

Prescribed Learning Outcomes: Students will be able to retell a story with a detailed account of the characters, setting, and plot.

Instructional Objective(s): The students will be able to identify and expand on the characters, setting, and plot of a recognized story. The students will be able to add detail to retell and rework a recognizable story building their understanding of the characters and setting. Students will demonstrate proper group work and leadership abilities by working as a team.

Preparation and Materials: Notebooks, Pencils, Chart Paper, Markers, and books with the “King Midas” story in them. Pre-read the story, or make sure all students have a basic understanding of the story of “King Midas.” Create five or six groups consisting of four to six students to work together on the assignment. Create a “settings” board to assign settings to different groups.

Lesson Activities

Introduction: Build on student’s prior knowledge by asking them who has heard the story of “King Midas.” On chart paper, write down a brief synopsis of the story and post it in the room for students to see and later, build ideas from.

Body: Start by asking student’s what settings they may hear about or know about from the story. Come up with at least 5 different settings for you to assign different groups to. List the settings on the board or chart paper and assign each group to a location / setting from the story. Demonstrate how to describe a setting using the five senses. Ask groups to brainstorm for five minutes on what their setting would look, sound, smell, feel, and possibly taste, like. Have each group share what they discussed with the rest of the class.

Have students go back in their groups and discuss what type of characters they might find in their setting / location. Encourage the students to think about the characters in their setting and the conversations they have with each other. All groups must have some form of dialogue between characters when they present. You must be sure to assign the roles of, King Midas, the Princess, and the spirit that gives the king his ability, as they need to be a part of the story. Once groups have brainstormed ideas on characters in their setting have them share with the rest of the class. At this point, the King, the Princess, and the Spirit should be identified.

When groups have finished presenting their characters, begin to role-play the story through the different settings by guiding the students through the plot. Make sure students are able to use their pre-designed characters through guided dialogue and interactions that continue the flow of the plot. Work your way through the entire story, being sure to allow students the opportunity to build on their character and setting.

Closure: When the story has finished, ask the students to write a retell of the story in their journal books. Encourage them to describe the characters and settings in detail.

Assessment and Evaluation: Observations throughout the lesson will show whether students were actively engaged in their groups. Did the student contribute to the character and setting building activity? In what way did they contribute? Did the student add detail to the setting and characters in the story? How? The teacher will also assess the written retell of the story the students did in their journals. The assessment should be based on whether or not the student was able to write a detailed account of the characters, setting, and plot to extend and build on the story.