

# Lesson Plan: Story Builders Adventure

**Subject:** English Language Arts (Creative Storytelling)

**Age Group:** 5-Year-Old (Homeschool)

**Time Allotment:** 30 Minutes

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## Materials Needed

- A small bag or bowl (the "Story Soup Pot")
- 5-6 small, interesting objects (e.g., a toy car, a shiny button, a leaf, a small animal figure, a key)
- 9 index cards or small pieces of paper
- Crayons or markers
- One larger piece of paper for drawing

**Preparation (5 minutes):** On the 9 index cards, create three simple categories with 3 cards each. You can draw them or use stickers/magazine cutouts.

- **3 Character Cards:** a brave knight, a giggling mouse, a sleepy dragon
  - **3 Setting Cards:** a tall tower, a sunny forest, a sparkly cave
  - **3 Action Cards:** eating a giant cupcake, finding a hidden map, flying a kite
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## Learning Objectives

By the end of this lesson, the student will be able to:

- Verbally create a simple, three-part story (beginning, middle, end) using picture prompts.
  - Use at least two descriptive words (e.g., "sleepy" dragon, "tall" tower) when telling their story.
  - Sequence events in a logical order to form a coherent narrative.
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## Alignment with Early Learning Standards (Example: Common Core Kindergarten)

- **CCSS.ELA-LITERACY.SL.K.4:** Describe familiar people, places, things, and events.
  - **CCSS.ELA-LITERACY.W.K.3:** Use a combination of drawing and dictating to narrate a single event or several loosely linked events.
  - **CCSS.ELA-LITERACY.L.K.5.C:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
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## Lesson Procedure

### Part 1: Warm-Up - Story Soup (5 minutes)

1. **Introduction:** "Today, we are going to be Story Builders! But first, every good story needs ingredients. Let's make some Story Soup to warm up our imaginations."
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2. **Activity:** Present the "Story Soup Pot" (bag or bowl) with the small objects inside. Have the student pull out one object at a time.
3. **Prompting Questions:** For each object, ask an open-ended question.
  - (Pulls out a key) "Ooh, a key! What could this key possibly open? A secret treasure chest? A tiny fairy door?"
  - (Pulls out a leaf) "A crunchy leaf! Where did it come from? A giant tree in a magic forest?"
4. **Goal:** This activity encourages creative thinking and introduces the idea that objects can be part of a bigger story. There are no right or wrong answers.

## Part 2: Main Activity - Building a Story (15 minutes)

1. **Set Up:** Lay out the 9 prepared picture cards, grouped by category (Characters, Settings, Actions).
2. **Instruction:** "Great job with the soup! Now, let's build a full story. A good story needs a WHO (a character), a WHERE (a setting), and a WHAT HAPPENED (an action)."
3. **Student Choice:** Ask the student to choose one card from each category. For example, they might choose the **sleepy dragon**, the **tall tower**, and **finding a hidden map**.
4. **Sequencing the Story:**
  - **Beginning (WHO and WHERE):** "Let's start our story. Once upon a time, there was a..." (student points to the character) "...in a..." (student points to the setting). Model the first sentence: "*Once upon a time, there was a sleepy dragon in a tall tower.*"
  - **Middle (WHAT HAPPENED):** "What did our sleepy dragon do? Let's use our action card!" Prompt the student to describe the action. "*One day, he was looking around and found a hidden map!*" Ask a follow-up question: "What do you think was on the map?"
  - **End (How it Finished):** "How does our story end? After the dragon found the map, what did he do next? Did he go on an adventure? Or did he decide to take a nap on top of the map?" Let the student decide the ending. "*He decided the map looked like a cozy blanket and fell asleep on it. The end.*"
5. **Creative Extension:** "What was your favorite part of the story?" Have the student draw a picture of that favorite part on the large piece of paper. As they draw, you can write their story sentence at the bottom of the page.

## Part 3: Wrap-Up - Author's Chair (5 minutes)

1. **Sharing:** "You created an amazing story! You are the author. Let's share it." Have the student sit in a special "Author's Chair" (any chair will do).
2. **Performance:** Encourage the student to retell their full story from beginning to end, using their drawing as a visual aid. Applaud enthusiastically when they finish.
3. **Reinforcement:** Praise their specific work. "I loved how you described the dragon as 'sleepy.' That was a great describing word! Your story had a perfect beginning, middle, and end."

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## Differentiation and Inclusivity

- **For Extra Support:**
    - Reduce the choice to only two cards per category.
    - Co-create the story together, with the teacher providing more sentence starters.
    - The teacher can write down the story as the child dictates it, then read it back together.
  - **For an Extra Challenge:**
    - Encourage the student to pick two action cards to create a more complex plot.
    - Ask them to add a problem (e.g., "But the map was guarded by a grumpy gnome!") and a solution.
    - Prompt for more descriptive words (adjectives) or feeling words (e.g., "The dragon felt excited!").
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## **Assessment (Informal)**

Observe the student during the activity and use the final storytelling as a check for understanding.

- Did the student choose a character, setting, and action?
- Was the student able to sequence the story into a beginning, middle, and end with prompting?
- Did the student use at least two descriptive words from the cards or of their own creation?
- Was the student engaged and participating enthusiastically?