

Lesson Plan: My Magical Story Pot

Materials Needed:

- A medium-sized cooking pot or large bowl (the "Magical Story Pot")
 - A large spoon or spatula (the "Story Stirrer")
 - A small bag or box
 - A collection of 5-6 small, interesting objects from around the house or yard. **Try to have a mix that can represent characters, settings, and problems.** Examples:
 - **For Characters:** A small toy animal, a superhero figure, a peg doll, a funny-shaped rock.
 - **For Settings:** A leaf or twig (the forest), a seashell (the beach), a toy car (the city), a cotton ball (the clouds).
 - **For Problems or Actions:** A tangled piece of yarn (a big mess), a single key (something is locked), a bandage (someone is hurt), a small empty container (something is lost).
 - Large sheets of paper or a notebook
 - Crayons, markers, or colored pencils
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Learning Objectives:

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

- Identify and name the basic "ingredients" of a story: a character (who), a setting (where), and a problem (what happens).
 - Contribute ideas to collaboratively create a simple, original oral story.
 - Visually represent the created story through a drawing.
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Lesson Activities (Approximately 20-30 minutes)

Part 1: The Story Ingredients (5 minutes)

1. **Introduction:** Sit with your student and say something exciting like, "Today, we aren't going to *read* a story, we are going to *cook* one! Every great story needs special ingredients, just like a yummy soup. Do you know what they are?"
2. **Introduce the Concepts:** Explain the three main "ingredients" in a simple, memorable way.
 - "First, every story needs a **WHO**. This is the main character! It could be a brave knight, a silly squirrel, or even a talking teacup."
 - "Next, a story needs a **WHERE**. This is the setting, the place our story happens. Is it in a deep, dark forest? A castle in the clouds? Or right here in our house?"
 - "Finally, every story needs a **WHAT HAPPENS**. This is usually a problem our character has to solve. Maybe they lost their favorite toy, or they have to cross a tricky, bubbling river!"

Part 2: Cooking Our Story (10-15 minutes)

1. **Prepare the Pot:** Place the "Magical Story Pot" in the middle of your workspace. Put all the pre-collected small objects into a bag without the student seeing which ones you chose.
 2. **Add the Ingredients:** Have the student reach into the bag (without peeking!) and pull out three objects, one at a time. Place each one into the pot.
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3. **Stir and Reveal:** Give the student the "Story Stirrer" and have them gently stir the items in the pot while you both chant something fun, like, "Stir the pot, make it hot, tell us the story that you've got!"
4. **Build the Story:**
 - Have the student pull out the **first object**. Say, "Aha! Our first ingredient tells us **WHO** is in our story." (*Example: They pull out a toy dinosaur.*) "Our story is about a friendly dinosaur!"
 - Have them pull out the **second object**. "Wonderful! This ingredient tells us **WHERE** our story happens." (*Example: They pull out a leaf.*) "Our friendly dinosaur lives in a big, green forest!"
 - Have them pull out the **third object**. "Oh, this is the exciting part! This ingredient tells us the **PROBLEM**." (*Example: They pull out a key.*) "One day in the forest, our dinosaur found a mysterious key! What does it open? He doesn't know! That's his problem to solve."
5. **Tell the Story Together:** Now, using the three elements, tell the story out loud together. Encourage the student to add details by asking open-ended questions. "What is the dinosaur's name? What does he do next to figure out what the key opens? Does he ask another animal for help?" Your role is to guide the narrative and weave their creative ideas together into a simple beginning, middle, and end.

Part 3: The Storybook Page (5-10 minutes)

1. **Create a Record:** Say, "That was an amazing story! Let's make the first page for our new storybook so we never forget it."
2. **Draw and Retell:** Give the student paper and drawing materials. Ask them to draw a picture of the story you just created. While they are drawing, talk about the story again. "There's your dinosaur! Is he holding the key? Can you draw the big trees of the forest around him?"
3. **Title the Masterpiece:** Help the student write a title for their story at the top of the page (or you can write it for them as they say it). This drawing serves as a wonderful, tangible result of their creative work.

Differentiation and Inclusivity:

- **For a student needing more support:** Use very distinct and simple objects (e.g., a toy person, a blue block for water, a band-aid for a problem). Provide more direct sentence starters during the storytelling part, such as "Once upon a time, there was a..." and "He lived in a..."
- **For a student needing an extra challenge:** Encourage them to pull a fourth item from the pot—a "solution" item (e.g., a toy ladder to solve the problem of getting something down from a tree). Ask them to add feelings to the story: "How did the dinosaur feel when he found the key? How did he feel at the end?"

Assessment:

This is an informal, observation-based assessment. Observe the following:

- Can the student identify an object as a character, a place, or a problem with your guidance?
- Does the student actively participate in creating the oral story?
- Does their final drawing reflect the key elements (character, setting, problem) of the story you created together?