

## SAMPLE LESSON EXPERIENCE DESCRIPTION

Teacher: \_\_\_\_\_ Teaching Artist: \_\_\_\_\_  
 School/Center: \_\_\_\_\_ Number of Children: \_\_\_\_\_  
 Date of Meeting with Teaching Artist: \_\_\_\_\_ First date of activity: \_\_\_\_\_

1. Title of Lesson:     The Three Billy Goats Gruff

2. Objective(s) for Teacher:

The teacher will be able to retell a story without the book.  
 The teacher will be able to guide children to help recall words in a story.  
 The teacher will be able to re-enact a story with a small group.

3. Objectives for Children:

Children will be able to create shapes and movement actions for each character in the story.  
 Children will be able to move their shapes/characters through pathways in space.  
 Children will be able to recall and retell the story of the Three Billy Goats Gruff in their own words.

4. Arts skills addressed by the experience:

Responding to words in a story with movement.  
 Demonstrating awareness of one's body in space through movement.

5. Emergent literacy skills addressed by the experience:

Telling, recalling, sequencing, and enacting stories with and without props.  
 Making predictions about the action in new and familiar stories.

6. Other curriculum based skills supported by the experience:

Math skills: number and shapes of blocks needed to make the bridge

7. Materials needed:

Three Billy Goats Gruff by Paul Galdone (Clarion Books, 1973)  
 Blocks and other props suggested by the children

8. Procedures for the experience/lesson plan:

### Introduction

Give a few hints about the story. Ask children to share what they remember about the book, e.g. "This is a story about..." "What else happens in this story?"

Warm up with movements to the sounds, "trip and trap." The children can make up movements with different body parts and use concepts such as loud, soft, fast and slow.

Teacher Role: Participate in the movements and help select the children who will suggest movements

### Main Experience

Today the session will take place in the block area, where children will be encouraged to build a bridge and re-enact the story. The class will be divided into two groups. One group will be the actors and one group will be the audience (next time the groups will switch). Children will be encouraged to direct the actions of the characters.

Teacher Role: The teacher will re-enact the story with the children.

### Closing Experience

The Good-by chant

Teacher role: The teacher will co-lead the closing

### Follow-up activities/Home Connections

Enact the story with simple costumes and props.

### 9. Lesson Reflection:

Describe children's progress: Record the names of children who recall parts of the story and who participate in the reenactment.

Describe how this session was an extension of the previous session:

We had told the story during the last session and now the children were ready to act it out.

Describe the teacher(s)' response to the experience and level of participation:

The teacher was very excited and well prepared to be re-enacting the story with the group. She needed little coaching.

Describe any evidence of teacher follow-up between sessions:

The teacher had asked children if they would like to tell the story of The Three Billy Goats Gruff. She wrote down their stories and posted them on the wall.

Describe any challenge faced when teaching this session:

Because of the size of this group, we had to have four trolls

Please indicate and describe any modifications made during the session:

The children suggested a different ending for the story, so we used their suggestion.

Please list any accommodations you made for special needs children and/or children who are learning English as a second language:

Now that the ESL children understand what a troll is they are able to participate without any accommodations.