

TITLE:

Using Storytelling to Identify Story Patterns and Relationships Between Characters and Objects

DEVELOPED BY:

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ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

The children will be able to:

- identify the story pattern
- identify the relationships between the sets of objects and characters in the story

VOCABULARY:**Arts Vocabulary**

Setting

Character

Sound Effects

Curriculum Content Vocabulary

Sets

Big, medium, small

Inside, outside

MATERIALS NEEDED:

Pictures and props for telling the story

MAIN EXPERIENCE:**Introduction**

Walk and stop like Papa Bear, Mama Bear, Baby Bear and Goldilocks.

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Main Experience

Tell the story of *The Three Bears* using picture cards (some of them mounted on cardboard tubes so they can stand upright), simple scenery props (for the trees and house) and sound effects.

When the story is finished, all the cards are laid out. Children identify the various sets and count how many objects are in each set. *What is the same about the things in this set? What is different about them?* Move the Papa Bear card to the right of the grid. *What are the things from the other sets that belong to Papa Bear?* Children come up to identify those cards showing Papa Bear's objects and line them up under the Papa Bear picture card. Then move Baby Bear's card to the left of the grid and do the same thing. This will leave Mama Bear in the middle. *What's different about these sets? How are the things in each set the same? How are they different?*

Closing

Song to the tune of "Good Night Ladies" a traditional song:

*Goodbye Goldilocks, goodbye Goldilocks, goodbye Goldilocks, don't come back again!
Goodnight Papa Bear, Goodnight Mama Bear, Goodnight Baby Bear, it's time to say goodnight
Goldilocks she won't come back, won't come back, won't come back
Goldilocks she won't come back, she won't come back again!*

INTENTIONAL QUESTIONS:

Open-Ended (i.e. children contributing possibilities, thoughts)
What other sets of objects could be in the three bears' house?

Factual Questions

What are the groups of things that are the same in the story?
What objects belong to each bear?
Are these sets the same or different?

MODIFICATION:

Children can use the props to tell the story to each other or by themselves.

Children draw pictures of additional sets of objects that could be found in the bears' house. All the sets are displayed and added to the existing sets. Then the children cut their pictures into three separate pieces with one object on each piece of paper. (If the paper is divided into three parts with dotted lines, it may better prepare the children for cutting up their work later, unless the teacher wants to make sure everyone has figured out the pattern of three objects to a set.) Organize the new sets according to which bear each item belongs to.
