</li> <li>• Use Imagination</li> </ul>	
<b>Video-Follow Up Questions</b>	<ol style="list-style-type: none"> <li>1. How is watching a story being told different from hearing a story being read?</li> <li>2. What did you see and hear Queen Nur use to tell the story?</li> <li>3. Who were the characters in the story?</li> <li>4. Did the characters have different voices?</li> <li>5. How did the story make you feel?</li> </ol>	
<b>Exercise</b>	<p><b>Act Speak Move</b></p> <p>(Play the Character, Voice the Feeling, Embody the Movement)</p> <p><u>Instructions</u></p> <p>Little Bear now wants to pretend to be other characters as he goes along his journey.</p> <p>Retell the story by pulling a character card from one basket and a feeling card from the other basket for each part of the story. Print and Cut Cards from <a href="http://QueenNur.com">QueenNur.com</a></p> <ul style="list-style-type: none"> <li>• Choose a way to shape your body like the character without going down on the ground. But do use all parts of body and levels (low, medium, high) to shape your body.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Choose a voice to express the feeling.</li> <li>• Start moving (walk, skip, hop, swim climb, run) at which ever part of the story you are retelling using both your character shape and feeling.</li> <li>• In the classroom, students can pull from the baskets, silently read the two cards, or share only with the teacher. Then the class can try to guess the character and the feeling after the student acts it out.</li> <li>• If an on-line platform is being used in which the teacher can individually communicate with the students, she can pull from each basket and notify the student of their character and feeling. Then that student can re-tell a part of the story by acting it out. The other students try to guess the character and the feelings.</li> </ul>
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<p><b>Learning Objectives</b></p>	<p><u>New Jersey Student Learning Standards</u></p> <ol style="list-style-type: none"> <li>1. Provide an initial response to the exposure of storytelling through the video by Queen Nur</li> <li>2. Portray characters and describe basic plots and themes in creative drama.</li> <li>3. Explore the use of voice, movement and facial expression in conveying emotions in creative drama and storytelling.</li> <li>4. Show how different uses of and approaches to theater can communicate experiences.</li> <li>5. Orally communicate opinions regarding storytelling based on observations.</li> </ol> <p><u>Core Curriculum Standards</u></p> <p><u>CCSS.ELA-LITERACY.RL.2.1</u> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><u>CCSS.ELA-LITERACY.RL.2.3</u> Describe how characters in a story respond to major events and challenges.</p> <p><u>CCSS.ELA-LITERACY.RL.2.4</u> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>CCSS.ELA-LITERACY.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p><u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
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<p><b>Social Emotional Learning</b></p>	<p><b>Self-Awareness, Self-Management, Social Awareness Exercises</b></p> <p><b>Activity I</b>  Pick a Feeling Card out of the basket. Do you remember I time when you felt that way? Can you tell us the story? How did your feelings make others feel?  -or-  Do you remember when someone else felt that way? Can you tell us that story? How did their feelings make you feel?</p> <p><b>Activity II</b>  Discuss the terms healthy and unhealthy. As a group or with a partner, have students place the Feeling Cards in two piles. Healthy and Unhealthy. Revisit body shapes to help discuss what happens when you are healthy, what happens when you are unhealthy. How does it make you feel? How does it make others feel.</p>
<p><b>Storytelling as Folk Art Resources</b></p>	<p>Little Bear is a story from the United States that has been identified as teacher lore, because it has been retold by many teachers with different versions. Here are additional resources on the folk art of storytelling:</p> <p><a href="http://www.storyarts.org/classroom/index.html">http://www.storyarts.org/classroom/index.html</a></p> <p><a href="https://www.lessonplanet.com/teachers/storytelling-and-folklore">https://www.lessonplanet.com/teachers/storytelling-and-folklore</a></p>