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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Human Growth and Development |
| **Lesson/Unit Title** | Stories, Stories, and More Stories |
| **TEKS Student Expectations** | **130.163. (c) Knowledge and Skills**  (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:  (A) Explain the role of theories in understanding human development  (B) Describe theoretical perspectives that influence human development throughout the lifespan  (C) Summarize historical influences on modern theories of human development  (D) Compare and contrast the research methods commonly used to study human development |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Focus on the importance of character education and character development * Understand the theories of moral human development * Incorporate knowledge of human growth and development as they create an original creative writing, illustration, and presentation * Demonstrate effective verbal, nonverbal, written and electronic communication skills * Reinforce positive values at home, at school and in the community by encouraging appropriate student behavior, ethical decision-making and academic performance * Have an opportunity to hold/participate in a local story book competition |
| **Rationale** | Children’s stories have always been special and the source of stimulation of the imagination. They generate creativity and unique storytelling. Stories allow children a connection to people and the world. Reading allows children a safe place to learn and be entertained. Stories provide an avenue to explore new ideas, morals and promote intellectual development. Have you ever wanted to write a children’s story? What would you write about? In this lesson, you are going to have the opportunity to do just that! |
| **Duration of Lesson** | Three to four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Author:** A person who has written something, especially someone who has written a book or who writes many books  **Competition:** The act or process of trying to get or win something (such as a prize or a higher level of success) that someone else is also trying to get or win  **Criteria:** Something that is used as a reason for making a judgment or decision  **Distinct:** Presenting a clear, unmistakable impression  **Format:** The shape, size and general makeup (as of something printed)  **Illustrator:** One who provides visual features intended to explain or decorate  **Intellectual development:** Refers to the growth of children in such a way that their brains become more and more capable of understanding and evaluating concepts to make sense out of the world around them  **Moral:** Concerning or relating to what is right and wrong in human behavior  **Trait:** A quality that makes one person or thing different from another |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter remote   **Materials:**   * Children’s books that exhibit moral character(s) in the story * Popular children’s books such as:   + Love you forever   + How do dinosaurs say I love you?   + The Giving Tree   **Supplies:**   * Colored pencils * Construction paper * Crayons * Glue * Markers * Scissors * Sticky notes * Copies of handouts   **PowerPoint:**   * Stories, Stories and More Stories   **Technology:**   * Free iPad App:   Reading to Children Benefits of reading to young children<https://itunes.apple.com/us/podcast/reading-to-children/id582564293?mt=2>   * Ted Talk:   Mac Barnett: Why a good book is a secret door Childhood is surreal. Why shouldn’t children’s books be? In this whimsical talk, award-winning author Mac Barnett speaks about writing that escapes the page, art as a doorway to wonder — and what real kids say to a fictional whale.<http://www.ted.com/talks/mac_barnett_why_a_good_book_is_a_secret_door>  **YouTube:**   * Strategies for Reading Aloud to Children Join Breeyn Mack for a read-aloud of “Wash and Dry.” She uses strategies for helping young children to get the most out of the read-aloud experience such as emphasizing vocabulary, commenting on characters, and asking probing questions<http://youtu.be/tZ2rL0eByfc> * Your Book Starts Here – Storyboarding for Writers How a storyboard designs your book’s flow of chapters and ideas<http://youtu.be/pMhLvMJ_r0Y>   **Graphic Organizers:**   * Slide Presentation Notes * Developing Your Story   **Handouts:**   * Moral Character Story Ideas * Children’s Book Project * Scavenger Hunt – TAFE Children’s Literature Competition * Scavenger Hunt – TAFE Children’s Literature Competition (Key) * Rubric for Storytelling * TAFE Children’s Literature Competition |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**   * Become familiar with PowerPoint, handouts and activities.   **Before class begins:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  Before class begins:  Remove chairs, tables/desks and ask the students to sit in a conversation circle on the floor when they enter (like they may have done in elementary school)  Then, as class begins, show them a popular children’s book, such as Love You Forever, How Do Dinosaurs Say I Love You? or The Giving Tree. Allow them make inferences about the book, then read it to the class.  Begin the class with the following questions and have students share their responses:   * What was your favorite book as a child and how did it relate to your development? * Why was it your favorite book? * How have books changed since you were a toddler? A preschool child? A school-age child? * What are morals? * Why is it important to teach morals to children? |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.  Introduce lesson objectives, terms, and definitions.  If the outcome of this lesson will be used to enter the TAFE competitive event CHILDREN’S LITERATURE COMPETITION, review competition guidelines at this time. See TAFE Advisor Handbook for details.  Distribute handout Slide Presentation Notes. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce PowerPoint Stories, Stories, and More Stories.  YouTube video included in the slide presentation:   * Strategies for Reading Aloud to Children Join Breeyn Mack for a read-aloud of “Wash and Dry.” She uses strategies for helping young children to get the most out of the read-aloud experience such as emphasizing vocabulary, commenting on characters, and asking probing questions<http://youtu.be/tZ2rL0eByfc> * Your Book Starts Here – Storyboarding for Writers How a storyboard designs your book’s flow of chapters and ideas<http://youtu.be/pMhLvMJ_r0Y>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for oral response * frequent feedback * positive feedback/praise * checking for understanding |
