

# LET'S MAKE OUR OWN STORY

## Objectives:

**Children will know:** Children will understand how to create an original story.

**Children will do:** Children will story knife their original story.

## Essential Questions:

- How do you make a story?
- How do you tell this story?

## Enduring Understanding:

People told important stories and life lessons through story knitting.

## Standards:

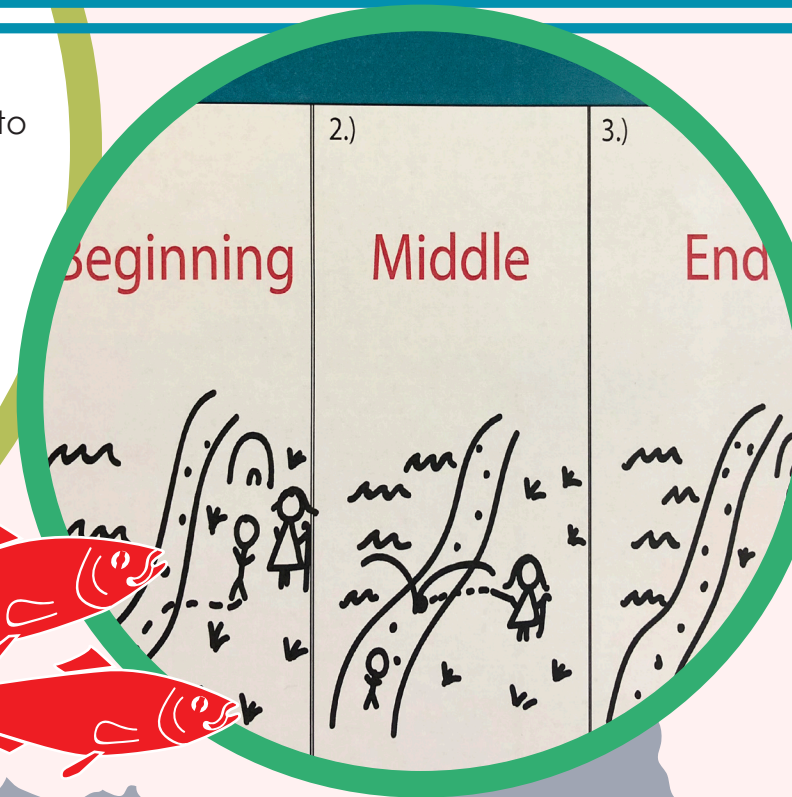
- L1. Knows words and pictures carry message.
- L3. Listen to, enjoys, and actively participates in stories.
- L4. Remembers details in stories & can tell the story again to someone else.
- L10. Follows directions.
- L12. Talks in complete sentences.
- L13. Persists, attends and engages.
- L14. Recalls people, places, objects and experiences and makes connections.
- L15. Tells about another time or place.
- L20. Uses a variety of writing or art tools.
- L21: Demonstrate eye hand coordination in different tasks.
- SSC1. Draws and constructs.
- SSC2. Participates in multi-cultural art activities, song, & dance.

## Materials:

- Kinetic Sand
- Story Knife Examples
- Paper divided into three sections
- Pencils
- Wooden Clay Knife

## Center Setup:

- 1.) Post pictures of your original story
- 2.) Hang essential questions in center where you can read them as children play.
- 3.) Set out kinetic sand and story knives.

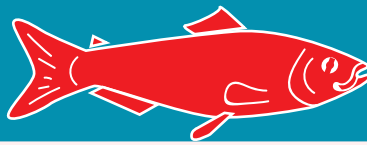


## Alaska Native Values:

Learning by doing, observing and listening, Practice of Native Traditions, Respect for others.

## Promoting Culture Self Assessment:

- I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- I select props for the dramatic play/ housekeeping area that are culturally diverse including those that reflect Alaska Native culture



## Engage

**Note:** Create an original story with the theme of turning into an animal and demonstrating that animal's behavior. For example: I turned into a salmon so that I can swim underwater. Draw this on a paper divided into three compartments to demonstrate how you organize a story. You will share this story later as it is story knifed for an example.

**“Hello! Let’s revisit our stories from yesterday. Would someone like to story knife a part of their story to share?”** Allow one or two to share a section of their story. **“Now that we have made our own version of “The Giant Seagull,” we are going to make another story. Our next story will be about transforming, or changing into an animal. If you could turn into an animal, what would you choose? Why would you choose that animal? What kinds of things can that animal do?”** Wait for responses. **“Let me show you the story I have made about an interesting animal.”**

## Explore:

Show the class your story, like transforming into a salmon, that is drawn on paper. Then demonstrate it as a story knife story, by using the story knife materials. Be sure to explain the beginning, middle and end of the story.

Hand out paper and pencils to each student. Model and assist students in folding their paper so that it has 3 sections. Remind them of the steps they took yesterday to create their story with 3 parts, with a beginning, middle, and end. **“Let’s make our own transformation story.”**

**“Remember the animal you would choose and the things that animal can do. I chose a salmon because I wanted to breathe underwater. What other neat things can a salmon do?”** Allow responses. Then help them draw each section of their story on their paper. Have them tell you what each drawing means. Then have them take a story knife and draw it in the kinetic sand or outside.

## Explain:

**“You have all created your own story with a BEGINNING a MIDDLE and an END. In each story, you transformed into an animal. In many traditional stories, people transform into animals, and animals transform into people. Do you know any stories like this?”** Ask students to share stories. As an extension to this lesson, have students decorate their story knives to go along with their original story. Encourage them to share stories with their families while utilizing with their new story knife tools.

## Center Setup:

**Whole Group:** Display essential questions. Display your pre made story.

**Sensory center:** Take three boxes and place an item in each box. Have students close their eyes and touch each object in the box. Have them tell a story based off of what they feel with the first box being the beginning, the second box being the middle, and the last box being the end.

# EVALUATION

### Emerging:

Student pays attention but does not make a story.

### Developing:

Student makes a story but does not share it.

### Proficient:

Student makes a story and shares it with a story knife.

### Advanced:

Student makes a story and shares it with a storyknife. Student engages in discussion and shares a family story.

