

Hard work with the little red hen

[Education](#)



Furthermore, by allowing the students to predict what will happen, especially the ending of the story, students will be using inquiry-based learning. They will be responding to questions, as well as asking themselves questions in the process of making a story. Thus, the various learning styles and strategies learned should help students gain a better grasp of what the beginning, middle, and end of something, such as a story, means. This will hopefully help them better understand analysis and storytelling in the future.

As far as content-specific strategies are concerned, this is a very interesting lesson plan. It does have quite a bit of promise. Students at the elementary age love storytelling, and thus incorporating a lesson plan into storytelling is a very good way to bring them into the actual lesson and to catch and hold their attention. Asking them questions and getting them to focus on the illustrations will also help to keep their interest since children typically love looking at the pictures in books. However, a stronger assessment could be presented in this lesson. While the assessment suggests that the teacher should record observations during the discussion, I feel that the lesson could go deeper with observation and analysis. It would be fun, for instance, for students to perhaps go back to their seats and develop, with a few sheets of paper, pictures of their own storyboard with beginning, middle, and end. They can then individually share their storyboards to their teacher, and describe why they selected what they selected in the story, and why they formulated the beginning, middle, and end of their story in the order they place it. This, as an assessment, would be much stronger, because each individual student would be assessed, and would have to do his or her own individual work and reflections. If a student does not seem to demonstrate a

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clear understanding of the concept, the teacher can thus take time to discuss the issues again with the student to make sure the student understands this.

By asking students to tell these stories, language arts is thus added into the lesson, because students will have to demonstrate and tell their own stories individually to the teacher. This activity should, therefore, assist students in their language and vocabulary skills, and also reinforce their understanding of the orders of stories. Therefore, while the initial presentation of this lesson plan is good, and it does have a good approach to getting students involved and using actual language arts and verbal skills to help develop students' understanding of stories and the concepts of the beginning, middle, and end, the lesson plan could be expanded a bit in order to reinforce the skills presented, and also to make sure the students are forming a solid base of expression through language arts and verbalization.

References