| **Guided Practice \*** | Inform students that they will write a short story appropriate for a specific grade level. Distribute Moral Character Story Ideas handout. Students will complete the handout to assist them in developing their story lines.  Which story line is your favorite? Why? Discuss all the ideas and brainstorm for assistance if necessary.  Allow for questions and discussion.  Instruct students to select one moral from Moral Character Story Ideas to further develop the story. Distribute Developing Your Story handout and sticky notes to each student. Individually or with a partner, students will develop their story lines by utilizing a storyboard with their characters and ideas. Instruct the students to write his or her ideas on sticky notes first, and once they are satisfied with the flow of the story, they can complete the handout. Allow the students to review the YouTube video if they need further clarification for completing their storyboards.   * Your Book Starts Here – Storyboarding for Writers How a storyboard designs your book’s flow of chapters and ideas<http://youtu.be/pMhLvMJ_r0Y>   After the students have completed the handout, they will proceed with producing their stories during Independent Practice.  Teacher note: You have the option of assigning this as an assessment grade and/or entering it in the TAFE Storyboard Creation Competition. See Enrichment Activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for oral response * frequent feedback * praising the students * checking for understanding * providing a student mentor |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | The students may work individually or collaboratively in teams of two to create a story. The story will focus on the importance of morals and character development appropriate for a specific grade level. Distribute Children’s Book Project.  The story should include:   * A story in a “book” format, which should promote a positive character trait of your choice as the main focus of the story * Appropriate content written for a specific grade level audience chosen by the author and/or illustrator * A front and back cover and a title/credit page * A title page with the title of the story, moral, appropriate grade level and the author/illustrator’s name(s) * Text and graphics which are either drawn by hand or computer generated * Neat and colorful illustrations that relate to the story page   Distribute Rubric for Storytelling so that students may understand what is expected.  Check stories for correct spelling, grammar, and punctuation.  Students will be provided with time to complete their projects. Provide guidance as needed. Allow students to proofread and edit each other’s work and practice the oral component of their projects before class presentations. Stories will be shared during Lesson Closure.  Teacher note: You have the option of assigning this as an assessment grade and/or entering it in the TAFE CHILDREN’S LITERATURE COMPETITION. See Enrichment Activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * frequent teacher contact * frequent feedback * note-taking assistance * presentation assistance if needed |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will read and share the stories they created during Independent Practice.  Distribute handout What Did You Learn Today? This lesson closure activity is an instructional strategy which allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and future. It also allows the teacher to evaluate the progress of the students and lesson.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for oral response * praising the students * checking for understanding * providing a student mentor * modified quiz if specified in IEP |
| **Summative/End of Lesson Assessment \*** | Team presentations will be assessed with the previously provided rubric and personal reflection assignment.  Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for responses * prompting, if necessary |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbooks:**   * Curriculum Center for FCS. Ready, set, teach! Curriculum Guide. 2003. * Curriculum Center for FCS. Reaching to teach. 2005.   **Websites:**   * Reading is Fundamental   To motivate young children to read by working with them, their parents and community members to make reading a fun and beneficial part of everyday life. <http://www.bookpeopleunite.org/>   * Texas Association of Future Educators (TAFE) Advisor Handbook – Competitive Events<http://www.tafeonline.org/?page=CompetitiveEvents> * U.S. Department of Education Reading Tips for Parents<http://www2.ed.gov/parents/read/resources/readingtips/index.html>   **YouTube:**   * Strategies for Reading Aloud to Children Join Breeyn Mack for a read-aloud of “Wash and Dry.” She uses strategies for helping young children to get the most out of the read-aloud experience such as emphasizing vocabulary, commenting on characters, and asking probing questions<http://youtu.be/tZ2rL0eByfc> * Your Book Starts Here – Storyboarding for Writers How a storyboard designs your book’s flow of chapters and ideas<http://youtu.be/pMhLvMJ_r0Y> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Make sure students understand the vocabulary (word wall) before moving forward with this lesson. Instruct them to make flash cards using an index card with the word on one side of the card and the definition on the other. It is important for all students, especially ELL’s, to have a firm foundation before moving forward. This is the key to them following the entire lesson. * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson. * Discuss vocabulary in detail and make sure everyone has a firm grasp of it before moving forward with the lesson. * Use graphic organizers and visuals to explain the lesson in detail. * Print fill-in-the-blank handouts of the PowerPoint notes for students to follow along with during the lesson |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the importance of literacy in children. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Helping Your Child Become a Reader<http://www2.ed.gov/parents/academic/help/reader/index.html> * Literacy Issues<http://www.rif.org/us/about/literacy-issues.htm> * National Children’s Literacy Story-Time Tips<http://www.child2000.org/lit-tipsc.htm> * U.S. Department of Education Reading Tips for Parents<http://www2.ed.gov/parents/read/resources/readingtips/index.html> |
| **Quotes** | As parents, the most important thing we can do is read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning.  **-Laura Bush**  The man who does not read has no advantage over the man who cannot read. **-Mark Twain**  If you would tell me the heart of a man, tell me not what he reads, but what he rereads. **-Granados Mauriac**  Once you learn to read, you will be forever free. **-Frederick Douglass**  There is no such thing as a child who hates to read; there are only children who have not found the right book. **-Frank Serafini** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * It is wise to teach young children morals because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Educators have the responsibility to enforce morals in their classrooms because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The benefits of reading to children include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My favorite book to read as a child was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/Audience/Format/Topic) writing strategy:   * + Role: parent   + Audience: teenager   + Format: letter   + Topic: the importance of reading to children |
| **Communication**  **90 Second Speech Topics** | * Reading can foster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in children. * I enjoyed creating a children’s book because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Educators can promote literacy in their classroom by \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The three stages in Kohlberg’s theory of moral development include \_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students can choose a grade level to write a story based on morals. Share the book with children at an elementary school. * Research and list five methods for guiding children to literacy. Students may tell why they think each is effective and give examples they have observed during their educational activities. * Visit a local library to research books with a moral story line. Develop a list and present it to an elementary school librarian. * The mission of Texas Association of Future Educators (TAFE) is to foster the recruitment and development of prospective educators through the dissemination of innovative programming and relevant research. One of the ways we provide character and leadership skills is by encouraging students to participate in TAFE competitions. Students have the option to participate in the TAFE competition – Children’s Literature Competition. To familiarize themselves with the rules and guidelines of the competition, have the students complete Scavenger Hunt – TAFE Children’s Literature Competition handout. Distribute TAFE Children’s Literature Competition handout to assist in completing the scavenger hunt. Use Scavenger Hunt – TAFE Children’s Literature Competition (Key) handout as a guide to check their answers.   **TED Talks:**   * TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or fewer). The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk. Mac Barnett: Why a good book is a secret door Childhood is surreal. Why shouldn’t children’s books be? In this whimsical talk, award-winning author Mac Barnett speaks about writing that escapes the page, art as a doorway to wonder — and what real kids say to a fictional whale.<http://www.ted.com/talks/mac_barnett_why_a_good_book_is_a_secret_door> |
| **Family/Community Connection** | * Invite the school librarian to demonstrate how to read to children. * Invite a local author of children’s books to discuss the importance of reading to children. * Conduct a book drive and donate educational books to children at an orphanage or homeless shelter. |
| **CTSO connection(s)** | **Texas Association of Future Educators (TAFE)**  <http://www.tafeonline.org>  Children’s Literature Competition This is an individual or dual event. The book may be written and illustrated by one individual (the author/illustrator) or two individuals (an author and an illustrator). Assistance with illustrations using graphic design, computer animation or another artist assistance is permissible for the artwork of the book. Contestants should write a story in a “book” format. The story should be about anything that reinforces either academic or social/emotional values appropriate for public school. The story should promote a positive character trait of the competitor’s choice as the main focus of the story. Text and artwork may be either computer or hand generated. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see<http://www.ysa.org/>  Develop a Read and Share tutorial program where you teach young children how to read. You can donate time and resources at a local elementary school, children’s hospital, orphanage, or homeless shelter. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)